

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Addition and Subtraction	<ul style="list-style-type: none"> <li>• Add and subtract numbers mentally with increasingly hard numbers</li> <li>• Add and subtract whole numbers with more than 4 digits using columnar addition and subtraction</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why</li> <li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> </ul>	<p><i>Pupils practise mental calculations with increasingly hard numbers to aid fluency eg <math>12462-2300=10162</math></i></p> <p><i>Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example, <math>13+24 = ? + 25</math>)</i></p> <p><i>Pupils practise using the formal written method of columnar addition and subtraction.</i></p> <p><b>NRICH:</b> <a href="#">Twenty Divided Into Six</a> **</p> <p><b>NRICH:</b> <a href="#">Reach 100</a> ***</p> <p><b>NRICH:</b> <a href="#">Two and Two</a> ***</p> <p><b>NRICH:</b> <a href="#">Journeys in Numberland</a> *</p> <p><b>NRICH:</b> <a href="#">Make 100</a> **</p>

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Multiplication and Division	<ul style="list-style-type: none"> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>• Multiply numbers up to 4 digits by a one or two digit number using a formal written method including long multiplication for two digit numbers</li> </ul>	<p><i>Pupils practise and extend their use of the formal written methods of short and long multiplication and short division.</i></p> <p><i>They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations.</i></p> <p><i>Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example: <math>42 = 7 \times ?</math>)</i></p>

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Multiplication and division	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> </ul>	<p><i>Pupils practise and extend their use of the formal written methods of short and long multiplication and short division.</i></p> <p><i>They use and understand the terms factor, multiple and prime, square and cube.</i></p> <p><b>NRICH:</b> <a href="#">Two Primes Make One Square</a> **</p> <p><b>Mathematical Challenges for the more able</b>                      Make Five Numbers - 61</p>

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Problem Solving, reasoning and communicating	<ul style="list-style-type: none"> <li>• Problem solving involving all 4 operations in context of money and time.</li> <li>• Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.</li> </ul>	<p><b>NRICH:</b> <a href="#">Make 100</a> **</p> <p><b>Real life links:</b> When decorating a room, measurement of area is needed for carpeting the floor, as well as calculating the rolls of wallpaper needed, or litres of paint required.</p> <p><b>Mathematical Challenges for the more able</b>                      Money Bags – 55                      Presents – 57                      Franco’s Fast Food - 67</p>

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement  Volume and capacity  Conversion	<ul style="list-style-type: none"> <li>• Estimate volume [for example, using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>• Convert between different units of measure (to include mm/cm/m/km; g/kg; ml/l)</li> <li>• Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> </ul>	<p><i>Pupils use their knowledge of place value and multiplication and division to convert between standard units.</i></p> <p><b>Real life links:</b> Working with drawings of a room to a specified scale, and determining the measurements of furniture to fit. Also working out how much water is needed to fill swimming pool and how much it costs. In Design Technology, children are often required to work to scale, accurately measuring their plans and products as they are developed.</p>

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Geometry  Angles	<ul style="list-style-type: none"> <li>• Know angles are measured in degrees: estimate and compare acute, obtuse, and reflex angles.</li> <li>• Draw given angles, and measure them in degrees (°)</li> <li>• Identify:                      Angles at a point and one whole turn (total 360<sup>0</sup>)                      Angles at a point on a straight line and ½ a turn (total 180<sup>0</sup>)                      Other multiples of 90<sup>0</sup></li> </ul>	<p>Pupils become accurate in drawing lines with a ruler to the nearest millimetre, and measuring with a protractor. They use conventional markings for parallel lines and right angles.</p> <p><b>NRICH:</b> <a href="#">The Numbers Give the Design</a> *  <b>NRICH:</b> <a href="#">Six Places to Visit</a> *  <b>NRICH:</b> <a href="#">How Safe Are You?</a> *  <b>NRICH:</b> <a href="#">Olympic Turns</a> ***  <b>NRICH:</b> <a href="#">Egyptian Rope</a> **</p> <p><b>Real life links:</b> House floor plans include accurate scale drawing which include various angles. Children could design house floor plans (label angles).</p>