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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 practiceNF–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 $\frac{1}{10}$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 $\frac{1}{2},\frac{1}{4},\frac{1}{5}, and\frac{1}{10} $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 $\frac{1}{1000}$ 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 $\frac{1}{2},\frac{1}{4},\frac{1}{5},\frac{2}{5}, and \frac{4}{5}$ 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 $\frac{1}{2},\frac{1}{4},\frac{1}{5},\frac{2}{5}, and \frac{4}{5}$
* 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 andcalculate 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
 |