

## Year 5 Maths 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	Week 13
Autumn	Unit 1 Place value			Unit 2 Addition and subtraction		Unit 4 Decimal fractions	Unit 4 Decimal fractions				Unit 5 Money		Unit 6
Spring	Unit 6 Multiplication and division					Unit 7 Perimeter and area	Unit 7 Perimeter and area	Unit 8 Calculation with decimal fractions			Unit 9		
Summer	Unit 9 Factors, multiples and prime numbers		Unit 10 Fractions			Unit 10 Fractions	Unit 11 Properties of shape			Unit 12 Position and direction		Unit 13 Converting units (time)	

**Unit 3 - Statistics taught cross curricular.**

Number	Measurement	Geometry	Statistics
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# Year 5 maths curriculum map 2021-22

COVID Recovery Curriculum

NCETM prioritisation curriculum/ NCETM spines/ White Rose SOL/ DFE Ready to Progress criteria have all been used to support the planning, teaching and learning of mathematics.

Rough suggestions are given for the intended length of each unit, but teachers are expected to adjust according to the needs and prior learning of their pupils.

Unit	Unit name	Learning outcomes	Links with other resources
1 (3 weeks)	<b>Place Value</b>  <a href="#">White Rose</a>	1) Pupils represent numbers to 9,999, using concrete resources on a place value grid. (1000s, 100s, 10s and 1s) 2) Pupils use concrete manipulatives and pictorial representations to recap representing numbers up to 10,000. (Numbers to 10,000) 3) Pupils round 2 and 3-digit numbers to nearest 10. (Round to the nearest 10) 4) Pupils round 3 digit numbers to the nearest 100. (Round to the nearest 100) 5) Pupils experience rounding up to and within 10,000. (Round to nearest 10, 100 and 1,000) 6) Pupils represent numbers on a place value grid, read and write numbers and place them on a number line to 100,000. (Numbers to 100,000) 7) Pupil will compare and order numbers up to 100,000. (Compare and order numbers to 100,000) 8) Pupils continue to work on rounding, now using numbers up to 100,000. (Round numbers within 100,000) ( <a href="#">See NCETM spine</a> ) 9) Pupils read, write and represent numbers to 1,000,000. (Numbers to a million) 10) Pupils complete number sequences and can describe the term-to-term rule e.g. add ten each time. (Counting in 10s, 100s, 1,000s, 10,000s, and 100,000s) 11) Pupils compare and order numbers up to 1,000,000 using comparison vocabulary and symbols. (Compare and order numbers to one million) 12) Pupils use numbers with up to six digits, to recap previous rounding, and learn the new skill of rounding to the nearest 100,000. (Round numbers to one million) ( <a href="#">See NCETM spine</a> ) 13) Pupils continue to explore negative numbers and their position on a number line. (Negative numbers) ( <a href="#">See NCETM spine</a> ) 14) Pupils explore Roman Numerals to 1,000. (Roman Numerals to 1,000)	Negative numbers • 1.27 Negative numbers: counting, comparing and calculating <a href="#">White Rose – Place Value unit</a>
2 (2 weeks)	<b>Addition and subtraction</b>  <a href="#">White Rose</a>	1) Pupils add two 4-digit numbers with one exchange. (Add two 4-digit numbers - one exchange) 2) Pupils explore multiple exchanges within an addition. (Add two 4-digit numbers - more than one exchange) 3) Pupils will now look at numbers with more than four digits and use their place value knowledge to line the numbers up accurately. (Add whole numbers with more than 4 digits (column method))	<a href="#">White Rose – addition and subtraction unit</a>



	Regular practice through Fluent in Five.	<p>4) Pupils use the formal column method to subtract two 4-digit numbers. (Subtract two 4-digit numbers - one exchange)</p> <p>5) Pupils use the formal column method to subtract where there is more than one exchange. (Subtract two 4-digit numbers - more than one exchange)</p> <p>6) Pupils subtract numbers with more than four digits. (Subtract whole numbers with more than 4 digits (column method))</p> <p>7) Pupils build on their understanding of estimating and rounding to estimate answers for calculations and problems. (Round to estimate and approximate)</p> <p>8) Pupils will use their knowledge of addition and subtraction to check their workings to ensure accuracy. (Inverse operations (addition and subtraction))</p> <p>9) Pupils will be using their knowledge of addition and subtraction to solve multi-step problems. (Multi-step addition and subtraction problems)</p>	
3 (2 weeks)	<p><b>Statistics</b></p> <p>White Rose</p>	<p>1) Pupils revisit how to use bar charts, pictograms and tables to interpret and present discrete data. (Interpret charts)</p> <p>2) Pupils solve comparison, sum and difference problems using discrete data with a range of scales. (Comparison, sum and difference)</p> <p>3) Pupils are introduced to line graphs in the context of time. They use their knowledge of scales to read a time graph accurately and create their own graphs to represent continuous data. (Introduce line graphs)</p> <p>4) Pupils read and interpret line graphs. (Read and interpret line graphs)</p> <p>5) Pupils use their knowledge of scales and coordinates to represent data in a line graph. (Draw line graphs)</p> <p>6) Pupils use line graphs to solve problems. (Use line graphs to solve problems)</p> <p>7) Pupils read tables to extract information and answer questions. (Read and interpret tables)</p> <p>8) Pupils read a range of two-way tables. These tables show two different sets of data which are displayed horizontally and vertically. (Two-way tables)</p> <p>9) Pupils read timetables to extract information. (Timetables)</p>	<p>White Rose – Statistics unit</p> <p>Cross curricula links with science and geography.</p>
4 (5 weeks)	<p><b>Decimal fractions</b></p> <p>NCETM</p>	<p><b>NCETM prioritisation unit 1</b></p> <p>1) Pupils identify tenths as part of a whole</p> <p>2) Pupils describe and represent tenths as a decimal fraction</p> <p>3) Pupils count in tenths in different ways</p> <p>4) Pupils describe and write decimal numbers with tenths in different ways</p> <p>5) Pupils compare and order decimal numbers with tenths</p> <p>6) Pupils explain that decimal numbers with tenths can be composed additively</p> <p>7) Pupils explain that decimal numbers with tenths can be composed multiplicatively</p> <p>8) Pupils use their knowledge to calculate with decimal numbers within and across one whole</p> <p>9) Pupils use their knowledge to calculate with decimal numbers using mental methods</p> <p>10) Pupils use their knowledge to calculate with decimal numbers using column addition and subtraction</p> <p>11) Pupils use representations to round a decimal number with tenths to the nearest whole number</p> <p>12) Pupils identify hundredths as part of a whole</p> <p>13) Pupils describe and represent hundredths as a decimal fraction</p>	<ul style="list-style-type: none"> <li>• 5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.</li> <li>• 5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning.</li> <li>• 5NPV-3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</li> </ul>



		<p>14) Pupils describe and write decimal numbers with hundredths in different ways</p> <p>15) Pupils compare and order decimal numbers with hundredths</p> <p>16) Pupils explain that decimal numbers with hundredths can be partitioned in different ways</p> <p>17) Pupils use their knowledge of decimal place value to convert between and compare metres and centimetres</p> <p>18) Pupils explain that different lengths can be composed additively and multiplicatively</p> <p>19) Pupils use their knowledge of decimal place value to solve problems in different contexts</p> <p>20) Pupils use their knowledge to calculate with decimal numbers up to and bridging one tenth</p> <p>21) Pupils use their knowledge to calculate with decimal numbers using column addition and subtraction</p> <p>22) Pupils round a decimal number with hundredths to the nearest tenth</p> <p>23) Pupils round a decimal number with hundredths to the nearest whole number</p> <p>24) Pupils read and write numbers with up to 3 decimal places</p> <p>25) Pupils compare and order numbers with up to 3 decimal places</p>	<ul style="list-style-type: none"> <li>• 5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</li> <li>• 5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).</li> <li>• 1.23 Composition and calculation: tenths</li> <li>• 1.24 Composition and calculation: hundredths and thousandths</li> </ul> <p>White Rose decimal unit</p>
5 (2 weeks)	<b>Money</b> <b>NCETM unit 2</b>	<p>1) Pupils explain and represent whole pounds as a quantity of money</p> <p>2) Pupils explain and represent whole pounds and pence as a quantity of money</p> <p>3) Pupils explain how to compare amounts of money</p> <p>4) Pupils convert quantities of money between pounds and pence</p> <p>5) Pupils use their knowledge of addition to efficiently add commonly used prices</p> <p>6) Pupils use their knowledge of subtraction to calculate the change due when paying whole pounds or notes</p> <p>7) Pupils use and explain the most efficient strategies when adding quantities of money</p> <p>8) Pupils use and explain the most efficient strategies when subtracting quantities of money</p> <p>9) Pupils find the change when purchasing several items</p> <p>10) Pupils use the most efficient and reliable strategy to find the change when purchasing several items</p>	<p>Money</p> <ul style="list-style-type: none"> <li>• 1.25 Addition and subtraction: money</li> </ul>
6 (6 weeks)	<b>Short multiplication and short division</b> <b>NCETM unit 4</b>	<p>1) Pupils multiply a two-digit number by a single-digit number using partitioning and representations (no regroupings)</p> <p>2) Pupils multiply a two-digit number by a single-digit number using partitioning and representations (one regroup)</p> <p>3) Pupils multiply a two-digit number by a single-digit number using partitioning and representations (two regroupings)</p> <p>4) Pupils multiply a two-digit number by a single-digit number using partitioning</p> <p>5) Pupils multiply a two-digit number by a single-digit number using expanded multiplication (no regroupings)</p> <p>6) Pupils multiply a two-digit number by a single-digit number using short multiplication (no regroupings)</p> <p>7) Pupils multiply a two-digit number by a single-digit number using expanded multiplication (regrouping ones to tens)</p> <p>8) Pupils multiply a two-digit number by a single-digit number using short multiplication (regrouping ones to tens)</p> <p>9) Pupils multiply a two-digit number by a single-digit number using expanded multiplication (regrouping tens to hundreds)</p> <p>10) Pupils multiply a two-digit number by a single-digit number using short multiplication (regrouping tens)</p>	<p><b>Short multiplication and short division</b></p> <ul style="list-style-type: none"> <li>• 5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.</li> <li>• 5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.</li> <li>• 2.14 Multiplication: partitioning leading to short multiplication</li> <li>• 2.15 Division: partitioning leading to short division</li> </ul> <p>White Rose – Multiplication and Division unit 2</p>



		<p>to hundreds)</p> <p>11) Pupils multiply a two-digit number by a single-digit number using both expanded and short multiplication (two regroupings)</p> <p>12) Pupils use estimation to support accurate calculation</p> <p>13) Pupils multiply a three-digit number by a single-digit number using partitioning and representations</p> <p>14) Pupils multiply a three-digit number by a single-digit number using partitioning</p> <p>15) Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (no regroupings)</p> <p>16) Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (one regroup)</p> <p>17) Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (multiple regroupings)</p> <p>18) Pupils use estimation to support accurate calculation</p> <p>19) Pupils divide a two-digit number by a single-digit number using partitioning and representations (no remainders, no exchanging)</p> <p>20) Pupils divide a two-digit number by a single-digit number using partitioning and representations (with exchanging)</p> <p>21) Pupils divide a two-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)</p> <p>22) Pupils divide a two-digit number by a single-digit number using short division (no exchanging, no remainders)</p> <p>23) Pupils divide a two-digit number by a single-digit number using short division (with exchanging)</p> <p>24) Pupils divide a two-digit number by a single-digit number using short division (with exchanging and remainders)</p> <p>25) Pupils divide a three-digit number by a single-digit number using partitioning and representations (no exchanging, no remainders)</p> <p>26) Pupils divide a three-digit number by a single-digit number using partitioning and representations (one exchange, no remainders)</p> <p>27) Pupils divide a three-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)</p> <p>28) Pupils divide a three-digit number by a single-digit number using short division</p> <p>29) Pupils divide a three-digit number by a single-digit number using short division (with exchanging and remainders)</p> <p>30) Pupils solve short division problems accurately when the hundreds digit is smaller than the divisor</p> <p>31) Pupils will use efficient strategies of division to solve problems</p>	
7 (2 weeks)	<p><b>Perimeter and Area</b></p> <p><b>NCETM and White Rose</b></p>	<p>1) Pupils measure the perimeter of rectilinear shapes from diagrams without grids. (Measure perimeter)</p> <p>2) Pupils calculate the perimeter of rectilinear shapes by counting squares on a grid. (Perimeter on a grid)</p> <p>3) Pupils calculate the perimeter of rectangles (including squares) that are not on a squared grid. (Perimeter of rectangles)</p> <p>4) Pupils will begin to calculate perimeter of rectilinear shapes without using squared paper (Perimeter of</p>	<p>5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.</p> <ul style="list-style-type: none"> <li>• 2.16 Multiplicative contexts: area and perimeter 1</li> <li>• 2.17 Structures: using measures and comparison to understand scaling</li> </ul> <p><a href="#">White Rose – Perimeter and unit</a></p>



		<p>rectilinear shapes)</p> <p>5) Pupils calculate the perimeter, including shapes with unknown sides.(Calculate perimeter)</p> <p><b>Area – refer to the NCETM unit 5 – area and scaling</b></p> <p>6) Pupils understand that area is measured in squares, they use the strategy of counting the number of squares in a shape to measure and compare the areas of rectilinear shapes. (Counting squares)</p> <p>7) Pupils use a formula to find the area of rectangles. (Area of rectangles)</p> <p>8) Pupils learn to calculate area of compound shapes. (Area of compound shapes)</p> <p>9) Pupils use their knowledge of counting squares to estimate the areas of shapes that are not rectilinear. (Area of irregular shapes)</p>	
<p>8 (3 weeks)</p>	<p><b>Calculating with decimal fractions</b></p> <p><b>NCETM unit 6</b></p>	<p>1) Pupils explain the effect of multiplying and dividing a number by 10, 100 and 1,000 (1)</p> <p>2) Pupils explain the effect of multiplying and dividing a number by 10, 100 and 1,000 (2)</p> <p>3) Pupils explain how to multiply and divide a number by 10, 100 and 1,000 (first 'number' two or more non-zero digits)</p> <p>4) Pupils use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (length)</p> <p>5) Pupils use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (mass and capacity)</p> <p>6) Pupils explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (tenths)</p> <p>7) Pupils explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (hundredths)</p> <p>8) Pupils use their knowledge of multiplying decimal fractions by whole numbers to solve measures problems</p> <p>9) Pupils explain the relationship between multiplying by 0.1 dividing by 10</p> <p>10) Pupils explain the relationship between multiplying by 0.01 dividing by 100</p> <p>11) Pupils explain how to use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions (1)</p> <p>12) Pupils explain how to use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions (2)</p> <p>13) Pupils explain how to use the size of the multiplier to predict the size of the product compared to the multiplicand</p> <p>14) Pupils explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers (1)</p> <p>15) Pupils explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers (2)</p>	<ul style="list-style-type: none"> <li>• 5MD–1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.</li> <li>• 2.19 Calculation: <math>\times/+</math> decimal fractions by whole numbers</li> <li>• 2.29 Decimal place-value knowledge, multiplication and division</li> </ul> <p><a href="#">White Rose –Multiplication and division unit 1</a></p>
<p>9 (4 weeks)</p>	<p><b>Factors, multiples and prime numbers</b></p> <p><b>NCETM unit 7</b></p>	<p>1) Pupils explain what 'volume' is using a range of contexts</p> <p>2) Pupils describe the units used to measure volume</p> <p>3) Pupils explain how to calculate the volume of a cuboid</p> <p>4) Pupils explain what a cube number is</p> <p>5) Pupils use their knowledge of calculating volume to solve problems in a range of contexts</p> <p>6) Pupils explain how to calculate the volume of compound shapes</p>	<p>5MD–2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.</p> <ul style="list-style-type: none"> <li>• 2.20 Multiplication with three factors and volume</li> <li>• 2.21 Factors, multiples, prime numbers and composite numbers</li> </ul>



	<p>See White Rose Volume unit</p>	<p>7) Pupils explain the use of the commutative and distributive laws when multiplying three or more numbers  8) Pupils explain the reasons for changing two-factor multiplication calculations to three-factor multiplications  9) Pupils explain what a factor is and how to use arrays and multiplication/division facts to find them  10) Pupils explain how to systematically find all factors of a number and how they know when they have found them all  11) Pupils use a complete list of factors to explain when a number is a square number  12) Pupils explain how to identify a prime number or a composite number  13) Pupils explain how to identify a common factor or a prime factor of a number  14) Pupils explain how to identify a multiple or common multiple of a number  15) Pupils use knowledge of properties of number to solve problems in a range of contexts  16) Pupils explain how to use the factor pairs of '100' to solve calculations efficiently</p>	<p>White Rose –Multiplication and division unit 1</p>
<p>10 (5 weeks)</p>	<p><b>Fractions</b></p> <p>White Rose</p> <p>Cross reference with NCETM unit 8.</p>	<p>1) Pupils explore fractions in different representations, for example, fractions of shapes, quantities and fractions on a number line. (What is a fraction?)  2) Pupils use strip diagrams to investigate and record equivalent fractions. (Equivalent fractions (1))  3) Pupils explore equivalent fractions using models and concrete representations. (Equivalent fractions)  4) Pupils use manipulatives and diagrams to show that a fraction can be split into wholes and parts. (Fractions greater than 1)  5) Pupils convert improper fractions to mixed numbers for the first time. An improper fraction is a fraction where the (Improper fractions to mixed numbers)  6) Pupils now convert from mixed numbers to improper fractions using concrete and pictorial methods to understand the abstract method. (Mixed numbers to improper fractions)  7) Pupils count up and down in a given fraction. They continue to use visual representations to help them explore number sequences. (Number sequences)  8) Pupils build on their equivalent fraction knowledge to compare and order fractions less than 1 where the denominators are multiples of the same number. (Compare and order fractions less than 1)  9) Pupils use their knowledge of ordering fractions less than 1 to help them compare and order fractions greater than 1. (Compare and order fractions greater than 1)  10) Pupils recap their Year 4 understanding of adding and subtracting fractions with the same denominator. (Add and subtract fractions)  11) Pupils add fractions with different denominators for the first time where one denominator is a multiple of the other. (Add fractions within 1)  12) Pupils add more than 2 fractions where two denominators are a multiple of the other. (Add 3 or more fractions)  13) Pupils continue to represent adding fractions using pictorial methods to explore adding two or more proper fractions where the total is greater than 1. (Add fractions)  14) Pupils move on to adding two fractions where one or both are mixed numbers or improper fractions. (Add mixed numbers)  15) Pupils subtract fractions with different denominators for the first time, where one denominator is a multiple of the other. (Subtract fractions)</p>	<p>5NPV-5 Convert between units of measure, including using common decimals and fractions.  5F-1 Find non-unit fractions of quantities.  5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.  5F-3 Recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10, and for multiples of these proper fractions.  3.6 Multiplying whole numbers and fractions  3.7 Finding equivalent fractions and simplifying fractions  3.10 Linking fractions, decimals and percentages</p> <p>White Rose – Fractions unit</p>



		<p>16) Pupils apply their understanding of subtracting fractions where one denominator is a multiple of the other to subtract proper fractions from mixed numbers. (Subtract mixed numbers)</p> <p>17) Pupils use prior knowledge of fractions to subtract two fractions where one is a mixed number and you need to break one of the wholes up. (Subtract – breaking the whole)</p> <p>18) Pupils use different strategies to subtract two mixed numbers. (Subtract 2 mixed numbers)</p> <p>19) Pupils are introduced to multiplying fractions by a whole number. (Multiply unit fractions by an integer)</p> <p>20) Pupils apply prior knowledge of multiplying a unit fraction by a whole number to multiplying a non unit fraction by a whole number. (Multiply non-unit fractions by an integer)</p> <p>21) Pupils use their knowledge of fractions to multiply a mixed number by a whole number. (Multiply mixed numbers by integers)</p> <p>22) Pupils find non-unit fractions of a quantity. (Calculate fractions of a quantity)</p> <p>23) Pupils find unit and non unit fractions of amounts, quantities and measures. (Fraction of an amount)</p> <p>24) Pupils link their understanding of fractions of amounts and multiplying fractions to use fractions as operators. (Using fractions as operators)</p>	
11 (3 weeks)	<p><b>Properties of shape</b></p> <p><a href="#">White Rose</a></p>	<p>1) Pupils develop their understanding of obtuse and acute angles by comparing with a right angle. They use an angle. (Identify angles)</p> <p>2) Pupils compare and order angles in ascending and descending order. (Compare and order angles)</p> <p>3) Pupils define angles in terms of degrees and as fractions of a full turn. (Measure angles in degrees)</p> <p>4) Pupils are taught to use a protractor for the first time. They begin with measuring angles less than <math>90^\circ</math> acute angles. (Measuring with a protractor (1))</p> <p>5) Pupils focus on measuring obtuse angles. (Measuring with a protractor (2))</p> <p>6) Pupils need to draw lines correct to the nearest millimetre. They use a protractor to draw angles of a given size. (Drawing lines and angles accurately)</p> <p>7) Pupils calculate missing angles on straight lines. (Calculating angles on a straight line)</p> <p>8) Pupils need to know when they should measure an angle and when they should calculate the size of angle from given facts. (Calculating angles around a point)</p> <p>9) Pupils will classify triangles for the first time using the names 'isosceles', 'scalene' and 'equilateral'. (Triangles)</p> <p>10) Pupils name and accurately draw quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium. They describe their properties and highlight the similarities and differences between different quadrilaterals. (Quadrilaterals)</p> <p>11) Pupils look at squares and rectangles on a grid to identify right angles. (Calculating lengths and angles in shapes)</p> <p>12) Pupils distinguish between regular and irregular polygons. (Regular and irregular polygons)</p> <p>13) Pupils identify 3 D shapes, including cubes and cuboids, from 2 D shapes. They should have a secure understanding. (Reasoning about 3D shapes)</p>	<p>5G–1 Compare angles, estimate and measure angles in degrees (<math>^\circ</math>) and draw angles of a given size.</p> <p><a href="#">White Rose – Properties of shape unit</a></p>
12 (2 weeks)	<p><b>Position and direction</b></p> <p><a href="#">White Rose</a></p>	<p>1) Pupils describe positions in the first quadrant. (Describe position)</p> <p>2) Pupils plot given points on a 2 D grid. (Draw on a grid)</p> <p>3) Review if necessary. (Position in the first quadrant)</p>	<p><a href="#">White Rose – Position and direction unit</a></p>



		<p>4) Pupils learn to translate shapes on a grid. (Translation)</p> <p>5) Pupils translate coordinates and also describe translations of coordinates. (Translation with coordinates)</p> <p>6) Pupils find and identify lines of symmetry within 2D shapes. (Lines of symmetry)</p> <p>7) Pupils use their knowledge of symmetry to complete 2D shapes and patterns. (Complete a symmetric figure)</p> <p>8) Pupils reflect objects using lines that are parallel to the axes. (Reflection)</p> <p>9) Pupils explore what happens to points when they are reflected in lines parallel to the axes. (Reflection with coordinates)</p>	
<p>13 (1 week)</p>	<p><b>Converting units</b> Partly covered in unit 6 (NCETM unit 6)</p> <p><b>White Rose</b></p> <p>Check NCETM unit 9</p>	<p><b>Time focus</b></p> <p>1) Pupils convert between different units of time including years, months, weeks, days, hours, minutes and seconds. (Converting units of time)</p> <p>2) Pupils use timetables to retrieve information. They convert between different units of time in order to solve problems using the timetables. (Timetables)</p>	<p>5NPV-5 Convert between units of measure, including using common decimals and fractions.</p> <p><a href="#">White Rose – Converting units of measure unit</a></p>

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020

Light grey references are from the NCETM Primary Mastery Professional Development materials

Blue references are [White Rose materials](#)

