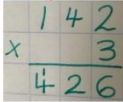
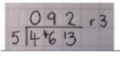
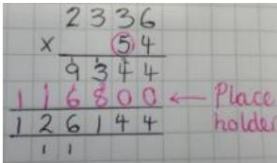


Autumn 8 weeks + 7 weeks	Spring 6 weeks + 5 weeks	Summer 6 weeks + 7 weeks
Week 1 – To recall the doubles and nearly doubles of one-digit numbers. E.g. $1 + 1 = 2$ $2 + 2 = 4$ Up to $9 + 9 = 18$ Near doubles (one more than a double) IF $6 + 6 = 12$ THEN $6 + 7 = 13$ Also this week, practise speed and fluency when adding two single digit numbers. E.g. $9 + 7 =$ Create strips and time children answering these. Week 2 – Use formal written method of column addition & column subtraction with up to 4 digits (crossing the boundaries for + and exchange for -). (repeated practise from Y4) Week 3 – Multiply 2 digit and 3 digit numbers by a one digit number using formal written method of short multiplication (repeated practise from Y4)   Week 4 – Short division up to 3 digit divided by a 1 digit number. (repeated practise from Y4) Begin with divisions that divide equally with no carrying  Then move to divisions with carrying which do not result in a remainder  Move onto divisions with a remainder  Week 5 – Repeated practise. Find fractions of quantities, including unit and non-unit fractions. $\frac{3}{5}$ of 20 $20 \div 5 = 4$ $4 \times 3 = 12$ Week 6 – Multiply and divide numbers mentally drawing upon known facts. (Just practise of times tables this week for those that need this). $12 \div 3 = 4$ $30 \times 4 = 120$ $300 \times 4 = 1200$ $12 \div 4 = 3$ $120 \div 4 = 30$ $1200 \div 4 = 300$ Week 7 – Repeated practise of the addition and subtraction mental strategies small step. E.g. $25 + 9$ (using add 10 and take 1) $4350 + 99$ (using add 100 and take 1). Week 8 – Times tables week. All multiplication and division facts up to 12×12. Week 9 – To know and calculate square and cube numbers. Week 10 – NTS assessments. Week 11 – Gap fill from NTS assessment	Week 1 – Convert improper fractions to mixed numbers. $\frac{13}{5} = 13 \div 5 = 2\frac{3}{5}$ Week 2 – Convert mixed numbers to improper fractions. $4\frac{2}{7} = \frac{30}{7}$ Week 3 - Times tables week. All multiplication and division facts up to 12×12. Week 4 – Add and subtract fractions with different denominators. Week 5 – Formal written method of long multiplication.  Week 6 & 7 – Use and apply the most efficient multiplication method to answer question. E.g. multiplication question types: $4 \times 10 =$ Known fact $23 \times 100 =$ move digits $32 \times 40 =$ factor splat ($\times 4$ then $\times 10$). $57 \times 8 =$ short multiplication $57 \times 28 =$ long multiplication Week 8 – Short division. Divide up to 4-digits by a 1-digit numbers. Include remainders if children are fluent with this method with no remainders. Week 9 – NTS assessments. (Times tables practise). Week 10 – Gap fill. (Times tables practise).	Week 1 – Calculate fractions $\times$ whole numbers. Known that this method is different to finding fractions of amounts. $\frac{4}{6} \times 8 = \frac{32}{6}$ Week 2 – Add decimals with up to 3 decimal places (using the most efficient method): E.g. $23.456 + 8.3$ Week 3 – Add and subtract fractions with different denominators. Week 4 – Subtract decimals with up to 3 decimal places (using the most efficient method). E.g. $13.45 - 8.7$ Week 5 – Multiply and divide decimals by 10, 100 and 1,000. Week 6 and 7: revise all Y5 arithmetic objectives. Week 8 – NTS assessments Ensure that children who are working at EXX achieve at least 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 fractions. E.g. adding, subtracting, multiplying, converting between mixed and improper fractions.

Week 12 – Multiply by 10, 100 and 1,000 Week 13 – Divide by 10, 100 and 1,000 Week 14 – Column method: Add and subtract numbers with more than four digits.	Week 11 & 12 – Use most efficient division method to answer questions. E.g. division question types: $45 \div 5 = 9$ $76 \div 10 =$ $280 \div 20 =$ factor split ($\div 10$ then $\div 2$) $158 \div 4 =$ short division Week 13 – Address any gaps from the Spring Term.	
--	--	--