Whole School Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Reception	Cardinality, ordinality and counting - beyond 20 – focus on teen numbers	Subitising to 6, doubles to 10	Composition within 5	Composition 6 – 10	Comparison of numbers to 10 in relation to each other	Subitising (on a rekenrek) to 5	ASSESSMENT – comparison to 10	ASSESSMENT – counting beyond 20	ASSESSMENT – patterns within numbers to 10	ASSESSMENT – automatic recall composition to 10	ASSESSMENT – comparison and composition	Shape and space – positional language, sequencing space and measures
Year 1	Number **Multiplication and division**			Number **Place value within 100**		Measurement **Money**	Number **Fractions**		Measurement **Time**	Geometry **Position and Direction**	**Assessment and consolidation**	
Year 2	Number **Fractions**			Measurement **Time**			**Statistics**		Geometry **Position and direction**		**Consolidation**	
Year 3	Number **Fractions**		Measurement **Money**		Measurement **Time**			Geometry **Shape**		**Statistics** Consolidation of CP throughout the year.	**Assessment and consolidation**	
Year 4	Number **Decimals**		Measurement **Money**		Measurement **Time**		Geometry **Shape**		**Statistics** Consolidation of CP throughout the year	Geometry **Shape**	**Assessment and consolidation**	
Year 5	Geometry **Shape**			Number **Decimals**			Number **Negative numbers**	Geometry **Position and Direction**		Measurement **Converting units and volume**		**Assessment & consolidation**
Year 6	Geometry **Shape**		Geometry **Position and direction**	**SATS week**	**Themed projects, consolidation and problem solving**							

Spring term consolidation:

- Make, visualise, represent and subitise doubles patterns to double 5

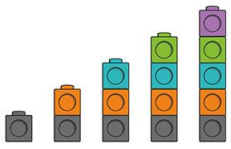
By the end of the Summer term, children will:

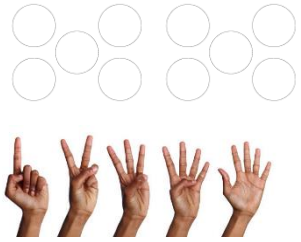
- ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other
- ELG: Verbally count beyond 20, recognising the pattern of the counting system
- ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts)
- ELG: Have a deep understanding of number to 10, including the composition of each number
- ELG: Subitise (recognise quantities without counting) up to 5

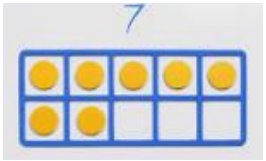
Shape, space and measures:

- Select and rotate shapes to fit into a given space
- Use positional vocabulary, including relative terms, to describe where things are in small-world play
- Show intentionality in selecting shapes for a purpose, such as cylinders to roll
- Make a range of constructions, including enclosures, and talk about the decisions they have made
- See shapes in different orientations and recognise that they are still that shape
- Recognise a range of triangles and say how they know what they are
- Find something that is longer, shorter, heavier, lighter (etc.) than a reference item
- Find an appropriate container for a specific item
- Describe the location of something using positional language
- Accurately use the relative terms 'yesterday' and 'tomorrow'
- Order a short sequence of events
- Continue, copy and create ABB, ABBC (etc.) patterns and identify the pattern rule.
- Spot an error and 'correct' a pattern

Key representations:







Week	Focus	Focus numbers	Key objectives
1	Cardinality, ordinality and counting -	beyond 20 – focus on teen numbers	• count things that cannot be seen – sounds, actions, periods of time • discuss and practise strategies for counting larger sets – by moving objects, by moving images, when amounts cannot be moved • make or represent their own collections of larger amounts. • Practice counting on from a given number
2	Subitising Doubles	to 6 doubles to 10	• visualise, make and describe spatial arrangements of 6. • subitise to 6 • recognise Numberblocks and related doubles patterns on their fingers without counting. • Subitise doubles amounts shown on 10-frames.
3	Composition	within 5	• use their fingers, die frames, 10 frames and their own models/drawings to represent numbers within 5 and doubles patterns • use spatial language to describe their arrangements. • • make links between different representations of numbers within 5.
4	Composition	6-10	• visualise and use spatial language to describe numbers of dots • represent quantities to 10 using 10-frames, double dice frames, finger patterns and numerals • decide when to subitise and when to count quantities • say the different ways that 10 can be made.
5	Comparison	to 10 in relation to each other	• order towers of cubes or number plates from 1–10 on a class number track and match different representations of numbers on a number track. • identify missing numbers in the counting sequence to 10 • use language including 'more than' and 'less than' to describe positions on a number track. • describe and follow the rules for simple, linear track games.
6	Subitising (on a rekenrek)	to 5	subitise numbers up to 5 represented by finger patterns, linear dot patterns, standard and non-standard dot patterns and dice frames. • orientate a rekenrek correctly and push a number of beads with one finger. • use 'one finger, one push' to move a number of beads on the top row ALL AT ONCE to the far left of the rekenrek. • use 'one finger, one push' to subitise and explore '1 more' and '1 fewer' patterns of beads on the rekenrek.
7	ASSESSMENT – comparison	to 10	**ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other** Key skills: • comparing groups of the same object with a big difference in number, and then a small difference • comparing by looking, then by matching 1-to-1 • understanding when groups have an equal amount • comparing groups of objects that are of different sizes, colours or attributes • beginning to generalise about '1 more/1 less' within 10 • developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2. •
8	ASSESSMENT – counting	beyond 20	**ELG: Verbally count beyond 20, recognising the pattern of the counting system** Key skills: • tagging each object in a group of up to 10 objects (1-to-1 correspondence) • knowing number names to 10 and their order (stable order principle) • knowing that the last number counted gives the total in the set (cardinal principle) • counting up to 10 things that can't be seen or tagged, such as jumps, hops, sounds, etc. (abstraction principle) • understanding that the quantity remains the same when (up to 10) objects are counted in a different order (order irrelevance principle) • developing strategies to keep track of what has and has not been counted (e.g. rearranging objects into a line, moving objects as they're counted) • recognising the pattern of the counting system, when beginning to count beyond 20.

9	ASSESSMENT – patterns within numbers to 10	to 10	**ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** Key skills: • assembling a whole object from different parts • making a whole number from 2 parts • splitting some numbers into 2 groups that each have an equal amount • recognising that 2 equal groups can make a double, e.g. double 3 is 6 altogether • understanding that double patterns are even; they have 'flat tops' • understanding that odd numbers cannot be split into 2 equal groups; they're not doubles, they have an 'odd block'/'odd one out'
10	ASSESSMENT – automatic recall (composition)	to 10	**ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts)** Key skills: • knowing that whole amounts can be split into parts • knowing that parts can be combined to make whole amounts, and that the whole is larger than each of its parts • knowing the 'numbers within' 3 (i.e. that 3 is composed of 2 and 1) • knowing the different 'numbers within' 4 and 5, and naming the parts that make the whole number (e.g. that 5 is composed of 4 and 1, and 3 and 2) • when shown a quantity to 5, saying how many are subsequently hidden under a cloth or bowl • knowing the different 'numbers within' 10, and naming the parts that make the whole number, e.g. that 10 is composed of 5 and 5, or 6 and 4 • knowing doubles facts up to '5 and 5 make 10'.
11	ASSESSMENT – understanding of number (comparison and composition)	to 10	**ELG: Have a deep understanding of number to 10, including the composition of each number** Key skills: • comparing by looking, then by matching 1-to-1 • comparing groups of objects that are different sizes/colours/attributes, using the language of comparison • showing (through practical activities) an understanding that numbers can be split into smaller parts • showing (through practical activities) how to recombine parts to make a whole amount • showing that some numbers to 10 can be split into 2 equal parts • knowing that 5 is a key anchor in our number system, from which other numbers may be derived • beginning to generalise about '1 more than/1 less than' within 10 • developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but 4 is only a little bit more than 2. •
12-13	Shape and space		Building on and consolidating experiences gained throughout continuous provision • Find something that is longer, shorter, heavier, lighter (etc.) than a reference item • Find an appropriate container for a specific item • Describe the location of something using positional language • Accurately use the relative terms 'yesterday' and 'tomorrow' • Order a short sequence of events

St Denys Primary School

Reception Overview

Summer Term

St Denys Primary School

Year 1 Overview

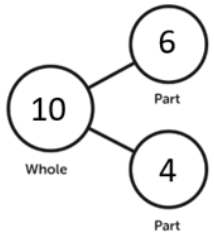
Spring term consolidation:

- Capacity and volume
- Reading equations, especially with operators on either side of the equals sign
- Accurate spelling of number names (to 20)

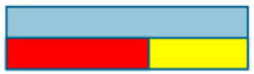
By the end of the Summer term, children will:

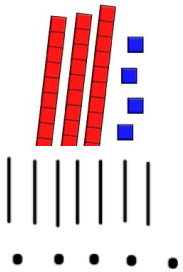
- Count forwards and backwards in multiples of 2, 5 and 10
- Recognise when groups are equal and when they are not
- Add equal groups and represent in an equation (addition)
- Make and describe arrays
- Make doubles and describe them as 2 equal groups
- Divide a given total into equal groups through grouping and sharing
- Count forwards and backwards within 100
- Partition numbers to 100 into tens and ones
- Locate, label and estimate the position of numbers to 100 on marked, partially marked and unmarked number lines
- Find 1 more and 1 less than numbers to 100
- Compare numbers within 100, including when they have the same number of tens
- Recognise and know the value of different denominations of coins and notes
- Use their knowledge of the values of coins to solve problems by counting in 2s, 5s and 10s and applying place value knowledge
- Know that a half is one of 2 equal parts and a quarter one of 4 equal parts, and recognise and find a half and a quarter of an object, shape or quantity.
- Use key language related to time to sequence events in chronological order
- Accurately use language related to dates including days of the week and months of the year
- Measure and begin to record time (hours, minutes, seconds)
- Tell the time to the hour and half hour on an analogue clock and draw hands on a clock face to show these times
- Describe whole, half, quarter and three quarter turns
- Use language of position, direction and motion
- Accurately use language relating to ordinal numbers

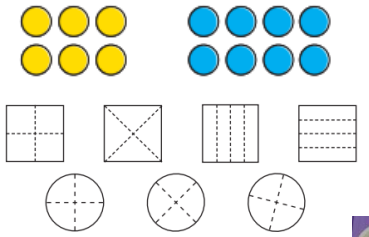
Key representations:

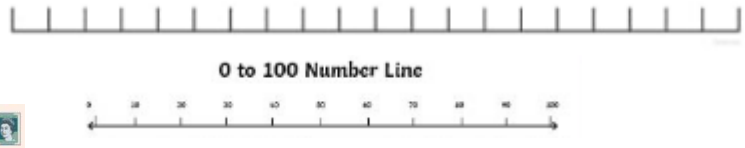


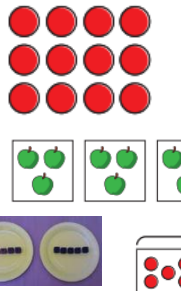
(any orientation)

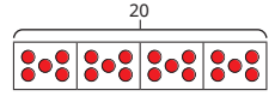












Summer Term

St Denys Primary School

Year 1 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit title	Number **Multiplication and division**			Number **Place value within 100**		Measurement **Money**	Number **Fractions**		Measurement **Time** Consolidation of CP throughout the year.	Geometry **Position and Direction** Consolidation of CP throughout the year.	**Assessment and consolidation**	
Key learning objectives	• Count forwards and backwards in multiples of 2, 5 and 10 • Recognise when groups are equal and when they are not • Add equal groups and represent in an equation (addition) • Make and describe arrays • Make doubles and describe them as 2 equal groups • Divide a given total into equal groups through grouping and sharing			• Count forwards and backwards within 100 • Partition numbers to 100 into tens and ones • Locate, label and estimate the position of numbers to 100 on marked, partially marked and unmarked number lines • Find 1 more and 1 less than numbers to 100 • Compare numbers within 100, including when they have the same number of tens		-Recognise and know the value of different denominations of coins and notes -Use their knowledge of the values of coins to solve problems by counting in 2s, 5s and 10s and applying place value knowledge	• Know that a half is one of 2 equal parts, recognise and find a half of an object, shape or quantity • Know that a quarter is one of 2 equal parts, recognise and find a quarter of an object, shape or quantity.		-Use key language related to time to sequence events in chronological order - Accurately use language related to dates including days of the week and months of the year -Measure and begin to record time (hours, minutes, seconds) -Tell the time to the hour on an analogue clock - Tell the time to the half hour on an analogue clock -Draw hands on a clock face to show the time to the hour and half past the hour.	- Describe whole, half, quarter and three-quarter turns - Use language of position, direction and motion including: left, right, forwards, backwards, above and below -Accurately use language relating to ordinal numbers (1st, 2nd, 3rd etc)	**Assessment and consolidation**	
Additional resources / planning links	NCETM PD materials 2.1, 2.2, 2.6 Numberblocks Twoland, Two Times Shoe Shop, Snow Day Doubles, Sign of the Times, Fun Times Fair			NCETM PD materials: 1.8, 1.9 Numberblocks One Hundred One is a Snail, Ten is a Crab		NCETM PD materials: 2.1	NCETM PD materials: 3.0		Measures questions to consolidate number and place value understanding across NCETM Y1 materials		**WR Summer Assessment Paper 1 & 2**	
Mastering Number focus	Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'. Pupils will: • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) • practise retrieving previously taught facts and reason about these											

Summer Term

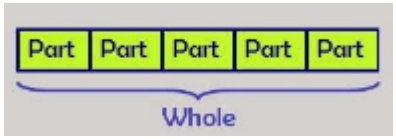
Spring term consolidation:

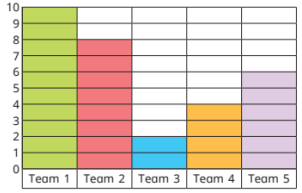
- Measure, compare and calculate with units of measure: length, mass, volume, temperature
- Use times tables knowledge to divide

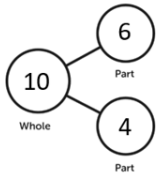
By the end of the Summer term, children will:

- Identify the whole and parts of the whole
- Identify whether parts are equal or unequal
- Recognise, find, name and write ½, ¼, 1/3, 2/4 and 3/4 of a shape, length, set of objects or a quantity
- Write simple fractions
- Find the whole from a given fraction
- Begin to use the term unit fraction for any fraction with a numerator of 1 and non-unit fraction for any fraction with a numerator greater than 1
- Recognise the equivalence of 2/4 and ½
- Count in fractions up to a whole
- Tell and write the time to 5 minutes, using past and to, including drawing the hands on a clock face to show the time
- Know the number of minutes in an hour and the number of hours in a day
- Use tally charts to systematically record data, read and interpret their findings
- Interpret and construct simple tables, block diagrams and pictograms, including where the symbols represent 2, 5 or 10 items
- Ask and answer questions about the data represented in tally charts, tables, block diagrams and pictograms
- Use mathematical language to describe position, including left and right, and movement, including number of squares moved in a given direction
- Describe quarter, half and three-quarter turns as well as using the language clockwise and anti-clockwise
- Explore, describe and complete shape patterns that involve turns

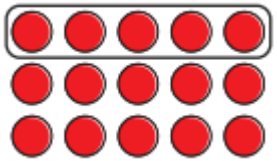
Key representations:

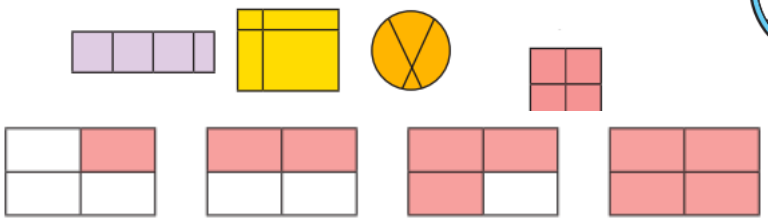


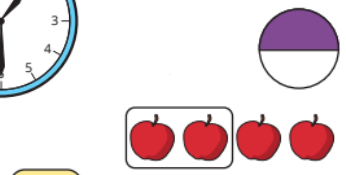


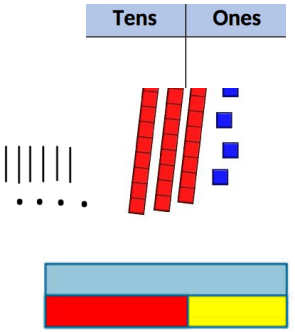


(any orientation)









St Denys Primary School

Year 2 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit title	Number **Fractions**			Measurement **Time**			**Statistics**		Geometry **Position and direction**		**Consolidation**	
Key learning objectives	• Identify the whole and parts of the whole • Identify whether parts are equal or unequal • Recognise, find, name and write ½ of a shape, length, set of objects or a quantity • Recognise, find, name and write ¼ of a shape, length, set of objects or a quantity • Recognise, find, name and write 1/3 of a shape, length, set of objects or a quantity • Write simple fractions • Find the whole from a given fraction • Begin to use the term unit fraction for any fraction with a numerator of 1 and non-unit fraction for any fraction with a numerator greater than 1 • Recognise, find, name and write 2/4 and ¾ of a shape, length, set of objects or a quantity • Recognise the equivalence of 2/4 and ½ • Count in fractions up to a whole			• Consolidate accuracy of time telling to the hour and half past the hour • Tell and write the time when it is quarter past and quarter to, including drawing hands on a clock face to show the time • Tell and write the time to 5 minutes, using past and to, including drawing the hands on a clock face to show the time • Know the number of minutes in an hour and the number of hours in a day			• Use tally charts to systematically record data, read and interpret their findings • Interpret and construct simple tables • Interpret and construct block diagrams • Interpret and construct pictograms, including where the symbols represent 2, 5 or 10 items • Ask and answer questions about the data represented in tally charts, tables, block diagrams and pictograms.		• Use mathematical language to describe position, including left and right • Use mathematical language to describe movement, including counting number of squares moved • Describe quarter, half and three-quarter turns as well as using the language clockwise and anti-clockwise • Explore, describe and complete shape patterns that involve turns		Consolidation of focus areas in preparation for Y3	
Additional resources / planning links	NCETM 3.0			Questions to consolidate understanding across NCETM Y1 & Y2 materials			Questions to consolidate understanding across NCETM Y1 & Y2 materials				Questions to consolidate understanding across NCETM Y1 & Y2 materials	
Mastering Number focus	Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. Pupils will: • continue to explore a range of strategies to subtract across the 10-boundary • review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles • consolidate previously taught facts and strategies through continued, varied practice											

St Denys Primary School

Year 3 Overview

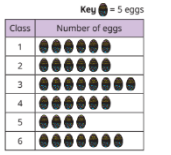
Spring term consolidation:

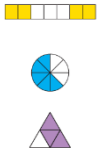
- Multiply and divide by 1 digit
- Measure and calculate mass and capacity

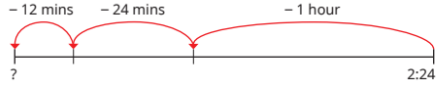
By the end of the Summer term, children will:

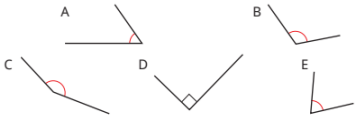
- Add and subtract fractions with the same denominator, within a whole
- Use knowledge of number bonds to explore different ways the whole can be partitioned
- Recognise, find and record unit and non-unit fractions of a set of objects
- Use £ and p notation to record monetary value (no decimal notation)
- Recognise, make and compare amounts of money (mixed notes and coins)
- Know that 100p = £1 and use this knowledge to convert amounts of money(pence) to pounds and pence
- Add and subtract amounts of money, including where converting between pounds and pence is required and use understanding of this to find change
- Read and write Roman numerals from I to XII
- Tell the time to the nearest minute on an analogue and digital clock
- Use am and pm accurately and record these when telling the time
- Know the number of seconds in a minute, hours in a day and the number of days in each month, year and leap year
- Find durations of time between given start and end times and calculate end or start times from given durations
- Measure, estimate, compare and record time, including choosing appropriate units of time for given activities and events.
- Recognise angles as a property of a shape or a description of a turn
- Identify right angles and how they make up quarter, half and full turns. Compare angles to right angles and to each other.
- Begin to use the terms 'acute' and 'obtuse' to describe angles
- Apply measurement skills in the context of measuring and drawing sides of 2D shapes in cm and mm
- Recognise and draw horizontal, vertical, parallel and perpendicular lines
- Recognise, describe, identify and draw / make 2D and 3D shapes
- Read, interpret and draw pictograms, bar charts and tables, including choosing how to represent data they have collected
- Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables

Key representations:

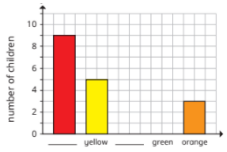


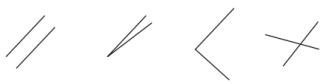


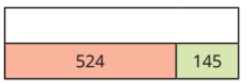




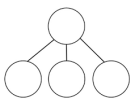
Mon	Tues	Wed	Thur	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

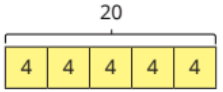


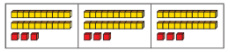




(any orientation and number of parts)







Summer Term

St Denys Primary School

Year 3 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit title	Number **Fractions**		Measurement **Money**		Measurement **Time**			Geometry **Shape**		**Statistics** Consolidation of CP throughout the year.	**Assessment and consolidation**	
Key Learning objectives	• Know that a fraction is a part of a whole and the whole is divided into equal parts • Correctly use the vocabulary of numerator and denominator, and understand the role of each		• Use £ and p notation to record monetary value (no decimal notation) • Recognise, make and compare amounts of money (mixed notes and coins) • Know that 100p = £1 and use this knowledge to convert amounts of money(pence) to pounds and pence • Add and subtract amounts of money, including where converting between pounds and pence is required • Use understanding of subtracting money to find change		• Read and write Roman numeral s from I to XII • Tell the time to 5 minutes on an analogue clock • Tell the time to the nearest minute on an analogue clock • Read time on a digital clock • Use am and pm accurately and record these when telling the time • Know the number of seconds in a minute, hours in a day and the number of days in each week, month, year and leap year • Find durations of time between given start and end times • Use given durations to find an end or start time • Measure, estimate, compare and record time • Choose an appropriate unit of time for a given activity or event		• Recognise angles as a property of shape or a description of a turn • Identify right angles and how they make up quarter, half and full turns • Compare angles to each other and to right angles • Begin to use the terms 'acute' and 'obtuse' to describe angles • Apply measurement skills in the context of measuring and drawing sides of 2D shapes in cm and mm • Recognise and draw horizontal and vertical, parallel and perpendicular lines • Recognise, describe, identify and draw 2D shapes • Recognise, describe, identify and make 3D shapes	-Read, interpret and draw pictograms -Read, interpret and draw bar charts -Read, interpret and draw tables, including simple 2-way tables -Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables -Collect data and choose how to represent it	**Assessment and consolidation**	
Additional resources / planning links	NCETM: 3.4, 3.2, 3.3		NCETM: 1.25		Time questions to consolidate understanding across NCETM Y1-3 materials			NCETM: questions to consolidate understanding across NCETM Y1-3 materials		NCETM: questions to consolidate understanding across NCETM Y1-3 materials	**WR Summer paper 1 & 2**	
TTRS focus	Consolidate and develop fluency in all taught so far: 2x, 3x, 4x, 5x, 8x, 10x, 11x											

Summer Term

St Denys Primary School

Year 4 Overview

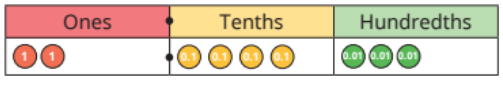
Spring term consolidation:

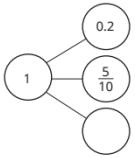
- Convert between improper fractions and mixed numbers
- Multiply and divide by 10 and 100

By the end of the Summer term children will:

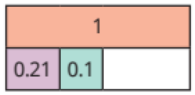
- Make a whole by combining tenths, including mixing decimal and fraction representations
- Make a whole by combining hundredths, including mixing fraction and decimal representations
- Partition numbers with up to 2 decimal places, in standard and non-standard ways
- Compare and order numbers with up to 2 decimal places
- Round decimals to the nearest whole number
- Recognise and write ¼, ½ and ¾ as decimals
- Write amounts of money using decimal notation
- Convert between decimal notation, pounds and pence and pence, including for amounts less than £1
- Compare amounts of money
- Use estimation when solving problems involving money
- Solve problems involving money using all 4 operations
- Recall, use and apply knowledge of the relationships between seconds, minutes, hours, days, weeks, months and years, incuding how many days in each month and in a leap year
- Convert and compare times recorded in seconds, minutes and hours
- Convert between analogue and digital clocks and read, write and convert t o and from 24 hour clock times
- Consolidate understanding of angles as a property of a shape or description of a turn, identify right angles and how they make up quarter, half and full turns
- Compare and order angles (up to 180), accurately using the terms ‘acute’ and ‘obtuse’ to describe them
- Compare, classify and describe triangles (equilateral, scalene, isosceles), quadrilaterals and polygons
- Identify lines of symmetry in 2D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry
- Further develop ability to read, interpret and draw pictograms, bar charts and tables
- Read, interpret and draw line graphs
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
- Describe positions using co-ordinates (first quadrant)
- Plot co-ordinates
- Draw 2D shapes on a grid by plotting co-ordinates
- Translate points and shapes on a grid horizontally and vertically
- Describe translations

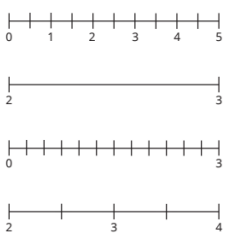
Key representations:

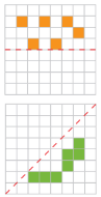


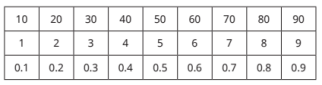


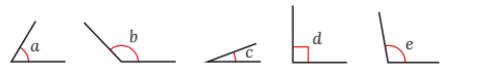
(any orientation and number of parts)

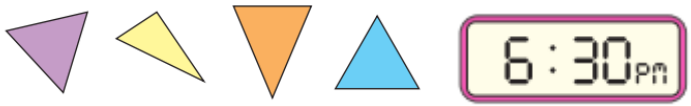


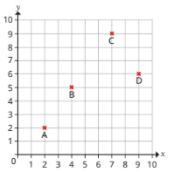


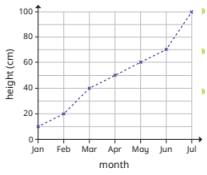












Summer Term

St Denys Primary School

Year 4 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit title	Number **Decimals**		Measurement **Money**		Measurement **Time**		Geometry **Shape**		**Statistics** Consolidation of CP throughout the year	Geometry **Shape**	**Assessment and consolidation**	
Key learning objectives	• Make a whole by combining tenths, including mixing decimal and fraction representations • Make a whole by combining hundredths, including mixing fraction and decimal representations • Partition numbers with up to 2 decimal places, in standard and non-standard ways • Compare and order numbers with up to 2 decimal places • Round decimals to the nearest whole number • Recognise and write ¼, ½ and ¾ as decimals		• Write amounts of money using decimal notation • Convert between decimal notation, pounds and pence and pence, including for amounts less than £1 • Compare amounts of money • Use estimation when solving problems involving money • Solve problems involving money using all 4 operations		• Recall, use and apply knowledge of the relationships between seconds, minutes, hours, days, weeks, months and years, including how many days in each month and in a leap year. • Convert and compare times recorded in hours, minutes and seconds • Convert between analogue and digital clocks • Read, write and convert to and from 24 hour clock times		• Consolidate understanding of angles as a property of a shape or description of a turn, identify right angles and how they make up quarter, half and full turns • Compare and order angles (up to 180) • Accurately use the terms 'acute' and 'obtuse' to describe angles • Compare, classify and describe equilateral, scalene and isosceles triangles • Compare, classify and describe quadrilaterals • Compare, classify and describe polygons • Identify lines of symmetry in 2-D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry		-Further develop ability to read, interpret and draw pictograms, bar charts and tables -Read, interpret and draw line graphs -Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	-Describe positions using co-ordinates (first quadrant) -Plot co-ordinates -Draw 2D shapes on a grid by plotting co-ordinates -Translate points and shapes on a grid horizontally and vertically -Describe translations	**Assessment and consolidation**	
Additional resources / planning links	NCETM: 1.23, 1.24		NCETM: 1.25		Time questions to consolidate understanding across NCETM Y1-4 materials		NCETM: questions to consolidate understanding across NCETM Y1-4 materials		NCETM: questions to consolidate understanding across NCETM Y1-4 materials	NCETM: questions to consolidate understanding across NCETM Y1-4 materials	**WR Summer paper 1 & 2**	
TTRS focus	All x tables mixed building fluency and speed											

Summer Term

St Denys Primary School

Year 5 Overview

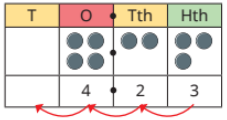
Spring term consolidation:

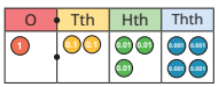
- Formal method for multiplying by a 2 digit number
- Formal written method for short division, including with a remainder

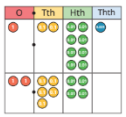
By the end of the Summer term, children will:

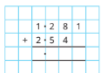
- Know that angles are measured in degrees, including using the appropriate symbol
- Know (or quickly calculate from known facts) that there are 90° in a ¼ turn, 180° in a ½ turn, 270° in a ¾ turn and 360° in a full turn
- Classify angles as acute, obtuse or reflex by comparing them to right angles and straight lines and use this understanding to estimate the size of angles
- Use a protractor to measure and draw angles up to 180°
- Calculate angles within a right angle, on a straight line and around a point
- 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 3-D shapes, including cubes and other cuboids, from 2-D representations
- Add and subtract decimals within and across 1 whole using known facts
- Find complements to 1 for numbers up to 3 decimal places
- Add and subtract decimals using a formal written method, including where they have different numbers of decimal places
- Make decisions about efficient strategies for adding and subtracting decimals
- Identify patterns and continue decimal sequences
- Multiply and divide decimals and integers by 10, 100 and 1000
- Understand and interpret negative numbers in context
- Count forwards and backwards through 0 in 1s and in multiples
- Compare and order integers including negative numbers
- Find the difference between positive and negative numbers
- Consolidate understanding of reading and plotting co-ordinates in the first quadrant
- Use known information to find/calculate missing co-ordinates
- Consolidate understanding of translating points and shapes, developing awareness of how co-ordinates change in translation
- Reflect shapes in horizontal and vertical lines
- Convert between different units of metric measure
- Understand and use approximate equivalences between metric units and common imperial units
- Solve problems involving converting between units of time
- Estimate and measure volume of shapes using cubes
- Compare the volume of different shapes

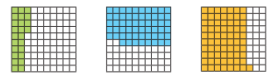
Key representations:

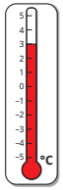


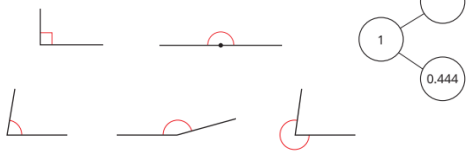


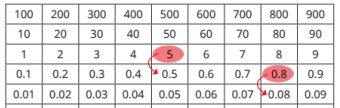






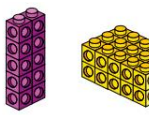


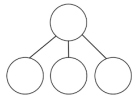


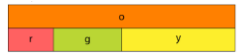


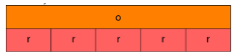
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

(any orientation and number of parts)









Summer Term

St Denys Primary School

Year 5 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit title	Geometry **Shape**			Number **Decimals** Number			**Negative numbers**	Geometry **Position and Direction**		Measurement **Converting units and volume**		**Assessment & consolidation**
Key learning objectives	• Know that angles are measured in degrees, including using the appropriate symbol • Know (or quickly calculate from known facts) that there are 90° in a ¼ turn, 180° in a ½ turn, 270° in a ¾ turn and 360° in a full turn • Classify angles as acute, obtuse or reflex by comparing them to right angles and straight lines and use this understanding to estimate the size of angles • Use a protractor to measure and draw angles up to 180° • Calculate angles within a right angle, on a straight line and around a point • 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 3-D shapes, including cubes and other cuboids, from 2-D representations			• Add and subtract decimals within 1 whole using known facts • Find complements to 1 for numbers up to 3 decimal places • Add and subtract decimals across 1 • Add and subtract decimals using a formal written method, including where they have different numbers of decimal places • Make decisions about efficient strategies for adding and subtracting decimals • Identify patterns and continue decimal sequences • Multiply and divide decimals and integers by 10, 100, 1000			-Understand and interpret negative numbers in context -Count forwards and backwards through 0 in 1s - Count forwards and backwards through 0 in multiples -Compare and order integers including negative numbers -Find the difference between positive and negative numbers	• Consolidate understanding of reading and plotting co-ordinates in the first quadrant • Use known information to find/calculate missing co-ordinates • Consolidate understanding of translating points and shapes, developing awareness of how co-ordinates change in translation • Reflect shapes in horizontal and vertical lines		• Convert between different units of metric measure • Understand and use approximate equivalences between metric units and common imperial units • Solve problems involving converting between units of time • Estimate and measure volume of shapes using cubes • Compare the volume of different shapes		**Assessment & consolidation**
Additional resources / planning links	NCETM: questions to consolidate understanding across NCETM Y1-5 materials esp. 1.28			NCETM 1.24			NCETM 1.27	NCETM: questions to consolidate understanding across NCETM Y1-5 materials		NCETM: questions to consolidate understanding across NCETM Y1-5 materials		WR Summer Paper 1 & 2
TTRS focus	Mixed all tables for speed recall Problem solving / non-routine problems using x table facts											

St Denys Primary School

Year 6 Overview

Spring term consolidation:

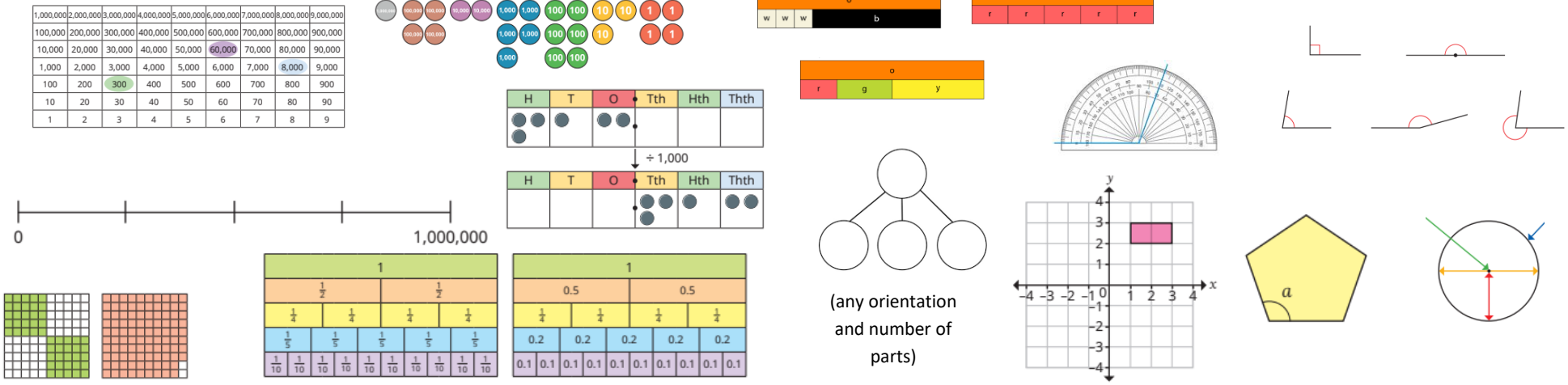
- Long multiplication x 2 digits especially in problem solving contexts
- Converting units of measure (esp. metric – imperial)

By the end of the Summer term, children will:

- Consolidate their ability to classify angles and measure them accurately in degrees using a protractor
- Accurately and efficiently calculate angles within a right angle, on a straight line and around a point
- Know and understand that vertically opposite angles are equal and use this knowledge in calculating missing angles
- Know that the internal angles in a triangle sum to 180° and use this knowledge to calculate missing angles
- Know that the internal angles in a quadrilateral sum to 360° and use this knowledge to calculate missing angles
- Find unknown angles in regular polygons

  Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Accurately draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3D shapes, including making nets
- Read, plot and describe co-ordinates in all 4 quadrants
- Use knowledge of co-ordinates to find missing co-ordinates on shapes and use the properties of shapes to solve problems involving co-ordinates
- Translate shapes
- Reflect shapes in the axes
- Work in depth on larger-scale probems, applying a range of methods and strategies to solve problems
- Target any areas of understanding in need of consolidation and deepening in preparaton for the Y7 curriculum and beyond.

Key representations:



Summer Term

St Denys Primary School

Year 6 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit title	Geometry **Shape**		Geometry **Position and direction**	**SATS week**	**Themed projects, consolidation and problem solving**							
Key learning objectives	• Consolidate their ability to classify angles and measure them accurately in degrees using a protractor • Accurately and efficiently calculate angles within a right angle, on a straight line and around a point • Know and understand that vertically opposite angles are equal and use this knowledge in calculating missing angles • Know that the internal angles in a triangle sum to 180° and use this knowledge to calculate missing angles • Know that the internal angles in a quadrilateral sum to 360° and use this knowledge to calculate missing angles • Find unknown angles in regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Accurately draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets		-Read, plot and describe co-ordinates in all 4 quadrants -Use knowledge of co-ordinates to find missing co-ordinates on shapes and use the properties of shapes to solve problems involving co-ordinates -Translate shapes -Reflect shapes in the axes		Opportunities to work in depth on larger-scale problems and apply a range of methods and strategies to solving problems. Targeted consolidation as needed in preparation for Y7 curriculum							
Additional resources / planning links	NCETM: questions to consolidate understanding across NCETM Y1- 6 materials		NCETM: questions to consolidate understanding across NCETM Y1-6 materials		NCETM: questions to consolidate understanding across NCETM Y1- 6 materials NRICH MyBnk							
TTRS focus	Mixed all tables for speed recall Using x tables in routine & non-routine problems											

Summer Term