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| **Block** | **Topic** | | **Term** | **RtP Priority/NCETM Priority** | | **Retrieval Focus** |
| 1 | [Number and Place Value](#a) | |  | Areas of RtP/NCETM CP are taught within this unit | |  |
| 2 | [Addition and Subtraction](#b) | |  | Areas of RtP/NCETM CP are taught within this unit | |  |
| 3 | [Multiplication and Division](#c) | |  | Areas of RtP/NCETM CP are taught within this unit | |  |
| 4 | [Fractions](#d) | |  | Areas of RtP/NCETM CP are taught within this unit | |  |
| 5 | [Decimals and Percentages](#e) | |  | Areas of RtP/NCETM CP are taught within this unit | |  |
| 6 | [Geometry](#f) | |  | Areas of RtP/NCETM CP are taught within this unit | |  |
| 7 | [Measure – Length, Mass and Capacity](#g) | |  | Areas of RtP/NCETM CP are taught within this unit | |  |
| 8 | [Measure - Perimeter and Area](#h) | |  | Areas of RtP/NCETM CP are taught within this unit | |  |
| 9 | [Measure – Time](#i) | |  | Areas of RtP/NCETM CP are taught within this unit | |  |
| 10 | [Statistics](#j) | |  | Limited opportunity to tackle areas of RtP/NCETM CP | |  |
| **Block 1** | | | | | | |
| **Number and Place Value** | | | | | | |
| **Substantive Knowledge**  **National Curriculum** | | **Ready to Progress** | **Key Performance Indicators** | | **Sequence of learning**  **Detailed in Planning Overview** | |
| Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | | NPV–2 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. | * Can explain the place value in numbers up to 1,000,000 * Can order a set of numbers to 1,000,000 * Understands how a number can be partitioned into different amounts *e.g. 45,000 is 45 thousands, 450 hundreds, 4,500 tens or 45,000 ones.* | | \*Reading, writing and making numbers to a million (place value charts, place value counters, digit cards)  \*Recognise the place value of each digit in a 7-digit number  \*Look at the impact of adding powers of 10 to a number up to 1,000,000 (with and without crossing boundaries)  \*Understanding the size and value of a million (How Big is a Million – Usborne)  \*Partition a number up to 1 million in a standard and non-standard way  \*Compare and order numbers to 1,000,000  \*Position numbers up to 1 million on a number line with a range of start and ending points – blank and called number lines  \*Order and compare numbers (either by positioning on a number line first or by using place value)  \*Rounding numbers up to 1 million to the nearest 10, 100, 1,000, 10,000 and 100,000  \*Read and position negative numbers on a number line.  \*Calculate the difference between a positive and a negative number by bridging back through 0  \*Counting forwards and backwards with positive and negative numbers  \*Reading and writing Roman Numerals up to 1,000  \*Problem solving | |
| Count forwards or backwards in steps of powers of 10 for any given number up to  1,000,000 | |  | * Can count forwards and backwards in 10s and 100s and explain how to find numbers 10 and 100 bigger or smaller than any number to 1,000,000. * Can count forwards and backwards in 1,000s and 10,000s and explain how to find numbers 1,000 and 10,000 bigger or smaller than any number to 1,000,000. | |
| Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | |  | * Understands how to bridge through zero when counting forwards and backwards with positive and negative numbers * Can solve problems linked to temperature involving negative numbers | |
| Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 | | NPV–3 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 and rounding to the nearest of each. | * Understands the rules for rounding numbers and round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 | |
| Solve number problems and practical problems that involve all of the above | |  | * Can solve problems involving place value, including word problems and problems linked to money and measure | |
| Read Roman numerals to 1,000 (m) and recognise years written in roman numerals. | |  | * Can use Roman numerals to 100 to begin to derive Roman numerals to 1,000 * Can recognise years written in Roman Numerals | |

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| **Block 2** | | | | | | |
| **Addition and Subtraction** | | | | | | |
| **Substantive Knowledge**  **National Curriculum** | **Ready to Progress** | | **Key Performance Indicators** | | **Sequence of learning**  **Detailed in Planning Overview** | |
| Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) |  | | * Can solve THTO + THTO (bridging 10 and 100) * Can solve THTO - THTO (bridging 10 and 100) * Can use a formal written method to add money and measure using decimal notation to tenths * Use a formal written method to add money and measure using decimal notation to hundredths * Use a formal written method to add units of measure using decimal notation to hundredths | | \*Recap all mental strategies from Year 4  \*Add and subtract numbers mentally with increasingly large numbers - scaling facts  **\***Add and subtract numbers mentally with increasingly large numbers - using place value to calculate  **\***Add and subtract numbers mentally with increasingly large numbers - using partitioning to calculate  **\***Add and subtract numbers mentally with increasingly large numbers - bridging  **\***Add and subtract numbers mentally with increasingly large numbers - reordering  **\***Add and subtract numbers mentally with increasingly large numbers - fact families and inverse operations  **\***Use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy  \*Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  \*Selecting efficient methods  \*Solving word problems | |
| Add and subtract numbers mentally with increasingly large numbers | NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth) | | * Can add and subtract increasing large numbers using a variety of strategies * Doubling, Partitioning, Reordering, Bridging through a multiple of 10 * Can add and subtract simple decimals mentally *e.g. 0.25 + 0.5* | |
| Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy |  | | * Can estimate the answer up to 4 digits by rounding | |
| Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |  | | * Can use addition and/or subtraction strategies to solve a complex problem * Use the inverse to check the answer * Solve problems including those with more than one step * Solve open-ended investigations using a variety of units of measure | |
| **Block 3** | | | | | | |
| **Multiplication and Division** | | | | | | |
| **Substantive Knowledge**  **National Curriculum** | | **Ready to Progress** | | **Key Performance Indicators** | | **Sequence of learning**  **Detailed in Planning Overview** |
| Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers | | MD–2 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. | | * Can identify multiples of a number * Can systematically find all factor pairs of a 2-digit number * Can identify common factors in two 2-digit numbers * Can explain the relationship between a factor and a multiple | | \*Introduction/Times Tables  \*Multiplying a number by 10, 100 and 1,000  \*Dividing a number by 10, 100 and 1,000  \*Related facts  \*Doubling and halving relationship in multiplication and division  \*Associative Law  \*Distributive Law  \*Multiples  \*Common Multiples  \*Factors  \*Build arrays for square numbers and discuss that these have an odd number of factors  \*Cubed numbers  \*Build arrays for prime numbers and establish what makes these numbers prime  \* Substantial problem involving investigating factors, prime and square numbers  \*Factorising  \*Formal written strategy for multiplication  \* Formal written strategy for division  \*Interpret remainders within division problems  \* Solving problems involving multiplication and division (using mental and written strategies, scaling and simple ratio) |
| Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers | |  | | * Understands the definition of prime number * Can break a number down into prime factors * Understands the definition of a composite number | |
| Establish whether a number up to 100 is prime and recall prime numbers up to 19 | |  | | * Can identify prime numbers to 100 * Can recall prime numbers to 19 * Can explain why a number is prime | |
| 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 | | MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. | | * Can use a formal written method to multiply ThHTO by O * Can use a formal written method to multiply TO by TO * Can use a formal written method to multiply HTO by TO * Can use a formal written method to multiply ThHTO by TO | |
| Multiply and divide numbers mentally drawing upon known facts | | NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice  NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)  MD–1 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. | | * Quickly recall multiplication and division facts to 12 x 12 * Use knowledge of times tables to multiply and divide by multiples of 10 * Use knowledge of times tables to multiply and divide by multiples of 100 * Use knowledge of times tables to multiply and divide by multiples of 1,000 * Can multiply multiples of 10 by multiples of 10 * Can multiply multiples of 10 by multiples of 100 * Can use rounding to estimate answers to larger multiplication or division calculations * Can use factors to calculate other multiplication facts *e.g. 17 x 6 = 17 x 3 x 2* | |
| 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 | | MD–4 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. | | * Can use a formal written method to divide TO by O * Can use a formal written method to divide HTO by O * Can use a formal written method to divide ThHTO by O * Can explain what a remainder is * Understands the meaning of a remainder in a context and interpret appropriately | |
| Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 | |  | | * Understand the effect of multiplying by 10, 100 and 1,000 * Understand the effect of dividing by 10, 100 and 1,000 | |
| Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) | |  | | * Understand how to square a number and the notation for squared * Can recognise square numbers * Can link knowledge of square numbers to area * Understands how to cube a number and the notation for cubed * Can recognise cube numbers * Can link knowledge of cube numbers to volume | |
| Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes | |  | | * Can solve problems that link children’s understanding of prime numbers, composite numbers, factors and multiples *e.g. complete partial multiplication pyramid using knowledge of factors and multiples* * Can solve multiplication and division problems linked to measurement using children’s knowledge of squared and cubed numbers | |
| Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign | |  | | * Can decide on which operations and methods are needed to solve a given problem * Can use appropriate strategies to solve a problem * Can recognise the equals sign as a balancing symbol *e.g. 3 x 8 = 5 + ?* | |
| Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratio. | |  | | * Can solve problems that involve scaling *e.g. reducing a recipe for more/less people* * Can solve simple ratio problems e*.g. making paint to a given formula* | |

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| **Block 4** | | | | | | |
| **Fractions** | | | | | | |
| **Substantive Knowledge**  **National Curriculum** | | **Ready to Progress** | **Key Performance Indicators** | | **Sequence of learning**  **Detailed in Planning Overview** | |
| Compare and order fractions whose denominators are all multiples of the same number | |  | * Can convert fractions using multiples to have the same denominator. * Understands the effect of a denominator increasing in multiples. * Compare and order mixed and improper fractions | | \*Recap the language of fractions and representations of fractions  \*Use a fractions wall to establish some simple equivalences  \*Explore the relationships between fractions that are equivalent  \*Use multiplication to find a family of equivalent fractions when given a starting fraction  \*Order and compare fractions where the denominators are all multiples of each other – applying equivalent fractions understanding  \*Explore mixed numbers and improper fractions by continuing a fraction count across 2 fraction walls or a number line that extends beyond 1  \*Position mixed numbers and improper fractions on a number line  \*Convert converting improper fractions to mixed numbers  \*Calculating non unit fraction of quantities  \*Add fractions with the same denominator and denominators are multiples of the same number  \*Subtract fractions with the same denominator and denominators are multiples of the same number  \*Multiply proper fractions and mixed numbers by a whole number using models and images to support | |
| Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths | | F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system. | * Understands that numbers can have a different representation but have generally the same meaning. | |
| Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number | |  | * Understands a fraction can be more than one * Understands that when the numerator is more than the denominator it is more than one whole. * Understands fractions can be represented as a mixed number and an improper fraction. | |
| Add and subtract fractions with the same denominator and denominators that are multiples of the same number | |  | * Can use common multiples to convert fractions to have the same denominator. * Can add and subtract fractions * Can convert answers using mixed and improper fractions. * Can mentally add and subtract s | |
| Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | |  | * Can multiply together fractions with common denominators * Can use a number line to represent multiplying a fraction as repeated addition. * Understands when multiplying by a fraction the answer is smaller. | |
|  | | 5F–1 Find non-unit fractions of quantities |  | |
| **Block 5** | | | | | | |
| **Decimals and Percentages** | | | | | | |
| **Substantive Knowledge**  **National Curriculum** | **Ready to Progress** | | | **Key Performance Indicators** | | **Sequence of learning**  **Detailed in Planning Overview** |
| Read and write decimal numbers as fractions | F–3 Recall decimal fraction equivalents for and for multiples of these proper fractions. | | | * Can convert decimals to fractions * Can explain the value of each part of a decimal and explain the fraction equivalence. | | \*Understand tenths and hundredths and the relationship between them  *\*Teachers discretion to move thousandths to here instead of later in the unit*  \*Partitioning and recombining decimal numbers  \*Compare decimals  \*Position decimal numbers on a number line  \*Rounding decimals  \*Mental addition of decimals  \*Mental subtraction of decimals  \*Written addition of decimals  \*Written subtraction of decimals  \*Multiply and divide by 10, 100 and 1,000  \*Multiply and divide numbers mentally drawing upon known facts  \*Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. *Teachers may decide to cover this earlier in the unit if children's understanding of hundredths is secure.*  \*Solve problems involving numbers up to 3 decimal places  \*Read and write decimal numbers as fractions  \*Recognise and write percentages  \*Recognise equivalent percentages, fractions and decimals  \*Solve problems that require knowing percentage and decimal equivalents |
| Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | NPV–1 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. | | | * Can identify and calculate as a decimal * Can identify the pattern when finding other thousandths * Can compare thousandths to tenths and hundredths. | |
| Round decimals with two decimal places to the nearest whole number and to one decimal place | NPV–3 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 and rounding to the nearest of each. | | | * Understands the rules of rounding up and down. * Can apply the rules of rounding to a whole number * Can apply the rules of rounding to 1dp. * Can identify which value is closer to a given number. | |
| Read, write, order and compare numbers with up to three decimal places | NPV–2 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.  NPV–4 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. | | | * Understands how thousandths are represented as a decimal. * Can order numbers to 3dp. | |
| Solve problems involving number up to three decimal places |  | | | * Can solve problems involving measure | |
| Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal |  | | | * Understand 1% is 1 part out of 100 * Can write the decimal equivalent to 1% * Understand percentage as a number out of 100. * Can write percentages as a fraction with denominator 100 * Can use 1% to calculate 10%, 5%, 50% and 100% | |
| Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25. |  | | | * Can use the pattern to calculate other multiples of known percentages. * Has a good recall of the percentage, fraction and decimal equivalence of * Has a good recall of the percentage and decimal equivalence of fractions with a denominator of a multiple of 10 or 25. | |

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| **Block 6** | | | |
| **Geometry** | | | |
| **Substantive Knowledge**  **National Curriculum** | **Ready to Progress** | **Key Performance Indicators** | **Sequence of learning**  **Detailed in Planning Overview** |
| Identify 3-D shapes, including cubes and other cuboids, from 2-D representations |  | * Can name 3D shapes from pictures * Can identify the 3D shapes represented by 2D nets * Can identify nets of open and closed cubes | \*Introduction and recap of previous learning  \*Know angles are measured in degrees  \*Estimate and compare acute, obtuse and reflex angles  \* Draw given angles, and measure them in degrees (°)  \* Identify:  -angles at a point and one whole turn (total 360°)  -angles at a point on a straight line and ½ a turn (total 180°)  -other multiples of 90°  Substantial problem  \*Use the properties of rectangles to deduce related facts and find missing lengths and angles  \*Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  \*Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.  \*Identify 3-D shapes, including cubes and other cuboids, from 2-D representations |
| Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles | G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size. | Can explain that angles are measured in degrees   * Can identify acute, obtuse and reflex angles * Can estimate the size of acute, obtuse and reflex angles * Can compare and order a set of angles |
| Draw given angles, and measure them in degrees (°) | G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size. | * Can use a protractor to measure angles accurately in degrees both on their own and within shapes * Can draw given angles using a protractor |
| Identify:   * angles at a point and one whole turn (total 360°) * angles at a point on a straight line and ½ a turn (total 180°) * other multiples of 90° |  | * Can recognise that angles at a point make a whole turn and total 360° * Can recognise that angles on a straight line make half a turn and total 180° * Can recognise multiples of 90° within turns * Can calculate missing angles in a range of contexts |
| Use the properties of rectangles to deduce related facts and find missing lengths and angles |  | * Can describe that a rectangle has two pairs of equal and parallel sides * Can describe that a rectangle has four right-angles * Can explain why a square is a type of rectangle * Can find missing lengths of rectangles * Can identify the diagonals of rectangles * Can make suggestions about the size of angles formed between the parallel sides of a rectangle and its diagonals * Can use the fact that the angle sum of a quadrilateral is 360° to make suggestions about the size of the angles formed between the sides of quadrilaterals |
| Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. |  | * Can recognise that a regular polygon has n equal sides and n equal angles * Can identify regular and irregular polygons from a set of shapes and explain why * Can identify a square as the only regular quadrilateral. |
| Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. |  | * Can describe the position of a shape after it has been reflected in a line that is parallel to an axis. * Can describe the position of a shape after it has been translated across and up. * Understand the difference between a congruent and similar shape. |

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| **Block 7** | | | |
| **Measure – Length, Mass and Capacity** | | | |
| **Substantive Knowledge**  **National Curriculum** | **Ready to Progress** | **Key Performance Indicators** | **Sequence of learning**  **Detailed in Planning Overview** |
| Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) | NPV–5 Convert between units of measure, including using common decimals and fractions. | * Can use their knowledge of place value and multiplication and division by 10, 100 and 1000 to convert between standard units * Can decide on the appropriate measure to record their answer * Can understand the decimal notation of units of measure. | \*Recap what is known about metric measures – how many g in a kg, ml in a l, cm in a m, etc  \*Convert between different units of metric measure, including decimals and fractions  \*Understand and use approximate equivalences between metric units and common imperial units and convert between them  \* Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]  \*Use addition and subtraction to solve problems involving measure  \*Use multiplication and division to solve problems involving measure  \*Consolidation through topic and real-life situations |
| Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints |  | * Can convert between familiar imperial units of measure and metric measure   + 1 litre is approximately 2 pints (more accurately, 1 ¾ pints)   + 4.5 litres is approximately 1 gallon or 8 pints   + 1 kilogram is approximately 2 lb (more accurately, 2.2 lb)   + 30 grams is approximately 1 oz   + 8 kilometres is approximately 5 miles * Can compare imperial units to metric units of measure by converting units into the same unit of measure. |
| Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] |  | * Can find volumes of regular and irregular 3D shapes using cubes. * Can identify shapes /containers with a similar volume. * Can record volume using cm3 |
| Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. |  | * Can solve problems involving a variety of measures. * Can convert appropriately between measures to help solve the problem |

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| **Block 8** | | | |
| **Measure – Perimeter and Area** | | | |
| **Substantive Knowledge**  **National Curriculum** | **Ready to Progress** | **Key Performance Indicators** | **Sequence of learning**  **Detailed in Planning Overview** |
| Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres |  | * Can divide a composite shape into rectangles and calculate the perimeter of each shape. * Can recombine shapes and calculate the perimeter of shapes. * Can find missing lengths of a shape if given a perimeter. | \*Recap perimeter and look at the perimeter of regular shapes  \*Find missing lengths of a shape if given the total perimeter  \*Find the perimeter of a composite rectilinear shape by breaking it down into smaller shapes  \* Recap area and counting the squares in a shape to find its area  \*Understand why we use the notation cm squared when recording the area of a shape  \*Use the formula LxW to calculate the area of a shape using cm²  \*Use a scaled drawing to calculate the area of other regular polygons  \*Estimate the area of irregular shapes |
| Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes | G–2 Compare areas and  calculate the area of rectangles (including squares) using standard units. | * Can use the formula, L x W to calculate area. * Understands why the answer is the unit squared. * Can find shapes that have a set area. * Can calculate area from scaled drawings |

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| **Block 9** | | | |
| **Measure – Time** | | | |
| **Substantive Knowledge**  **National Curriculum** | **Ready to Progress** | **Key Performance Indicators** | **Sequence of learning**  **Detailed in Planning Overview** |
| Solve problems involving converting between units of time | NPV–5 Convert between units of measure, including using common decimals and fractions. | * Can use all four operations in problems involving time, including conversions | \*Introduction and recap on prior learning.  \*Solve problems involving converting between units of time  \*Apply telling the time and calculating durations of events to reading timetables |

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| **Block 10** | | | |
| **Statistics** | | | |
| **Substantive Knowledge**  **National Curriculum** | **Ready to Progress** | **Key Performance Indicators** | **Sequence of learning**  **Detailed in Planning Overview** |
| Solve comparison, sum and difference problems using information presented in a line graph | No specific Ready to Progress statements for Money but use the opportunity to consolidate prior statements as appropriate e.g NPV–4 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. | * Can answer questions that involve comparing the values between two points on a line graph e.g. When does the temperature rise the quickest? * Can answer questions that involve finding the difference between two points on a line graph e.g. By how much does the temperature rise between 1 and 2pm * Can answer questions that involve finding the sum of values on a line graph e.g. How far did the lorry driver travel in total? | \*Introduction  \*Solve comparison, sum and difference problems using information presented in a line graph  \*Substantial problem linked to a line graph |
| Complete, read and interpret information in tables, including timetables | * Can answer questions that involve timetables e.g. How long does the journey from Chester to Northwich take on the bus? * Can answer questions linked to information presented in tables |