Coverage of National Curriculum MATHS – Year 5 and Year 6

Please note: Week 5 is SATs week

Number: *Pink = Taught and well covered, Yellow = In teaching and covered a bit, Blue = mentioned and covered in activities but not in teaching*

	YEAR 5 Number Number and Place Value						YEAR 6 Number Number and Place Value			
Nat Curriculum Objective	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000	Interpret negative nos in context, count forwards & backwards with positive & negative whole nos, including through 0	Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000	Solve number problems & practical problems that involve all of the above	Read Roman numerals to 1000 (M) & recognise years written in Roman numerals	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Round any whole number to a required degree of accuracy	Use negative numbers in context, and calculate intervals across zero	Solve number and practical problems that involve all of the above
AUTUMN										
AUTUMN Week 1	Days 1-3 PV in 5-d nos	Day 2 +/- 1s, 10s, 100s, 1000s, 10,000s					Days 1-3 6-digit numbers			Day 2
AUTUMN Week 6				Days 1 &2 Round 4-d & 5-d nos				Days 1 & 2		
SPRING										
SPRING Week 1	Days 1-3 PV in 6-d nos		Days 4 & 5	Day 3	Days 1 & 5		Days 1-3 7-digit numbers	Day 3	Days 4 & 5	Days 1 & 5
SPRING Week 9	Days 1 & 2			Day 2						
SUMMER										
SUMMER Week 1	Day 3 PV in 6-digit nos Day 4 Place on lines	Day 3 +/- 1s, 10, 100, 1000, 10,000, 100,000	Days 1 & 2	Day 5	Day 2		Day 5 Revision	Day 5 Revision	Day 1 Revision	
SUMMER Week 2						Days 1 & 2				

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	YEAR 5 Number Addition and Subtraction			
Nat Curriculum Objective	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Add and subtract numbers mentally with increasingly large numbers	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Solve addition & subtraction multi-step problems in contexts, deciding which operations & methods to use and why.
AUTUMN				
AUTUMN Week 1	Days 4 & 5 Column + of 4-d and 5-d nos		Days 4 & 5	
AUTUMN Week 2	Days 4 & 5 Money		Days 4 & 5	Day 5
AUTUMN Week 3	Days 3 to 5 Written –	Days 1, 2 and 5 Mental –	Day 2	
AUTUMN Week 8		Days 1-5 +/– decimals		
AUTUMN Week 11	Days 4 & 5 +/- 5-d nos	Day 1		
SPRING				
SPRING Week 2	Day 4	Days 1-5		Day 4
SPRING Week 3	Days 4 & 5 Column + of decimals		Day 5	
SPRING Week 9	Days 3-5 Column – of 5-d nos		Day 3	Day 5
SPRING Week 10		Days 3-5 – decimals		Day 5
SPRING Week 11	Days 3 & 4	Day 5		
SUMMER				
SUMMER Week 6	Days 4 & 5 Column – of 5-d nos	Day 5 Subtraction		

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SUMMER Week 10		Days 3-5 Subtract decimals and money		
SUMMER Week 12	Days 1 & 2 Column + and – of whole nos, money and decimals			Day 4 Multi-step problems

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	YEAR 5 Number Multiplication and Division										
Nat Curriculum Objective	Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers	Know and use the vocabulary of prime numbers, prime factors & composite (non-prime) numbers	Establish whether a number up to 100 is prime and recall prime numbers up to 19	Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers	Multiply and divide numbers mentally drawing upon known facts	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	Solve problems involving +, -, × and ÷, and a combination of these, including understanding the meaning of the equals sign	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
AUTUMN											
AUTUMN Week 2							Days 1 & 2				
AUTUMN Week 4	Days 4 & 5										
AUTUMN Week 5	Day 1 Multiples	Day 2	Day 2 primes ≤50								
AUTUMN Week 6				Days 3-5 3-d nos 1-d × nos (grid and short ×)						Day 3	
AUTUMN Week 7					Days 2-5 Division	Days 3 & 5 Mental ÷, interpret remainders				Day 5 ÷ problems	
AUTUMN Week 11				Day 3 Short × (3-d × 1-d)	Day 2						
SPRING											
SPRING Week 3							Day 2				
SPRING Week 5	Day 1			Days 4 & 5	Days 2 & 3				Days 2 & 3		

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				Short × (4-d × 1-d)							
SPRING Week 6									Day 1	Day 4	Day 5
SPRING Week 7						Day 3-5 Short ÷ (3-d ÷ 1-d)					
SPRING Week 10							Day 1			Day 5	
SPRING Week 11				Day 1 Short × (4-d × 1-d)		Day 2 Short ÷ (4-d ÷ 1-d)					
SUMMER											
SUMMER Week 2							Day 5				
SUMMER Week 3					Day 1					Day 2 × and ÷ word problems	
SUMMER Week 7	Day 1					Days 4 & 5		Day 3			Day 2 Scaling by fractions
SUMMER Week 8				Days 1-5 Short, grid and long ×						Days 1 & 5	
SUMMER Week 9											Days 4 & 5 Rate
SUMMER Week 11				Days 1-3 Long multiplication						Day 2 Investigation	
SUMMER Week 12						Day 3				Day 5 Equivalence problems	

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	YEAR 6 Number Addition, Subtraction, Multiplication and Division								
Nat Curriculum Objective	Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication	Divide nos up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	Divide nos up to 4 digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	Perform mental calculations, including with mixed operations and large numbers	Identify common factors, common multiples and prime numbers	Use their knowledge of the order of operations to carry out calculations involving the four operations	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Solve problems involving addition, subtraction, multiplication and division	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
AUTUMN									
AUTUMN Week 1				Day 2 Add and subtract 1s, 10s, 100s, 1000s, 10,000s and 100,000s				Day 5 Addition investigation	Day 5 Addition
AUTUMN Week 2									Days 4-5 Addition of decimals
AUTUMN Week 3							Day 1 Find totals and then find change. Day 5 choose methods	Day 2 Subtraction investigation	
AUTUMN Week 5					Days 1 & 2				
AUTUMN Week 6	Days 3-5 Short multiplication, inc money								Days 3 & 4
AUTUMN Week 7			Days 2-5						Day 4
AUTUMN Week 8				Days 1-5 Add and subtract decimals mentally					

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AUTUMN Week 11	Days 1-3 Grid, then long ×						Day 5	Days 4 & 5	
SPRING									
SPRING Week 2				Day 1 +/- near multiples of powers of ten including decimals		Days 2 & 3	Day 5		
SPRING Week 3									Days 4 & 5
SPRING Week 5	Day 5			Days 1-4 ×/÷ inc rate and scaling problems					Day 5
SPRING Week 7		Days 4 & 5							
SPRING Week 11	Day 1 Short × Day 3 Long ×	Days 4 & 5	Day 2						
SUMMER									
SUMMER Week 1							Day 3 Revision	Days 3 & 4 Revision	Day 2 Revision
SUMMER Week 2	Day 2 Revision	Day 4 Revision	Day 3 Revision	Day 5 Revision ×/÷					
SUMMER Week 7					Days 1 & 3				
SUMMER Week 8	Days 1, 2 & 4 Short, grid and long ×	Days 3 & 5	Day 5					Days 4 & 5	
SUMMER Week 10							Day 5 +/- multi-step problems		
SUMMER Week 12							Days 4 & 5 Multi-step problems		

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	YEAR 5 Number Fractions and Decimals											
Nat Curriculum Objective	Compare and order fractions whose denominators are all multiples of the same number	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements > 1 as a mixed number [for example, $^2/_5 + ^4/_5 = ^6/_5 = 1^1/_5$]	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Read and write decimal numbers as fractions [for example, 0.71 = 71/100]	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place	Read, write, order and compare numbers with up to 3 decimal places	Solve problems involving number up to 3 decimal places	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal	Solve problems which require knowing percentage and decimal equivalents of ½, ¼, $^1/_5$, $^2/_5$, $^4/_5$ and those fractions with a denominator of a multiple of 10 or 25.
AUTUMN												
AUTUMN Week 2						Day 3						
AUTUMN Week 5	Day 4											
AUTUMN Week 7			Day 1									
AUTUMN Week 8						Days 1 & 2						
AUTUMN Week 10	Day 3			Days 4 & 5								
SPRING												
SPRING Week 3						Days 1-3		Day 3				
SPRING Week 6	Day 1	Days 1 and 2				Day 2						
SPRING Week 7					Days 1 & 2							
SPRING Week 10								Day 2				
SUMMER												

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SUMMER Week 2							Days 4 & 5		Days 4 & 5	Day 3 Investigation with 2dp		
SUMMER Week 3											Days 3 & 4	Day 5
SUMMER Week 6	Day 1		Day 1	Days 2 & 3								
SUMMER Week 10									Days 1 & 2	Day 4 Word problems with 2dp		
SUMMER Week 11					Days 4 & 5							

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	YEAR 6 Number Fractions and Decimals										
Nat Curriculum Objective	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination	Compare and order fractions, including fractions > 1	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ × ½ = $^1/_8$]	Divide proper fractions by whole numbers [for example, $^1/_3$ ÷ 2 = $^1/_6$]	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $^3/_8$]	Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places	Multiply one-digit numbers with up to two decimal places by whole numbers	Use written division methods in cases where the answer has up to two decimal places	Solve problems which require answers to be rounded to specified degrees of accuracy	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
AUTUMN											
AUTUMN Week 2							Days 1-3 PV, order, compare, round, ×/÷ 10, 100 and 1000			Day 5	
AUTUMN Week 5	Day 3	Day 4				Day 5 Find fractions of amounts					
AUTUMN Week 7						Day 1 Equiv fractions and decimals Days 4 & 5 writing remainders as decimals			Days 4-5	Day 5	Day 1 Equiv fractions and decimals
AUTUMN Week 8							Days 1-3 PV addition and subtraction				
AUTUMN Week 10	Day 3	Day 3	Days 4 & 5								
SPRING											
SPRING Week 3							Days 1-3 PV, ×/÷ and round				

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SPRING Week 5								Day 4			
SPRING Week 6		Day 1				Day 4 Find fractions of amounts					Days 2 & 3
SPRING Week 7				Days 1 & 3	Days 2 & 3						
SPRING Week 10							Day 1				
SUMMER											
SUMMER Week 2							Day 5 Revision				
SUMMER Week 3			Day 4 Revision	Day 3 Revision	Day 3 Revision			Day 1 Revision			
SUMMER Week 6	Day 1	Day 1	Days 2 & 3								
SUMMER Week 11						Days 4 & 5					
SUMMER Week 12						Day 3					

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Ratio & proportion, Algebra: *Pink = Taught and well covered, Yellow = In teaching and covered a bit, Blue = mentioned and covered in activities but not in teaching*

	YEAR 6 Ratio and proportion				YEAR 6 Algebra				
Nat Curriculum Objective	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	Solve problems involving similar shapes where the scale factor is known or can be found	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Use simple formulae	Generate and describe linear number sequences	Express missing number problems algebraically	Find pairs of numbers that satisfy an equation with two unknowns	Enumerate possibilities of combinations of two variables
SPRING									
SPRING Week 5	Days 2 & 3 Scaling problems								
SPRING Week 6		Day 3							
SPRING Week 9	Days 2 & 3	Day 5	Days 1 & 2	Days 2 & 3					
SPRING Week 10					Day 2	Days 4 & 5	Day 3	Day 3	Day 3
SUMMER									
SUMMER Week 3	Day 2 Revision	Day 5 Revision	Day 2 Revision						
SUMMER Week 4						Day 3 Revision			
SUMMER Week 7	Day 5					Day 4			

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Measurement: *Pink = Taught and well covered, Yellow = In teaching and covered a bit, Blue = mentioned and covered in activities but not in teaching*

	YEAR 5 Measurement							YEAR 6 Measurement						
Nat Curric Objective	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	Calculate & compare the area of rectangles (including squares), & inc using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes	Estimate volume [for example, using $1cm^3$ blocks to build cuboids (including cubes)] and capacity [for example, using water]	Solve problems involving converting between units of time	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	Convert between miles and kilometres	Recognise that shapes with the same areas can have different perimeters and vice versa	Recognise when it is possible to use formulae for area and volume of shapes	Calculate the area of parallelograms and triangles	Calculate, estimate & compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
AUTUMN														
AUTUMN Week 2							Day 5 Money	Days 4-5 Addition of money & metres with 2dp						
AUTUMN Week 3							Day 2 Money							
AUTUMN Week 9	Days 1 & 2	Days 2 & 3				Day 4 Hours to minutes	Days 4 & 5 Time		Days 1 & 2, Length, mass and capacity	Days 2 & 3 Miles to km & other imperial units				
AUTUMN Week 11							Day 5 Money							
SPRING														

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SPRING Week 2							Day 4 Money							
SPRING Week 3								Days 4 & 5						
SPRING Week 4		Day 5												
SPRING Week 8			Days 1 & 2	Days 3 & 4	Day 5		Day 3				Day 3	Days 1-5	Days 1 & 2	Days 4 & 5
SUMMER														
SUMMER Week 2									Day 5 Revision					
SUMMER Week 4											Day 2 Revision	Day 2 Revision		
SUMMER Week 9						Days 1 & 2								
SUMMER Week 10	Day 1							Day 1	Day 1					

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Shape: *Pink = Taught and well covered, Yellow = In teaching and covered a bit, Blue = mentioned and covered in activities but not in teaching*

	YEAR 5 Geometry: Properties of Shape						YEAR 5 Geometry: Position & Direction	YEAR 6 Geometry: Properties of Shape					YEAR 6 Geometry: Position & Direction	
Nat Curric Objective	Identify 3-D shapes, including cubes & other cuboids, from 2-D representations	Know angles are measured in degrees: estimate & compare acute, obtuse and reflex angles	Draw given angles, and measure them in degrees (°)	Identify angles at a point and one whole turn (total 360°, angles at a point on a straight line and ½ 1 a turn (total 180°), other multiples of 90°	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, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	Draw 2-D shapes using given dimensions and angles	Recognise, describe and build simple 3-D shapes, including making nets	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	Describe positions on the full coordinate grid (all four quadrants)	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes
AUTUMN														
AUTUMN Week 4						Days 1-3		Day 4		Day 1 Sort quadrilaterals	Day 2	Days 3-5		
AUTUMN Week 10	Days 1 & 2								Days 1 & 2					
SPRING														
SPRING Week 4							Days 1-3						Days 1 & 2	Day 2
SPRING Week 8					Day 2 Missing lengths									
SUMMER														
SUMMER Week 4		Days 2 & 3	Days 1 & 5	Days 3 & 4								Day 4 Revision		Day 5 Revision

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	YEAR 5 Statistics		YEAR 6 Statistics	
Nat Curric Objective	Solve comparison, sum and difference problems using information presented in a line graph	Complete, read and interpret information in tables, including timetables	Interpret and construct pie charts and line graphs and use these to solve problems	Calculate and interpret the mean as an average
AUTUMN				
AUTUMN Week 9	Day 2	Day 5 Timetables	Days 2 & 3 Line graphs	
SPRING				
SPRING Week 4	Days 4 & 5	Day 5 Tables	Days 3 -5 Pie charts and line graphs	
SPRING Week 6				Day 5
SUMMER				
SUMMER Week 4			Day 1 Revision	
SUMMER Week 9	Days 3 & 4		Day 4 Line graphs	Day 3

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