

Year 5

National Curriculum objectives (Statutory) - Ready to progress statements (Non-statutory: guidance)

Autumn starters:

Key skills (document)

4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number

5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.

4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.

4NPV-3 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, and rounding to the nearest of each.

Autumn term 2022

Wk1 – 3 days - Half Termly X Table test (gold)	Wk2	Wk3 – Bank Holiday – Queen's Funeral	Wk4	Wk5	Wk6 – Barn Inspire (Tues)	Wk7 – Tawny Inspire (Tues)
<p>Number and Place Value Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) (Y4)</p> <p>WALT: Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NPV-1 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.</p> <p>4NPV-2 Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning</p>	<p>Number: Number and place value Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>WALT: Solve number problems and practical problems using place value.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NPV-1 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.</p> <p>4NPV-2 Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning</p>	<p>Number: Number and place value Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p>WALT: Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NPV-2 Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning.</p> <p>4NPV-3 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, and rounding to the nearest of each.</p>	<p>Number: Number and place value Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>WALT: Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.</p> <p>WALT: Solve number problems and practical problems using place value.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NPV-3 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, and rounding to the nearest of each.</p>	<p>Number: Number and place value Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>WALT: Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.</p> <p>WALT: Solve number problems and practical problems using place value.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NPV-3 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, and rounding to the nearest of each.</p>	<p>Number: Number and place value Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>WALT: Read Roman Numerals to 1000 (m) and recognise years written in Roman Numerals.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.</p> <p>Y4 - Read Roman Numerals to 100 (l to c) and know that over time, the numeral system changed to include the concept of zero and place value</p>	<p>Number: Number and place value Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>WALT: Read Roman Numerals to 1000 (m) and recognise years written in Roman Numerals.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.</p> <p>Y4 - Read Roman Numerals to 100 (l to c) and know that over time, the numeral system changed to include the concept of zero and place value</p>

Wk1	Wk2 Police PCSO sessions	Wk3	Wk4	Wk5 – Year 5 Theatre Visit (Thurs)	Wk6	Wk7 – Inset Day (Fri) - Pantomime - Christmas Party
<p>Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>WALT: Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table</p>	<p>Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: Add and subtract numbers mentally with increasingly large numbers</p> <p>WALT: Use rounding to check answers to calculations and determine, in context of a problem, levels of accuracy</p> <p>WALT: Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table</p>	<p>Assessment week</p> <p>Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>Revision</p>	<p>Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>WALT: Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>WALT: Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and</p>	<p>Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: 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</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p>	<p>Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: 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</p> <p>WALT: Multiply and divide numbers mentally drawing upon known facts</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table</p>	<p>Arithmetic focus, stamina and technique (Fluent in 5 and times table games)</p> <p>WALT: 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</p> <p>WALT: Multiply and divide numbers mentally drawing upon known facts</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table</p>

<p>facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>(Y4) Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>(Y4) Estimate and use inverse operations to check answers to a calculation</p> <p>(Y4) Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>4MD-2 Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.</p> <p>(Y4) Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>		<p>corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>4MD-2 Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.</p> <p>4MD-3 Understand and apply the distributive property of multiplication.</p> <p>(Y4) Recognise and use factor pairs and commutativity in mental calculations</p>	<p>4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>4MD-2 Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.</p> <p>4MD-3 Understand and apply the distributive property of multiplication.</p> <p>(Y4) Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>	<p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>4MD-2 Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.</p> <p>4MD-3 Understand and apply the distributive property of multiplication.</p> <p>(Y4) Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>(Y4) Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>facts, and corresponding division facts, through continued practice.</p> <p>Y4 RAG July 22:</p> <p>4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>4MD-2 Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.</p> <p>4MD-3 Understand and apply the distributive property of multiplication.</p> <p>(Y4) Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>(Y4) Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>
--	--	--	--	--	---	--

Spring term 2023

<p>Wk1 - Inset Day</p> <p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>WALT: Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. (recap)</p> <p>WALT: Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>WALT: Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Y4 RAG July 22:</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p>	<p>Wk2</p> <p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>WALT: Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (Y4)</p> <p>WALT: 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 (Y5)</p> <p>WALT: Solve problems involving multiplication and division including using their knowledge of factors and multiples</p> <p>Y4 RAG July 22:</p> <p>4MD-1 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.</p>	<p>Wk3</p> <p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>WALT: Multiply and divide numbers mentally, drawing upon known facts</p> <p>WALT: 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</p> <p>WALT: Solve problems involving multiplication and division including using their knowledge of factors and multiples</p> <p>Y4 RAG July 22:</p> <p>4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to</p>	<p>Wk4</p> <p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>WALT: Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p> <p>WALT: Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>WALT: Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>WALT: Compare and order fractions whose denominators are all multiples of the same number</p> <p>Y4 RAG July 22:</p>	<p>Wk5 - Bike Ability</p> <p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>WALT: Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]</p> <p>WALT: Add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>Y4 RAG July 22:</p> <p>4F-1 Reason about the location of mixed numbers in the linear number system</p> <p>4F-2 Convert mixed numbers to improper fractions and vice versa.</p>	<p>Wk6 - Bike Ability</p> <p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>Discreet Arithmetic</p> <p>WALT: Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Y4 RAG July 22:</p> <p>4F-1 Reason about the location of mixed numbers in the linear number system</p> <p>4F-2 Convert mixed numbers to improper fractions and vice versa.</p> <p>4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions</p>
--	---	---	--	---	--

	<p>4MD-2 Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.</p> <p>4MD-3 Understand and apply the distributive property of multiplication.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>	<p>making a number 10 or 100 times the size.</p> <p>4MD-2 Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p>	<p>4F-1 Reason about the location of mixed numbers in the linear number system.</p> <p>4F-2 Convert mixed numbers to improper fractions and vice versa.</p> <p>4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Add and subtract fractions with the same denominator</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths</p>	<p>4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Add and subtract fractions with the same denominator</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths</p>	<p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Add and subtract fractions with the same denominator</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths</p>
--	---	--	---	---	--

Wk1	Wk2 – Robinwood	Wk3	Wk4 – Assessment (Friday)	Wk5 – Assessment Week	Wk6
<p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>WALT: Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]</p> <p>WALT: Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>WALT: Read, write, order and compare numbers with up to three decimal places</p> <p>Y4 RAG July 22:</p> <p>4F-1 Reason about the location of mixed numbers in the linear number system.</p> <p>4F-2 Convert mixed numbers to improper fractions and vice versa.</p> <p>4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$</p>	<p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>Discreet Arithmetic</p> <p>WALT: Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>WALT: Solve problems involving number up to three decimal places</p> <p>Y4 RAG July 22:</p> <p>4F-1 Reason about the location of mixed numbers in the linear number system.</p> <p>4F-2 Convert mixed numbers to improper fractions and vice versa.</p> <p>4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Round decimals with one decimal place to the nearest whole number</p>	<p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>WALT: 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</p> <p>WALT: Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p> <p>Y4 RAG July 22:</p> <p>4F-1 Reason about the location of mixed numbers in the linear number system.</p> <p>4F-2 Convert mixed numbers to improper fractions and vice versa.</p> <p>4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$</p>	<p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>WALT: 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</p> <p>WALT: Complete a simple symmetric figure with respect to a specific line of symmetry (Year 4)</p> <p>Y4 RAG July 22:</p> <p>4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.</p> <p>4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.</p> <p>4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</p>	<p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>WALT: Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>WALT: Read, write and convert time between analogue and digital 12- and 24-hour clocks (Year 4)</p> <p>Y4 RAG July 22:</p> <p>4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.</p> <p>4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.</p> <p>4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p>	<p>Arithmetic focus, stamina and technique (one-minute mental maths)</p> <p>Discreet Arithmetic</p> <p>WALT: Solve problems involving converting between units of time</p> <p>Y4 RAG July 22:</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p>

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths			Describe movements between positions as translations of a given unit to the left/right and up/down		
Compare numbers with the same number of decimal places up to two decimal places					

Summer Term 2023

Week1	Week2	Week3 Bank Holiday (4 day week)	Week4 Bank Holiday (4 day week)	Week5	Week 6 Bank Holiday (4 day week)
<p>WALT: Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]</p> <p>WALT: Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Y4 RAG July 22:</p> <p>4F-1 Reason about the location of mixed numbers in the linear number system</p> <p>4F-2 Convert mixed numbers to improper fractions and vice versa.</p> <p>4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>WALT: Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>WALT: Solve problems involving number up to three decimal places</p> <p>WALT: Read, write, order and compare numbers with up to three decimal places</p> <p>WALT: 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</p> <p>WALT: Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p> <p>Y4 RAG July 22:</p> <p>4F-1 Reason about the location of mixed numbers in the linear number system</p> <p>4F-2 Convert mixed numbers to improper fractions and vice versa.</p> <p>4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Compare numbers with the same number of decimal places up to two decimal places</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$</p>	<p>WALT: Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>WALT: Read, write, order and compare numbers with up to 3 decimal places</p> <p>WALT: Solve problems involving number up to 3 decimal place</p> <p>Adding and subtracting decimals within 1 and across the whole.</p> <p>Completements to 1.</p> <p>Y4 RAG July 22:</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>WALT: Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>WALT: Read, write, order and compare numbers with up to 3 decimal places</p> <p>WALT: Solve problems involving number up to 3 decimal place</p> <p>Adding and subtracting decimals with and without the same decimal places</p> <p>Decimal sequences.</p> <p>Y4 RAG July 22:</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>WALT: Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>WALT: Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</p> <p>WALT: Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Y4 RAG July 22:</p>	<p>WALT: Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</p> <p>WALT: Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Y4 RAG July 22:</p>

--	--	--	--	--	--

Week 1	Week 2	Week 3	Week 4 Sports Day	Week 5	Week 6	Week 7 Year 5 Trip (Wednesday)
<p>WALT: Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Walt: Draw given angles, and measure them in degrees (°)</p> <p>WALT: identify angles at a point on a straight line and half a turn (total 180°)</p> <p>Y4 RAG July 22:</p>	<p>WALT: Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Walt: Draw given angles, and measure them in degrees (°)</p> <p>WALT: identify angles at a point on a straight line and half a turn (total 180°)</p> <p>WALT: distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>WALT: identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Y4 RAG July 22:</p> <p>4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.</p>	<p>WALT: 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</p> <p>Y4 RAG July 22:</p> <p>4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.</p>	<p>Assessment Week.</p> <p>Revision.</p> <p>WALT: 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</p> <p>Y4 RAG July 22:</p> <p>4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant</p>	<p>WALT: estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>WALT: solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p> <p>Y4 RAG July 22:</p>	<p>WALT: solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p> <p>WALT: Solve problems involving converting between units of time</p> <p>WALT: complete, read and interpret information in tables, including timetables</p> <p>Y4 RAG July 22:</p>	<p>WALT: Solve problems involving converting between units of time</p> <p>WALT: complete, read and interpret information in tables, including timetables</p> <p>Y4 RAG July 22:</p>