

Year 5/6 Overview

| Y 5 | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk 10 | Wk 11 | Wk 12 | Wk 13 | Wk 14 |
|--------|-----------------------------|-----------------|------|-----------|----------------------------------|--------------------------|-----------------------------|------|-----------------------------|------------------|------------|--|-------|------------|
| Autumn | Place Value | | | | Addition and subtraction | | Multiplication and Division | | | Fractions | | | | Assessment |
| Spring | Multiplication and Division | | | Fractions | | Decimals and Percentages | | | Measure: Perimeter and Area | | Statistics | Assessment | | |
| Summer | Statistics | Geometry: Shape | | | Geometry: Position and Direction | | Decimals | | | Negative Numbers | Assessment | Transition Measure: Converting Units and Volume | | Transition |

| Y5 /6 | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 | Wk 9 | Wk 10 | Wk 11 | Wk 12 | Wk 13 | Wk 14 |
|--------|--|------------------------|------------------|--|-------------------------|------------|-------------------------|--|-------------------------------------|-------|------------|-------|-------|------------|
| Autumn | Place Value | | | Four Operations | | | Assessment | Four Operations | Fractions and Decimals | | | | | Assessment |
| Spring | Algebra and Ratio Year 6 Multiplication and division Y5 | | | | Decimal and percentages | Assessment | Decimal and percentages | Geometry | Measure: Area, Perimeter and volume | | Assessment | | | |
| Summer | Statistics | SATs preparation | SATs Week | Post SATs Consolidation, investigations and preparation for KS3 | | | | | | | | | | |
| Y5 | | Position and direction | Negative numbers | Decimals | | | Assessment | Transition Measure: Converting Units and Volume | | | | | | |

Place Value

| National Curriculum Objectives | Lesson Progression Year 5 |
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| <p><u>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</u></p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p><u>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</u></p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> | <ol style="list-style-type: none"> 1) Step 1 - Roman numerals to 1,000 2) Step 2 - Numbers to 10,000 3) Step 3 - Numbers to 100,000 4) Step 4 - Numbers to a million 5) Step 5 - Read and write numbers to a million 6) Step 6 - Powers of 10 (Note: Spine 1, Topic 1.26 1:1-1:8) 7) Step 7 - 10/100/1,000/10,000/100,000 more or less 8) Step 8 - Partition numbers to 1,000,000 (Note: Spine 1, Topic 1.26 1:9-1:12) 9) Step 9 - Number line to 1,000,000 (Note: Spine 1, Topic 1.26 2:1-2:6) 10) Step 10 - Compare and order numbers to 100,000 (Note: Spine 1, Topic 1.26 3:1-3:3) 11) Step 11 - Compare and order numbers to 1,000,000 12) Step 12 - Round to nearest 10, 100 and 1,000 13) Step 13 - Round within 100,000 (Note: Spine 1, Topic 1.26 5:1-5:8) 14) Step 14 - Round within 1,000,000 |

Place Value

| National Curriculum Objectives | Lesson Progression Year 6 |
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| <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. <u>Round any whole number to a required degree of accuracy.</u></p> <p>Round any whole number to a required degree of accuracy.</p> <p><u>Use negative numbers in context, and calculate intervals across zero.</u></p> <p>Solve number and practical problems that involve all of the above.</p> | <ol style="list-style-type: none"> 1) Step 1 - Numbers to 1,000,000 2) Step 2 - Numbers to 10,000,000 3) Step 3 - Read and write numbers to 10,000,000 (Note: Spine 1, Topic 1.30 2:1-2:8) 4) Step 4 - Powers of 10 (Note: Spine 1, Topic 1.26 1:1-1:8 and Spine 1, Topic 1.30 1:1 - 1:8) 5) Step 5 Number line to 10,000,000 6) Step 6 - Compare and order and integers Spine 1, Topic 1.30 2:9-2:10) 7) Step 7 - Round any integer (Note: Spine 1, Topic 1.22 4:1-4:13 and Note: Spine 1, Topic 1.26 5:1-5:8) 8) Spine 1, Topic 1.30 5:1-5:13 9) Spine 1, Topic 1.27 10) Step 8 - Negative numbers |

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Addition and Subtraction

| National Curriculum Objectives | White Rose Small Steps |
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| <p><u>Add and subtract numbers mentally with increasingly large numbers. [For example, $12,462 - 2,300 = 10,162$]</u></p> <p><u>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</u></p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.</p> | <ol style="list-style-type: none"> 1) Step 1 – Mental strategies 2) Spine 1 1.19 2:7-2:9 and Spine 1 1.22 3:6 and 3:8 (Note: Y4 Efficient Subtraction step 8) 3) Step 2 - Add whole numbers with more than four digits (Note: Spine 1 1.20 for representations and models) 4) Step 3 - Subtract whole numbers with more than four digits (Note: Spine 1 1.21 for representations and models) 5) Step 4 – Round to check answers 6) Step 5 – Inverse operations (addition and subtraction) 7) Step 6 – Multi-step addition and subtraction problems 8) Step 7 – Compare calculations 9) Step 8 – Find missing numbers |
| | DFE Guidance (ready to progress criteria) |

Year 5/6 Overview

4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100),
for example:

$$8 + 6 = 14 \text{ and } 14 - 6 = 8$$

so

$$800 + 600 = 1,400$$
$$1,400 - 600 = 800$$

5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth), for example:

$$8 + 6 = 14$$
$$0.8 + 0.6 = 1.4$$
$$0.08 + 0.06 = 0.14$$