

## Medium term Plans for Autumn Years 4/5 Mixed age Range

Week	Y4: Main focus of teaching/activities	Outcomes	Y5: Main focus of teaching/activities	Outcomes
1	<p><b>Number and place value, addition</b></p> <p><b>Day 1:</b> Understand place value in 4-digit numbers.</p> <p><b>Day 2:</b> Write place value subtractions.</p> <p><b>Day 3:</b> Compare pairs of 4-digit numbers, using &lt; and &gt;.</p> <p><b>Day 4:</b> Placing and ordering 3-digit numbers.</p> <p><b>Day 5:</b> Placing and ordering 4-digit numbers.</p>	<p><b>Day 1:</b> 1. Say what each digit represents in a 4-digit number. 2. Compare 4-digit numbers.</p> <p><b>Day 2:</b> 1. Say what each digit represents in a 4-digit number. 2. Write place value subtractions.</p> <p><b>Day 3:</b> 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to compare 4-digit numbers using &lt; and &gt;.</p> <p><b>Day 4:</b> 1. Locate 3-digit numbers on landmarked and unmarked 0-1000 lines.</p> <p><b>Day 5:</b> 1. Locate 4-digit numbers on landmarked and unmarked lines.</p>	<p><b>Number and place value, addition</b></p> <p><b>Day 1:</b> Place value in 5-digit numbers (Place value additions/subtractions).</p> <p><b>Day 2:</b> Add/subtract 1s, 10s, 100s, 1000s, 10,000s.</p> <p><b>Day 3:</b> Place 5-digit numbers on a line and compare pairs of numbers, use &lt; and &gt;.</p> <p><b>Day 4:</b> Revise using column addition to add pairs of 4-digit numbers.</p> <p><b>Day 5:</b> Begin to use column addition to add pairs of 5-digit numbers.</p>	<p><b>Day 1:</b> 1. Partition 5- digit numbers in thousands, hundreds, tens, units. 2. Say what each digit represents in 5- digit numbers. 3. Complete place value additions and subtractions.</p> <p><b>Day 2:</b> 1. Add/subtract 1s, 10s, 1000s and 10,000s to/from 5-digit numbers.</p> <p><b>Day 3:</b> 1. Compare 5-digit numbers using &gt; and &lt; signs. 2. Place 5-digit numbers on 0 to 100,000 landmarked lines.</p> <p><b>Day 4:</b> 1. Use column addition to add any pair of 4-digit numbers. 2. Approximate answers.</p> <p><b>Day 5:</b> 1. Begin to use column addition to add pairs of 5-digit numbers.</p>

Week	Y4: Main focus of teaching/activities	Outcomes	Y5: Main focus of teaching/activities	Outcomes
2	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Add pairs of 2-digit numbers.</p> <p><b>Day 2:</b> Add two-digit numbers to 3-digit numbers.</p> <p><b>Day 3:</b> Find a difference by counting up.</p> <p><b>Day 4:</b> Count up and use number bonds to subtract 2-digit numbers from 100.</p> <p><b>Day 5:</b> Choose counting up or back to subtract 2-digit numbers from numbers &gt;100.</p>	<p><b>Day 1:</b> 1. Add pairs of 2-digit numbers using place value. 2. Add pairs of 2-digit numbers using counting up in 10s and 1s. 3. Choose a strategy for adding.</p> <p><b>Day 2:</b> 1. Add a 2-digit number to a 3-digit number using place value. 2. Add a 2-digit number to a 3-digit number using counting up. 3. Choose a strategy for adding.</p> <p><b>Day 3:</b> 1. Count up to subtract pairs of 2-digit numbers. 2. Use number facts to count up quickly and efficiently.</p> <p><b>Day 4:</b> 1. Subtract a 2-digit number from 100 using number bonds or place value.</p> <p><b>Day 5:</b> 1. Subtract a 2-digit number from a 3-digit number using counting up or counting back. 2. Choose a strategy to subtract.</p>	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Add amounts of money using column addition; Use rounding to check answers.</p> <p><b>Day 2:</b> Add amounts of money using column addition; Use using rounding to check answers.</p> <p><b>Day 3:</b> Divide by 10 and 100 to give answers with two decimal places.</p> <p><b>Day 4:</b> Multiply and divide by 10 and 100.</p> <p><b>Day 5:</b> Place two place decimal numbers on a number line and compare two numbers.</p>	<p><b>Day 1:</b> 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79.</p> <p><b>Day 2:</b> 1. Use column addition to add any pair of amounts of money, e.g. £45.78 + £25.79. 2. Use rounding to estimate totals of pairs of amounts of money.</p> <p><b>Day 3:</b> 1. Understand the effect of <math>\times</math> and <math>\div</math> by 10 and 100. 2. Understand place value in decimal numbers with up to two places.</p> <p><b>Day 4:</b> 1. Understand the effect of <math>\times</math> and <math>\div</math> by 10 and 100. 2. Understand place value in decimal numbers with up to two places.</p> <p><b>Day 5:</b> 1. Place numbers with two decimal places on a number line empty between neighbouring wholes. 2. Compare and order numbers with one or two decimal places.</p>

Week	Y4: Main focus of teaching/activities	Outcomes	Y5: Main focus of teaching/activities	Outcomes
3	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Using counting up (Frog) to subtract, e.g. 402 – 356.</p> <p><b>Day 2:</b> Use Counting up (Frog) to subtract (e.g. 421 – 356) and check with addition.</p> <p><b>Day 3:</b> Using counting up (Frog) to subtract; check with addition.</p> <p><b>Day 4:</b> Add two 3-digit numbers using compact written addition.</p> <p><b>Day 5:</b> Adding three 3-digit numbers using compact written addition.</p>	<p><b>Day 1:</b> 1. Count up to subtract 3-digit numbers e.g. 402 – 356.</p> <p><b>Day 2:</b> 1. Count up to subtract 3-digit numbers (answers less than 100, e.g. 421 – 356). 2. Check subtraction using addition.</p> <p><b>Day 3:</b> 1. Count up to subtract 3-digit numbers (answers less than 100, e.g. 421 – 356). 2. Check subtraction using addition.</p> <p><b>Day 4:</b> 1. Add two 3-digit numbers using compact written addition.</p> <p><b>Day 5:</b> 1. Add three 3-digit numbers using compact written addition.</p>	<p><b>Addition and subtraction</b></p> <p><b>Day 1:</b> Use frog to find change from £20, £50, £100.</p> <p><b>Day 2:</b> Use Frog to subtract amounts of money.</p> <p><b>Day 3:</b> Use column subtraction (decomposition) to subtract pairs of 4-digit numbers.</p> <p><b>Day 4:</b> Use column subtraction (decomposition) to subtract 3-digit numbers from 4-digit numbers.</p> <p><b>Day 5:</b> Choose whether to use counting up (Frog) or column subtraction (decomposition) to work out given calculations.</p>	<p><b>Day 1:</b> 1. Find the change from £20, £50 and £100 using counting up (Frog).</p> <p><b>Day 2:</b> 1. Find the difference between 4-digit prices using counting up (Frog)</p> <p><b>Day 3:</b> 1. Use column subtraction (decomposition) to subtract pairs of 4-digit numbers where one or two moves are necessary.</p> <p><b>Day 4:</b> 1. Use column subtraction (decomposition) to subtract 3-digit numbers from 4-digit numbers.</p> <p><b>Day 5:</b> 1. Use frog (counting up) to subtract pairs of 4-digit numbers. 2. Choose either Frog or column subtraction to subtract pairs of 4-digit numbers</p>

Week	Y4: Main focus of teaching/activities	Outcomes	Y5: Main focus of teaching/activities	Outcomes
4	<p><b>Shape</b></p> <p><b>Day 1:</b> Study different 3-D shapes and identify their properties.</p> <p><b>Day 2:</b> Identify and sort 3-D shapes acc. to their properties.</p> <p><b>Day 3:</b> Use compass to draw circles to given radii.</p> <p><b>Day 4:</b> Draw different polygons; identify their properties.</p> <p><b>Day 5:</b> Study different triangles and identify their properties.</p>	<p><b>Day 1:</b> 1. Describe and name 3D shapes by using correct mathematical vocabulary. 2. Construct 3D shapes.</p> <p><b>Day 2:</b> 1. Describe and name 3D shapes by using correct mathematical vocabulary. 2. Sort 3D shapes using a Venn diagram. 3. Construct 3D shapes.</p> <p><b>Day 3:</b> 1. Understand circumference and radius of a circle. 2. Draw circles with different radii.</p> <p><b>Day 4:</b> 1. Describe 2D shapes by using correct mathematical vocabulary. 2. Sort 2D shapes into a Carroll diagram.</p> <p><b>Day 5:</b> 1. Describe, name different triangles. 2. Sort triangles into Carroll diagrams.</p>	<p><b>Shape</b></p> <p><b>Day 1:</b> Sort 3D shapes according to their properties; Visualise 3D shapes from 2D drawings.</p> <p><b>Day 2:</b> Visualise 3D shapes from 2D drawings; Describe properties of prisms and pyramids.</p> <p><b>Day 3:</b> Describe properties of 2D shapes including polygons.</p> <p><b>Day 4:</b> Describe properties of polygons.</p> <p><b>Day 5:</b> Classify quadrilaterals.</p>	<p><b>Day 1:</b> 1. Use a range of mathematical vocabulary to describe 3D shapes. 2. Sort 3D shapes according to their properties using Carroll diagrams.</p> <p><b>Day 2:</b> 1. Visualise 3D shapes from 2D representational drawings. 2. Describe properties of prisms.</p> <p><b>Day 3:</b> 1. Use a range of mathematical vocabulary to describe 2D shapes.</p> <p><b>Day 4:</b> 1. Find properties of polygons including parallel and perpendicular sides.</p> <p><b>Day 5:</b> 1. Find properties of diagonals of different quadrilaterals.</p>

Week	Y4: Main focus of teaching/activities	Outcomes	Y5: Main focus of teaching/activities	Outcomes
5	<p><b>Multiplication and division</b></p> <p><b>Day 1:</b> Double and halve 2-digit numbers, including odd numbers.</p> <p><b>Day 2:</b> Double and halve 3-digit numbers.</p> <p><b>Day 3:</b> Revise 4 and 8 times tables, and divisions.</p> <p><b>Day 4:</b> Double the 3× table to get 6× table.</p> <p><b>Day 5:</b> Division facts for 3, 4, 5, 6 and 8 times tables.</p>	<p><b>Day 1:</b> 1. Double and halve 2-digit numbers by partitioning and recombining.</p> <p><b>Day 2:</b> 1. Double and halve 3-digit numbers by partitioning and recombining.</p> <p><b>Day 3:</b> 1. Know multiplication and associated division facts for the x4 tables, up to x12. 2. Know multiplication and associated division facts for the x8 tables, up to x12.</p> <p><b>Day 4:</b> 1. Know multiplication and associated division facts for the x3 tables, up to x12. 2. Know multiplication and associated division facts for the x6 tables, up to x12.</p> <p><b>Day 5:</b> 1. Recognise multiples of 3, 4, 5, 6 and 8 to guess mystery function machines.</p>	<p><b>Multiplication and division, fractions</b></p> <p><b>Day 1:</b> Find common multiples.</p> <p><b>Day 2:</b> Find factors of 2-digit numbers.</p> <p><b>Day 3:</b> Division problems. Round up or down after division.</p> <p><b>Day 4:</b> Find equivalent fractions; Simplify fractions.</p> <p><b>Day 5:</b> Compare fractions with related denominators.</p>	<p><b>Day 1:</b> 1. Find common multiples.</p> <p><b>Day 2:</b> 1. Find factors of numbers to 50. 2. Recognise that square numbers have an odd number of factors.</p> <p><b>Day 3:</b> 1. Decide whether to round up or down after division depending on the context.</p> <p><b>Day 4:</b> 1. Recognise equivalent fractions. 2. Simplify fractions.</p> <p><b>Day 5:</b> 1. Compare fractions with related denominators.</p>

Week	Y4: Main focus of teaching/activities	Outcomes	Y5: Main focus of teaching/activities	Outcomes
6	<p><b>Number and place value</b></p> <p><b>Day 1:</b> Add and subtract using place value. .</p> <p><b>Day 2:</b> Add and subtract using place value.</p> <p><b>Day 3:</b> Add/subtract 1 or 1000 to/from 4-digit numbers.</p> <p><b>Day 4:</b> +/-10 to/from 4-digit numbers.</p> <p><b>Day 5:</b> Add/subtract 100 to/from 4-digit numbers.</p>	<p><b>Day 1:</b> 1. Say what each digit represents in a 4-digit number. 2. Write place value related additions and subtractions.</p> <p><b>Day 2:</b> 1. Say what each digit represents in a 4-digit number. 2. Use place value to find which numbers have been added or subtracted.</p> <p><b>Day 3:</b> 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to add and subtract 1 or 1000.</p> <p><b>Day 4:</b> 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to add and subtract 10.</p> <p><b>Day 5:</b> 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to add and subtract 100.</p>	<p><b>Number and place value, multiplication</b></p> <p><b>Day 1:</b> Place 4-digit numbers on a line, round to nearest 10, 100 or 1000.</p> <p><b>Day 2:</b> Place 5-digit numbers on a line, round to the nearest 10, 100, 1000 or 10,000.</p> <p><b>Day 3:</b> Revise using the grid method to multiply 3-digit numbers by 1-digit numbers.</p> <p><b>Day 4:</b> Introduce short multiplication to multiply 3-digit numbers by 1-digit numbers.</p> <p><b>Day 5:</b> Use short multiplication to multiply 3-digit numbers by single-digit numbers.</p>	<p><b>Day 1:</b> 1. Place 4-digit numbers on a line and round to the nearest 10, 100 or 1000.</p> <p><b>Day 2:</b> 1. Place 5-digit numbers on a line and round to the nearest 10, 100, 1000 or 10,000.</p> <p><b>Day 3:</b> 1. Use the grid method to multiply 3-digit numbers by single-digit numbers. 2. Make approximations</p> <p><b>Day 4:</b> 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers.</p> <p><b>Day 5:</b> 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers. 2. Make approximations</p>

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7	<p><b>Place value, addition and subtraction</b></p> <p><b>Day 1:</b> Add/subtract 3-digit numbers using Place value and number facts.</p> <p><b>Day 2:</b> Add and subtract multiples of 100, 10 or 1 without crossing multiples of 10 or 100.</p> <p><b>Day 3:</b> Add/subtract money using place value and number facts.</p> <p><b>Day 4:</b> Add near multiples of 10 or 100 to 3-digit numbers.</p> <p><b>Day 5:</b> Subtract near multiples of 10 or 100 from 3-digit numbers.</p>	<p><b>Day 1:</b> 1. Say what each digit represents in a 3-digit number. 2. Use number facts to add and subtract 3-digit numbers without crossing multiples of 10 or 100.</p> <p><b>Day 2:</b> 1. Say what each digit represents in a 3-digit number. 2. Use number facts to add and subtract 3-digit numbers beginning to cross multiples of 10 or 100.</p> <p><b>Day 3:</b> 1. Say what each digit represents in a 4-digit number. 2. Add or subtract two 4-digit numbers, in the context of money, without crossing multiples of 10p, £1 or £10.</p> <p><b>Day 4:</b> 1. Add a multiple of 10 or 100 to a 3-digit number. 2. Add a near-multiple of 10 or 100 to a 3-digit number without crossing multiples of 10 or 100.</p> <p><b>Day 5:</b> 1. Subtract a multiple of 10 or 100 from a 3-digit number. 2. Subtract a near-multiple of 10 or 100 from a 3-digit number without crossing multiples of 10 or 100.</p>	<p><b>Place value, addition and subtraction</b></p> <p><b>Day 1:</b> Count on and back in steps of 0.01 and 0.1 from numbers with 2 decimal places.</p> <p><b>Day 2:</b> Add and subtract multiples of 0.1 or 0.01 without crossing multiples of 0.1 or 1.</p> <p><b>Day 3:</b> Subtract pairs of numbers with one decimal place.</p> <p><b>Day 4:</b> Subtract pairs of numbers with 2 decimal places using counting up (Frog).</p> <p><b>Day 5:</b> Subtract pairs of numbers with one or two decimal places using counting up (Frog).</p>	<p><b>Day 1:</b> 1. Add/subtract 0.1 and 0.01 to/from numbers with 2 decimal places.</p> <p><b>Day 2:</b> 1. Add and subtract multiples of 0.1 or 0.01 without crossing multiples of 0.1 or 1.</p> <p><b>Day 3:</b> 1. Subtract pairs of numbers with one decimal place by counting up or counting back.</p> <p><b>Day 4:</b> 1. Count up to subtract pairs of numbers with two decimal places.</p> <p><b>Day 5:</b> 1. Subtract pairs of numbers with one or two decimals places and some pairs with a mixture.</p>

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8	<p><b>Addition and subtraction, multiplication</b></p> <p><b>Day 1:</b> 3-digit expanded decomposition with one move.</p> <p><b>Day 2:</b> 3-digit expanded decomposition with one move.</p> <p><b>Day 3:</b> 3-digit expanded decomposition with 1 or 2 moves.</p> <p><b>Day 4:</b> 3-digit expanded decomposition with 1 or 2 moves.</p> <p><b>Day 5:</b> Choose to use decomposition or Frog.</p>	<p><b>Day 1:</b> 1. Say what each digit represents in a 3-digit number. 2. Use expanded decomposition to subtract, needing 10s to be moved to 1s columns.</p> <p><b>Day 2:</b> 1. Say what each digit represents in a 3-digit number. 2. Use expanded decomposition to subtract, 100s moved to 10s columns.</p> <p><b>Day 3:</b> 1. Say what each digit represents in a 3-digit number. 2. Use expanded decomposition to subtract, with one or two moves necessary.</p> <p><b>Day 4:</b> 1. Use expanded decomposition to subtract, with one or two moves necessary. 2. Estimate what the answer to a subtraction question will be. 3. Check subtraction using addition.</p> <p><b>Day 5:</b> 1. Use expanded decomposition to subtract, with one or two moves necessary. 2. Use counting up to subtract. 3. Select an efficient strategy for a particular subtraction.</p>	<p><b>Addition and subtraction, multiplication</b></p> <p><b>Day 1:</b> Mental addition and subtraction (Place value and near multiples).</p> <p><b>Day 2:</b> Add pairs of 5-digit numbers (5-digit answers).</p> <p><b>Day 3:</b> Use decomposition to subtract pairs of 5-digit numbers.</p> <p><b>Day 4:</b> Use short multiplication to multiply 3-digit numbers by single-digit numbers.</p> <p><b>Day 5:</b> Use short multiplication to multiply 3-digit amounts of money by single-digit numbers.</p>	<p><b>Day 1:</b> 1. Use place value to add and subtract. 2. Add and subtract near multiples.</p> <p><b>Day 2:</b> 1. Use column addition to add pairs of 5-digit numbers (5-digit answers). 2. Use rounding to approximate answers.</p> <p><b>Day 3:</b> 1. Use decomposition to subtract pairs of 5-digit numbers.</p> <p><b>Day 4:</b> 1. Use short multiplication to multiply 3-digit numbers by single-digit numbers.</p> <p><b>Day 5:</b> 1. Use short multiplication to multiply 3-digit amounts of money by single-digit numbers.</p>



Week	Y4: Main focus of teaching/activities	Outcomes	Y5: Main focus of teaching/activities	Outcomes
9	<p><b>Measures and data</b></p> <p><b>Day 1:</b> Revise telling time, am and pm, to the nearest minute on both analogue and digital clocks; convert between the two.</p> <p><b>Day 2:</b> Find times later, crossing the hour, both analogue and digital clock.</p> <p><b>Day 3:</b> Calculate time intervals, crossing the hour, using both analogue and digital clocks.</p> <p><b>Day 4:</b> Time events in seconds, record in a bar chart, one step is 5 or 10 seconds.</p> <p><b>Day 5:</b> Collect and represent data in pictograms – one picture represents four units.</p>	<p><b>Day 1:</b> 1. Tell the time to the nearest minute on analogue clocks some with Roman numerals. 2. Convert between digital and analogue times using am and pm.</p> <p><b>Day 2:</b> 1. Find times that are 30, 40 and 45 minutes later crossing the hour.</p> <p><b>Day 3:</b> 1. Calculate time intervals using a number line crossing over the hour. 2. Write word problems involving time intervals.</p> <p><b>Day 4:</b> 1. Record results in bar charts where one steps represents 5 or 10 seconds.</p> <p><b>Day 5:</b> 1. Present data in pictograms where one symbol represents 4 people. 2. Interpret pictograms.</p>	<p><b>Measures and data</b></p> <p><b>Day 1:</b> Know regularly used imperials units and approximate metric equivalents.</p> <p><b>Day 2:</b> Read timetables using the 24-hour clock; calculate time intervals.</p> <p><b>Day 3:</b> Calculate time intervals using the 24-hour clock.</p> <p><b>Day 4:</b> Convert between grams and kilograms, millilitres and litres (mainly to one decimal place).</p> <p><b>Day 5:</b> Convert between metres and kilometres; know approximate conversion between miles and km; begin to draw line graph and read intermediate points.</p>	<p><b>Day 1:</b> 1. Know regularly used imperials units and approximate metric equivalents. 2. Convert between imperial and metric units using approximations</p> <p><b>Day 2:</b> 1. Read timetables using the 24-hour clock. 2. Calculate time intervals.</p> <p><b>Day 3:</b> 1. Calculate time intervals using the 24-hour clock.</p> <p><b>Day 4:</b> 1. Convert between grams and kilograms, millilitres and litres.</p> <p><b>Day 5:</b> 1. Convert between metres and kilometres. 2. Know approximate conversion. between miles and km. 3. Draw a line graph and read intermediate points.</p>

Week	Y4: Main focus of teaching/activities	Outcomes	Y5: Main focus of teaching/activities	Outcomes
10	<p><b>Multiplication and division</b></p> <p><b>Day 1:</b> Harder calculations using the grid method.</p> <p><b>Day 2:</b> Harder calculations using the grid method.</p> <p><b>Day 3:</b> Grid multiplication.</p> <p><b>Day 4:</b> Division above 10<sup>th</sup> multiple using chunking.</p> <p><b>Day 5:</b> Division using chunking.</p>	<p><b>Day 1:</b> 1. Use grid method to multiply TU x U.</p> <p><b>Day 2:</b> 1. Use grid method to multiply TU x U.</p> <p><b>Day 3:</b> 1. Use grid method to multiply TU x U. 2. Use known multiplication and division facts.</p> <p><b>Day 4:</b> 1. Use chunking to divide by 3, 4, 6 with no remainders.</p> <p><b>Day 5:</b> 1. Use chunking to divide by 3, 4, 6, 8 with no remainders.</p>	<p><b>Multiplication and division</b></p> <p><b>Day 1:</b> Recognise multiples; use rules of divisibility.</p> <p><b>Day 2:</b> Find prime numbers less than 50.</p> <p><b>Day 3:</b> Division above the tables using vertical layout chunking (answers less than 40).</p> <p><b>Day 4:</b> Divide using a vertical layout. Round up or down after division.</p> <p><b>Day 5:</b> Division above the tables using vertical layout chunking (answers up to 60); Choose written or mental method.</p>	<p><b>Day 1:</b> 1. Use rules of divisibility for 2, 3, 4, 5 and 9.</p> <p><b>Day 2:</b> 1. Find prime numbers to at least 50.</p> <p><b>Day 3:</b> 1. Use the vertical layout of chunking to divide numbers, answers up to 30.</p> <p><b>Day 4:</b> 1. Round up or down after division according to the context.</p> <p><b>Day 5:</b> 1. Use the vertical layout of chunking to divide numbers, answers up to 60. 2. Choose to divide using a written or mental method.</p>

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11	<p><b>Division and fractions</b></p> <p><b>Day 1:</b> Count ins 1/4s, 1/3s, 1/8s and 1/10s saying equivalent fractions.</p> <p><b>Day 2:</b> Divide 2-digit numbers just above the 10<sup>th</sup> multiple with remainders, using the vertical written layout.</p> <p><b>Day 3:</b> Divide 2-digit numbers just above the 10th multiple with remainders.</p> <p><b>Day 4:</b> Find unit and non-unit fractions of amounts.</p> <p><b>Day 5:</b> Find unit and non-unit fractions of amounts.</p>	<p><b>Day 1:</b> 1. Count ins 1/4s, 1/3s, 1/8s and 1/10s saying the equivalent fractions, e.g. <math>1\frac{1}{2}</math> not <math>1\frac{2}{4}</math>.</p> <p><b>Day 2:</b> 1. Divide 2-digit numbers by 1-digit numbers, above the 10<sup>th</sup> multiple with remainders, using written layout for chunking. 2. Check division with multiplication.</p> <p><b>Day 3:</b> 1. Divide 2-digit numbers by 1-digit numbers, above the 10th multiple with remainders, using written layout for chunking. 2. Begin to round up or down after division depending on the context.</p> <p><b>Day 4:</b> 1. Understand the link between finding fractions of amounts and division. 2. Find unit fractions then non-unit fraction of amounts.</p> <p><b>Day 5:</b> 1. Find unit fractions and non-unit fractions of amounts</p>	<p><b>Division and fractions</b></p> <p><b>Day 1:</b> Introduce mixed numbers; turn improper fractions into mixed numbers and vice versa.</p> <p><b>Day 2:</b> Add fractions with related denominators.</p> <p><b>Day 3:</b> Subtract fractions with related denominators.</p> <p><b>Day 4:</b> Find unit and non-unit fractions of amounts.</p> <p><b>Day 5:</b> Compare and order fractions with related denominators.</p>	<p><b>Day 1:</b> 1. Convert improper fractions to mixed numbers.</p> <p><b>Day 2:</b> 1. Add fractions with related denominators, including totals &gt; 1.</p> <p><b>Day 3:</b> 1. Subtract fractions with related denominators.</p> <p><b>Day 4:</b> 1. Find unit and non-unit fractions of amounts.</p> <p><b>Day 5:</b> 1. Compare and order fractions with related denominators.</p>

*Title of topic – colour code (see below)*

**GREEN – Place Value or number**

**ORANGE – Addition or subtraction**

**PURPLE – Multiplication or division (inc. scaling or square/cube numbers or multiples and factors...)**

**GREY – Fractions or decimals or percentages or ratio**

**BLUE – shape or measures or data**

**BROWN – Algebra**

**The Hamilton plans do provide resources for practice of the relevant algorithms, skills and the reinforcement of crucial understandings.** However, some teachers may prefer to use textbooks as an additional source of practice. We have agreed with Pearson, the publisher of Abacus, that we can reference the Abacus textbooks and that they will do a special deal if any Hamilton users wish to purchase a set of these textbooks. These are new books, written specifically to match the new National Curriculum. Any schools wishing to follow this up should go to this webpage:

<http://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/AbacusFriendsofHamiltonTrust/SpecialOfferforFriendsofHamiltonTrust.aspx>