

Maths strand cycle St Stephen's 2025-26 Key: Blue= KPIs from previous year, Purple = suggested warm-up coverage, Green= lesson coverage, Yellow= suggested measure coverage See small steps progression for teaching sequence.

| Term 1     |   |      |      |      |      |      |      |      |
|------------|---|------|------|------|------|------|------|------|
| Year group | Wk 1  | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 | Wk 8 |
| 5          | <p style="text-align: center;"><b>Place value, including decimals</b></p> <p><b>Year 4 KPS1:</b></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul> <p><b>Warm-up coverage:</b></p> <ul style="list-style-type: none"> <li>find 1000 more or less than a given number</li> </ul> <p><b>Lesson coverage:</b></p> <ul style="list-style-type: none"> <li>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>solve number problems and practical problems that involve all of the above</li> <li>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul> <p>In Use it incorporating relevant strands of measure from previous years. (CPA)</p> <ul style="list-style-type: none"> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>read, write, order and compare numbers with up to three decimal places</li> </ul> <p>solve problems involving number up to three decimal places</p> |      |      |      |      |      |      |      |

| Term 2     |                                    |  |      |      |      |      |      |
|------------|------------------------------------|--|------|------|------|------|------|
| Year group | Wk 1                               | Wk 2   | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 |
| 5          | <p><b>Conferencing/Fluency</b></p> | <p><b>Addition and Subtraction, including decimals</b></p> <p><b>Year 4 KPIs:</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> |      |      |      |      |      |

**Warm-up coverage:**

- add and subtract numbers mentally with increasingly large numbers

**Lesson coverage:**

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

In Use it incorporating relevant strands of measure from previous years. (CPA)

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- solve problems involving number up to three decimal places
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

| Term 3     |                                       |  |   |   |      |      |
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| Year group | Wk 1                                  | Wk 2   | Wk 3  | Wk 4  | Wk 5 | Wk 6 |
| 5          | <b>Confere<br/>ncing/FI<br/>uency</b> | <b>Addition and Subtraction, including decimals</b><br><br><b>Year 4 KPIs:</b> <ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <b>Warm-up coverage:</b> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally with increasingly large numbers</li> </ul> <b>Lesson coverage:</b> <ul style="list-style-type: none"> <li>• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• use rounding to check answers to calculations and</li> </ul> | <b>Measure</b><br><br><b>Year 4 KPIs:</b> <ul style="list-style-type: none"> <li>• Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• find the area of rectilinear shapes by counting squares</li> <li>• estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> <b>Lesson coverage:</b> <ul style="list-style-type: none"> <li>• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul> | <b>Multiplication and Division, including decimals</b><br><br><b>Year 4 KPIs:</b> <ul style="list-style-type: none"> <li>• recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>• recognise and use factor pairs and commutativity in mental calculations</li> <li>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <b>Warm-up coverage:</b> <ul style="list-style-type: none"> <li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>• multiply and divide numbers mentally drawing upon known facts</li> </ul> <b>Lesson coverage:</b> <ul style="list-style-type: none"> <li>• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>• know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</li> <li>• establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>• 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</li> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>• recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</li> <li>• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> </ul> |      |      |
|            |                                       |  | Consolidation of 4 operations through measure.  |   |      |      |

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|  | <p>determine, in the context of a problem, levels of accuracy</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p>In Use it incorporating relevant strands of measure from previous years. (CPA)</p> <ul style="list-style-type: none"> <li>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• solve problems involving number up to three decimal places</li> <li>• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul> | <ul style="list-style-type: none"> <li>• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <p>In Use it incorporating relevant strands of measure from previous years. (CPA)</p> <ul style="list-style-type: none"> <li>• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> </ul> <p><b>Teach a block of measure</b> within this block so children have an understanding of measures so in uses it measure can be incorporated. (CPA)</p> <ul style="list-style-type: none"> <li>• Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>• solve problems involving converting between units of time</li> <li>• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> <li>•</li> </ul> |
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| Term 4     |                                     |  |      |      |  |      |  |
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| Year group | Wk 1                                | Wk 2   | Wk 3 | Wk 4 | Wk 5   | Wk 6 |  |
| 5          | <p><b>Conferencing /Fluency</b></p> | <p><b>Multiplication and Division, including decimals</b></p> <p><b>Year 4 KPIs:</b></p> <ul style="list-style-type: none"> <li>• recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>• recognise and use factor pairs and commutativity in mental calculations</li> <li>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>Warm-up coverage:</b></p> <ul style="list-style-type: none"> <li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>• multiply and divide numbers mentally drawing upon known facts</li> </ul> <p><b>Lesson coverage:</b></p> <ul style="list-style-type: none"> <li>• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> </ul> |      |      | <p><b>Fractions (Decimals and %)</b></p> <p><b>Year 4 KPIs:</b></p> <ul style="list-style-type: none"> <li>• recognise and show, using diagrams, families of common equivalent fractions</li> <li>• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>• add and subtract fractions with the same denominator</li> <li>• recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>• recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• round decimals with one decimal place to the nearest whole number</li> <li>• compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> <p><b>Warm-up coverage:</b></p> <ul style="list-style-type: none"> <li>• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> </ul> |      |  |

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|  | <ul style="list-style-type: none"> <li>know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</li> <li>establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>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</li> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</li> <li>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <p>In Use it incorporating relevant strands of measure from previous years. (CPA)</p> <ul style="list-style-type: none"> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> </ul> <p>Teach a block of measure within this block so children have an understanding of measures so in uses it measure can be incorporated. (CPA)</p> <ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>solve problems involving converting between units of time</li> <li>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul> | <p><b>Lesson coverage:</b></p> <ul style="list-style-type: none"> <li>compare and order fractions whose denominators are all multiples of the same number</li> <li>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>5\frac{2}{4} = 5\frac{6}{6} = 5\frac{1}{1}</math>]</li> <li>add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li> <li>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>read, write, order and compare numbers with up to three decimal places</li> <li>solve problems involving number up to three decimal places</li> <li>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> <li>solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul> |
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| Term 5     |                                    |   |     |   |   |
|------------|------------------------------------|---|-----|---|---|
| Year group | Wk 1                               | Wk 2  | Wk3 | Wk 4  | Wk 5  |
| 5          | <p><b>Conferencing/Fluency</b></p> | <p><b>Fractions (Decimals and %)</b></p> <p><b>Year 4 KPIs:</b></p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>add and subtract fractions with the same denominator</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>round decimals with one decimal place to the nearest whole number</li> </ul> |     | <p><b>Time</b></p> <p><b>Year 4 KPIs:</b></p> <ul style="list-style-type: none"> <li>read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> <p><b>Year 5 KPIs:</b></p> <ul style="list-style-type: none"> <li>solve problems involving converting between units of time</li> </ul> | <p><b>Measure</b></p> <p><b>Year 4 KPIs:</b></p> <ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>find the area of rectilinear shapes by counting squares</li> <li>estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> |

- compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.

**Warm-up coverage:**

- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

**Lesson coverage:**

- 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 and write mathematical statements  $> 1$  as a mixed number [for example,  $5\frac{2}{4} + 5\frac{4}{6} = 15\frac{1}{2}$ ]
- 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,  $0.71 = \frac{71}{100}$ ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.

**Lesson coverage:**

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]

| Term 6     |   |      |      |      |      |  |   |  |
|------------|---|------|------|------|------|--|---|--|
| Year group | Wk 1  | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6   | Wk 7  |  |
| 5          | <p><b>Geometry – shape</b><br/><b>Year 4 KPIs:</b></p> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><b>Lesson coverage:</b></p> <ul style="list-style-type: none"> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>draw given angles, and measure them in degrees (o)</li> <li>identify:               <ul style="list-style-type: none"> <li>angles at a point and one whole turn (total 360o)</li> <li>angles at a point on a straight line and 2 1 a turn (total 180o)</li> </ul> </li> </ul> |      |      |      | NFER | <p><b>Geometry – shape</b><br/><b>Year 4 KPIs:</b></p> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D</li> </ul> | <p><b>Geometry – position &amp; direction</b><br/><b>Year 4 KPIs:</b></p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Lesson coverage:</b></p> |  |

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|  | <ul style="list-style-type: none"> <li>- other multiples of 90°</li> <li>• use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul> |  | <p>shapes presented in different orientations</p> <ul style="list-style-type: none"> <li>• complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><b>Lesson coverage:</b></p> <ul style="list-style-type: none"> <li>• identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>• draw given angles, and measure them in degrees (°)</li> <li>• identify: <ul style="list-style-type: none"> <li>- angles at a point and one whole turn (total 360°)</li> <li>- angles at a point on a straight line and 2 1 a turn (total 180°)</li> <li>- other multiples of 90°</li> </ul> </li> <li>• use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
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Statistics to be taught through Science:

**Year 4 KPIs:**

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

**Lesson coverage:**

- solve comparison, sum and difference problems using information presented in a line graph ⊆ complete, read and interpret information in tables, including timetables.

