

Autumn 8 weeks + 7 weeks	Spring 6 weeks + 5 weeks	Summer 6 weeks + 7 weeks																								
Week 1 – To recall the doubles and nearly doubles of one-digit numbers. E.g. $1 + 1 = 2$ $2 + 2 = 4$ Up to $9 + 9 = 18$ Near doubles (one more than a double) IF $6 + 6 = 12$ THEN $6 + 7 = 13$ Week 2 – Assessment & practise of all times tables they should know so far. These are 2s, 5s, 10s, 3s, 4s, 8s. Week 3 – Count from 0 in multiples of 1,000 (chant and write) Count in 10s then 100s then 1000s Continue 2s, 5s, 10s, 3s, 4s, 8s. Week 4 – Count in multiples of 25 (chant and write) 25, 50, 75, 100 etc Continue 2s, 5s, 10s, 3s, 4s, 8s. Week 5 – Use formal written method of column addition and subtraction with up to 3 digits with exchange across the tens. E.g. $345 + 28 =$ $673 - 349 =$ Week 5: 6 times tables this week too. Week 6 – Multiply a two-digit number by a 1-digit number using expanded method (this is the method they learnt in Year 3) <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td>2</td><td>3</td></tr> <tr><td>x</td><td>8</td><td></td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td></tr> <tr><td></td><td>2</td><td>4</td></tr> <tr><td>+</td><td>1</td><td>6</td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td></tr> <tr><td></td><td>1</td><td>8</td></tr> <tr><td></td><td>4</td><td></td></tr> </table> $24 \times 8 = 192$ $192 + 80 = 272$ Week 6 - Week 7 – 9 times tables this week. Count in 9s first, lots of chanting, super movers etc. Then, move to written multiplication and division facts for 9s. Week 8 – Mixed practise of 6s and the 9s, multiplication and division sentences. Week 9 – Column addition up to 4 digit numbers with more than one exchange. Week 10 – NTS assessments. (Practise 7 times tables) Week 11 – Gap fill from NTS assessment. (Practise 7 times tables) Week 12 – Round to the nearest 10, 100 and 1,000. Week 13 & 14 – Practise of: 11s and 12 times tables.		2	3	x	8						2	4	+	1	6					1	8		4		Week 1 – Use expanded method to multiply up to 3 digit x 1 digit numbers. $\begin{array}{r} 346 \\ \times 9 \\ \hline 54 \text{ (} 6 \times 9 \text{)} \\ 360 \text{ (} 40 \times 9 \text{)} \\ \hline 2700 \text{ (} 300 \times 9 \text{)} \\ 3114 \end{array}$ Week 2 – Add and subtract fractions with the same denominator. (repeated practise from Y3) Answers must stay less than or equal to one whole. Also short bursts of: all times tables up to 12x12 Week 3 – Multiply by 10 and 100. Divide by 10 and 100. End of week: answer mixed questions. Week 3 – Multiply 2 digit and 3 digit numbers by a one digit number using formal written method of short multiplication $\begin{array}{r} 32 \\ \times 3 \\ \hline 96 \end{array}$ $\begin{array}{r} 142 \\ \times 3 \\ \hline 426 \end{array}$ Week 5 – Short division up to 3 digit divided by a 1 digit number. Begin with divisions that divide equally with no carrying. $\begin{array}{r} 2 \\ 4 \overline{) 8} \\ \underline{8} \\ 0 \end{array}$ Then move to divisions with carrying which do not result in a remainder. $\begin{array}{r} 218 \\ 4 \overline{) 872} \\ \underline{8} \phant{00} \\ 7 \phant{00} \\ \underline{68} \phant{0} \\ 12 \phant{0} \\ \underline{12} \\ 0 \end{array}$ Move onto divisions with a remainder. $\begin{array}{r} 092 \text{ r } 3 \\ 5 \overline{) 463} \\ \underline{45} \phant{0} \\ 13 \phant{0} \\ \underline{10} \phant{0} \\ 30 \phant{0} \\ \underline{25} \phant{0} \\ 50 \phant{0} \\ \underline{45} \phant{0} \\ 50 \phant{0} \\ \underline{45} \phant{0} \\ 5 \end{array}$ Week 6 – Use and apply the most efficient multiplication method to answer question. E.g. multiplication question types: $4 \times 9 =$ Known fact $23 \times 100 =$ move digits $285 \times 9 =$ short multiplication Week 7 – Practise of all times tables up to 12x12 Week 8 – Short division. See above. Week 9 – NTS assessments. (Times tables practise). Week 10 – Gap fill. (Times tables practise).	Week 1 – Missing box column addition and subtraction questions. E.g. Pick a different type of Q to focus on each day. = $4300 + 1200$ = $7800 - 2500$ $900 -$ = 350 Week 2 – Repeated practise. All times tables and division facts up to 12x12 Week 3 – Repeated practise. Short multiplication and division. Week 4 – Repeated practise. Find fractions of quantities, including unit and non-unit fractions. $\begin{array}{r} 3 \\ 5 \overline{) 20} \\ \underline{15} \\ 5 \end{array}$ $20 \div 5 = 4$ $4 \times 5 = 20$ Week 5 – Repeated practise. Divide a 1 or 2 digit number by 10 and 100, identifying the value of the digits in the answer: -Recognise how many places you are moving the digits to the right. $13 \div 10 = 1.3$ $13 \div 100 = 0.13$ Week 6 and 7: revise all Y5 arithmetic objectives. Week 8 – NTS assessments Ensure that children who are working at EXX achieve at least
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x	8																									
	2	4																								
+	1	6																								
	1	8																								
	4																									

	Week 11 – Convert improper fractions to mixed numbers. $\frac{13}{5} = 13 \div 5 = 2\frac{3}{5}$ Week 12 – Convert mixed numbers to improper fractions. $4\frac{2}{7} = \frac{30}{7}$ Week 13 – Address any gaps from the Spring Term.	35/40 on Summer Term NTS arithmetic. Week 9 – Gap fill from NTS Week 10 & 11: repeated practise of working with written methods for four operations and with all covered fraction objectives.
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