

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Fractions & Decimals	<ul style="list-style-type: none"> • Make a whole with tenths • Make a whole with hundredths • Partition decimals • Flexibly partition decimals • Compare decimals 	<p><i>Pupils should connect hundredths to tenths and place value to decimal measure.</i></p> <p><i>Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on own number lines.</i></p> <p>NRICH: Fractions in a Box **</p> <p>NRICH: Chocolate **</p> <p>Real life links: Money, e.g. sales, shopping, Recipes Link to other curriculum areas</p>

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Decimals	<ul style="list-style-type: none"> • Order decimals • Round to the nearest whole number • Halves and quarters as decimals • Write money using decimals • Convert between pounds and pence 	<p><i>Pupils should connect hundredths to tenths and place value to decimal measure.</i></p> <p><i>Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on own number lines.</i></p> <p>NRICH: Fractions in a Box **</p> <p>NRICH: Chocolate **</p> <p>Real life links: Money, e.g. sales, shopping, Recipes Link to other curriculum area</p>

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Multiplication and Division	<ul style="list-style-type: none"> • Compare amounts of money • Estimate with money • Calculate with money • Solve problems with money 	<p><i>Pupils practise and become fluent in the formal written method of short multiplication and short division.</i></p> <p><i>Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.</i></p> <p>NRICH: Multiplication Square Jigsaw *</p> <p>NRICH: Shape Times Shape *</p> <p>NRICH: Table Patterns Go Wild! **</p> <p>NRICH: Let's Divide Up! *</p> <p>NRICH: That Number Square! *</p> <p>NRICH: Carrying Cards *</p> <p>NRICH: Light the Lights Again *</p> <p>NRICH: Multiples Grid *</p> <p>NRICH: Zios and Zepts *</p> <p>NRICH: Trebling *</p> <p>NRICH: All the Digits **</p> <p>Mathematical Challenges for the more Able: <i>Footsteps in the snow - 19</i> <i>Stickers - 42</i> <i>Lighthouses - 51</i></p>

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Time	<ul style="list-style-type: none"> • Years, months, weeks and days • Hours, minutes and seconds 	<p><i>Pupils will understand years, months, weeks and days. use both analogue and digital 12-hour clocks and record their times. In this way they become fluent</i></p>

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
	<ul style="list-style-type: none"> • Convert between analogue and digital times • Convert to the 24 hour clock 	<p><i>in and prepared for using digital 24-hour clocks in year 5.</i></p> <p>NRICH: Two Clocks **</p> <p>NRICH: Clocks *</p> <p>NRICH: The Time Is ... **</p> <p>NRICH: How Many Times? *</p> <p>NRICH: 5 on the Clock ***</p> <p>NRICH: Wonky Watches **</p> <p>NRICH: Watch the Clock ***</p>

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Time</p> <p>Geometry</p> <p>Angles</p>	<ul style="list-style-type: none"> • Convert from the 24 hour clock • Understand angles as turns • Identify angles • Compare and order angles 	<p><i>Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.</i></p> <p>NRICH: Two Clocks **</p> <p>NRICH: Clocks *</p> <p>NRICH: The Time Is ... **</p> <p>NRICH: How Many Times? *</p> <p>NRICH: 5 on the Clock ***</p> <p>NRICH: Wonky Watches **</p> <p>NRICH: Watch the Clock ***</p> <p><i>Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.</i></p> <p>NRICH: Nine-pin Triangles ***</p> <p>NRICH: Cut it Out ***</p> <p>Mathematical Challenges for the more Able: Straw squares - 47</p>

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		<p>Real life links: Shapes in the real world, e.g nature, architecture</p>

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Geometry Shape</p>	<ul style="list-style-type: none"> • Triangles • Quadrilaterals • Polygons • Lines of symmetry 	<p><i>Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).</i></p> <p><i>Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.</i></p> <p>NRICH: Nine-pin Triangles ***</p> <p>NRICH: Cut it Out ***</p> <p>Mathematical Challenges for the more Able: Straw squares - 47</p> <p>Real life links: Shapes in the real world, e.g nature, architecture</p> <p><i>Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry does not dissect the original shape.</i></p>