

Year 5/6 Long Term Overview 2023/24

| 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 (15 steps) | | | | Four Operations | | Assessment and Four Operations | 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 | | | | |
| Sum | 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 | | | | | | | | |

Year 5/6 Long Term Overview 2023/24

Place Value

| National Curriculum Objectives | Lesson Progression Year 5 – 6 | | |
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| | Lesson | Year 5 | Year 6 |
| <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> <p><u>Year 6</u></p> <p><u>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</u> <u>Round any whole number to a required degree of accuracy.</u></p> <p><u>Round any whole number to a required degree of accuracy.</u></p> <p><u>Use negative numbers in context, and calculate intervals across zero.</u></p> <p><u>Solve number and practical problems that involve all of the above.</u></p> | 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 | Step 1 - Numbers to 1,000,000 |
| | 5 | Step 5 - Read and write numbers to a million | Step 2 - Numbers to 10,000,000 |
| | 6 | | Step 3 - Read and write numbers to 10,000,000 (Note: Spine 1, Topic 1.30 2:1-2:8) |
| | 7 | Step 6 - Powers of 10 (Note: Spine 1, Topic 1.26 1:1-1:8) | 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) |
| | 8 | Step 7 - 10/100/1,000/10,000/100,000 more or less | |
| | 9 | Step 8 - Partition numbers to 1,000,000 (Note: Spine 1, Topic 1.26 1:9-1:12) | |
| | 10 | Step 9 - Number line to 1,000,000 (Note: Spine 1, Topic 1.26 2:1-2:6) | Step 5 Number line to 10,000,000 (Year 6) |
| | 11 | Step 10 - Compare and order numbers to 100,000 (Note: Spine 1, Topic 1.26 3:1-3:3) | Step 6 Compare and order and integers Spine 1, Topic 1.30 2:9-2:10) |
| | 12 | Step 11 - Compare and order numbers to 1,000,000 | |
| | 13 | Step 12 - Round to nearest 10, 100 and 1,000 | |

Year 5/6 Long Term Overview 2023/24

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| | | 14 | Step 13 - Round within 100,000 (Note: Spine 1, Topic 1.26 5:1-5:8) | 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) |
| | | 15 | | Spine 1, Topic 1.30 5:1-5:13 Spine 1, Topic 1.27 |

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 Long Term Overview 2023/24

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:

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

Year 5/6 Long Term Overview 2023/24

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| | Multiplication and Division Year 5 | |
| | National Curriculum Objectives | White Rose Small Steps |

Year 5/6 Long Term Overview 2023/24

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| <p>Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10,100 and 1,000. <u>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</u> Recognise and use square numbers and cube numbers and the notation for squared (²) and cubed (³) <u>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</u> Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors and including scaling by simple fractions and problems involving simple rates.</p> | <ul style="list-style-type: none"> • Step 1 – Multiples • Step 2 – Common multiples (Note: Spine 2 Topic 1.21 TP 5) • Step 3 – Factors (Note: Spine 2 Topic 1.21 TP 1 and 2) • Step 4 - Common factors (Note: Spine 2 Topic 1.21 TP4) • Step 5 - Prime Numbers (Note: Spine 2 Topic 1.21 3:1 – 3:2) • Step 6 - Square numbers (Note: Spine 2 Topic 1.21 1:4 and Spine 2 Topic 2.9 TP 3) • Step 7 - Cube numbers • Spine 2 Topic 2.13 TP 1-4 (Note: Step 8 and 9 – Multiply and divide by 10, 100 and 1,000) • Spine 2 Topic 2.13 TP 5 • Spine 2 Topic 2.13 TP 6 • Step 10 - Multiples of 10, 100 and 1,000 <ul style="list-style-type: none"> • Multiply by 10, 100 and 1,000 • Divide by 10,100 and 1,000 • Multiples of 10, 100 and 1,000 • Multiply 4 digits by 1 digit • Multiply 2 digits by 2 digits • Multiply 3 digits by 2 digits • Multiply 4 digits by 2 digits • Divide 4 digits by 1 digit • Divide with remainders |
| | <p>DFE Guidance (ready to progress criteria)</p> |

Year 5/6 Long Term Overview 2023/24

Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to scaling a number by 10 or 100.

Recall multiplication and division facts up to 12 x 12. Manipulate multiplication and division equations. Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, for example:

$$74 \div 9 = 8 \text{ r } 2$$

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

$$\begin{array}{l} 3 \times 4 = 12 \text{ and } 12 \div 4 = 3 \\ \text{so} \\ 300 \times 4 = 1,200 \\ 1,200 \div 4 = 300 \end{array}$$

Recall multiplication and division facts up to , 12 x 12 and recognise products in multiplication tables as multiples of the corresponding number. Recognise multiples of 10, 100 and 1,000. Apply place-value knowledge to known additive and multiplicative number facts. Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients).

5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.

5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.

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

$$\begin{array}{l} 3 \times 4 = 12 \\ 0.3 \times 4 = 1.2 \\ 0.03 \times 4 = 0.12 \end{array}$$

5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.

5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.

Year 5/6 Long Term Overview 2023/24

Recall multiplication facts up to 12×12 .
Manipulate multiplication and division equations.

Recall multiplication and division facts up to 12×12 . Manipulate multiplication and division equations. Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, for example:

$$74 \div 9 = 8 \text{ r } 2$$

and interpret remainders appropriately according to the context.

5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.

Year 5/6 Long Term Overview 2023/24

| Four Operations Year 6 | |
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| National Curriculum Objectives | White Rose Small Steps |
| <p><u>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</u></p> <p><u>Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.</u></p> <p><u>Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.</u></p> <p>Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.</p> | <ol style="list-style-type: none"> 1) Step 1 – Add and subtract integers 2) Spine 1, Topic 1.30 TP 6 (Mental Strategies) 3) Spine 2 Topic 1.21 TP 1 and 2 (Factors) 4) Step 2 – Common Factors 5) Spine 2 Topic 1.21 TP 5 (Note: Step 3 Common multiples) 6) Step 4 – Rules of divisibility 7) Step 5 – Prime Numbers (Note: Spine 2 Topic 1.21 3:1 – 3:2) 8) Step 6 – Square and Cube numbers 9) Step 7 – Multiply 4 by 2 digit number 10) Step 9 – Short division |
| | <p>DFE Guidance (ready to progress criteria)</p> |

Year 5/6 Long Term Overview 2023/24

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| <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculation involving the four operations</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p><u>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</u></p> | <p>Be fluent in all key stage 2 additive and multiplicative number facts and calculation. Manipulate additive equations, including applying understanding of the inverse relationship between addition and subtraction, and the commutative property of addition. Manipulate multiplicative equations, including applying understanding of the inverse relationship between multiplication and division, and the commutative.</p> <p>Make a given number (up to 9,999, including decimal fractions) 10, 100, 1 tenth or 1 hundredth times the size (multiply and divide by 10 and 100). Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10, 100, 1 tenth or 1 hundredth). Manipulate additive equations. Manipulate multiplicative equations.</p> <p>5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</p> | <p>6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).</p> <p>6AS/MD-1 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.</p> <p>6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.</p> |
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Year 5/6 Long Term Overview 2023/24

| Fractions Year 5 | |
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| National Curriculum Objectives | White Rose Small Steps |
| <p><u>Compare and order fractions whose denominators are multiples of the same number.</u></p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number: $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$.</p> <p><u>Compare and order fractions whose denominators are multiples of the same number.</u></p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> | <ol style="list-style-type: none"> 1) Spine 3 Topic 3.7 (Note: Step 1 Find fractions equivalent to a unit fraction) 2) Find fractions equivalent to a non-unit fraction 3) Recognise equivalent fractions 4) Spine 3 Topic 3.5 TP5 (Note: Step 4 and 5 Convert improper fractions to mixed numbers and back again) 5) Step 6 - Compare fractions less than 1 6) Step 7 - Order fractions less than 1 7) Step 8 - Compare and order fractions greater than 1 8) Step 9 - Add and subtract fractions with the same denominator 9) Step 10 - Add fractions within 1 10) Step 11 - Add fractions with total greater than 1 11) Step 12 - Add to a mixed number 12) Step 13 - Add two mixed numbers 13) Step 14 - Subtract fractions 14) Step 15 - Subtract from a mixed number 15) Step 16 - Subtract from a mixed number – breaking the whole 16) Step 17 - Subtract 2 mixed numbers 17) Step 18 - Subtract two mixed numbers <p style="text-align: center;">Fractions B –</p> <ol style="list-style-type: none"> 18) Step 1 - Multiply unit fraction by an integer (Note: Spine 3 Topic 3.9 TP1) 19) Step 2 - Multiply non-unit fractions by an integer 20) Step 3 - Multiply mixed numbers by integers 21) Spine 3 Topic 3.6 TP3 (Note: Step 5 - Fraction of an amount) 22) Step 7 - Using fractions as operators |
| DFE Guidance (ready to progress criteria) | |

Year 5/6 Long Term Overview 2023/24

Read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$.)

Recall multiplication and division facts up to 12×12 . Find unit fractions of quantities using known division facts (multiplication tables fluency). Unitise using unit fractions (for example, understand that there are 3 one-fifths in three fifths).

Recall multiplication and division facts up to 12×12 . Reason about the location of fractions in the linear number system.

Divide powers of 10 into 2, 4, 5 and 10 equal parts.

5F-1 Find non-unit fractions of quantities.

5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.

5F-3 Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.

Year 5/6 Long Term Overview 2023/24

Fractions Year 6

| National Curriculum Objectives | White Rose Small Steps |
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| <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions > 1</p> <p>Generate and describe linear number sequences (with fractions)</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form.</p> <p>Divide proper fractions by whole numbers.</p> <p>To associate a fraction with division to calculate decimal fraction equivalents (0.375) for a simple fraction ($\frac{3}{8}$).</p> <p><u>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</u></p> | <ol style="list-style-type: none"> 1) Spine 3 Topic 3.7 (Note: Step 1 Equivalent fractions and simplifying 2 lessons) 2) Equivalent fractions on a number line 3) Compare fractions 4) Order fractions (Note: Step 3 and 4) 5) Step 5 - Add and subtract simple fractions 6) Step 6 - Add and subtract any two fractions 7) Step 7 - Add mixed numbers 8) Step 8 - Subtract mixed numbers 9) Spine 3 Topic 3.9 TP1 (Note: Step 1 and 2 Fractions B Multiply fractions by integers and by fractions) 10) Spine 3 Topic 3.9 TP 2 and 3 (Note: Step 3 and 4 Divide a fraction by an integer) 11) Step 5 - Mixed questions with fractions 12) Step 6 - Fractions of an amount (Note: Spine 3 Topic 3.6 TP3) 13) Step 7 - Fraction of an amount – find the whole |
| DFE Guidance (ready to progress criteria) | |

Year 5/6 Long Term Overview 2023/24

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| | | <p>Recall multiplication and division facts up to 12 x 12. Find factors and multiples of positive whole numbers, including common factors and common multiples. Find equivalent fractions and understand that they have the same value and the same position in the linear number system.</p> <p>Recall multiplication and division facts up to 12 x 12. Find factors and multiples of positive whole numbers. Find equivalent fractions. Reason about the location of fractions and mixed numbers in the linear number system.</p> <p>Reason about the location of fractions and mixed numbers in the linear number system. Find equivalent fractions.</p> | <p>6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.</p> <p>6F–2 Express fractions in a common denominator and use this to compare fractions that are similar in value.</p> <p>6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denominator as a comparison strategy</p> |
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Year 5/6 Long Term Overview 2023/24

| Decimals and percentages Year 5 | |
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| National Curriculum Objectives | White Rose Small Steps |
| <p><u>Read, write, order and compare numbers with up to three decimal places.</u></p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> | <ol style="list-style-type: none"> 1) Step 1 - Decimals up to 2 decimal places 2) Step 2 – Equivalent fractions and decimals (tenths) (Note: Spine 1 Topic 1.23) 3) Step 3 – Equivalent fractions and decimals (hundredths) (Note: Spine 1 Topic 1.24) 4) Step 4 – Equivalent fractions and decimals (Note: Spine 3 3.10 TP1-3) 5) Step 5 – Thousandths as fractions 6) Step 6 – Thousandths as decimals 7) Step 7 – Thousandths on a place value chart 8) Spine 1 Topic 1.24 and Spine 1 Topic 1.29 (Addition and Subtraction of decimals) 9) Step 8 – Order and compare decimals (Same number of decimal places) 10) Step 9 – Order and compare any decimals with up to 3 decimals places 11) Step 10 – Round to the nearest whole number 12) Step 11 – Round to 1 decimal place 13) Step 12 – Understand percentages (Note: Spine 3 3.10 TP 4) 14) Step 13 – Percentages as fractions 15) Step 14 – Percentages as decimals 16) Step 15 – Equivalent fractions, decimals and percentages (Note: Spine 3 3.10 TP 5) |
| | DFE Guidance (ready to progress criteria) |

Year 5/6 Long Term Overview 2023/24

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| <p><u>Solve problems which require knowing percentage and decimal equivalents^{1/2, 1/4, 2/5, 4/5} and those fractions with a denominator of a multiple of 10 or 25.</u></p> <p>Recognise and write decimal equivalents of any number of tenths and hundredths</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as one, tenths and hundredths.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Convert between different units of measure (for example, kilometre to metre)</p> | <p>4NPV – 2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.</p> <p>4NPV – 3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.</p> <p>4NPV – 4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.</p> | <p>5NPV–2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning.</p> <p>5NPV–3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</p> <p>5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</p> |
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Year 5/6 Long Term Overview 2023/24

Decimals and percentages Year 6

| National Curriculum Objectives | White Rose Small Steps |
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| <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiply of 10 or 25.</p> <p>Recognise and write decimal equivalents of any number of tenths and hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Convert between different units of measure [for example, kilometre to metre]</p> | <ol style="list-style-type: none"> 1) Step 1 - Place value within 1 2) Step 2 - Place value – integers and decimals 3) Step 3 - Round decimals (Note: Spine 1 Topic 1.24 TP 7) 4) Step 4 - Add and subtract decimals (Note: Spine 1 Topic 1.29 decimals) 5) Spine 2 Topic 2.29 (Note: Step 5 and 6 Multiply/divide 10, 100 and 1,000) 6) Spine 2 Topic 2.19 TP1-4 (Note: Step 7 Multiply decimals by integers) 7) Spine 2 Topic 2.19 TP5 (Note: Step 8 Divide decimals by integers) 8) Step 9 – Multiply and divide decimals in context 9) <i>Fractions Decimals and Percentages</i> 10) Spine 3 3.10 TP1-3 (Note: Step 1 Decimals and fraction equivalents) 11) Step 2 - Fractions as division 12) Spine 3 3.10 TP 4 (Note: Step 3 Understand Percentages) 13) Spine 3 3.10 TP 5 (Note: Step 5 Equivalent FDP) 14) Step 6 - Order FDP 15) Spine 3 3.10 TP 6 (Note: Step 7 Percentage of an amount – one step) 16) Step 8 – Percentage of an amount – multi-step 17) Step 9 – Percentages – missing values |

Year 5/6 Long Term Overview 2023/24

Solve problems involving the calculation of percentages (for example, of measures and uh as 15% of 360] and the use of percentages for comparison.

Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.