

## Down Ampney Primary School UKS2 Overview Plan

\*NB: Teaching time may be reallocated during the year to prioritise and ensure full coverage and secure knowledge of the DfE ready-to-progress criteria.

Where no NCETM strand is given, this means this is not a Ready to Progress objective within the National Curriculum.

Please see the NCETM progression document for full breakdown of objectives.

		Mathematics Strand	1	2	3	4	5	6	7
Term 1	Year 5	<b>NCETM Ready to Progress Criteria</b>	Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.				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.  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.		
		<b>Core Teaching Strand</b>	<b>Number and Place Value (5 and 6-digit numbers)</b>				<b>Decimals</b>		<b>Geometry: Properties of shape</b>
		<b>Mathematical Fluency</b>	Order numbers beyond 1000 and position them on a number line	Round numbers to the nearest 10, 100 or 1000	Use number facts to add and subtract	Order decimal numbers and position them on a number line	Round decimals with 1 decimal place to the nearest whole number	Choose appropriate written or mental methods to add 4-digit numbers	Choose appropriate written or mental methods to subtract numbers
Year 6	<b>NCETM Strand</b>	Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.  Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.  Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).				Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).  Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.		Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	
	<b>Core Teaching Strand</b>	<b>Number and place value</b>			<b>Decimals</b>	<b>Multiplication and Division</b>			<b>Geometry: Position and Direction</b>

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		<b>Mathematical Fluency</b>	Compare and order numbers up to 1,000,000	Compare and order decimal numbers	Add numbers with more than 4 digit using efficient methods	Round decimal numbers	Subtract numbers with more than 4 digit using efficient methods	Solve problems with negative numbers	Round numbers to the nearest 10, 100, 1000, 10,000 and 100,0
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Term 2	Year 5	<b>NCETM Ready to Progress Criteria</b>  <i>*NB: Teaching time may be reallocated during the year to ensure full coverage and secure knowledge of the DfE ready-to-progress criteria.</i>			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.		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			
		<b>Core teaching Strand</b>	Addition and Subtraction: Mental and written methods		Multiplication and Division: Powers of ten		Multiplication and Division: Properties of number			
		<b>Mathematical Fluency</b>	Double numbers	Halve numbers	Use place value and known facts to multiply mentally	Use place value and known facts to divide mentally	Multiply 3-digit numbers by 1-digit numbers using efficient methods	Divide 3-digit numbers by 1-digit numbers using efficient methods		
	Year 6	<b>NCETM Strand</b>	Recognise when fractions can be simplified, and use common factors to simplify fractions.  Express fractions in a common denomination and use this to compare fractions that are similar in value.  Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.	Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.		Solve problems involving ratio relationships.  Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.				
		<b>Core Teaching Strand</b>	Fractions, Decimals and Percentages	Geometry: Properties of Shapes (Angles)		Geometry: Properties of Shapes (3D shape)	Addition, Subtraction, Multiplication and Division			

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		<b>Mathematical Fluency</b>	Add decimal numbers using efficient written or mental method	Subtract decimal numbers using efficient written or mental method	Multiply numbers using efficient written or mental method	Divide numbers using efficient written or mental methods	Add and subtract fractions	Multiplication focus	Division focus
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		<b>Mathematics Strand</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	
Term 3	<b>Year 5</b>	<b>NCETM Ready to Progress Criteria</b>	Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.						Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	
		<i>*NB: Teaching time may be reallocated during the year to ensure full coverage and secure knowledge of the DfE ready-to-progress criteria.</i>	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.						Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	
		<b>Core teaching Strand</b>	Multiplication and Division: Written Methods			Geometry: Position and Direction			Multiplication focus	Division focus
	<b>Mathematical Fluency</b>	Compare and order numbers up to 1,000,000	Round numbers to the nearest 10, 100, 1000, 10,000 and 100,000	Compare and order decimals	Round decimal numbers	Multiply by 100, 100 and 1000	Divide by 10, 100 and 100	Use place value or adjusting to add numbers mentally		
	<b>Year 6</b>	<b>NCETM Strand</b>						Solve problems involving ratio relationships.		
<b>Core Teaching Strand</b>		Fractions: Calculating					<b>Mock National Curriculum Tests</b>	Ration and Proportion		

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		<b>Mathematical Fluency</b>	Calculate duration of events	Negative numbers	Count forwards/backwards and sequences	Multiples, factors, primes and squares	Add and subtract numbers with up to 2 significant figures	Add and subtract numbers with more than 4-digit	Multiply and divide whole numbers mentally using 12x12 facts and place value
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Term 4	Year 5	<b>NCETM Ready to Progress Criteria</b>	Find equivalent fractions and understand that they have the same value and the same position in the linear number system.						
		<i>*NB: Teaching time may be reallocated during the year to ensure full coverage and secure knowledge of the DfE ready-to-progress criteria.</i>	Recall decimal fraction equivalents for $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ and $\frac{1}{10}$ , and for multiples of these proper fractions.						
		<b>Core teaching Strand</b>	Fractions, Decimals and Percentages			Measurement: Length, Mass and Capacity			
		<b>Mathematical Fluency</b>	Double decimal and whole numbers	Use place value or adjusting to subtract numbers mentally	Halve decimal and whole numbers	Multiply numbers mentally using known facts and place value	Compare and order fractions	Multiply numbers mentally using known facts and place value	
	Year 6	<b>NCETM Strand</b>				Solve problems with 2 unknowns.			
		<b>Core Teaching Strand</b>	Measurement: Converting Units	Measurement: Area and Volume	Algebra		Statistics		
<b>Mathematical Fluency</b>		Multiply and divide whole numbers and decimals up to 2d.p. by powers of 1	Multiply and divide 2,3&4-digit numbers by 1&2-digit numb	Recognise and use equivalent fractions	Recognise and use equivalencies between simple fractions, decimals and %	Find simple fractions and percentages of a quantity	Shape Properties		

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Term 5	Year 5	<b>NCETM Ready to Progress Criteria</b>  <i>*NB: Teaching time may be reallocated during the year to ensure full coverage and secure knowledge of the DfE ready-to-progress criteria.</i>	Find non-unit fractions of quantities.					Compare areas and calculate the area of rectangles (including squares) using standard units.		
		<b>Core teaching Strand</b>	Fractions: Calculating					Measurement: Area and Volume		
		<b>Mathematical Fluency</b>	Divide numbers mentally using known facts and place value	Solve problems: Percentage and decimal equivalents		Divide numbers mentally using known facts and place value	Add numbers with more than 4 digits using efficient methods			
	Year 6	<b>NCETM Strand</b>	Preparation for National Curriculum Tests: Targeted Revision	National Curriculum Tests (w/c 8 May 2023)						
<b>Core Teaching Strand</b>	Problem solving and outdoor maths									
<b>Mathematical Fluency</b>										

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Term 6	Year 5	<b>NCETM Ready to Progress Criteria</b>  <i>*NB: Teaching time may be reallocated during the year to ensure full coverage and secure knowledge of the DfE ready-to-progress criteria.</i>	Compare areas and calculate the area of rectangles (including squares) using standard units.	Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size						
		<b>Core teaching Strand</b>	Measurement: Area and Volume	Geometry: Properties of Shapes		Measurement: Time		Statistics		
		<b>Mathematical Fluency</b>	Multiply numbers mentally using factors or partitioning	Subtract numbers with more than 4 digits using efficient methods	Divide numbers mentally using factors or partitioning					
	Year 6	<b>NCETM Strand</b>	Securing learning: Moving on up							
		<b>Core Teaching Strand</b>	<b>Place Value</b>	<b>Multiplication and division</b>	<b>Fractions, decimals and percentages</b>	<b>Algebra</b>	<b>Geometry</b>	<b>Measurement</b>		
		<b>Mathematical Fluency</b>	Identify the value of each digit to 3d	Compare and order decimal	Compare and order fractions	Recall and use equivalence between simple fractions and decimals	/ Practise solving routine and non-routine problems			