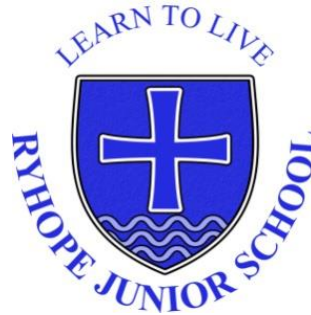




Mathematics

Year 5 Planning

Objectives and CFC
(Counting, Fact Recall, Calculation)

This is a working document-

Teachers to make changes, where appropriate, based on both formative and summative assessment. Rich tasks and curriculum links are also to be identified and added to planning.

Follow the link below to access the interactive copy of this curriculum map. Click on the domain to download the learning objectives for each domain.
<https://www.ncetm.org.uk/classroom-resources/cp-year-5-curriculum-map/>
 Use the National Curriculum objectives sheet to ensure coverage of all objectives (see page 4).

	Unit	Unit name
Autumn 1		
	1	Decimal fractions
	2	Money
Autumn 2	3	Negative numbers
	4	Short multiplication and short division
Spring 1	5	Area and scaling
Spring 2	6	Calculating with decimal fractions
	7	Factors, multiples and primes
Summer 1	8	Fractions
Summer 2	9	Converting units
	10	Angles and transformations

	Number and place value
	Number facts
	Multiplication and division
	Fractions
	Geometry
	Other

Year 5

Curriculum map

Year 5		
1	Decimal fractions	Number and place value
	5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. 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 non-standard partitioning. 5NPV-3 Reason about the location of any number with up to 2 decimal 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. 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. 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 1.23 Composition and calculation: tenths 1.24 Composition and calculation: hundredths and thousandths	Number facts
2	Money	Addition and subtraction
	1.25 Addition and subtraction: money	Multiplication and division
3	Negative numbers	Fractions
	1.27 Negative numbers: counting, comparing and calculating	Geometry
4	Short multiplication and short division	Other
	5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. 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. 2.14 Multiplication: partitioning leading to short multiplication 2.15 Division: partitioning leading to short division	
5	Area and scaling	
	5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units. 2.16 Multiplicative contexts: area and perimeter 1 2.17 Structures: using measures and comparison to understand scaling	
6	Calculating with decimal fractions	
	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. 2.19 Calculation: $\times/\div$ decimal fractions by whole numbers 2.29 Decimal place-value knowledge, multiplication and division	
7	Factors, multiples and primes	
	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. 2.20 Multiplication with three factors and volume 2.21 Factors, multiples, prime numbers and composite numbers	
8	Fractions	
	5NPV-5 Convert between units of measure, including using common decimals and fractions. 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. 3.6 Multiplying whole numbers and fractions 3.7 Finding equivalent fractions and simplifying fractions 3.10 Linking fractions, decimals and percentages	
9	Converting units	
	5NPV-5 Convert between units of measure, including using common decimals and fractions.	
10	Angles	
	5G-1 Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.	

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020

Light grey references are from the NCETM Primary Mastery Professional Development materials

Both are available online

Where year group objectives have not been covered by the NCETM Prioritisation Guidance, these will be covered in additional units. These objectives will also be covered in **daily memory jogger activities** and the **daily arithmetic lesson**.

Please add any planned rich tasks and wider curriculum links that you use to deliver these objectives.

Term	Unit	Unit name	Learning Objectives/ Outcomes	Rich Tasks	Wider Curriculum Links
Autumn 1	See National Curriculum	Number and Place Value	Read, write, order and compare numbers to at least 1,000, 000. Know what each digit represents in numbers to 1,000,000. Count forwards or backwards in steps of powers of 10 for any given number up to 1,000, 000.	Maze 100 ** Twenty Divided Into Six ** Reach 100 ** Six Ten Total ** Six Numbered Cubes ** Subtraction Surprise * An Easy Way to Multiply by 10? * Multiply Multiples 1 * Multiply Multiples 2 * Multiply Multiples 3 *	
	1	Decimal Fractions	<i>see learning outcomes detailed in curriculum map on website</i>	Round the Dice Decimals 1 * Round the Dice Decimals 2 * Tumbling Down * Linked Chains * A4 Fraction Addition ** A4 Fraction Subtraction * Forgot the Numbers ** Route Product ** Matching Fractions, Decimals and Percentages (I) *	
	2	Money	<i>see learning outcomes detailed in curriculum map on website</i>		
Autumn 2	3	Negative numbers	<i>see learning outcomes detailed in curriculum map on website</i>	First Connect Three (I) * Swimming Pool * Tug Harder! (G) * Sea Level *	
	4	Short multiplication and short division	<i>see learning outcomes detailed in curriculum map on website</i>	Picture Your Method * Compare the Calculations * All the Digits ** Trebling *	

				Division Rules * Highest and Lowest * Make 100 ** Four Goodness Sake ***	
Spring 1	5	Area and scaling	see learning outcomes detailed in curriculum map on website	Making Boxes ** Numerically Equal ** Fitted *** Brush Loads * Ribbon Squares *** Area and Perimeter * Through the Window ** Torn Shapes * Twice as Big? (I) * Making Boxes ** Numerically Equal ** Fitted *** Brush Loads * Ribbon Squares ***	NSPCC Number Day 2 nd February International Day of Maths 14 th March
	6	Calculating with decimal fractions	see learning outcomes detailed in curriculum map on website		
Spring 2	7	Factors, multiples and primes	see learning outcomes detailed in curriculum map on website	Pebbles ** Sweets in a Box * Abundant Numbers * Flashing Lights * Multiplication Squares * Which Is Quicker? * Factors and Multiples Game (I) * Three Dice * Factor Track ** Two Primes Make One Square ** Dicey Array (G) * One Wasn't Square ** Cycling Squares ** Up and Down Staircases * Picture a Pyramid ... ** Square Subtraction *** Cubes Within Cubes *** Odd Squares * Curious Number *** Division Rules *	

Summer 1					
Summer 2	8	Fractions	see learning outcomes detailed in curriculum map on website	A4 Fraction Addition ** A4 Fraction Subtraction * Forgot the Numbers ** Route Product ** Matching Fractions, Decimals and Percentages (I) *	
	9	Converting units	see learning outcomes detailed in curriculum map on website	Discuss and Choose * Pouring Problem ** Next Size Up **	
	10	Angles and transformations	see learning outcomes detailed in curriculum map on website	How Safe Are You? * Six Places to Visit * The Numbers Give the Design * Olympic Turns *** Bracelets * Egyptian Rope ** Estimating Angles (I) * Transformations on a Pegboard * More Transformations on a Pegboard (I) **	My Money Week 10 th – 14 th June
	See National Curriculum	Statistics	Solve 'comparison' problems using information presented in a line graph. Solve 'sum' problems using information presented in a line graph. Solve 'difference' problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.		Science- Geography- History-

Strand	Year 5 National Curriculum Objectives showing coverage through NCETM Curriculum Prioritisation Guidance Units		
Number & Place value	I can read, write, order and compare numbers to at least 1, 000, 000.		
	I know what each digit represents in numbers to 1, 000, 000.		
	I can count forwards or backwards in steps of powers of 10 for any given number up to 1, 000, 000.		
	I can use negative numbers in context; count forwards and backwards with positive and negative whole numbers		
	I can round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10 000 and 100 000.		
	I can solve number problems and practical problems that involve all of the below.		
	I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals (from Year 4) .		
Addition & Subtraction	I can add and whole numbers with more than 4 digits.		
	I can subtract and whole numbers with more than 4 digits.		
	I can add mentally using increasingly large numbers.		
	I can subtract mentally using increasingly large numbers.		
	I can use rounding to check answers to calculations.		
	I can use addition and subtraction to solve multi-step problems.		
Multiplication and Division	I can identify multiples and factors, including finding all factor pairs.		
	I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.		
	I can establish whether a number up to 100 is prime and recall prime numbers up to 19.		
	I can multiply numbers up to 4 digits by a one- or two-digit number.		
	I can divide numbers up to 4 digits by a one-digit number.		
	I can multiply and divide numbers mentally.		
	I can $\times$ and $\div$ whole numbers and those involving decimals by 10, 100 and 1000.		
	I can recognise and use square numbers and cube numbers, and the notation for squared and cubed.		
	I can solve problems involving $\times$ and $\div$ including using factors and multiples, squares and cubes.		
Measurement	I can solve problems involving $\times$ and $\div$ including scaling by simple fractions and problems involving simple rates.		
	I can convert between different units of metric measure.		
	I understand and use approximate equivalences between metric units and common imperial units such as inches,		
	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.		
	I can calculate and compare the area of rectangles (including squares).		
	I can estimate the area of irregular shapes.		
	I can estimate volume and capacity.		
	I can solve problems involving converting between units of time.		
Fractions and Decimals	I can use all four operations to solve problems involving measure using decimal notation, including scaling.		
	I can compare and order fractions whose denominators are all multiples of the same number.		
	I can identify, name and write equivalent fractions of a given fraction.		
	I can recognise mixed numbers and improper fractions and convert from one form to the other.		
	I can $+$ and $-$ fractions with the same denominator and denominators that are multiples of the same number.		
	I can multiply proper fractions and mixed numbers by whole numbers.		
	I can read, write decimal numbers as fractions.		
	I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.		
	I can round decimals with 2 decimal places to the nearest whole number and to one decimal place.		
	I can read, write, order and compare numbers with up to 3 decimal places.		
	I can solve problems involving number up to 3d.p.		
Geometry	I can recognise the % symbol and understand what it means.		
	I can write % as a fraction.		
	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.		
	I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.		
	I can draw given angles, and measure them in degrees (o).		
	I can identify angles at a point and one whole turn.		
	I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn.		
	I can identify other multiples of 90° .		
	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.		
	I can distinguish between regular and irregular polygons.		
	I can identify, describe and represent the position of a shape following a reflection or translation.		

	1. Decimal fractions		6. calculating with decimal fractions (see 1)
	2. Money		7. Factors, multiples and primes
	3. Negative numbers		8. Fractions
	4. Short multiplication and short division		9. Converting units
	5. Area and scaling		10. Angles and transformations

NB- Addition and subtraction objectives to be assessed and covered through daily memory jogger and arithmetic lesson. Unit of learning to be added after number and place value (if needed).

Strand	Year 5 Curriculum Objectives showing coverage in NCETM Prioritisation Curriculum	
Number & Place value	I can read, write, order and compare numbers to at least 1, 000, 000.	
	I know what each digit represents in numbers to 1, 000, 000.	
	I can count forwards in steps of powers of 10 for any given number up to 1, 000, 000.	
	I can count backwards in steps of powers of 10 for any given number up to 1, 000, 000.	
	I can interpret negative numbers in context; count forwards with positive and negative whole numbers through zero.	
	I can interpret negative numbers in context; count backwards with positive and negative whole numbers through zero.	
	I can round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10 000 and 100 000.	
	I can solve number problems and practical problems that involve all of the above.	
Addition and Subtraction	I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
	I can add and whole numbers with more than 4 digits.	
	I can subtract and whole numbers with more than 4 digits.	
	I can add mentally using increasingly large numbers.	
	I can subtract mentally using increasingly large numbers.	
	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Unit 1	
Multiplication and Division	I can use addition and subtraction to solve multi-step problems in contexts, deciding which operations to use and why.	
	I can identify multiples and factors, including finding all factor pairs.	
	I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	
	I can establish whether a number up to 100 is prime and recall prime numbers up to 19.	
	I can multiply numbers up to 4 digits by a one- or two-digit number.	
	I can divide numbers up to 4 digits by a one-digit number.	
	I can multiply and divide numbers mentally, drawing on known facts.	
	I can $\times$ and $\div$ whole numbers and those involving decimals by 10, 100 and 1000. Unit 6 6NPV-1	
	I can recognise and use square numbers and cube numbers, and the notation for squared and cubed. Unit 7	
	I can solve problems involving $\times$ and $\div$ including using factors and multiples, squares and cubes . Unit 7	
Measurement	I can solve problems involving $+$, $-$, $\times$ and $\div$ and a combinations of these, including understanding the meaning of $=$ sign.	
	I can solve problems involving $\times$ and $\div$ including scaling by simple fractions and problems involving simple rates.	
	I can convert between different units of metric measure.	
	I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds	
	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	
	I can calculate and compare the area of rectangles (including squares) using standard units.	
	I can estimate the area of irregular shapes.	
	I can estimate volume and capacity .	
Fractions and Decimals	I can solve problems involving converting between units of time.	
	I can use all four operations to solve problems involving measure using decimal notation, including scaling.	
	I can compare and order fractions whose denominators are all multiples of the same number.	
	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths & hundredths.	
	I can recognise mixed numbers and improper fractions and convert from one form to the other. Unit 8	
	I can $+$ and $-$ fractions with the same denominator and denominators that are multiples of the same number.	
	I can multiply proper fractions and mixed numbers by whole numbers.	
	I can read and write decimal numbers as fractions.	
	I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.	
	I can round decimals with 2 decimal places to the nearest whole number and to one decimal place. Unit 1 6NPV-3	
	I can read, write, order and compare numbers with up to 3 decimal places. Unit 1	
	I can solve problems involving number up to 3 decimal places.	
	I can recognise the % symbol and understand what it means (number of parts per hundred). Unit 7	
Geometry	I can write percentages as a fraction with denominator 100 as a decimal fraction. Unit 7	
	I can 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	
	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	
	I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.	
	I can draw given angles, and measure them in degrees (o). Unit 10	
	I can identify angles at a point and one whole turn .	
	I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn.	
	I can identify other multiples of 90° .	
Statistics	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	
	I can distinguish between regular and irregular polygons.	
	I can identify, describe and represent the position of a shape following a reflection (unit 10) or translation. (Unit 7)	
	I can solve comparison problems using information presented in a line graph.	
	I can solve sum problems using information presented in a line graph.	
	I can solve difference problems using information presented in a line graph.	
	I can complete, read and interpret information in tables, including timetables.	

Year 4 NCETM Curriculum	Year 5 NCETM Curriculum	Year 6 NCETM Curriculum
Used to highlight part of an objective indicates that this aspect of the objective is not covered	Used after an objective- this indicates the non-negotiable objectives from the Ready to Progress Criteria	

Pupils are to be given opportunities to apply their knowledge and understanding through problem solving and reasoning activities using the following criteria:

Problem Solving	Reasoning
Engage with mathematical activities and problems, making links and moving between different representations (<i>concrete, pictorial, abstract</i>) Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate Make suggestions of ways to solve a range of problems Organise work from the outset, looking for ways to record and work systematically Find and predict possibilities that match the context using patterns spotted to support Independently check and improve work (<i>e.g. look for other possibilities, repeats, missing answers, errors and ways to improve</i>) Pattern spot and independently express generalisations/rules in words Make and investigate conjectures and provide examples and counter-examples When they have solved a problem, pose a similar problem for a peer	Provide a clear, correct, logical justification, expressing generalisation/rules in words. Reflect on others' justifications and use this to improve their work. Edit and improve their own and a peer's justification. Investigate 'what if?' questions. Create 'what if?' questions

The following criteria offer an indication of whether children are working at the expected standard or greater depth standard:

Depth for EXS	Greater Depth for GDS
Describe it in his or her own words. Represent it in a variety of ways (the CPA approach) Explain it to someone else. Make up his or her own examples (and nonexamples) of it. See connections between it and other facts or ideas. Recognise it in new situations and contexts. Make use of it in various ways, including in new situations.	Solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination. Independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

Arithmetic Lesson Planning

Drop back to prior year group objectives where needed, to ensure that learning is consolidated.

(PRIOR YEAR GROUP) Year 4 Autumn Term CFC							
Counting		Fact Recall		Mental Calculation		Formal Methods of Calculation	
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2
Count backwards through zero to include negative numbers Count forwards and backwards, in multiples 25, from zero or any other multiple Count forwards and backwards, in multiples 1000, from zero or any other multiple Count forwards and backwards, in multiples of 6, from zero, or any other multiple, up to 12×6,	Count forwards and backwards, in multiples of 7, from zero, or any other multiple, up to 12×7	Recall '1, 10, 100 and 1000 more' facts, with numbers up to 4-digits Recall '1, 10, 100 and 1000 less facts, with numbers up to 4-digits Recall multiples of 3, up to 12×3, in any order, including missing numbers and related division facts Recall multiples of 4, up to 12×4, in any order, including missing numbers and related division facts Recall multiples of 8, up to 12×8, in any order, including missing numbers and related division facts Derive and recall addition facts, within 1000, using bonds to 10 to support ($327+23$, $452+154$) Derive and recall sums of multiples of 10, 100 or 1000 ($650+230$) Derive and recall differences of multiples of 10, 100 or 1000 ($960-390$) Derive and recall addition doubles of all numbers from 1 to 100, up to a total of 200 ($63+63$, $67+67$ (bridging))	Recall multiples of 6, up to 12×3, in any order, including missing numbers and related division facts Derive and recall doubles of all numbers from 1 to 100 and the corresponding halves Derive and recall doubles of any multiple of 10 and 100 and the corresponding halves (double 340, halve 680) Halve any even number to 200 (halve 186) Multiply by 1 and 0 Divide by 1	Add near addition doubles of multiples of 10, with a difference of 20 (partition, double and adjust) Add a near multiple of 100 ($140+150$) Subtract a near multiple of 100 ($390-370$) Add a near multiple of 10 or 100 to any two-digit or three-digit number ($235+198$) Subtract a near multiple of 10 or 100 from any two-digit or three-digit number ($535-198$) Add a pair of two-digit numbers or three-digit multiples of 10 ($38+86$, $350+360$) Subtract a pair of two-digit numbers or three-digit multiples of 10 ($86+-39$, $390-360$)	Multiply numbers, up to 20, by a one-digit number Multiply a multiple of 10, up to 100, by a one-digit number (90×6) Multiply a one-digit by 100 Multiply a two-digit by 100 Multiply a three-digit by 10 Multiply a three-digit by 100 Divide numbers by 10 (whole number answers) Divide numbers by 100 (whole number answers) Multiply by 6, 7 & 9 Divide by 6, 7 & 9 Find the remainder after dividing a two-digit number by a one-digit number Multiply two-digit numbers by 4, using doubles ($26 \times 4 = \text{double } 26$, double 52) Divide two-digit numbers by 4, using doubles ($96 \div 4 = \text{halve } 96$, halve 48)	Add numbers with up to 4 digits using a formal written method (column addition) Subtract numbers with up to 4 digits using a formal written method (column subtraction)	

		Derive and recall addition doubles for multiples of 10, within 1000 Derive and recall addition doubles for multiples of 100, up to a total of 2000 Derive and recall addition doubles for multiples of 1000 Derive and recall what must be added to any four-digit number to make the next multiple of 1000 (4087+?=5000)			Multiply two-digit numbers by 5, using $\times 10$ and halve ($32 \times 5 = (32 \times 10) \div 2$ or $(32 \div 2) \times 10$) Multiply two-digit numbers by 20, using $\times 10$ and double ($32 \times 20 = (32 \times 10) \times 2$ or $(32 \times 2) \times 10$)	
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Year 5 Autumn Term CFC

Counting		Fact Recall		Mental Calculation		Formal Methods of Calculation	
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2
Count forwards and backwards with positive and negative whole numbers, including through zero Count forwards or backwards in steps of powers of 10 (10s, 100s, 1,000s, 10,000s, 100,000s) for any given number up to 1000000	Count forwards and backwards, in any multiples up to 12, from zero or any other multiple, up to 12x12	Recall multiples of 12, up to 12x12, in any order, including missing numbers and related division facts Recall multiples of all times tables up to 12x12, in any order, including missing numbers and related division facts Derive and recall addition doubles for multiples of 10, 100 and 1000 (30+30, 400+400, 2000+2000)	Recall multiples of all times tables up to 12x12, in any order, including missing numbers and related division facts Recall prime numbers up to 19 Recall squares to 12 x 12 Recall cube numbers Derive and recall factor pairs to 100 (56 (1x56, 2x28, 4x14, 7x8))	Add a near multiple of 10, 100 or 1000 to any number (3235+1198) Subtract a near multiple of 10, 100 or 1000 from any number (3235-1198)	Multiply pairs of multiples of 10 (60x30) Multiply a multiple of 100, by a one-digit (400x3) Divide a multiple of 10 by a one-digit (whole number answers) (80÷4, 270÷3) Multiply numbers, up to 100, by a one-digit (67x3) Divide numbers, up to 100, by a one-digit (68÷4) Divide numbers, up to 100, by a one-digit, with remainders (69÷4) Multiply whole numbers, by 10, 100 and 1000 (whole number answers) Divide, whole numbers, by 10, 100 and 1000 (whole number answers)	Add whole numbers with more than 4-digits, using a formal written methods (column addition) Subtract whole numbers with more than 4-digits, using a formal written methods (column subtraction)	

(PRIOR YEAR GROUP) Year 4 Spring Term CFC

Counting		Fact Recall		Mental Calculation		Formal Methods of Calculation	
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2
Count forwards and backwards, in multiples of 9, from zero, or any other multiple, up to 12x9 Count forwards and backwards, in multiples of 11, from zero or any other multiple, up to 12x11	Count forwards and backwards, in fractions Count up and down in tenths and hundredths	Recall multiples of 6, up to 12x3, in any order, including missing numbers and related division facts Recall multiples of 7, up to 12x3, in any order, including missing numbers and related division facts Derive and recall doubles of all numbers from 1 to 100 and the corresponding halves Derive and recall doubles of any multiple of 10 and 100 and the corresponding halves (<i>double 340, halve 680</i>) Halve any even number to 200 (<i>Halve 186</i>)	Recall multiples of 7, up to 12x3, in any order, including missing numbers and related division facts	Multiply 3 numbers Derive and recall factor pairs for known table facts (20 (1x20, 2x10, 4x5)) Divide a two-digit by a one-digit Multiply by 11 & 12 Divide by 11 & 12	Divide a one-digit by 10 (1.d.p) Divide a two-digit by 10 (1.d.p) Divide a one-digit by 100 (2.d.p.) Divide a two-digit by 100 (2.d.p.)	Multiply a two-digit number by a one-digit number using a formal written layout (<i>short multiplication</i>) Multiply a three-digit number by a one-digit number using a formal written layout (<i>short multiplication</i>)	Add decimals up to 2.d.p., using a formal written method (<i>column addition</i>) Subtract decimals up to 2.d.p., using a formal written method (<i>column subtraction</i>)

Year 5 Spring Term CFC

Counting		Fact Recall		Mental Calculation		Formal Methods of Calculation	
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2
Count forwards and backwards, in any multiples up to 12, from zero or any other multiple, up to 12x12 Count in fractions	Count up and down in decimals up to 3.d.p. Count up and down in %	Use the recall of multiples of all times tables up to 12x12 and related division facts to recall new facts	Recall '0.1 and 0.01 more' facts, with numbers up to 2.d.p. Recall '0.1 and 0.01 less facts, with numbers up to 2.d.p. Derive and recall addition complements for 1, using bonds to 10 to support (1.d.p.) (0.7+0.3) Recall fraction, decimal and % equivalents	Multiply two-digits by 8, using doubling (26x4=double 26, double 52, double 104) Divide two-digit by 8, using halving (96÷8=half 96, half 48, half 24) Multiply numbers by 5, using x10 and halving (320x5 = (320x10)÷2 or (320÷2)x10) Multiply numbers by 20, using x10 and doubling (320x20 = (320x10)x2 or (320x2)x10) Multiply by 25, using x100 and half and half again (48x25=48x100, then half and half again or (48÷4)x100) Multiply by 50 using x100 and half (48x50 = (48x100)÷2 or (48÷2)x100) or x5 and x10 (44x50 = (44x5)x10 or (44x10)x5)	Derive and recall addition complements, for 1, using bonds to 100 to support (2.d.p.) (0.73+0.27)	Multiply a 4 digit by a one-digit using a formal written method (short multiplication) Multiply a 2-digit by a 2-digit using a formal written method (long multiplication) Multiply a 3-digit by a 2-digit using a formal written method (long multiplication) Multiply a 4 digit by a two-digit using a formal written method (long multiplication) Divide a 3 digit by a one-digit using a formal written method (short division) Divide a 3 digit by a one-digit using a formal written method (short division) and interpret remainders appropriately for the context Divide a 4 digit by a one-digit using a formal written method (short division) Divide a 4 digit by a one-digit using a formal written method (short division) and interpret remainders appropriately for the context	

(PRIOR YEAR GROUP) Year 4 Summer Term CFC

Counting		Fact Recall		Mental Calculation		Formal Methods of Calculation	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2
Count forwards and backwards, in multiples of 12, from zero or any other multiple, up to 12x12 Count up and down in tenths and hundredths	Count forwards and backwards, in any multiples up to 12, from zero or any other multiple, up to 12x12	Recall multiples of 9, up to 12x8, in any order, including missing numbers and related division facts Recall multiples of 11, up to 12x11, in any order, including missing numbers and related division facts	Recall multiples of 9, up to 12x8, in any order, including missing numbers and related division facts Recall multiples of 12, up to 12x12, in any order, including missing numbers and related division facts	Divide a one-digit by 10 (1.d.p) Divide a two-digit by 10 (1.d.p) Divide a one-digit by 100 (2.d.p.) Divide a two-digit by 100 (2.d.p.)		Add decimals up to 2.d.p., using a formal written method (column addition) Subtract decimals up to 2.d.p., using a formal written method (column subtraction)	Multiply a two-digit number by a one-digit number using a formal written layout (short multiplication) Multiply a three-digit number by a one-digit number using a formal written layout (short multiplication)

Year 5 Summer Term CFC

Counting		Fact Recall		Mental Calculation		Formal Methods of Calculation	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2
Count forwards and backwards, in any multiples up to 12, from zero or any other multiple, up to 12x12 Count up and down in decimals up to 3.d.p.	Count forwards and backwards, in any multiples up to 12, from zero or any other multiple, up to 12x12	Use the recall of multiples of all times tables up to 12x12 and related division facts to recall new facts Derive and recall what must be added to a decimal, with ones and tenths (1.d.p.), to make the next whole number (7.2+?=8) Derive and recall doubles of decimals with ones and tenths and the corresponding halves (Double 5.2, halve 10.4 and Double 5.6, halve 11.2) Add decimals within 1 (1.d.p.) (0.6 + 0.3) Subtract decimals within 1 (1.d.p.) (0.8 – 0.2)	Use the recall of multiples of all times tables up to 12x12 and related division facts to recall new facts	Derive and recall addition complements, for 1, using bonds to 100 to support (3.d.p.) (0.735+0.265) Add decimals within 1 (2.d.p.) (0.34 + 0.21) Subtract decimals within 1 (2.d.p.) (0.34 – 0.21) Add decimals within 1 with mixed decimal places (0.5 + 0.27) Subtract decimals within 1 with mixed decimal places (0.5 – 0.21) Derive and recall addition doubles of decimals, with tenths (1.d.p.) (5.2+5.2, 5.6+5.6 (bridging)) Add near addition doubles of decimals, with ones and tenths (1.d.p.), with a difference of 0.1 (partition, double and adjust by 0.1) Add any pairs of decimals with ones and tenths (1.d.p.) (5.7+2.5) Subtract any pairs of decimals with ones and tenths (1.d.p.) (6.3-4.8) Add decimals with mixed decimal places Subtract decimal with mixed decimal places Multiply a one-digit number, with up to 1.d.p., by a one-digit number (0.8x7) Divide whole numbers by 10, 100 and 1000 (decimal number answers) Multiply decimal numbers, by 10, 100 and 1000 (whole number answers) Divide decimal numbers, by 10, 100 and 1000 (whole number answers) Multiply decimal numbers, by 10, 100 and 1000 (decimal number answers) Divide decimal numbers, by 10, 100 and 1000 (decimal number answers)	Add decimals up to 3.d.p. and different number of decimal places using a formal written method (column addition) Subtract decimals up to 3.d.p. and different number of decimal places using a formal written method (column subtraction)		