

Year 5	Year 6
<b>Week 1: Number and Place Value: Reading, writing and representing numbers</b>	
<b>Place Value – reading, writing and representing numbers</b> <i>Numbers to 10,000</i> <i>Numbers to 100,000</i> <i>Numbers to 1 million</i>	<b>Counting in Powers of 10</b> <i>Revising: Counting in powers of 10</i> <i>Numbers to 10 million</i>
<b>Skills focus:</b> Times tables multiplication and division facts; mental addition and subtraction.	
<b>Week 2: Number and Place Value: Comparing and ordering, Rounding</b>	
<b>Comparing and Ordering Numbers</b> <i>Compare and order numbers to 100,000</i> <i>Compare and order numbers to 1 million</i> <b>Rounding</b> <i>Round to 10, 100 and 1,000</i> <i>Round within 100,000</i>	<b>Rounding</b> <i>Compare and order numbers to 10 million</i> <i>Round within 1 million</i> <i>Round within 10 million</i>
<b>Skills focus:</b> Times tables multiplication and division facts; finding 10, 100, 1000 more and less than a given number; mental addition and subtraction.	
<b>Week 3: Number and Place Value: Negative numbers, Roman numerals; Addition and Subtraction: Column addition</b>	
<b>Negative Numbers</b> <i>Negative numbers</i> <b>Roman Numerals</b> <i>Roman Numerals</i> <b>Addition</b> <i>Add 2 4-digit numbers</i> <i>Add more than 4-digit numbers</i>	Consolidation through reasoning and problem solving – number and place value. <i>Negative numbers</i>
<b>Skills focus:</b> Mental addition and subtraction; addition and subtraction number fact families and finding the inverse; rounding.	
<b>Week 4: Addition and Subtraction: Column subtraction and multi-step problems</b>	
<b>Subtraction</b> <i>Subtract 2 4-digit numbers</i> <i>Subtract more than 4-digit numbers</i> <b>Multi-step Problems</b> <i>Multi-step problems</i>	Consolidation through reasoning and problem solving – number and place value. <i>Add and subtract integers</i>
<b>Skills focus:</b> Adding and subtracting 1s, 10s, 100s, 1000s to/from a 4 or more digit number; identifying the next and previous multiple of 100, 1000, 1, 0.1.; telling the time to 1 minute.	
<b>Week 5: Multiplication and Division: Multiples, factors and prime numbers; Addition and Subtraction: Estimating</b>	
<b>Multiples and Factors</b> <i>Multiples</i>	<b>Estimating</b> <i>Estimate and approximate</i>

<i>Factors</i> <i>Common factors</i> <i>Prime numbers</i> <i>Estimate and approximate</i> <i>Inverse operations</i>	<i>Inverse operations</i> <i>Common multiples</i> <i>Common factors</i> <i>Primes to 100</i>
<b>Skills focus:</b> Counting in multiples of 2,3,4,5,8,10,25,50,100; number sequences; column addition and subtraction.	
<b>Week 6: Multiplication and Division: Square and cube numbers, Multiply and divide by 10, 100, 1000, Order of operations</b>	
<b>Square and Cube Numbers</b> <i>Square numbers</i> <i>Cube numbers</i>	<b>Multiply and Divide by 10, 100, 1000</b> <i>Multiply by 10, 100, 1000</i> <i>Divide by 10, 100, 1000</i> <i>Multiples of 10, 100, 1000</i> <i>Square and cube numbers</i> <b>Order of Operations</b> <i>Order of operations</i>
<b>Skills focus:</b> Mental multiplication and division; multiplication and division number fact families; finding factors and multiples; telling the time to 1 minute.	

### Consolidation Skills Focus (based on DfE Ready to Progress Criteria for Year 4/5)

Ready to Progress from Year 4 to 5	Ready to Progress from Year 5 to 6
<b>Number and Place Value</b>	
Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.	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.
Recognise place value of each digit in 4 digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning.	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.
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.	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.
Rounding to the nearest 10, 100, 1000.	Rounding to the nearest 1 and 0.1.
Divide 100/1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100/1,000 with 2, 4, 5 and 10 equal parts.	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.
	Convert between units of measure, including using common decimals and fractions.
<b>Addition and Subtraction</b>	
Secure fluency in addition and subtraction facts within/bridging 10 (Year 3 R+P).	
Add and subtract 1s, 10s or 100s, 1000s to/from a 4 digit number.	

Add and subtract up to four-digit numbers using columnar methods.	
Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition and understand the related property for subtraction. Number fact families: addition and subtraction e.g. $2 + 3 = 5$ ; $5 - 3 = 2$ etc. (Year 3 R+P).	
Multiplication and Division	
Recall multiplication and division facts up to $12 \times 12$ and recognise products in multiplication tables as multiples of the corresponding number.	Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.
Count in multiples of 2, 5, 10, 100, 3, 4, 8, 50 (Year 3 R+P), 25.	
Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10, 100).	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).
Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division (Year 3 R+P) Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.	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.
Number fact families: multiplication and division e.g. $2 \times 3 = 6$ ; $6 \div 3 = 2$ (Year 3 R+P). Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.	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.
Understand and apply the distributive property of multiplication.	Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.	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.
Fractions	
Find unit fractions of quantities using known division facts (multiplication tables fluency) (Year 3 R+P).	Find non-unit fractions of quantities.
Reason about the location of any fraction within 1 in the linear number system (Year 3 R+P). Reason about the location of mixed numbers in the linear number system.	
Convert mixed numbers to improper fractions and vice versa.	Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	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.