

## Long term plan

SEND –  
Adaptive  
Teaching

- Isolate learning e.g. when looking at perimeter avoid using measures with decimals/ fractions – ensure the learning is focus so not to overload
- Connect the key learning e.g once  $37+4$  is learnt introduce missing number or  $37+5$  etc
- Allow time for oracy and explaining understanding
- Clarify/simplify a task or provide numbered steps with visual representations
- Provide manipulatives and pictorial examples to support conceptualise learning
- Give time to explore a problem and ask questions to prompt thinking during that time
- Provide worked (completed) and partially completed examples.
- Re-explain a concept or explain it in a different way
- Give additional (or revisit) examples
- Use peer tutoring/collaborative learning (everyone must participate – give roles)
- Provide additional scaffolds
- Set clear targets/expectations
- Provide prompts/sentence stems
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a question to the pupil)
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities)
- Provide vocabulary with visual images
- check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc.
- Pre-teach vocabulary, key content etc.

## Long term plan

Strategies to stretch and challenge	<ul style="list-style-type: none"><li>• Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly</li><li>• Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material</li><li>• Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas</li><li>• Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking</li><li>• Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate</li><li>• Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework</li><li>• Differentiated success criteria/choice of task – offer a choice of tasks with a different level of challenge</li><li>• Feedback – framing feedback so pupils must take responsibility for improving their own learning</li></ul>
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F1	Numerical Patterns	<p>-Compare amounts, saying 'lots', 'more' or 'same'.  <b>Vocabulary:</b> lots, more, same  <b>Key Knowledge:</b>            *Can point to the set of objects that has more            *Can indicate when 2 sets are the same using the word 'same' or an action            *Can use the word 'more' to describe the greater amount</p> <p>-Explore 2D shapes  <b>Vocabulary:</b> shapes, square, circle, rectangle, triangle  <b>Key Knowledge:</b>            *Can copy pictures using 2D shapes            *Can name the square, rectangle, triangle and circle            *Can choose shapes for particular purposes e.g. triangle for roof</p>	<p>-Compare sizes using gesture and language (big/small)            -Make comparisons between objects relating to size  <b>Vocabulary:</b> big, small, size  <b>Key Knowledge:</b>            *Can point to the big or small object (2 different sized objects)            *Can use the words 'big' and small alongside an action to describe 2 different sized objects</p> <p>-Notice patterns and arrange things in patterns.  <b>Vocabulary:</b> pattern, repeated pattern, ABAB  <b>Key Knowledge:</b>            *Can talk about the colours in an ABAB pattern            *Can copy an ABAB pattern            *Can continue an ABAB pattern</p> <p>-Combine shapes to make new ones – an</p>	<p>-Talk about 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  <b>Vocabulary:</b>  <b>Key Knowledge:</b>            *Can make pictures using 2D shapes            *Can name the square, rectangle, triangle and circle            *Can use informal language to describe the shapes e.g. round, flat            *Can use mathematical language 'sides' and 'corners' to describe the shapes</p> <p>-Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. (transport)  <b>Vocabulary:</b> shapes, square, circle, rectangle, triangle, flat, build  <b>Key Knowledge:</b>            *Can name the square, rectangle, triangle and circle</p>	<p>-Compare weights using gesture and language (heavy and light)            -Make comparisons between objects relating to weight  <b>Vocabulary:</b> heavy, light, balance scale, weigh            *Can use a balance scale correctly            *Can point to the heavy or light object (2 different weighted objects)            *Can use the words 'heavy' and 'light' alongside an action to describe 2 different weighted objects</p> <p>-Compare sizes using gesture and language (tall/short/long)            -Make comparisons between objects relating to length and height  <b>Vocabulary:</b> tall, short, long            *Can point to the long or short object/tall or short objects (2 different length objects)            *Can use the words 'long/tall' and short</p>	<p>-Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  <b>Vocabulary:</b> shapes, sides, corners, straight, flat, round            *Can use 3D shapes to build models            *Can use informal language to describe the shapes e.g. round, flat            *Can use mathematical language to name some 3D shapes</p> <p>-Make comparisons between objects relating to capacity  <b>Vocabulary:</b> full, empty, container            *Can point to a full or empty container (2 different capacities) on command            *Can fill different containers to show 'full' and 'empty'            *Can say if a container is full/empty</p>	<p>-Describe a familiar route.            -Discuss routes &amp; locations  <b>Vocabulary:</b> in, on, under, behind, over  <b>Key Knowledge:</b>            *Can follow a route on command            *Can use key words to describe the route</p> <p>-Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'  <b>Vocabulary:</b> order, first, next, then  <b>Key Knowledge:</b>            *Can put a familiar sequence of events in the correct order            *Can use key words to describe the sequence of events e.g. first I brush my teeth, then...</p> <p>-Compare quantities using language: 'more than', 'fewer than'.  <b>Vocabulary:</b> more than, fewer than, same  <b>Key Knowledge:</b></p>
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			<p>arch, a bigger triangle etc.</p> <p><b>Vocabulary:</b> shapes, square, circle, rectangle, triangle, flat, bigger, smaller</p> <p><b>Key Knowledge:</b></p> <p>*Can fit shapes together</p> <p>*Can say if the shape is the same or different e.g. is it bigger/smaller, has it made a new shape (2 rectangles making a square)</p>	<p>*Can use 2D and 3D shapes to build models/pictures</p> <p>*Can choose shapes for particular purposes e.g. triangle for roof</p> <p>-Understand position through words alone – for example, “The bag is under the table,” – with no pointing</p> <p><b>Vocabulary:</b> in, on, under, behind</p> <p><b>Key Knowledge:</b></p> <p>*Can place an object in the correct position</p> <p>*Can say where the object has been positioned</p>	<p>alongside an action to describe 2 different length objects</p> <p>-Talk about and identifies the patterns around them.</p> <p>-Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Notice and correct an error in a repeating pattern.</p> <p><b>Vocabulary:</b> pattern, repeated pattern, ABAB</p> <p><b>Key Knowledge:</b></p> <p>*Can talk about ABAB patterns</p> <p>*Can continue an ABAB pattern</p> <p>*Can create own ABAB pattern</p> <p>*Can spot an error in an ABAB pattern and correct it practically</p>		<p>*Can point to the set of objects that has more or fewer</p> <p>*Can indicate when 2 sets are the same using the word ‘same’ or an action</p> <p>*Can use the words ‘more’ or ‘fewer’ to describe the lesser/greater amount</p>
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	<p>Number</p>	<p>-Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'  <b>Vocabulary:</b> count, numbers,  <b>Key Knowledge:</b>                  *Can count objects to 5 with an adult                  *Knows that counting starts from the number 1</p>	<p>-Say one number for each item in order: 1,2,3,4,5  <b>Vocabulary:</b> count, numbers, order  <b>Key Knowledge:</b>                  *Can touch each object once                  *Can say a number for each object                  *Can say the numbers in order</p> <p>-Show 'finger numbers' up to 5.  <b>Vocabulary:</b> count, finger numbers, order  <b>Key Knowledge:</b>                  *Can copy finger numbers                  *Can count a number onto each finger                  *Can say a number for each finger                  *Can say the numbers in order</p> <p>-Fast recognition of up to 3 objects, without having to count them individually ('subitising')  <b>Vocabulary:</b> subitise  <b>Key Knowledge:</b>                  *Can look carefully at the objects</p>	<p>-Recite numerals to 5 (recognising the numeral)  <b>Vocabulary:</b> count, numbers, order  <b>Key Knowledge:</b>                  *Knows that counting starts from the number 1                  *Can point to each numeral (in order)                  *Can say a number for each numeral                  *Can say the numbers in order</p> <p>-Recite numbers past 5  <b>Vocabulary:</b> count, numbers, order  <b>Key Knowledge:</b>                  *Knows that counting starts from the number 1                  *Can say the numbers in order</p> <p>-Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').  <b>Vocabulary:</b> count, numbers, order last number  <b>Key Knowledge:</b></p>	<p>-Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  <b>Vocabulary:</b> count, numbers, order, match  <b>Key Knowledge:</b>                  *Can recognise numerals to 5 (random)                  *Knows that counting starts from one                  *Can count out one object at a time                  *Can say a number for each object                  *Can say the numbers in order</p> <p>-Experiment with their own symbols and marks as well as numerals  <b>Vocabulary:</b> numbers, writing  <b>Key Knowledge:</b>                  *Can trace over numbers (1-5)                  *Can write a number underneath a model (1-5)                  *Can mark make 'number like' numerals</p>	<p>-Solve real world mathematical problems with numbers up to 5.  <b>Vocabulary:</b> count, numbers, order, match  <b>Key Knowledge:</b>                  *Knows what Math skill is needed to solve a problem e.g. how many pencils do we need for our group</p>	
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				<ul style="list-style-type: none"><li>*Can touch each object once</li><li>*Can say a number for each object</li><li>*Can say the numbers in order</li><li>*Knows that the total is the last number counted</li></ul>			
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F2	Numerical Patterns	<p>-Match and sort objects based on similarities and differences  <b>Vocabulary:</b>  Match, sort, groups, same, different, pair, identical  <b>Key Knowledge:</b>  *Knows that matching objects can be identical  *Knows that items can be matched on similar characteristics  *Knows that objects can be grouped by colour, size, feature or orientation</p> <p>Compare size  <b>Vocabulary:</b>  Compare, size, order, big/bigger/biggest, small/smaller/smallest, wide(er), narrow(er)  <b>Key Knowledge:</b>  *Knows that comparing is measuring similarities or differences  *Can identify big and small objects</p>	<p>-Talk about and explore circles and triangles  <b>Vocabulary:</b>  2-d shapes, circle, triangle, characteristics, sides, corners, round, curved, straight, flat  <b>Key Knowledge:</b>  *Knows that a 2D shape is a flat shape  *Can identify a variety of sized circles and triangles  *Can talk about the characteristics of circles and triangles  *Can build with the circles and triangles</p> <p>-Talk about and explore shapes with 4 sides  <b>Vocabulary:</b>  2-d shapes, rectangle, Square, characteristics, sides, corners, straight flat  <b>Key Knowledge:</b>  *Knows that a 2D shape is a flat shape  *Can identify a variety of sized squares and rectangles  *Knows that squares and rectangles have 4 sides and 4 corners</p>	<p>-Compare length and height  <b>Vocabulary:</b>  Compare, measure, length, height, long(er)(est), short(er)(est), tall(er)(est)  <b>Key Knowledge:</b>  *Knows that comparing is measuring similarities or differences  *Knows that height is a measurement from the bottom to the top  *Knows that length is a measurement from end to end  *Can identify short and tall objects  *Can identify short and long objects  *Can order 3 objects based on their length or height</p>	<p>-Compare capacity  <b>Vocabulary:</b>  Compare, Measure, capacity, full/empty, more than/less than, half/half full  <b>Key Knowledge:</b>  *Knows that comparing is measuring similarities or differences  *Knows that capacity is the amount that something can hold  *Can say if a container is full, empty or half full  *Can show full, empty and half full in a variety of containers</p> <p>-Create repeating patterns  <b>Vocabulary:</b>  Order, repeat, patterns, AB pattern, ABC patterns  <b>Key Knowledge:</b>  *Can name the AB pattern  *Can complete an AB pattern  *Can create own AB/ABC pattern</p> <p>-3D shapes  <b>Vocabulary:</b></p>	<p>-Select, rotate and manipulate shapes  <b>Vocabulary:</b>  2d shapes, square, circle, rectangle, triangle, rotate, turn  <b>Key Knowledge:</b>  *Can select a square, rectangle, circle or triangle when asked  *Knows that shapes can be rotated  *Knows that shapes can be put together to make bigger shapes  *Knows that shapes can be put together to make different shapes</p> <p>-Explore and represent patterns in numbers (doubles)  <b>Vocabulary:</b>  Double, twice as many, equal, unequal, group  <b>Key Knowledge:</b>  *Knows that double means the same amount again or twice as many  *Knows that the amounts should be equal  *Can double an amount equally</p>	<p>-Explore and represent patterns in numbers (odd and even)  <b>Vocabulary:</b>  Odd, even, equal, unequal, share, group  <b>Key Knowledge:</b>  *Knows that an even number can be shared by 2  *Knows that an odd number cannot be shared equally  *Can identify odd and even numbers to 10.</p> <p>-Explore and represent patterns in numbers (doubles recap)  <b>Vocabulary:</b>  Double, twice as many, equal, unequal, group  <b>Key Knowledge:</b>  *Knows that double means the same amount again or twice as many  *Knows that the amounts should be equal  *Can double an amount equally</p> <p>-Time (measuring periods of time)</p>
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		<p>*Can order 3 objects based on their size</p> <p><b>-Compare weight</b>  <b>Vocabulary:</b>          Compare, weight, heavy/light, heavier than, lighter than, balance, scales  <b>Key Knowledge:</b>          *Knows that comparing is measuring similarities or differences          *Knows how to use a set of balance scales correctly          *Can identify heavy and light objects</p>	<p>*Can build with the squares and rectangles</p> <p><b>-Copy and continue repeating patterns</b>  <b>Vocabulary:</b>          Order, repeat, patterns, AB pattern  <b>Key Knowledge:</b>          *Can name the AB pattern          *Can complete an AB pattern          *Can create own AB pattern</p> <p><b>-Use positional language</b>  <b>Vocabulary:</b>          Over, under, between, around, through, on, into next to, behind, beneath on top of  <b>Key Knowledge:</b>          *Can place an object in the correct position          *Can say where the object has been positioned</p>		<p><b>3-d shapes, characteristics, cuboids, cubes, cone, spheres</b>  <b>FACE??, rectangle, square, circle, curved, straight, flat</b>  <b>Key Knowledge:</b>          *Knows that a 3D shape is a solid shape          *Can identify a cube, cuboid, sphere and cone          *Can talk about the characteristics of a cube, cuboid, cone and sphere</p> <p><b>-Time (sequencing events)</b>  <b>Vocabulary:</b>          Time, earlier, later, before, after, first, next today, yesterday, tomorrow, morning afternoon, evening/night day  <b>Key Knowledge:</b>          *Knows that there is a day and night          *Knows that a day is ordered into morning, afternoon, evening and night          *Knows the sequence of yesterday, today and tomorrow</p>	<p><b>-Explore Sharing</b>  <b>Vocabulary:</b>          Half, halve, halving equal, unequal, share  <b>Key Knowledge:</b>          *Knows that sharing is letting someone else have a part of something that belongs to you          *Knows that sharing equally means both people have the same amount          *Can share an amount equally          Can say when an amount is unequal</p> <p><b>-Compose and decompose shapes</b>  <b>Vocabulary:</b>          2d shapes, smaller, bigger, square, circle, rectangle, triangle, rotate, turn, compose (joined), decompose (broken apart)  <b>Key Knowledge:</b>          *Can select a square, rectangle, circle or triangle when asked          *Knows that composing shapes means putting them together and</p>	<p><b>Vocabulary:</b>          Time, day, week, hour, minutes, quicker, slower  <b>Key Knowledge:</b>          *Knows that time can be measured          *Knows that a week has 7 days          *Knows that days have hours and minutes          *Knows that actions can be quicker or slower</p>
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Long term plan

					<p>*Can use the time words before, first, next, after in order</p>	<p>decomposing means taking them apart *Knows that shapes can be put together to make bigger shapes *Knows that shapes can be put together to make different shapes</p>	
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Long term plan

	<p>Number</p>	<p><b>-Compare amounts (more/fewer)</b>  <b>Vocabulary:</b>            Count, compare, equal to, more than less than (fewer)  <b>Key Knowledge:</b>            *To count out the correct number of objects            *To identify the group which has more/fewer/equal</p>	<p><b>-Representing numbers 1-5</b>  <b>Vocabulary:</b>            Numerals, digit, Count, subitise, order, ordinal  <b>Key Knowledge:</b>            *To count in sequence from 1-5            *To understand the cardinal principle            *To count out a specific amount from a larger group            *To identify a numeral            *To match numerals to amounts            *To represent a number through mark making</p> <p><b>-Comparing numbers to 5 (more/less)</b>  <b>Vocabulary:</b>            Compare, one more one less, equal to more than, less than (fewer), Forwards, Backwards  <b>Key Knowledge:</b>            *To count out a correct amount of objects            *To find one more/less            *To identify and compare amounts</p>	<p><b>-Representing numbers to 10</b>  <b>Vocabulary:</b>            Numerals, digit, count, subitise, order, ordinal  <b>Key Knowledge:</b>            *To count in sequence from 1-10            *To understand the cardinal principle            *To count out a specific amount from a larger group            *To identify a numeral            *To match numerals to amounts            *To represent a number through mark making</p> <p><b>-Compare numbers to 10 (more/less)</b>  <b>Vocabulary:</b>            Forwards, Backwards, compare, one more, one less, equal to, more than less than (fewer)  <b>Key Knowledge:</b>            *To count out a correct amount of objects            *To find one more/less            *To identify and compare amounts            *To identify and compare numbers</p>	<p><b>-Subtraction</b>  <b>Vocabulary:</b>            take away /minus, left  <b>Key Knowledge:</b>            *To understand that taking an amount away will create a smaller amount            *To count backwards            *To count the new amount once an amount has been subtracted</p> <p><b>-Representing numbers beyond 10</b>  <b>Vocabulary:</b>            Numerals, digit, count, subitise, order, ordinal  <b>Key Knowledge:</b>            *To count in sequence beyond 10            *To understand the cardinal principle            *To identify a numeral            *To match numerals to amounts            *To represent a number through mark making</p>	<p><b>-Add by counting on</b>  <b>Vocabulary:</b>            Add, plus, altogether, total  <b>Key Knowledge:</b>            *To count forwards            *To count on in sequence from numbers other than 1</p> <p><b>-Subtraction</b>  <b>Vocabulary:</b>            take away /minus, left  <b>Key Knowledge:</b>            *To understand that taking an amount away will create a smaller amount            *To count backwards            *To count the new amount once an amount has been subtracted</p>	<p><b>-Recall number bonds 0-10</b>  <b>Vocabulary:</b>            Number bonds, add, plus together, total  <b>Key Knowledge:</b>            *Knows a number bond is 2 numbers that are added together to make 10.            *Knows which 2 Numicon number make 10</p>
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Long term plan

			<p><b>*To identify and compare numbers</b></p> <p><b>-Explore the composition of numbers to 5</b> <b>Vocabulary:</b> <b>Part, whole, Altogether, Bigger, Smaller</b> <b>Key Knowledge:</b> <b>*To understand that a whole number can be made in different ways</b> <b>*To understand that smaller numbers can combine to create larger numbers</b></p> <p><b>-Understand 1 more than and 1 less than</b> <b>Vocabulary:</b></p> <p><b>Key Knowledge:</b></p>	<p><b>-Explore the composition of numbers to 10</b> <b>Vocabulary:</b> <b>Part, whole</b> <b>Key Knowledge:</b></p> <p><b>-Combine 2 groups to add</b> <b>Vocabulary:</b> <b>Add, plus, altogether, total</b> <b>Key Knowledge:</b> <b>*To understand that two groups combine to create a larger amount</b> <b>*To count forwards</b> <b>*To count the new amount once two amounts are combined</b></p>			
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Long term plan

# Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value (within 10)</b>					Number <b>Addition and subtraction (within 10)</b>					Geometry <b>Shape</b>	Consolidation
Spring	Number <b>Place value (within 20)</b>			Number <b>Addition and subtraction (within 20)</b>			Number <b>Place value (within 50)</b>		Measurement <b>Length and height</b>		Measurement <b>Weight and volume</b>	
Summer	Number <b>Multiplication and division</b>			Number <b>Fractions</b>		Geometry <b>Position and direction</b>	Number <b>Place value (within 100)</b>		Measurement <b>Money</b>	Measurement <b>Time</b>		Consolidation

Long term plan

# Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>				Number <b>Addition and subtraction</b>				Geometry <b>Shape</b>			
Spring	Measurement <b>Money</b>	Number <b>Multiplication and division</b>					Measurement <b>Length and height</b>		Measurement <b>Mass, capacity and temperature</b>			
Summer	Number <b>Fractions</b>			Measurement <b>Time</b>			Statistics		Geometry <b>Position and direction</b>		Consolidation	

Long term plan

# Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>			Number <b>Addition and subtraction</b>				Number <b>Multiplication and division</b>				
Spring	Number <b>Multiplication and division</b>			Measurement <b>Length and perimeter</b>			Number <b>Fractions</b>		Measurement <b>Mass, capacity and temperature</b>			
Summer	Number <b>Fractions</b>	Measurement <b>Money</b>		Measurement <b>Time</b>			Geometry <b>Shape</b>		Statistics		Consolidation	

Long term plan

# Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>				Number <b>Addition and subtraction</b>			Measurement <b>Area</b>	Number <b>Multiplication and division</b>			Consolidation
Spring	Number <b>Multiplication and division</b>			Measurement <b>Length and perimeter</b>		Number <b>Fractions</b>				Number <b>Decimals</b>		
Summer	Number <b>Decimals</b>		Measurement <b>Money</b>		Measurement <b>Time</b>		Consolidation	Geometry <b>Shape</b>		Statistics	Geometry <b>Position and direction</b>	

Long term plan

# Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>			Number <b>Addition and subtraction</b>		Number <b>Multiplication and division</b>			Number <b>Fractions A</b>			
Spring	Number <b>Multiplication and division</b>			Number <b>Fractions B</b>		Number <b>Decimals and percentages</b>			Measurement <b>Perimeter and area</b>		Statistics	
Summer	Geometry <b>Shape</b>			Geometry <b>Position and direction</b>		Number <b>Decimals</b>			Number <b>Negative numbers</b>	Measurement <b>Converting units</b>		Measurement <b>Volume</b>



Long term plan

# Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>		Number <b>Four operations</b>					Number <b>Fractions A</b>		Number <b>Fractions B</b>		Measurement <b>Converting units</b>
Spring	Number <b>Ratio</b>		Number <b>Algebra</b>		Number <b>Decimals</b>		Number <b>Fractions, decimals and percentages</b>		Measurement <b>Area, perimeter and volume</b>		<b>Statistics</b>	
Summer	Geometry <b>Shape</b>			Geometry <b>Position and direction</b>	Themed projects, consolidation and problem solving							