

## Coverage of National Curriculum Maths Year 4/Year 5

Number: *Pink = Taught and well covered, Yellow = In teaching and covered a bit, Blue = mentioned and covered in activities but not in teaching*

Nat Curriculum Objective	YEAR 4 Number: Number and Place Value									YEAR 5 Number: Number and Place Value					
	Count in multiples of 6, 7, 9, 25 and 1000	Find 1000 more or less than a given number	Count backward through zero to include negative numbers	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	Order and compare numbers beyond 1000	Identify, represent and estimate numbers using different representations	Round any number to the nearest 10, 100 and 1000	Solve number and practical problems that involve all of the above and with increasingly large positive numbers	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000	Interpret negative nos in context, count forwards & backwards with positive & negative whole nos, including through 0	Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000	Solve number problems & practical problems that involve all of the above	Read Roman numerals to 1000 (M) & recognise years written in Roman numerals.
<b>AUTUMN</b>															
<b>AUTUMN Week 1</b>				Days 1-3	Days 3 & 5	Days 1-5		Day 1		Days 1-3 PV in 5-d nos	Day 2 +/- 1s, 10s, 100s, 1000s, 10,000s		Days 5 & 6 Round 4-d & 5-d nos		
<b>AUTUMN Week 6</b>		Day 3		Days 1-5		Day 1		Day 2							
<b>SPRING</b>															
<b>SPRING Week 1</b>			Days 1 & 2							Days 3-5 PV in 6-d nos		Days 1 & 2	Day 5	Day 2	
<b>SPRING Week 6</b>	Days 1 & 2 Count in 7s and 9s														
<b>SPRING Week 8</b>				Days 3-5 +/- 1s, 10s, 100s, 1000s											
<b>SPRING Week 10</b>										Days 1 & 2			Day 2		
<b>SUMMER</b>															
<b>SUMMER Week 1</b>	Day 5 Count in	Day 5		Days 1 & 2		Days 1-3	Day 3 Round		Day 4 History of	Days 1-3	Day 1 +/- 1, 10, 100,		Day 3 Round 6-		Days 4 & 5

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	steps 25 and 1000						to nearest 1000		zero, PV, Roman numerals to 100		1000, 10,000, 100,000		digit nos to nearest 1000, 10,000 and 100,000		
<b>SUMMER Week 2</b>												Days 1 & 2		Days 2 & 3	

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Nat Curriculum Objective	YEAR 4 Number: Addition and Subtraction			YEAR 5 Number: Addition and Subtraction			
	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	Estimate and use inverse operations to check answers to a calculation	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Add and subtract numbers mentally with increasingly large numbers	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Solve addition & subtraction multi-step problems in contexts, deciding which operations & methods to use and why.
<b>AUTUMN</b>							
<b>AUTUMN Week 2</b>	Days 1-5 Mental calculations 2-d & 3-d nos			Days 1 & 2 Money		Days 1 & 2	
<b>AUTUMN Week 3</b>	Days 1-3 mental – Days 4 & 5 + of 3-digit nos			Days 4 & 5 Written +	Days 1, 2 & 4	Days 4 & 5	
<b>AUTUMN Week 6</b>	Days 3-5 Mental calculations 4-d nos +/-1, 10, 100, 1000	Day 1 Inverse in plenary					
<b>AUTUMN Week 7</b>	Days 1-5 Mental calculations 3-d nos		Day 3 Money		Days 1-5 +/- decimals		
<b>AUTUMN Week 8</b>	Days 1-5 Decomposition of 3-digit nos	Day 2 in plenary and Day 3 in activity		Days 1-5 + and – of 4 and 5-digit nos	Day 1		
<b>SPRING</b>							
<b>SPRING Week 2</b>					Days 4 & 5		
<b>SPRING Week 3</b>	Days 1 – 5 Column + mental – of 3-d nos inc money	Day 4 check – with +		Days 1 & 2 Column + of decimals	Days 3-5 subtraction	Day 1	Day 4
<b>SPRING Week 5</b>	Days 1-5 column + & -	Day 4 check – with +	Days 4 & 5		Days 3-5 – decimals		Day 5
<b>SPRING Week 8</b>	Days 1-5 Mental + and -	Day 5 + & –					
<b>SPRING Week 10</b>	Days 1-5 Column + & -	Day 4 check – with + in plenary		Days 3-5 Column – of 5-d nos			Day 5
<b>SPRING Week 11</b>				Days 2 & 3	Day 1		

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SUMMER							
SUMMER Week 5					Days 3-5 decimals		
SUMMER Week 7	Days 1-5	Days 1 & 3		Days 4 & 5	Day 5		
SUMMER Week 8	Days 1 & 2		Day 5 Single step + or -				
SUMMER Week 11				Days 1 & 2			Day 5

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Nat Curriculum Objective	YEAR 4 Number: Multiplication and Division				
	Recall multiplication and division facts for multiplication tables up to $12 \times 12$	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	Recognise and use factor pairs and commutativity in mental calculations	Multiply 2-digit and 3-digit numbers by a one-digit number using formal written layout	Solve problems involving multiplying & adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
<b>AUTUMN</b>					
<b>AUTUMN Week 5</b>	Days 3 – 5 3x, 4x, 5x, 6x, 8x tables	Days 1 & 2 Doubling/halving 2-d and 3-d nos			Days 1, 2 & 5 Double/halve 2-d and 3-d nos; function machines
<b>AUTUMN Week 10</b>	Days 1-5	Days 1-3 Grid $\times$ Days 4 & 5 $\div$		Days 1-3 grid $\times$	Days 1-3 Grid $\times$ , day 3 investigation
<b>AUTUMN Week 11</b>		Days 2 & 3 Division			
<b>SPRING</b>					
<b>SPRING Week 2</b>		Day 5			
<b>SPRING Week 6</b>	Days 1-3 7 and 9 $\times$ table, then all tables to $12 \times 10$	Day 4	Days 2 & 5 Commutativity		Day 5 Investigation
<b>SPRING Week 11</b>	Day 1 11 and 12 $\times$ tables	Day 4		Days 2-4	
<b>SUMMER</b>					
<b>SUMMER Week 3</b>		Day 3 $\times$ 3 nos	Days 1 & 2		Days 4 & 5 Correspondence and scaling problems
<b>SUMMER Week 6</b>		Days 4 & 5 Mental division			
<b>SUMMER Week 11</b>				Days 1 & 2	Days 3-5 Word problems, mixed operations

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Nat Curriculum Objective	Year 5: Number: Multiplication and Division										
	Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers	Know and use the vocabulary of prime numbers, prime factors & 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 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers	Multiply and divide numbers mentally drawing upon known facts	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	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Recognise and use square numbers and cube numbers, and the notation for squared ( <sup>2</sup> ) and cubed ( <sup>3</sup> )	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	Solve problems involving +, -, × and ÷, and a combination of these, including understanding the meaning of the equals sign	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
<b>AUTUMN</b>											
<b>AUTUMN Week 2</b>							Days 3 & 4				
<b>AUTUMN Week 5</b>	Days 1 - 3	Day 4	Day 4 primes ≤50		Day 5 Division	Day 5 Mental ÷, interpret remainders				Day 3 ÷ problems	
<b>AUTUMN Week 6</b>				Days 3-5 3-d nos 1-d × nos						Day 3	
<b>AUTUMN Week 10</b>				Days 1 & 2 Short × (3-d × 1-d)	Days 3-5 Division	Day 4 Mental ÷, interpret remainders				Day 4 ÷ problems	
<b>SPRING</b>											
<b>SPRING Week 2</b>							Day 3				
<b>SPRING Week 5</b>							Day 1			Day 5	
<b>SPRING Week 6</b>	Day 1			Days 4 & 5 Short × (4-d × 1-d)	Days 2 & 3				Days 2 & 3		
<b>SPRING Week 7</b>										Day 4	Days 2-4
<b>SPRING Week 8</b>						Day 1-3 Short ÷ (3-d ÷ 1-d)					
<b>SPRING Week 11</b>				Day 4 Short × (4-d × 1-d)		Day 5 Short ÷ (4-d ÷ 1-d)					
<b>SUMMER</b>											
<b>SUMMER Week 3</b>					Day 1					Day 2 Word problems	Day 2 Word problems

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SUMMER Week 6						Days 4 & 5 Short ÷ of 4-digit nos					
SUMMER Week 7	Day 1							Day 3			Day 2 Scaling by fractions
SUMMER Week 8				Days 1-5, Short, grid and long x							Days 1 & 5
SUMMER Week 9											Day 5 Rate
SUMMER Week 10				Days 1-3 Long multiplication							
SUMMER Week 11						Day 3					Day 5 Multi-step problems

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Nat Curriculum Objectives	Year 4 Number: Fractions and Decimals									
	Recognise and show, using diagrams, families of common equivalent fractions	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the ans is a whole no.	Add and subtract fractions with the same denominator or	Recognise and write decimal equivalents of any number of tenths or hundredths	Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$	Find effect of dividing a one- or two-digit no. by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Round decimals with one decimal place to the nearest whole number	Compare numbers with the same number of decimal places up to two decimal places	Solve simple measure and money problems involving fractions and decimals to two decimal places
<b>AUTUMN</b>										
<b>AUTUMN Week 7</b>										Day 3 Money
<b>AUTUMN Week 11</b>	Day 1 Counting		Days 4& 5							Day 5 Fractions
<b>SPRING</b>										
<b>SPRING Week 1</b>					Days 3-5 Tenths		Day 3 ÷ by 10 to give 0.1s			
<b>SPRING Week 2</b>							Day 3 ÷ by 10 to give 0.1s	Day 2	Day 4 Compare 1dp	
<b>SPRING Week 3</b>										Days 4 & 5 Money
<b>SPRING Week 7</b>	Days 1-3, 5			Day 4						
<b>SUMMER</b>										
<b>SUMMER Week 2</b>		Days 2 & 3 Divide to give hundredths			Day 4		Days 2 and 3	Day 1		
<b>SUMMER Week 5</b>		Days 4 & 5 +/- 0.1 and 0.01 and multiples			Day 1	Day 1			Days 1 & 2	
<b>SUMMER Week 6</b>	Day 1		Days 2 and 3			Day 2				Day 3
<b>SUMMER Week 10</b>									Day 1 2dp in metres	



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Nat Curriculum Objective	Year 5 Number: Fractions and Decimals											
	Compare and order fractions whose denominators are all multiples of the same number	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements $> 1$ as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$ ]	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place	Read, write, order and compare numbers with up to 3 decimal places	Solve problems involving number up to 3 decimal places	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal	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 multiple of 10 or 25.
<b>AUTUMN</b>												
AUTUMN Week 2						Day 3				Day 5 2dp		
AUTUMN Week 6	Day 1	Day 2										
AUTUMN Week 11	Day 5		Day 1	Days 2 & 3								
<b>SPRING</b>												
SPRING Week 2						Days 1-3		Day 2				
SPRING Week 3								Days 1 & 2				
SPRING Week 5								Day 2				
SPRING Week 7	Day 1	Days 1 and 5										
SPRING Week 8						Days 4 & 5						
<b>SUMMER</b>												
SUMMER Week 2							Days 4 & 5		Days 4 & 5	Day 5 2dp		
SUMMER Week 3											Day 3	Days 4 & 5

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SUMMER Week 5									Day 2	Days 3 & 4 2dp		
SUMMER Week 6	Day 1		Day 1	Days 2 & 3								
SUMMER Week 10					Days 4 & 5							

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Measurement: *Pink = Taught and well covered, Yellow = In teaching and covered a bit, Blue = mentioned and covered in activities but not in teaching*

Nat Curriculum Objective	YEAR 4 Measurement						YEAR 5 Measurement						
	Convert between different units of measure [for example, kilometre to metre; hour to minute]	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Find the area of rectilinear shapes by counting squares	Estimate, compare and calculate different measures, including money in pounds and pence	Read, write and convert time between analogue and digital 12- and 24-hour clocks	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) and estimate the area of irregular shapes	Estimate volume [for example, using 1 cm <sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]	Solve problems involving converting between units of time	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
<b>AUTUMN</b>													
<b>AUTUMN Week 3</b>													Day 2 Money
<b>AUTUMN Week 7</b>				Day 3 Money									
<b>AUTUMN Week 9</b>					Days 1-3 (12-hr only)	Day 4 minutes and seconds	Days 4 & 5	Day 1				Days 2 & 3	
<b>AUTUMN Week 8</b>													Day 5 Money
<b>SPRING</b>													
<b>SPRING Week 2</b>	Day 2 cm to mm												
<b>SPRING Week 3</b>				Days 1, 2, 4 & 5 money									Day 4 money
<b>SPRING Week 4</b>					Days 3-5			Day 5					
<b>SPRING Week 9</b>		Days 1, 2 & 4	Days 3 and 4						Days 1 & 2	Days 3 & 4	Day 5		Day 3
<b>SUMMER</b>													
<b>SUMMER Week 5</b>	Day 5						Day 1						

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<b>SUMMER Week 9</b>					Days 1 & 2	Day 5							
<b>SUMMER Week 10</b>	Days 1-3 convert mm cm m, g & kg			Days 1, 4 estimate measures									

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Shape *Pink = Taught and well covered, Yellow = In teaching and covered a bit, Blue = mentioned and covered in activities but not in teaching*

Nat Curriculum Objective	YEAR 4 Geometry: Properties of Shape				YEAR 4 Geometry: Position and Direction			Year 5 Geometry: Properties of Shape						Year 5 Geometry: Position and Direction
	Compare /classify geometric shapes, incl. quadrilaterals and triangles, based on their properties / sizes	Identify acute and obtuse angles and compare angles up to two right angles by size	Identify lines of symmetry in 2-D shapes presented in different orientations	Complete a simple symmetric figure with respect to a specific line of symmetry	Describe positions on a 2-D grid as coordinates in the first quadrant	Describe movements between positions as translations of a given unit to the left/right and up/down	Plot specified points and draw sides to complete a given polygon	Identify 3-D shapes, including cubes & other cuboids, from 2-D representations	Know angles are measured in degrees: estimate & compare acute, obtuse and reflex angles	Draw given angles, and measure them in degrees ( $^{\circ}$ )	Identify angles at a point and one whole turn (total $360^{\circ}$ ), angles at a point on a straight line and 2 1 a turn (total $180^{\circ}$ ), other multiples of $90^{\circ}$	Use the properties of rectangles to deduce related facts and find missing lengths and angles	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
<b>AUTUMN</b>														
<b>AUTUMN Week 4</b>	Days 1-2 are 3-D shapes Days 3-5 are 2-D shapes		Days 4&5					Days 1 & 2					Days 3-5	
<b>SPRING</b>														
<b>SPRING Week 4</b>					Days 1, 2	Day 2								Days 1-3
<b>SPRING Week 9</b>					Day 5		Day 5					Day 2 Missing lengths		
<b>SUMMER</b>														
<b>SUMMER Week 4</b>	Days 3 & 5 Sort triangles and quadrilaterals	Days 1-3		Day 4					Days 1 & 2	Days 2 & 5	Days 3 & 4		Day 5	

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**Statistics** *Pink = Taught and well covered, Yellow = In teaching and covered a bit, Blue = mentioned and covered in activities but not in teaching*

Nat Curriculum Objective	YEAR 4 Statistics		YEAR 5 Statistics	
	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Solve comparison, sum and difference problems using information presented in a line graph	Complete, read and interpret information in tables, including timetables
<b>AUTUMN</b>				
<b>AUTUMN Week 9</b>	Days 4 & 5 Bar chart & pictograms	Days 4 & 5 Bar chart & pictograms	Day 5	Day 2 Timetables
<b>SPRING</b>				
<b>SPRING Week 4</b>			Days 4 & 5	Day 5
<b>SUMMER</b>				
<b>SUMMER Week 9</b>	Days 4 & 5 Time graphs		Days 3 & 4	Day 1 Timetables
<b>SUMMER Week 10</b>	Days 4 & 5 Tables and bar charts	Days 4 & 5 Tables and bar charts		