EFFECTIVE MATHS
CURRICULUM MAP
2025/26

This document is updated at the end of each academic year.
To ensure the programme continually improves the detail of some lessons may change and new lessons may be added to the programme. Therefore the website is always the most up to date reference.

Reception

The curriculum for Reception is now complete. It was developed over the academic year 2024/25 and was taught very successfully in a number of schools.

An overview of the curriculum is provided within this document.
The detailed breakdown for the curriculum for Reception is on the Reception page of the main Effective Maths website. Schools are welcome to add the detailed version to their own websites to share with parents/carers.

Securing Fluency Programme

Schools that were accessing the Securing Fluency Programme via the link *effectivemaths.com/sfp* have been informed that the Securing Fluency Programme has now moved to a website of its own:
emfluency.com

The pages accessed via *effectivemaths.com/sfp* have been deleted.
Your school's lead contact was asked to set up a new username and password for the new fluency website. It was suggested that this be the same as that used for the main EM site.

Topic Progression Slides

From September 2025 we will be introducing topic progression slides.
These slides will focus on one specific maths topic, eg equivalent fractions.
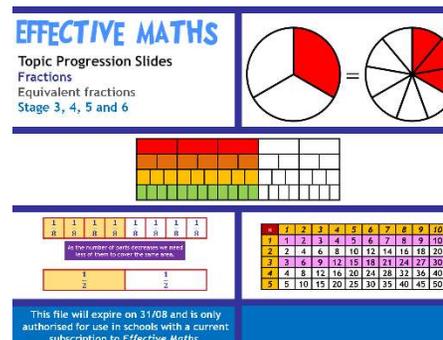
Editable worksheets

From September 2025, the independent tasks will be editable.

These updates are retained for reference purposes.

Year 1

Block 1
Year 1 teachers should be aware of the new EM Reception lessons. Some of these lessons will be invaluable in providing support to children working below expectations. Reception lessons from Block 3 will support a range of learning in Year 1, Block 1.

Block 2
No changes to sequence, some editing of individual lessons.

Block 3
No changes to sequence, some editing of individual lessons.

Year 2

Block 1
No changes to sequence, some editing of individual lessons.

Block 2
No changes to sequence, some editing of individual lessons.

Block 3
No changes to sequence, some editing of individual lessons.

Year 3

Block 1
No changes to sequence, some editing of individual lessons.

Block 2
No changes to sequence, some editing of individual lessons.

Block 3
Calculation Unit
The introduction of short division has been removed. Short division is now introduced in Y4 (Multiplication and Division Unit 2). This mirrors the change made in the NCETM PD spines where short division isn't introduced until Y4.

Year 4

Block 1
Multiplication and Division Unit 2
Short division is now introduced in Y4.
This mirrors the change made in the NCETM PD spines where short division isn't introduced until Y4.
The time allocation for this unit is increased by ½ a week.

Block 2
Money and decimals Unit 1
Currently the lessons on multiplying and dividing numbers by 100 culminate with multiplying/dividing a number of tenths, eg 0.3, *or* a number of hundredths, eg 0.09. This will now be extended to include work on multiplying numbers with 2 decimal places which has tenths *and* hundredths by 100, eg 0.65 x 100.

Multiplication and Division Unit 3
Lesson 3 Revision of 7 times table and related facts
Line graph activity will be replaced as line graphs first encountered in Statistics unit at end of Block 2.

Block 3
No changes to sequence, some editing of individual lessons.

Year 5

Block 1
No changes to sequence, some editing of individual lessons.

Block 2
Money and decimals Unit 1
Multiplying and dividing decimals by 10, 100 and 1,000 is introduced in Multiplication and Division Unit 2. This will be revisited more often, including during starter activities in Money and decimals Unit 1.

Block 3
No changes to sequence, some editing of individual lessons.

Year 6

Block 1
No changes to sequence, some editing of individual lessons.

Block 2
Money and decimals Unit 1
There will be more tasks revisiting learning from previous year groups.

Block 3
Money and decimals Unit 2
New lessons on multiplying and dividing numbers with up to two decimal places by one-digit and two-digit whole numbers (to reflect Y6 NC non-statutory guidance)

EFFECTIVE MATHS

	Cardinality	Composition	Comparison	Patterns	Shape	Measures
Autumn	Able to count by rote 0-10 Perceptual subitising to 5 Count objects to 10	Compose to 5 Know some bonds to 3	Compare collections that are very different or include objects of different kinds or sizes; compare numerals One more and one less to 5	A-B patterns A-B-C patterns	Experiencing different viewpoints Language of position and direction Representing spatial relationships	Recognise attributes of length, capacity and weight Comparing amounts of continuous quantities Estimating and predicting
Spring	Able to count by rote 0-20 Conceptual subitising to 8 Count objects to 20 Patterns in number: number structure	Compose to 8 Know some bonds to 5	Compare collections that contain the same amounts; compare numerals One more and one less to 8	A-A-B-B patterns A-A-B patterns	Developing shape awareness through construction Identifying similarities between shapes Show awareness of properties of shape	Revisit vocabulary Comparing indirectly Recognising the relationship between the size and number of units Beginning to use units to compare things
Summer	Able to count by rote 0-30 Conceptual subitising to 10 Patterns in number: number structure and odd/even Count objects to 30	Compose to 10 Know bonds to 5; know doubles facts to 10 and some related facts	Compare collections and justify preference; compare numerals One more and one less to 10	A-B-B-C patterns Symbolise the unit structure Generalise structures to another context or mode Make a pattern around a circle and around a border	Describing properties of shape Relationships between shapes and naming shapes	Beginning to use time to sequence events Beginning to experience specific time durations Money (in continuous provision)

NB Work on cardinality, composition and comparison continue during work on pattern, shape and measure.

Year 2	Year 3	Year 4	Year 5	Year 6
[1] Number bonds for 5 and related facts	[1] Number bonds for 5, 6 and 7 and related facts	[1] Add two single digit numbers crossing 10 (eg 8 + 6)	[1] Add numbers with up to 4 digits	[1] Add whole numbers with more than 4 digits
[2] Number bonds for 6 and related facts	[2] Number bonds for 8, 9 and 10 and related facts	[2] Subtract a single digit number from 11-18 (eg 15 – 6)	[2] Add numbers with up to 4 digits (more strategies)	[2] Subtract whole numbers with more than 4 digits
[3] Number bonds for 7 and related facts	[3] Number bonds for 20 and related facts	[3] Add a three-digit number and ones	[3] Subtract numbers with up to 4 digits	[3] Solve word problems
[4] Number bonds for 8 and related facts	[4] Add 2 single digit numbers crossing 10 (eg 8 + 6)	[4] Subtract ones from a three-digit number	[4] Use knowledge of known facts to derive new facts	[4] Multiply a number by a two-digit number
[5] Number bonds for 9 and related facts	[5] Subtract a single digit number from 11-18 (eg 15 – 6)	[5] Add a three-digit number and tens	[5] Multiply two-digit and three-digit numbers by a one-digit number	[5] Divide numbers with up to 4 digits by a one-digit number
[6] Number bonds for 10 and related facts	[6] Add a 2-digit number and a single digit number (eg 28 + 6)	[6] Subtract tens from a three-digit number	[6] Use efficient strategies to divide numbers	[6] Use related facts for division and interpret remainders
[7] Add single digit numbers to 10 and related subtraction facts	[7] Subtract a single digit number from a 2-digit number (eg 28 - 9)	[7] Add a three-digit number and hundreds	[7] Divide three-digit numbers by a one-digit number	[7] Multiply and divide by 10, 100 and 1,000
[8] Add single digit numbers to 10 and related subtraction facts	[8] Add a 2-digit number and tens	[8] Subtract hundreds from a three-digit number		
[9] Add single digit numbers to 11-19	[9] Subtract tens from a 2-digit number	[9] Add numbers with up to three digits		
[10] Subtract single digit numbers from 11-19	[10] Add 2 two-digit numbers	[10] Subtract numbers with up to three digits		
[11] Number bonds for 20	[11] Subtract a 2-digit number from a 2-digit number	[11] 4 and 8 × tables		
[12] Number bonds for 20 and related facts	[12] 10 × table	[12] 3 × table		
[13] Problem solving	[13] Division facts linked to 10 × table	[13] Dividing by 4 and 8		
	[14] 5 × table	[14] Dividing by 3		
	[15] Division facts linked to 5 × table			
	[16] 2 × table			
	[17] Division facts linked to 2 × table			

Block 1											
1	2	3	4	5	6	7	8	9	10	11	12
Y1 Transition unit		Place value (U1)			Calculation (U1)			Calculation (U2)			Geometry			Money (U1)

Block 2											
1	2	3	4	5	6	7	8	9	10	11	12
Y1 Place value (U2)		Calculation (U3)		Calculation (U4)				Statistics		Calculation (U5)			Money (U2)

Block 3											
1	2	3	4	5	6	7	8	9	10	11	12
Y1 Place value (U3)		Calculation (U6) × *and* ÷		Fractions (U1)	Length, height	Mass and volume	Time	Patterns and relationships		Problem solving	School to determine focus for each class	

The yearly overview is a broad guide to suggested coverage over the course of the academic year.

There are 39 school weeks, one week taken for INSET, leaving 38. Two of the 38 are generally taken up with trips, sports days, concerts and so on, leaving 36. The three 'blocks' are each 12 weeks long. Clearly the 12 weeks don't map directly to terms, they are not intended to. Where the table header has been highlighted in blue, this indicates that planning will be provided by *Effective Maths*. Please see the publication dates (on website) for details of when resources will be online.

Remembering content and making connections - Education Inspection Framework

In the block overviews that follow, the intention is to provide extremely clear signposting to the quizzes designed to support children in **remembering the key content they have been taught**. And, through the RTP[1] focuses, **integrate knowledge into larger concepts**. Teachers and leaders need to use assessment well, for example to help children embed and use knowledge fluently or to check understanding and inform teaching. But they also need to do this in a way that **does not create unnecessary burdens for staff or children**. The quizzes are ideal for this purpose. (These points - remembering key content, integrating knowledge and not creating burdens - are directly linked to bullet points 3 and 4 in the 'implementation' section of the current Education Inspection Framework.)

The RTP quiz focuses are linked to what the DfE describe as 'the most important knowledge and understanding within each year group'. These criteria very often require children to have command of a wider domain of knowledge than the mathsquiz.net quizzes do. The quizzes on mathsquiz.net **deliberately** take smaller steps. The aim of **both** is to provide teachers and leaders with several ways of supporting children's ongoing progress. For example, through sharing links for mathsquiz.net quizzes with parents/carers (so children continue to practise a core skill such as knowing the 8 × table) and then following up a child's work at home with a quiz session in school to ascertain progress. The RTP quiz focuses are designed to be mini-assessments carried out in school. Taken together, the quizzes and the paper-based end of unit assessments, provide schools with a range of simple strategies to assess the planned/intended curriculum, as opposed to using generic assessments not linked to the curriculum. In particular, the quizzes have the added advantage of being self-marking, easy to repeat and can be shared with parents/carers to support children' learning at home.

Notes

Some RTP focuses are not best assessed by electronic means.

For Y1 this is 1NPV-2 (counting in ones), but skip counting is assessed in 1NF-2.

Also 1G-2 (compose 2D and 3D shapes from smaller shapes to match an example).

[1] RTP Ready to Progress

	Block 1	Block 2	Block 3
Number of quizzes	14	10	10
Number of RTP quizzes	2	0	3

Block 1

	1	2	3	4	5	6	7	8	9	10	11	12
Y1	Transition unit	Place value (U1)			Calculation (U1)			Calculation (U2)			Geometry		Money (U1)

Transition unit	Place value (U1)	Calculation (U1)	Calculation (U2)	Geometry	Money (U1)
[1] Counting to ten [2] Counting to 20 [3] Ordering numbers from 0-20 [4] One more for numbers from 0-20 [5] One more or less for numbers from 0-20 [6] Number bonds for 3 and 4 [7] Subtracting from 3 and 4	[1] Reading and writing numbers [a] [2] Reading and writing numbers [b] [3] Reading and writing numbers [c] [4] Counting forwards in twos [a] [5] Counting forwards in twos [b] [6] Counting backwards in twos ☼MQ [7] Identifying and representing numbers ☼MQ [8] Comparing and ordering numbers	[1] Number bonds for 5 ☼MQ [2] Number bonds for 6 ☼MQ [3] Number bonds for 7 ☼MQ [4] Solving problems involving number bonds from 5 - 7 [5] Expressing the same addition sentence in different ways [6] Number bonds for 8 ☼MQ [7] Number bonds for 9 ☼MQ [8] Number bonds for 10 ☼MQ [9] Solving problems involving number bonds to 10	There are 5 RTP quizzes linked to this unit, so 3 weeks is allocated. [1] Subtracting from 5 [2] Subtracting from 6 [3] Subtracting from 7 ☼MQ [4] Subtracting from 8 [5] Subtracting from 9 [6] Subtracting from 10 ☼MQ [7] Solving problems with numbers to 10 [8] Number bonds for 4 and 5 and related facts (revision) [9] Number bonds for 6 and 7 and related facts (revision) [10] Number bonds for 8 and 9 and related facts (revision) [11] Number bonds for 10 and related facts (revision) ☼ **RTP 1NF–1**← *There are 3 RTP quizzes on number bonds to 10 and related facts. It may be worth assessing children at this point – and returning to these assessments again as the year moves on.* ☼ **RTP 1AS–2**← *There are 2 RTP quizzes lined to 1AS-2.*	[1] Identifying 3-D shapes [2] Identifying 2-D shapes ☼MQ [3] Creating 2-D shapes (cutting out and drawing) [4] Shapes around us and patterns with 2-D shapes [5] Patterns with 2-D and 3-D shapes [6] Compose 2-D and 3-D shapes from smaller shapes [7] Compose 2-D and 3-D shapes from smaller shapes [8] Positions (Eg: front, behind, top, bottom, above, below etc) [9] Movements (Eg: forward, backward, up, down, inside, outside) [10] Turns (Eg: whole turn, half turn)	[1] Recognising coins [2] Recognising coins ☼MQ [3] The value of coins to 10p [4] The value of coins to £2 ☼MQ [5] Solving problems (addition) [6] Solving problems (subtraction) ☼MQ

☼indicates a quiz linked to the content of the lesson/s.
☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

	Block 2											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Y1	Place value (U2)	Calculation (U3)		Calculation (U4)			Statistics		Calculation (U5)		Money (U2)	

Place value (U2)	Calculation (U3)	Calculation (U4)	Statistics	Calculation (U5)	Money (U2)
[1] Reading/writing numbers written in numerals and words [2] Counting to and from fifty in steps of one and two [3] Reading/writing numbers to 70 [4] Counting to and from seventy in steps of one and two [5] Counting to and from seventy in steps of ten and five [6] Identifying and representing numbers [7] Ordering and comparing numbers to 70 ☼MQ	[1] Number bonds for ten (revision) [2] Identifying missing numbers [3] Finding the difference [4] Adding to numbers to ten and related subtraction facts (11-15) ☼MQ [5] Adding to numbers to ten and related subtraction facts (11-20) ☼MQ [6] Problem solving linked to adding 1-digit numbers to ten (and related subtraction facts) [7] Problem solving linked to adding 1-digit numbers to ten (and related subtraction facts)	[1] Making 11 in different ways [2] Subtracting from 11 [3] Solving problems (involving addition facts for 11 and related subtraction facts) [4] Making 12 in different ways [5] Subtracting from 12 [6] Solving problems (involving facts for 12 and related subtraction facts) [7] Making 13 in different ways [8] Subtracting from 13 [9] Making 14 in different ways [10] Subtracting from 14 [11] Making 15 in different ways [12] Subtracting from 15 ☼MQ Making 11-15 in different ways and related facts	[1] Sorting shapes [2] Sorting shapes [3] Subsets [4] Combining sets [5] Intersections [6] Block graphs [7] Block graphs [8] Block graphs and bar charts ☼MQ Sorting diagrams	[1] Making 11-15 (revision) [2] Subtracting from 11-15 (revision) [3] Adding single digit numbers to make 16–18 [4] Subtracting from 16-18 [5] Adding single digit numbers to 11-19 ☼MQ [6] Subtracting single digit numbers from 11 to 19 ☼MQ [7] Number bonds for 20 ☼MQ [8] Number bonds for 20 and related facts ☼MQ [9] Number bonds for 20 and related facts (including number bonds with 3 addends) [10] Solving problems - number bonds for 20 (a) [11] Solving problems (b)	[1] Coin recognition (revision) [2] Comparing and ordering coins [3] Adding amounts of money [4] Subtracting amounts of money (a) [5] Subtracting amounts of money (b) ☼MQ [6] Recognising notes

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

Block 3									10	11	12
1	2	3	4	5	6	7	8	9			

Y1	Place value (U3)		Calculation (U6) × and ÷	Fractions	Length, height	Mass and volume	Time	Patterns and relationships	School to determine focus
	[1] Skip counting and representing numbers (revision) [2] Reading and writing numbers (numerals to 80) ☼MQ [3] Reading and writing numbers (numerals to 100; words to 20) ☼MQ [4] Counting to 100 in steps of 2 [5] Counting in steps of 2, 5 and 10 ☼ **RTP 1NF–2←** [6] Identifying and representing numbers [7] Partitioning 80, 90 and 100	[1] Identifying groups [2] Equal groups [3] Repeated addition [4] Making equal rows (arrays) [5] Doubles ☼MQ [6] Multiplication stories ☼MQ [7] Equal groups (division) [8] Equal sharing	[1] Halves [2] Finding half ☼MQ [3] Quarters [4] Finding quarters ☼MQ	[1] Developing vocabulary for length and height [2] Measuring with arbitrary units [3] Measuring with non-standard units [4] Measuring with centimetres ☼MQ ☼ **RTP 1NPV–2←**	[1] Mass (vocabulary and comparing masses) [2] Mass (measuring with a balance) ☼MQ [3] Comparing the amounts that different containers can hold [4] Measuring capacity [5] Describing volume using fractions	[1] Tell the time to one hour (a) [2] Tell the time to one hour (b) ☼MQ [3] Tell the time to half past the hour ☼MQ [4] Language of time and sequencing	[1] Odd and even numbers [2] Finding the odd one out (a) [3] Finding the odd one out (b) [4] The three little pigs (multiplication) [5] Adding and subtracting combinations of odd and even numbers ☼ **RTP 1AS-1**	If time exists, it is suggested it is used to revisit the Ready to Progress focuses.

☼ indicates a quiz linked to the content of the lesson/s.
☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

Block 1											
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Y2 Place value (U1)			Addition and subtraction (U1)			Multiplication and division (U1)		Time		Fractions (U1)		Geometry	

Note: row structure — Y2 | Place value (U1) spans 1-3 | Addition and subtraction (U1) spans 4-5 | Multiplication and division (U1) spans 6-7 | Time spans 8 | Fractions (U1) spans 9-10 | Geometry spans 11-12

Block 2											
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Y2	Money (U1)		Place value (U2)		Addition and subtraction (U2)			Multiplication and division (U2)		Fractions (U2)	Statistics		Place value (U3)

Block 3											
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Y2	Calculation			Money (U2)	Length	Mass and volume	Patterns and relationships	School to determine focus				

The yearly overview is a broad guide to suggested coverage over the course of the academic year.

There are 39 school weeks, one week taken for INSET, leaving 38. Two of the 38 are generally taken up with trips, sports days, concerts and so on, leaving 36. The three 'blocks' are each 12 weeks long. Clearly the 12 weeks don't map directly to terms, they are not intended to. Where the table header has been highlighted in blue, this indicates that planning will be provided by *Effective Maths*. Please see the publication dates (on website) for details of when resources will be online.

Remembering content and making connections - Education Inspection Framework

In the block overviews that follow, the intention is to provide extremely clear signposting to the quizzes designed to support children in **remembering the key content they have been taught**. And, through the RTP[1] focuses, **integrate knowledge into larger concepts**. Teachers and leaders need to use assessment well, for example to help children embed and use knowledge fluently or to check understanding and inform teaching. But they also need to do this in a way that **does not create unnecessary burdens for staff or children**. The quizzes are ideal for this purpose. (These points - remembering key content, integrating knowledge and not creating burdens - are directly linked to bullet points 3 and 4 in the 'implementation' section of the current Education Inspection Framework.)

The RTP quiz focuses are linked to what the DfE describe as 'the most important knowledge and understanding within each year group'. These criteria very often require children to have command of a wider domain of knowledge than the mathsquiz.net quizzes do. The quizzes on mathsquiz.net **deliberately** take smaller steps. The aim of **both** is to provide teachers and leaders with several ways of supporting children's ongoing progress. For example, through sharing links for mathsquiz.net quizzes with parents/carers (so children continue to practise a core skill such as knowing the 8 × table) and then following up a child's work at home with a quiz session in school to ascertain progress. The RTP quiz focuses are designed to be mini-assessments carried out in school. Taken together, the quizzes and the paper-based end of unit assessments, provide schools with a range of simple strategies to assess the planned/intended curriculum, as opposed to using generic assessments not linked to the curriculum. In particular, the quizzes have the added advantage of being self-marking, easy to repeat and can be shared with parents/carers to support children' learning at home.

Notes

Some RTP focuses are not best assessed by electronic means.

For Y2 this is 2AS–2 (recognise subtraction structure of 'difference' – a theme that runs through many lessons.)

And also the 3-D parts of 2G–1 (Describe and compare 2D and 3D shapes) although there is a quiz focusing on 2-D shapes.

[1] RTP Ready to Progress

	Block 1	Block 2	Block 3
Number of quizzes	17	8	6
Number of RTP quizzes	3	7	2

Block 1					
1 2	3 4	5 6 7	8	9 10	11 12
Y2 Place value (U1)	Addition and subtraction (U1)	Multiplication and division (U1)	Time	Fractions (U1)	Geometry

Place value (U1)	Addition and subtraction (U1)	Multiplication and division (U1)	Time	Fractions (U1)	Geometry
[1] Reading and writing numbers to 100 in numerals [2] Reading and writing numbers to 100 in words [3] Partitioning [4] Trading games [a] [5] Trading games [b] [6] Identifying and representing numbers ☼MQ [7] Comparing and ordering numbers ☼MQ	☼ **RTP 2NF–1←**[1] [1] Number bonds for 20 ☼MQ [2] Problem solving involving number bonds for 20 [3] Add a two-digit number and ones (no exchanging) [a] [4] Add a two-digit number and ones (no exchanging) [b] [5] Add multiples of ten ☼MQ [6] Using 'friendly number pairs' to add [7] Subtract a two-digit no and ones (no exchanging) [8] Subtract multiples of ten [9] Subtract ones from a multiple of ten [10] Add single digit numbers (making the next ten) ☼MQ [11] Subtract a single digit number from 11-18 (making the previous ten) ☼MQ [12] Solving problems	[1] Groups and equal groups [2] 5 × table ☼MQ [3] 10 × table ☼MQ [4] 2 × table ☼MQ [5] Division: sharing by 2 [6] Division: making groups of 2 ☼MQ [7] Odd and even numbers [8] Dividing by 5 ☼MQ [9] Dividing by 10 ☼MQ Children may be ready for ☼ **RTP 2MD–1←** ☼ **RTP 2MD–2←** (or do these after U2)	[1] O'clock and half past (revision) [2] Quarter past [3] Quarter past and quarter to ☼MQ [4] Different ways of saying the time: quarter past 3 = 3:15 ☼MQ [5] 5 minutes past and different ways of saying times ☼MQ [6] Minutes, hours and days [7] Finding durations of events	[1] Understanding fractions as equal parts [2] Halves and quarters [3] Thirds [4] Naming fractions ☼MQ [5] Comparing and ordering fractions [a] [6] Comparing and ordering fractions [b] [7] Finding half ☼MQ	[1] 2-D shapes ☼MQ [2] Drawing 2-D shapes [3] Symmetry [a] [4] Symmetry [b] [5] Moving shapes [6] Turning shapes [7] 3-D shapes [8] 3-D shapes [9] Revision of unit (You may want to save this for before KS1 SATS.)

[1] RTP 2NF-1 focuses on number bonds and related facts, key skills for future success in Y2. Start + and – U1 reviewing these skills: the lessons are in the Y2 bridging unit.

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org | ☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

Block 2											
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Y2 Money (U1)		Place value (U2)		Addition and subtraction (U2)		Multiplication and division (U2)		Fractions (U2)	Statistics		Place value (U3)

Money (U1)	Place value (U2)	Addition and subtraction (U2)	Multiplication and division (U2)	Fractions (U2)	Statistics	Place value (U3)
[1] Recognise coins and notes; use symbols for pounds and pence [2] Addition of pence to 20p [3] Counting money and comparing amounts of money [4] Finding the total amount [5] Find the total amount (by making the next £10) [6] Equivalence [7] Change [8] Solving problems ☼MQ Y2 quiz covers: Equivalence, money problems, addition and subtraction	[1] Reading and writing numbers to 150 [2] Counting in tens [3] Counting in fives [4] Counting forwards in threes [5] Counting backwards in threes ☼MQ [6] Identifying and representing numbers [7] Ordering and comparing numbers ☼MQ	[1] 2-digit number + 1-digit number (making the next ten) ☼ **RTP 2AS–1←** [2] 2-digit number + 1-digit number (expanded column) [3] 2-digit number + 1-digit number (compact column method) [4] 2-digit number - 1-digit number (making previous ten) ☼ **RTP 2AS–1←** [5] 2-digit number - 1-digit number(compact column method) [6] Adding two 2-digit numbers (partitioning) [7] Adding two 2-digit numbers (expanded column method) [8] Adding two 2-digit numbers (compact column method) [9] Subtracting a 2-digit number from a multiple of ten (partitioning the subtrahend) ☼ **RTP 2AS–3** [10] Subtracting a 2-digit number from a 2-digit number (partitioning the subtrahend) [11] Subtracting a 2-digit number from a 2-digit number (compact column method)	[1] 10 × table and related facts [2] Multiplication and division problems linked to 10 × table [3] 5 × table and associated problems [4] Dividing by 5 and associated problems [5] 2 × table (and understanding commutative relationships using the multiplication grid) [6] Dividing by 2 and associated problems [7] Multiplication problems ☼MQ ☼ **RTP 2MD–1←** ☼ **RTP 2MD–2←** **(If not done in U1)**	[1] Finding half (revision) [2] Finding one quarter [3] Finding quarters [4] Finding one third ☼MQ Finding halves and quarters	[1] Sorting data [2] Sorting data [3] Sorting data [4] Sorting data (Venn diagrams) [5] Sorting data (Venn diagrams) ☼MQ [6] Pictograms [7] Bar charts [8] Interpreting bar charts [9] In the pet shop (Interpreting representations of data: tables, tally charts, bar charts and pictograms)	[1] Identifying and representing numbers [2] Reading and writing numbers (to 200 in numerals and words) ☼MQ [3] Counting ☼MQ [4] Ordering and comparing numbers [5] Identifying and representing numbers ☼ **RTP 2NPV–2←** [6] Partitioning ☼ **RTP 2NPV–1←**

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

	Block 3						School to determine focus					
	1	2	3	4	5	6	7	8	9	10	11	12
Y2	Calculation			Money (U2)	Length	Mass and volume	Patterns and relationships	School to determine focus				

Calculation	Money (U2)	Length	Mass and volume	Patterns and relationships	School to determine focus
[1] Adding two 2-digit numbers using partitioning (revision) ☼**RTP 2AS–4←** [2] Adding two 2-digit numbers using column methods (revision) [3] Subtracting a 2-digit number from a 2-digit number by partitioning the subtrahend (revision) ☼**RTP 2AS–4←** [4] Subtracting a 2-digit number from a 2-digit number using the column method (revision) [5] Equivalent calculations [6] Subtraction word problems ☼MQ [7] Subtraction empty box problems [8] Balanced equations ☼MQ [9] Doubling and halving [10] Doubling and halving [11] Multiplication and division problems	[1] Adding amounts of money (coins) [2] Adding amounts of money (notes) [3] Subtracting amounts of money [4] Multiplying amounts of money [5] Dividing amounts of money ☼MQ Adding and subtracting amounts of money	[1] Measuring using centimetres and making estimates [2] Measuring using metres and making estimates [3] Comparing and measuring in centimetres ☼MQ [4] Comparing lengths in metres	[1] Measuring in kilograms [2] Measuring in grams ☼MQ [3] Comparing volume (revision of Year 1) [4] Measuring in litres and millilitres [5] Solving problems	[1] Growing patterns [2] Finding the odd one out ☼MQ [3] Presents for Buster [4] Sequences [5] Hopscotch	If time exists, it is suggested it is used to revisit the Ready to Progress focuses.

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

Block 1

	1	2	3	4	5	6	7	8	9	10	11	12
Y3	Place value (U1)			Addition and subtraction (U1)		Multiplication and division (U1)		Time		Fractions (U1)	Multiplication /division (U2)	Geometry

NB: It is strongly suggested that Year 3 start the year with the bridging unit. This secures key skills from Year 2. The 'school to decide focus' at the end of Block 3 will allow time for all Year 3 content to be covered.

Block 2

	1	2	3	4	5	6	7	8	9	10	11	12
Y3	Geometry	Money (U1)		Place value (U2)		Addition and subtraction (U2)		Multiplication and division (U3)		Fractions (U2)		Statistics

Block 3

	1	2	3	4	5	6	7	8	9	10	11	12
Y3	Place value (U3)		Calculation		Money (U2)	Length	Mass and volume	Patterns and relationships	School to determine focus			

The yearly overview is a broad guide to suggested coverage over the course of the academic year.

There are 39 school weeks, one week taken for INSET, leaving 38. Two of the 38 are generally taken up with trips, sports days, concerts and so on, leaving 36. The three 'blocks' are each 12 weeks long. Clearly the 12 weeks don't map directly to terms, they are not intended to. Where the table header has been highlighted in blue, this indicates that planning will be provided by *Effective Maths*. Please see the publication dates (on website) for details of when resources will be online.

Remembering content and making connections - Education Inspection Framework

In the block overviews that follow, the intention is to provide extremely clear signposting to the quizzes designed to support children in **remembering the key content they have been taught**. And, through the RTP[1] focuses, **integrate knowledge into larger concepts**. Teachers and leaders need to use assessment well, for example to help children embed and use knowledge fluently or to check understanding and inform teaching. But they also need to do this in a way that **does not create unnecessary burdens for staff or children**. The quizzes are ideal for this purpose. (These points - remembering key content, integrating knowledge and not creating burdens - are directly linked to bullet points 3 and 4 in the 'implementation' section of the current Education Inspection Framework.)

The RTP quiz focuses are linked to what the DfE describe as 'the most important knowledge and understanding within each year group'. These criteria very often require children to have command of a wider domain of knowledge than the mathsquiz.net quizzes do. The quizzes on mathsquiz.net **deliberately** take smaller steps. The aim of **both** is to provide teachers and leaders with several ways of supporting children's ongoing progress. For example, through sharing links for mathsquiz.net quizzes with parents/carers (so children continue to practise a core skill such as knowing the 8 × table) and then following up a child's work at home with a quiz session in school to ascertain progress. The RTP quiz focuses are designed to be mini-assessments carried out in school. Taken together, the quizzes and the paper-based end of unit assessments, provide schools with a range of simple strategies to assess the planned/intended curriculum, as opposed to using generic assessments not linked to the curriculum. In particular, the quizzes have the added advantage of being self-marking, easy to repeat and can be shared with parents/carers to support children' learning at home.

Notes

The lesson and quiz in red are being written for 2022/23 and will be online a few weeks before they are first required. Some RTP focuses are not best assessed by electronic means. For Y3 this is 3G-2 (draw polygons).

	Block 1	Block 2	Block 3
Number of quizzes	15	8	8
Number of RTP quizzes	6	5	4

[1] RTP Ready to Progress

	Block 1											
	1	2	3	4	5	6	7	8	9	10	11	12
Y3	Place value (U1)		Addition and subtraction (U1)		Multiplication and division (U1)		Time		Fractions (U1)		Multiplication /division (U2)	Geometry

Place value (U1):

[1] Reading and writing numbers to 300 in numerals

[2] Reading and writing numbers to 400 in numerals

[3] Reading and writing numbers in words

[4] Counting forwards in fours to 100

[5] Identifying and representing numbers ☼MQ

[6] Ten more and ten less

[7] Comparing and ordering numbers

[8] Equivalence of 10 tens and 1 hundred ☼RTP 3NPV-1

Addition and subtraction (U1):

☼RTP 3NF–1←[1]

[1] + facts for 100 using multiples of 5 and 10 ☼MQ

[2] + and - facts for 100 using multiples of 5 and 10 ☼MQ

[3] Add a 3-digit number and ones

[4] Subtracting ones from a three-digit number (exchanging)

[5] Add a 3-digit number and tens; subtract tens from a 3-digit number

[6] Adding multiples of ten (making the next hundred)

[7] Subtracting multiples of ten (bridging hundreds: making the previous hundred) ☼MQ

[8] Add numbers with up to 3-digits (no exchanging)

[9] Add numbers with up to 3-digits (exchanging)

[10] Subtract numbers with up to 3 digits (no exchanging)

[11] Subtract numbers with up to 3-digits (exchanging)

Multiplication and division (U1):

[1] 5 × table (revision)

[2] 4 × table ☼MQ

[3] 8 × table ☼MQ

[4] 3 × table ☼MQ

[5] Solving problems involving 3, 4 and 8 × tables

[6] Dividing by 4 ☼MQ

[7] Dividing by 8 ☼MQ

[8] Dividing by 3 ☼MQ

☼RTP 3NF–2
2 RTP quizzes: 1 focuses on × facts and the other on ÷ facts

Time:

[1] Telling the time to the nearest 5 minutes

[2] Telling time to nearest 1 minute ☼MQ

[3] Different ways of expressing time 1:30pm; 1:30 in the afternoon; minutes past/minutes to

[4] 24-hour clocks ☼MQ

[5] Number of seconds in a minute

[6] The number of days in each month, year and leap year

[7] Finding and comparing durations of events

Fractions (U1):

[1] Recognising fractions: fifths, sixths and sevenths

[2] Recognising fractions: fifths, sixths, sevenths, eighths and ninths

[3] Recognising fractions: fifths, sixths, sevenths, eighths, ninths and tenths ☼MQ

☼RTP 3F–1←

[4] Counting in tenths

[5] Finding halves

[6] Finding quarters

[7] Finding fractions of quantities ☼ RTP 3F–2←

[8] Comparing and ordering fractions [a]

[9] Comparing and ordering fractions [b] ☼MQ

☼ RTP 3F–3

[10] Equivalent fractions

Multiplication/division (U2):

[1] Multiplying by teen numbers

[2] Multiplying multiples of ten by 1-digit numbers ☼MQ

[3] Multiplying 2-digit numbers by 4

[4] Multiplying 2-digit numbers by 8

Geometry:

[1] Angles *Understanding angles as the amount of turn*

[2] Angles *Identifying angles*

[3] Angles *Number of angles, number of sides; drawing and reflecting shapes and counting sides and angles*

[4] Right angles ☼MQ

[5] Turns

---

[1] RTP 3NF-1 focuses on making the next/previous ten, key skills for future success in KS2. Start + and – U1 reviewing these skills: the lessons are in the Y3 bridging unit.

☼indicates a quiz linked to the content of the lesson/s.
☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

	Block 2											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Y3	Geometry	Money (U1)	Place value (U2)		Addition and subtraction (U2)		Multiplication and division (U3)			Fractions (U2)	Statistics	

Geometry	Money (U1)	Place value (U2)	Addition and subtraction (U2)	Multiplication and division (U3)	Fractions (U2)	Statistics
[6] Perpendicular lines [7] Parallel lines ☼MQ [8] 2-D shapes [9] 3-D shapes	[1] Identifying amounts of money [2] Making £1 [3] Making £2 and £5 [4] Equivalence [5] Adding amounts of money [6] Converting amounts of money [7] Adding amounts of money (bridging £1) ☼MQ Y3 quiz covers: Identifying amounts of money, equivalence, addition	[1] Reading and writing numbers to 700 [2] Counting forwards in fours to 400 [3] Counting backwards in fours from numbers up to 400 ☼MQ [4] Counting to 700 in steps of 10, 50 and 100 [5] Reading scales with 2, 4, 5 or 10 intervals ☼**RTP 3NPV–4** [6] Comparing numbers to 700 [7] Three-digit numbers in the linear number system ☼ **3NPV–3** [8] Solving problems ☼MQ	[1] Number facts for 100 and related facts ☼**RTP 3AS–1←** [2] Estimation [3] Column method for addition [a] [4] Column method for addition [b] ☼**RTP 3AS–2←** *Quiz focuses on addition* [5] Missing digits in column method for addition [6] Column method for subtraction [a] [7] Column method for subtraction [b] ☼**RTP 3AS–2←** *Quiz focuses on subtraction*	[1] 4 × table (and understanding commutative relationships using the multiplication grid) [2] 8 × table and associated problems [3] 3 × table and associated problems [4] Multiplying teen numbers and multiplying multiples of ten [5] Multiplying 2-digit numbers by 3 [6] Division facts linked to the 4 and 8 × tables ☼MQ [7] Division facts linked to the 3 × table ☼MQ [8] Dividing multiples of ten [9] Dividing by partitioning (÷ by 4 and 8) [10] Dividing by partitioning (÷ by 3) ☼MQ	[1] Adding fractions with the same denominator [2] Subtracting fractions with the same denominator [3] Addition and subtraction of fractions as inverse operations [4] Subtracting from one whole ☼ **RTP 3F–4**	[1] Sorting diagrams [2] Carroll diagrams [3] Venn diagrams ☼MQ [4] Sorting diagrams (making connections between Venn diagrams, Carroll diagrams and tables) [5] Sorting diagrams (tables, Carroll diagrams and Venn diagrams) [6] Pictograms [7] Bar charts [8] Interpreting bar charts

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

	Block 3											
	1	2	3	4	5	6	7	8	9	10	11	12
Y3	Place value (U3)	Calculation			Money (U2)	Length	Mass and volume	Patterns and relationships		School to determine focus		

Place value (U3)	Calculation	Money (U2)	Length	Mass and volume	Patterns and relationships	School to determine focus
[1] Reading and writing numbers (to 1,000 in numerals and words) ☼MQ [2] Counting in multiples of 3, 4, 8, 50 and 100 ☼MQ [3] Comparing and ordering numbers [4] Identifying and representing numbers [5] Partitioning in different ways [a] [6] Partitioning in different ways [b] [7] Partitioning in different ways [c] ☼**RTP 3NPV–2**← [8] Number grids	[1] Scaling number facts by 10 (addition) [2] Scaling number facts by 10 (subtraction) ☼ **RTP 3NF–3**← [3] Different methods for addition [4] Different methods for subtraction [5] Addition and subtraction problems ☼MQ [6] Manipulate the additive relationship ☼ **RTP 3AS–3** [7] Multiplication facts and multiplying 'teen' numbers (revision) [8] Column methods for multiplication [9] Multiplication problems [10] Division – revision [11] Short division [a] [12] Short division [b] [11] Multiplication and division problems ☼MQ ☼**RTP 3MD–1**←	[1] Revision of unit 1 [2] Subtracting amounts of money (a) [3] Subtracting amounts of money (b) [4] Subtracting amounts of money (c) [5] Solving problems about money ☼MQ Subtracting amounts of money	[1] Estimating and measuring in m and cm [2] Converting lengths in m and cm to cm [3] Measuring in cm and mm [4] Comparing lengths written in different units ☼MQ [5] Perimeter [a] [6] Perimeter [b]	[1] Reading masses in grams [2] Reading masses in kilograms and grams ☼MQ [3] Volume and capacity - revision [4] Measuring in litres and millilitres [5] Solving problems about volume	[1] Shrinking patterns ☼MQ [2] Addition patterns on the number grid (a) [3] Addition patterns on the number grid (b) [4] Addition patterns on the number grid (c) [5] Subtraction patterns on the number grid (a) [6] Subtraction patterns on the number grid (b)	If time exists, it is suggested it is used to revisit the Ready to Progress focuses.

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

	Block 1											
	1	2	3	4	5	6	7	8	9	10	11	12
Y4	Place value (U1)		Addition and subtraction (U1)		Multiplication and division (U1)		Time	Fractions (U1)		Multiplication and division (U2)	Geometry		

	Block 2											
	1	2	3	4	5	6	7	8	9	10	11	12
Y4	Money and decimals (U1)			Place value (U2)		Addition and subtraction (U2)		Multiplication and division (U2)		Fractions (U2)		Statistics

	Block 3											
	1	2	3	4	5	6	7	8	9	10	11	12
Y4	Place value (U3)		Calculation			Money and decimals (U2)		Length	Mass and volume	Patterns and relationships	School to determine focus		

The yearly overview is a broad guide to suggested coverage over the course of the academic year.

There are 39 school weeks, one week taken for INSET, leaving 38. Two of the 38 are generally taken up with trips, sports days, concerts and so on, leaving 36. The three 'blocks' are each 12 weeks long. Clearly the 12 weeks don't map directly to terms, they are not intended to. Where the table header has been highlighted in blue, this indicates that planning will be provided by *Effective Maths*. Please see the publication dates (on website) for details of when resources will be online.

Remembering content and making connections - Education Inspection Framework

In the block overviews that follow, the intention is to provide extremely clear signposting to the quizzes designed to support children in **remembering the key content they have been taught**. And, through the RTP[1] focuses, **integrate knowledge into larger concepts**. Teachers and leaders need to use assessment well, for example to help children embed and use knowledge fluently or to check understanding and inform teaching. But they also need to do this in a way that **does not create unnecessary burdens for staff or children**. The quizzes are ideal for this purpose. (These points - remembering key content, integrating knowledge and not creating burdens - are directly linked to bullet points 3 and 4 in the 'implementation' section of the current Education Inspection Framework.)

The RTP quiz focuses are linked to what the DfE describe as 'the most important knowledge and understanding within each year group'. These criteria very often require children to have command of a wider domain of knowledge than the mathsquiz.net quizzes do. The quizzes on mathsquiz.net **deliberately** take smaller steps. The aim of **both** is to provide teachers and leaders with several ways of supporting children's ongoing progress. For example, through sharing links for mathsquiz.net quizzes with parents/carers (so children continue to practise a core skill such as knowing the 8 × table) and then following up a child's work at home with a quiz session in school to ascertain progress. The RTP quiz focuses are designed to be mini-assessments carried out in school. Taken together, the quizzes and the paper-based end of unit assessments, provide schools with a range of simple strategies to assess the planned/intended curriculum, as opposed to using generic assessments not linked to the curriculum. In particular, the quizzes have the added advantage of being self-marking, easy to repeat and can be shared with parents/carers to support children' learning at home.

Notes

The quizzes in red are being written for 2022/23 and will be online a few weeks before they are first required. Some RTP focuses are not best assessed by electronic means.

For Y4 these are 4G–1 (translations) and parts of 4G-2 (regular/irregular polygons) but perimeter is assessed in the area/perimeter quiz in the length unit.

[1] RTP Ready to Progress

	Block 1	Block 2	Block 3
Number of quizzes	15	8	13
Number of RTP quizzes	4	5	3

	Block 1											
	1	2	3	4	5	6	7	8	9	10	11	12
Y4	Place value (U1)		Addition and subtraction (U1)		Multiplication and division (U1)		Time	Fractions (U1)		Multiplication and division (U2)		Geometry	

Place value (U1)	Addition and subtraction (U1)	Multiplication and division (U1)	Time	Fractions (U1)	Multiplication and division (U2)	Geometry
[1] Reading and writing numbers to 4,000 in numerals [2] Reading and writing numbers to 4,000 in words [3] Counting forwards in steps of six to 198 [4] Counting forwards in steps of six past 198 [5] Counting forwards and backwards in steps of six [6] Identifying and representing numbers ☼MQ [7] Comparing and ordering numbers [8] Rounding numbers [a] [9] Rounding numbers [b] [10] Equivalence of 10 hundreds and 1 thousand ☼**RTP 4NPV-1**←	[1] + facts for 100 and associated problem solving ☼MQ [2] + and - facts for 100 and associated problem solving [3] Using 'friendly number pairs' [4] Scaling addition facts by 100 [5] Scaling subtraction facts by 100 ☼**RTP 4NF-3** [6] Mental calculation Next/previous ten; near doubles ☼MQ [7] Mental calculation Left to right addition; number line ☼MQ [8] Estimation [9] Column addition: numbers with up to 4 digits (exchanging ones) [10] Column addition: numbers with up to 4 digits (exchanging, ones, tens and hundreds) [11] Column subtraction: numbers with 3-digits (exchanging ones) [12] Column subtraction: numbers with 3-digits (exchanging ones and tens)	[1] 8 × table (revision) [2] Reasoning about multiplication [3] 6 × table ☼MQ [4] 9 × table ☼MQ [5] 7 × table ☼MQ [6] Dividing by 6 ☼MQ [7] Dividing by 9 ☼MQ [8] Dividing by 7 ☼MQ ☼**RTP 4NF–1**← *3 RTP quizzes covering Y3 and Y4 × and ÷ facts*	[1] Convert time between analogue and digital 12- and 24-hour clocks ☼MQ [2] Convert between minutes and seconds ☼MQ [3] Convert between hours and minutes ☼MQ [4] Changing years to months and weeks to days	[1] Finding fractions of quantities [2] Counting in fractional steps [3] Mixed numbers in the linear number system ☼**RTP 4F-1**← [4] Comparing and ordering fractions [5] Equivalent fractions [a] [6] Equivalent fractions [b] ☼MQ [7] Mixed number equivalents [8] Improper fraction equivalents ☼MQ Quiz linked to [6] - [7]: Mixed numbers and improper fractions	[1] 6 × table (revision) [2] Multiplying multiples of ten by 1-digit numbers ☼MQ [3] Column method for multiplying 2-digit nos by a 1-digit no (expanded and compact - revision) [4] Multiplying 3 digit numbers (expanded method) [5] Short division [a] [6] Short division [b] [7] Division with remainders ☼**RTP 4NF–2**	[1] Angles [2] Ordering and comparing angles [3] Triangles and quadrilaterals [4] Symmetry [5] Symmetry [6] Symmetry ☼MQ [7] Coordinates [8] Coordinates [9] Coordinates and translations

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a bac7ward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

Year 4 mathematics curriculum

Block 2					
1 2 3	4 5 6	7 8	9 10	11 12	

Y4	Money and decimals (U1)	Place value (U2)	Addition and subtraction (U2)	Multiplication and division (U3)	Fractions (U2)	Statistics
	[1] Decimal equivalents of tenths to one	[1] What do we know about 3,102? *Revision of unit 1*	[1] Mental strategies for addition and subtraction	[1] Understanding multiplication (multiplication facts, commutative and distributive property) ☼MQ	[1] Comparing fractions, equivalent fractions, mixed number/improper equivalents (revision)	[1] Sorting diagrams (decision tree diagrams)
	[2] Identifying representations of tenths	[2] Reading and writing numbers to 7,000	[2] Making the next thousand ☼MQ	[2] Multiplication facts (investigating repeating pattern in ones digits)	[2] Adding and subtracting fractions within one (revision)	[2] Interpreting sorting diagrams (tables, Carroll diagrams and Venn diagrams)
	[3] Decimal equivalents of tenths greater than one	[3] Counting in multiples of nine	[3] Making the previous thousand ☼MQ	[3] 7 × table and related facts (line graphs)	[3] Convert between mixed numbers and improper fractions	[3] Venn diagrams with three sets ☼MQ Sorting diagrams
	[4] Identifying representations of tenths, including beyond one	[4] Counting in multiples of seven	[4] Missing digits in the column method for addition	[4] Multiplying multiples of ten and compact column method (3 digit numbers)	[4] Convert between improper fractions and mixed numbers ☼RTP 4F–2	[4] Interpreting tables
	[5] Decimal equivalents of hundredths	[5] Reading scales with 2, 4, 5 or 10 intervals ☼RTP 4NPV–4←	[5] Subtract a 4-digit number from a 4-digit number	[5] Solving problems	[5] Adding like fractions where sum is equal to or greater than one	[5] Line graphs (a)
	[6] Decimal equivalents of halves and quarters	[6] Negative numbers ☼MQ	[6] Missing number problems ☼MQ	[6] Strategies for division (partitioning, scaling) ☼MQ	[6] Adding improper and mixed fractions	[6] Line graphs (b)
	[7] Multiplying decimals by ten	[7] Solving problems	[7] Solving problems	[7] Dividing 3-digit numbers (partitioning)	[7] Subtracting fractions from whole numbers	[7] Line graphs (c)
	[8] Dividing 2-digit numbers by ten			[8] Dividing 3-digit numbers (partitioning and short division - exchanging tens)	[8] Subtraction of improper and mixed fractions ☼RTP 4F–3	
	[9] Dividing 1-digit and 2-digit numbers by ten			[9] Dividing 3-digit numbers (short division - exchanging hundreds and tens) ☼RTP 4MD–2←		
	[10] Multiplying and dividing 1 and 2 digit numbers by 100 ☼RTP 4MD–1← ☼MQ Y4 quiz covers: Decimal equivalents of tenths, hundredths, halves and quarters					

☼indicates a quiz linked to the content of the lesson/s.
☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

	Block 3									10	11	12
	1	2	3	4	5	6	7	8	9			

Y4	Place value (U3)	Calculation			Money and decimals (U2)	Length		Mass and volume	Patterns and relationships	School to determine focus		
	[1] Reading and writing numbers to 10,000 [2] Solving problems involving counting [3] Making numbers in different ways [4] Partitioning in different ways ☼**RTP 4NPV–2←** [5] Roman numerals to 40 ☼MQ [6] Roman numerals to 80 [7] Roman numerals to 100	[1] Different methods for addition (a) [2] Different methods for addition (b) ☼MQ [3] Different methods for subtraction ☼MQ [4] Addition and subtraction problems ☼MQ [5] Solving multiplication problems involving recall of × facts [6] Using known × facts to derive new facts ☼MQ [7] Scaling multiplication and division facts by 10 and 100 ☼**RTP 4NF-3←** [8] Multiplying a 3-digit number by a 1-digit number ☼MQ [9] Division (revision) Division facts; using related facts; dividing by partitioning ☼MQ [10] Division problems ☼MQ [11] Short division ☼**RTP 4MD–3←**			[1] Writing amounts of money in pounds [2] Calculating with money [3] Solving problems about money (coins) [4] Solving problems about money (representing problems with bar models) [5] Adding decimal numbers (a) [6] Adding decimal numbers (b) ☼MQ Solving problems involving money	[1] Decimal notation for lengths in metres [2] Decimal notation for lengths in centimetres ☼MQ [3] Converting from kilometres and metres [4] Perimeter [5] Perimeter and area ☼MQ		[1] Reading different scales [2] Reading masses using decimal notation ☼MQ [3] Decimal notation for volume [a] [4] Decimal notation for volume [b] [5] Decimal notation for volume and solving problems	[1] Growing patterns [2] Investigating magic squares ☼MQ [3] Addition patterns on the number grid (a) [4] Addition patterns on the number grid (b) [5] Anno's magic seeds [6] Subtraction patterns on the number grid (a) [7] Subtraction patterns on the number grid (b)	If time exists, it is suggested it is used to revisit the Ready to Progress focuses.		

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

	Block 1											
	1	2	3	4	5	6	7	8	9	10	11	12
Y5	Place value (U1)		Addition and subtraction (U1)		Multiplication and division (U1)		Time	Fractions (U1)		Multiplication /division (U2)	Geometry	

	Block 2											
	1	2	3	4	5	6	7	8	9	10	11	12
Y5	Money and decimals (U1)		Place value (U2)		Addition and subtraction (U2)		Multiplication and division (U2)		Fractions (U2)		Percentages	Statistics	

	Block 3											
	1	2	3	4	5	6	7	8	9	10	11	12
Y5	Place value (U3)		Calculation		Money and decimals(U2)	Length	Mass and volume		Patterns and relationships		School to determine focus		

The yearly overview is a broad guide to suggested coverage over the course of the academic year.

There are 39 school weeks, one week taken for INSET, leaving 38. Two of the 38 are generally taken up with trips, sports days, concerts and so on, leaving 36. The three 'blocks' are each 12 weeks long. Clearly the 12 weeks don't map directly to terms, they are not intended to. Where the table header has been highlighted in blue, this indicates that planning will be provided by *Effective Maths*. Please see the publication dates (on website) for details of when resources will be online.

Remembering content and making connections - Education Inspection Framework

In the block overviews that follow, the intention is to provide extremely clear signposting to the quizzes designed to support children in **remembering the key content they have been taught**. And, through the RTP[1] focuses, **integrate knowledge into larger concepts**. Teachers and leaders need to use assessment well, for example to help children embed and use knowledge fluently or to check understanding and inform teaching. But they also need to do this in a way that **does not create unnecessary burdens for staff or children**. The quizzes are ideal for this purpose. (These points - remembering key content, integrating knowledge and not creating burdens - are directly linked to bullet points 3 and 4 in the 'implementation' section of the current Education Inspection Framework.)

The RTP quiz focuses are linked to what the DfE describe as 'the most important knowledge and understanding within each year group'. These criteria very often require children to have command of a wider domain of knowledge than the mathsquiz.net quizzes do. The quizzes on mathsquiz.net **deliberately** take smaller steps. The aim of **both** is to provide teachers and leaders with several ways of supporting children's ongoing progress. For example, through sharing links for mathsquiz.net quizzes with parents/carers (so children continue to practise a core skill such as knowing the 8 × table) and then following up a child's work at home with a quiz session in school to ascertain progress. The RTP quiz focuses are designed to be mini-assessments carried out in school. Taken together, the quizzes and the paper-based end of unit assessments, provide schools with a range of simple strategies to assess the planned/intended curriculum, as opposed to using generic assessments not linked to the curriculum. In particular, the quizzes have the added advantage of being self-marking, easy to repeat and can be shared with parents/carers to support children' learning at home.

Notes

The quizzes in red are being written for 2022/23 and will be online a few weeks before they are first required.

Some RTP focuses are not best assessed by electronic means. For Y5 these are 5MD-3 and 5MD-4 (multiplying and dividing numbers with up to 4 digits by 1-digit numbers).

[1] RTP Ready to Progress

	Block 1	Block 2	Block 3
Number of quizzes	11	9	8
Number of RTP quizzes	6	5	3

Block 1

	1	2	3	4	5	6	7	8	9	10	11	12
Y5	Place value (U1)		Addition and subtraction (U1)		Multiplication and division (U1)		Time	Fractions (U1)		Multiplication /division (U2)	Geometry	

Place value (U1)	Addition and subtraction (U1)	Multiplication and division (U1)	Time	Fractions (U1)	Multiplication /division (U2)	Geometry
[1] Reading/writing numbers to 400,000 in numerals [2] Reading/writing numbers to 400,000 in words [3] Counting in tens and hundreds [4] Counting in tens, hundreds and thousands [5] Identifying and representing numbers ☼MQ [6] Comparing and ordering numbers [7] Rounding to nearest 10 and 100 [8] Rounding to nearest 10, 100, 1,000 and 10,000 ☼MQ	[1] Facts for 1 with decimal numbers to 1 dp and associated problem solving ☼MQ [2] Facts for 1 and 10 with decimal numbers to 1 dp and associated problem solving [3] Complements for 1,000 and related facts ☼MQ [4] Mental calculation Making next/previous ten; near doubles ☼MQ [5] Calculation strategies Left to right addition; number line; partitioning the minuend [6] Estimation [7] Add numbers with more than 4-digits (with exchanging) [8] Subtract numbers with more than 4-digits (with exchanging) [9] Addition reasoning [10] Subtraction reasoning ☼MQ	[1] 9 × table (revision) [2] Reasoning about multiplication [3] Factors ☼MQ [4] Understanding division and recalling division facts ☼**RTP 5NF–1**← [5] Division problems ☼MQ [6] Multiplication arithmagons [7] Common factors and common multiples ☼**RTP 5MD–2**← [8] Prime numbers [8] Square numbers	[1] Solving problems [2] Converting between units of time ☼MQ [3] Reading timetables ☼MQ [4] Solving problems	[1] Counting in thirds and ninths [2] Find non-unit fractions of quantities ☼**RTP 5F–1** [3] Equivalent fractions ☼**RTP 5F–2** [4] Comparing and ordering fractions [a] [5] Comparing and ordering fractions [b] ☼MQ Quiz linked to [3] - [4]: Comparing fractions [6] Improper fractions and mixed numbers [a] [7] Improper fractions and mixed numbers [b] [8] Recognising hundredths and linking to tenths and other fractions	[1] Revision of unit 1: reasoning, factors and multiples [2] Multiplying by 10 and 100 [3] Multiplying and dividing by 10, 100 and 1,000 ☼**RTP 5MD–1**← [4] Multiplying 4-digit numbers	[1] Angles [2] Angles [3] Angles [4] Angles ☼MQ [5] Quadrilaterals [6] Angles in quadrilaterals ☼**RTP 5G–1** [7] Drawing shapes [8] Coordinates [9] Coordinates - translation and reflection

☼indicates a quiz linked to the content of the lesson/s.
☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

	Block 2											
	1	2	3	4	5	6	7	8	9	10	11	12
Y5	Money and decimals (U1)		Place value (U2)		Addition and subtraction (U2)		Multiplication and division (U3)		Fractions (U2)		Percentages	Statistics	

Money and decimals (U1)	Place value (U2)	Addition and subtraction (U2)	Multiplication and division (U3)	Fractions (U2)	Percentages	Statistics
[1] Tenths - revision [2] Hundredths, halves and quarters – revision ☼**RTP 5NPV–1** [3] Rounding and comparing - revision [4] Decimal numbers as fractions ☼**RTP 5F–3** [5] Decimal equivalents of thousandths [6] Rounding decimals [7] Comparing and ordering to two decimal places ☼**RTP 5NPV–3** [8] Comparing and ordering to three decimal places ☼**MQ Y5 quiz covers:** Decimal equivalents for tenths, fifths, quarters, halves and thousandths; rounding decimals; comparing and ordering decimals	[1] Reading and writing numbers to 700,000 [2] [3] Counting in steps of 10 with numbers > 400,000 [4] Counting in steps of 10 and 100 with numbers > 400,000 [5] Counting in steps of 10, 100 and 1,000 with numbers > 400,000 [6] Reading scales with 2, 4, 5 or 10 intervals ☼**RTP 5NPV-4**← [7] Ordering and comparing numbers to 700,000 [8] Negative numbers ☼MQ	[1] Addition and subtraction with decimal numbers to two decimal places (facts for one and related facts) ☼MQ [2] Problems with decimal numbers to two decimal places [3] Adding lots of numbers [4] Methods for addition [5] Methods for subtraction ☼MQ [6] Population data problems [7] Solving problems [8] Solving problems	[1] Square numbers (revision) ☼MQ [2] Revision of unit 2 [3] 6 × table and related facts [4] Scaling multiplication and division facts ☼**RTP 5NF-2**← [5] Multiplying 2-digit numbers by 2-digit numbers (open arrays and grid method) [6] Multiplying 2-digit numbers by 2-digit numbers (grid method and expanded column method) ☼MQ [7] Investigating the multiplication square (more practice with multiplying 2-digit numbers by 2-digit numbers) [8] Dividing numbers with up to 4 digits by 8 [9] Dividing numbers with up to 4 digits [10] Cube numbers [11] Volume of solid shapes, cubes and cuboids	[1] Addition of related fractions [2] Addition of related fractions (quarters, eighths, halves and sixteenths) [3] Addition of related fractions (thirds, sixths and twelfths; fifths, tenths and twentieths) [4] Subtraction of related fractions [5] Subtraction of related fractions [6] Multiplying proper fractions by whole numbers [7] Multiplying mixed numbers by whole numbers ☼MQ Adding, subtracting and multiplying fractions	[1] Percentage equivalents (1/2, 1/4 and 3/4) [2] More percentage equivalents (10ths, 5ths and 20ths) ☼MQ [3] Applying knowledge of fraction, decimal and percentage equivalents [4] Word problems involving converting fractions to percentages [5] Finding percentages of quantities	[1] Representing the same data in different ways [2] Venn diagrams with three sets [3] Interpreting tables [4] Line graphs (a) [5] Line graphs (b) [6] Pie charts (a) [7] Pie charts (b) [8] Representing the same data in different ways ☼ Sorting diagrams; tables

☼indicates a quiz linked to the content of the lesson/s.
☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

Block 3

	1	2	3	4	5	6	7	8	9	10	11	12

Y5	Place value (U3)		Calculation		Money and decimals(U2)	Length	Mass and volume		Patterns and relationships	School to determine focus		
	[1] Reading and writing numbers to 1,000,000 [2] Counting forwards and backwards in steps of powers of 10 [3] Making numbers in different ways [4] Partitioning in different ways [a] ☼MQ [5] Partitioning in different ways [b] ☼**RTP 5NPV–2** [6] Roman numerals to 500 [7] Roman numerals to 1,000 [8] Roman numerals for years		[1] Addition strategies [2] Subtraction strategies [3] Word problems ☼MQ [4] Solving problems with the bar model (a) [5] Solving problems with the bar model (b) [6] Multiplication - using known facts [7] Multiplying 3- and 4-digit numbers by 2-digit numbers [8] Division (revision) Division methods; related facts; remainders ☼MQ [9] Division problems ☼MQ		[1] Calculating amounts of money [2] Solving problems about money [3] Adding decimal numbers [4] Subtracting decimal numbers [5] Solving problems involving decimals ☼MQ Solving problems involving money	[1] Conversion of units of length [2] Converting from kilometres and metres ☼MQ [3] Perimeter of rectilinear shapes [4] Area [5] Area and perimeter problems ☼**RTP 5G–2**	[1] Reading different scales ☼MQ [2] Converting from kilograms to grams and from grams to kilograms [3] Imperial/metric conversion for mass [4] Converting from litres to millilitres and from millilitres to litres ☼**RTP 5NPV–5←** [5] Solving problems about volume [6] Imperial/metric conversion for volume		[1] Number sequences ☼MQ [2] Stick patterns [3] Tile patterns [4] Stairs on the number grid (a) [5] Stairs on the number grid (b)	If time exists, it is suggested it is used to revisit the Ready to Progress focuses.		

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

	Block 1											
	1	2	3	4	5	6	7	8	9	10	11	12
Y6	Place value (U1)				Multiplication and division (U1)		Time	Fractions (U1)		Multiplication /division (U2)	Percentages	Geometry

Correction — the Addition and subtraction (U1) spans columns 3–4:

	Block 1											
	1	2	3	4	5	6	7	8	9	10	11	12
Y6	Place value (U1)		Addition and subtraction (U1)		Multiplication and division (U1)		Time	Fractions (U1)		Multiplication /division (U2)	Percentages	Geometry

NB: From 2022 the Y6 arithmetic revision programme will be available from September.

	Block 2											
	1	2	3	4	5	6	7	8	9	10	11	12
Y6	Geometry	Money and decimals (U1)		Place value (U2)		Addition and subtraction (U1)		[a] Multiplication and division (U3) [b] Ratio		Fractions	Algebra	Statistics	Measurement

NB: A range of revision lessons become available during Block 2 focusing on problem solving strategies.

	Block 3											
	1	2	3	4	5	6	7	8	9	10	11	12
Y6	Place value (U3)	Calculation		Money and decimals(U2)	School to determine focus							

The yearly overview is a broad guide to suggested coverage over the course of the academic year.

There are 39 school weeks, one week taken for INSET, leaving 38. Two of the 38 are generally taken up with trips, sports days, concerts and so on, leaving 36. The three 'blocks' are each 12 weeks long. Clearly the 12 weeks don't map directly to terms, they are not intended to. Where the table header has been highlighted in blue, this indicates that planning will be provided by *Effective Maths*. Please see the publication dates (on website) for details of when resources will be online.

Remembering content and making connections - Education Inspection Framework

In the block overviews that follow, the intention is to provide extremely clear signposting to the quizzes designed to support children in **remembering the key content they have been taught**. And, through the RTP[1] focuses, **integrate knowledge into larger concepts**. Teachers and leaders need to use assessment well, for example to help children embed and use knowledge fluently or to check understanding and inform teaching. But they also need to do this in a way that **does not create unnecessary burdens for staff or children**. The quizzes are ideal for this purpose. (These points - remembering key content, integrating knowledge and not creating burdens - are directly linked to bullet points 3 and 4 in the 'implementation' section of the current Education Inspection Framework.)

The RTP quiz focuses are linked to what the DfE describe as 'the most important knowledge and understanding within each year group'. These criteria very often require children to have command of a wider domain of knowledge than the mathsquiz.net quizzes do. The quizzes on mathsquiz.net **deliberately** take smaller steps. The aim of **both** is to provide teachers and leaders with several ways of supporting children's ongoing progress. For example, through sharing links for mathsquiz.net quizzes with parents/carers (so children continue to practise a core skill such as knowing the 8 × table) and then following up a child's work at home with a quiz session in school to ascertain progress. The RTP quiz focuses are designed to be mini-assessments carried out in school. Taken together, the quizzes and the paper-based end of unit assessments, provide schools with a range of simple strategies to assess the planned/intended curriculum, as opposed to using generic assessments not linked to the curriculum. In particular, the quizzes have the added advantage of being self-marking, easy to repeat and can be shared with parents/carers to support children' learning at home.

Notes

The quizzes in red are being written for 2022/23 and will be online a few weeks before they are first required.

Some RTP focuses are not best assessed by electronic means. For Y6 this is 6G-1 (draw, compose and decompose shapes).

	Block 1	Block 2	Block 3
Number of quizzes	15	11	5
Number of RTP quizzes	4	5	2

[1] RTP Ready to Progress

	Block 1											
	1	2	3	4	5	6	7	8	9	10	11	12
Y6	Place value (U1)		Addition and subtraction (U1)		Multiplication and division (U1)		Time	Fractions (U1)		Multiplication /division (U2)	Percentages	Geometry
	[1] Reading/writing numbers to 4,000,000 in numerals

[2] Reading/writing numbers to 4,000,000 in words

[3] Place value in numbers up to 4,000,000 ☼**RTP 6NPV–2**

[4] Counting in powers of 10 [a]

[5] Counting in powers of 10 [b]

[6] Identifying numbers using number lines ☼MQ

[7] Comparing and ordering numbers

[8] Rounding to 10, 100, 1,000, 10,000 and 100,000

[9] Rounding to 100,000, 1,000,000 and 10,000,000 | | [1] Facts for 100; friendly numbers

[2] Facts for 1 and 10

[3] Single digit number facts and associated problems ☼MQ

[4] Optional lesson on revision of calculation strategies ☼MQ

[5] Magic squares ☼MQ

[6] Missing number addition problems

[7] Missing number subtraction problems☼MQ

[8] Missing number problems – number sequence

[9] Column addition

[10] Column subtraction

[11] Problem solving | | [1] 7 × table (revision)

[2] Multiples and factors (revision)

[3] Prime numbers, square numbers and cube numbers (revision) ☼MQ

[4] Efficient strategies for multiplication and solving multiplication problems

[5] Efficient strategies for division

[6] Reasoning about division ☼MQ

[7] Multiplying a 2-digit number by a 2-digit number (revision)

[8] Solving problems involving multiplying a 2-digit number by a 2-digit number

[9] Multiplying a 3-digit number by a 2-digit number | | [1] Solving problems

[2] Converting between units of time ☼MQ

[3] Solving problems

[4] Solving problems ☼MQ | [1] Counting in sixths and twelfths

[2] Finding fractions of quantities ☼MQ

[3] Equivalent fractions ☼MQ

[4] Simplifying fractions ☼**RTP 6F-1**

[5] Comparing and ordering fractions [a]

[6] Comparing and ordering fractions [b]

[7] Comparing and ordering fractions [c] ☼**RTP 6F–2**

[8] Comparing fractions using reasoning ☼**RTP 6F–3** | | [1] Divisibility rules ☼MQ

[2] Solving word problems involving multiplication and division

[3] Dividing by a 2-digit number and division problems (dividing using factors and partitioning)

[4] Dividing by a 2-digit number

[5] Dividing by a 2-digit number (long division) | [1] Percentages - revision of Year 5 ☼MQ

[2] Finding percentages of quantities

[3] Solving problems involving percentages [a]

[4] Solving problems involving percentages [b]

NB There are 4 quizzes that cover the same topics as lesson 1 (revision of Y5) on mathsquiz.org | [1] Angles - revision [a]

[2] Angles - revision [b] ☼MQ

[3] Vertically opposite angles

[4] Circles

[5] Solving problem involving circles |

☼indicates a quiz linked to the content of the lesson/s.
☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

Block 2											
1	2	3	4	5	6	7	8	9	10	11	12

Y6	Geometry	Money and decimals (U1)	Place value (U2)	Addition and subtraction (U2)	[a] Multiplication and division (U3) [b] Ratio		Fractions (U2)	Algebra	Statistics	Measurement	
	Continued from Block 1 [6] Drawing 2-D shapes [7] 3-D shapes [8] Coordinates [a] [9] Coordinates [b]	[1] Decimal/fraction equivalence (tenths, hundredths and thousandths) [2] Decimal/fraction equivalence (halves, quarters, fifths, tenths, hundredths and thousandths) [3] Decimal/fraction equivalence (more complex equivalences) [4] Linking fractions with division to calculate equivalents [5] Rounding decimal numbers and rounding money [6] Comparing and ordering decimals to 3 decimal places [7] × and ÷ numbers by 10, 100 and 1,000 giving answers up to 3dp ☼MQ Y6 quiz covers: Decimal/fraction equivalence; rounding decimals and money; ordering and comparing; multiplying by multiples of ten	[1] Reading and writing numbers to 10 million [2] Counting in steps of 10 and 100 [3] Counting in steps of 10, 100 and 1,000 [4] Place value relationships - powers of 10 ☼**RTP 6NPV–1** [5] Identifying numbers ☼**RTP 6NPV–3** [6] Reading scales with 2, 4, 5 or 10 intervals ☼**RTP 6NPV–4←** [7] Negative numbers ☼MQ	[1] Adding numbers that form a sequence [2] Adding numbers that form a sequence [3] Adding and subtracting decimals and associated problems (tenths and hundredths) [4] Adding and subtracting decimals and associated problems (tenths, hundredths and thousandths) [5] Additive and multiplicative relationships ☼**RTP 6AS/MD–1** [6] Additive comparison problems [7] Solving problems about money ☼MQ	[1] Finding missing numbers (a) [2] Finding missing numbers (b) [3] Solving problems involving all four operations [4] Multiplication pyramids [5] Solving problems involving multiplication and division ☼MQ **Ratio** [1] Ratio (solving ratio problems using tables and bar models) [2] Ratio (concept of ratio; importance of order in ratio; ratio does not always indicate actual size of quantities involved; simplest form; equivalent ratios) [3] Ratio (solving problems) ☼**RTP 6AS/MD–3** [4] Scale on maps [5] Scale factors		[1] Addition of fractions with unrelated denominators (eg 1/2 + 3/7) [2] Subtraction of fractions with unrelated denominators ☼MQ + and - fractions [3] Multiplying fractions [4] Dividing fractions ☼MQ × and ÷ fractions	[1] Number sequences [2] Patterns and formulae [3] Formulae with letters [4] Solving algebra word problems Finding formulae [5] Investigating algebra	[1] Sorting diagrams [2] Line graphs [3] Pie charts (a) [4] Pie charts (b) [5] Averages (a) [6] Averages (b) ☼MQ	[1] Solving problems involving converting units of measurement ☼MQ (mass) [2] Solving problems involving converting units of measurement ☼MQ (volume) [3] Metric/imperial equivalents (length) ☼MQ [4] Metric/imperial equivalents (mass and length) ☼MQ [5] Area and perimeter [6] Area and perimeter [7] Area of parallelograms [8] Area of triangles [9] Volume	

☼indicates a quiz linked to the content of the lesson/s.
☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

Block 3											
1	2	3	4	5	6	7	8	9	10	11	12

Y6	Place value (U3)	Calculation	Money and decimals(U2)	Planning is not provided post-SATS. It is suggested that this time is used to revisit the Ready to Progress focuses.							
	[1] Solving problems involving rounding [2] Number sequences ☼MQ [3] Making numbers in different ways ☼MQ [4] Number grids	[1] Missing digit problems [2] Word problems ☼MQ (2) [3] Missing number problems ☼**RTP 6AS/MD–4←** [4] Derive related calculations (× and ÷) ☼**RTP 6AS/MD-2←** [5] Solving problems with the bar model [6] Solving problems involving percentages	[1] Solving problems about money☼MQ [2] Solving problems involving decimals (a) [3] Solving problems involving decimals (b) [4] × and ÷ numbers with up to two decimal places by one-digit and two-digit numbers [a] [5] As above [b]								

☼indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org

☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

RTP	Block	Unit	Lesson/s
Number and place value			
1NPV-1 Count within 100, forwards and backwards, starting with any number.	Developed across many place value lessons in Blocks 1-3		
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Developed across many place value lessons in Blocks 1-3. Covered in full after Block 3, length/height unit lesson 4: measuring with centimetres.		
Number facts			
1NF-1 Develop fluency in addition and subtraction facts within 10.	1	Calculation (Unit 1)	Lesson 1: Number bonds for 5 Lesson 2: Number bonds for 6 Lesson 3: Number bonds for 7 Lesson 4: Solving problems involving number bonds from 5 - 7 Lesson 5: Expressing the same addition sentence in different ways Lesson 6: Number bonds for 8 Lesson 7: Number bonds for 9 Lesson 8: Number bonds for 10 Lesson 9: Solving problems involving number bonds to 10

RTP	Block	Unit	Lesson/s
Number facts (continued)			
1NF–1 Develop fluency in addition and subtraction facts within 10.	1	Calculation (Unit 2)	Lesson 1: Subtracting from 5 Lesson 2: Subtracting from 6 Lesson 3: Subtracting from 7 Lesson 4: Subtracting from 8 Lesson 5: Subtracting from 9 Lesson 6: Subtracting from 10 Lesson 7: Solving problems with numbers to 10 Lesson 8: Number bonds for 4 and 5 and related facts (revision) Lesson 9: Number bonds for 6 and 7 and related facts (revision) Lesson 10: Number bonds for 8 and 9 and related facts (revision) Lesson 11: Number bonds for 10 and related facts (revision)
1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Developed across many place value lessons in Blocks 1-3. Covered in full after Block 3, place value (unit 3) lesson 5: counting in steps of 2, 5 and 10.		
Addition and subtraction			
1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Developed across many calculation lessons in Blocks 1-3. Specific focus on odd and even numbers in Block 3, patterns and relationships, lessons [1] and [5].		
1AS–2 Read, write and interpret equations containing addition, subtraction and equals symbols, and relate additive expressions and equations to real-life contexts.			

RTP	Block	Unit	Lesson/s
Geometry			
1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	1	Geometry	Lesson 1: 3D shapes Lesson 2: 2D shapes (3D and 2D shape recognition occurs across many other lessons in this unit.)
1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	1	Geometry	Lesson 6: Compose shapes from smaller shapes [a] Lesson 7: Compose shapes from smaller shapes [b]

RTP	Block	Unit	Lesson/s
Number and place value			
2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	2	Place value (Unit 3)	Lesson 6: Partitioning
2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	2	Place value (Unit 3)	Lesson 5: Identifying and representing numbers
Number facts			
2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	1	Bridging unit	Lesson 1: Number bonds for 5 and related facts Lesson 2: Number bonds for 6 and related facts Lesson 3: Number bonds for 7 and related facts Lesson 4: Number bonds for 8 and related facts Lesson 5: Number bonds for 9 and related facts Lesson 6: Number bonds for 10 and related facts

RTP	Block	Unit	Lesson/s
Addition and subtraction			
2AS-1 Add and subtract across 10.	1	Addition and subtraction (Unit 1)	Lesson 10: Add single digit numbers (making the next ten) Lesson 11: Subtract a single digit number from 11-20 (making the previous ten)
	2	Addition and subtraction (Unit 2)	Lesson 1: Addition of 2-digit number and a 1-digit number (making the next ten) Lesson 4: Subtraction of a 1-digit number from a 2-digit number (making the previous ten)
2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	Developed across a range of lessons.		
2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	2	Addition and subtraction (Unit 2)	Lesson 2: 2-digit number + 1-digit number (expanded column) Lesson 3: 2-digit number + 1-digit number (compact column method) Lesson 5: 2-digit number - 1-digit number(compact column method)
2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.			Lesson 6: Adding two 2-digit numbers (partitioning) Lesson 7: Adding two 2-digit numbers (expanded column method) Lesson 8: Adding two 2-digit numbers (compact column method) Lesson 10: Subtracting a 2-digit number from a 2-digit number (partitioning the subtrahend) Lesson 11: Subtracting a 2-digit number from a 2-digit number (compact column method)

RTP	Block	Unit	Lesson/s
Multiplication and division			
2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	1	Multiplication and division (Unit 1)	Lesson 1: Groups and equal groups Lesson 2: 5 × table Lesson 3: 10 × table Lesson 4: 2 × table
	2	Multiplication and division (Unit 2)	Lesson 1: 10 × table and related facts Lesson 3: 5 × table and associated problems Lesson 5: 2 × table (and understanding commutative relationships using the multiplication grid)
2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	1	Multiplication and division (Unit 1)	Lesson 5: Division- sharing by 2 Lesson 6: Division- making groups of 2 Lesson 8: Dividing by 5 Lesson 9: Dividing by 10
	2	Multiplication and division (Unit 2)	Lesson 2: Multiplication and division problems linked to 10 × table Lesson 4: Dividing by 5 and associated problems Lesson 6: Dividing by 2 and associated problems
Geometry			
2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.	1	Geometry	Lesson 1: 2D shapes Lesson 2: Drawing 2D shapes Lesson 7: 3D shapes Lesson 8: 3D shapes

RTP	Block	Unit	Lesson/s
Number and place value			
3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other threedigit multiples of 10.	1	Place value (Unit 1)	Lesson 8: Equivalence of 10 tens and 1 hundred
3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.	3	Place value (Unit 3)	Lesson 5: Partitioning in different ways [a] Lesson 6: Partitioning in different ways [b] Lesson 7: Partitioning in different ways [c]
3NPV–3 Reason about the location of any threedigit number in the linear number system, including identifying the previous and next multiple of 100 and 10.	2	Place value (Unit 2)	Lesson 7: Three-digit numbers in the linear number system
3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	2	Place value (Unit 2)	Lesson 5: Reading scales with 2, 4, 5 or 10 intervals

RTP	Block	Unit	Lesson/s
Number facts			
3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	1	Bridging unit	Lesson 4: Add two single digit numbers crossing 10 (eg 8 + 6) Lesson 5: Subtract a single digit number from 11-18 (eg 15 – 6) Lesson 6: Add a two-digit number and a single digit number (eg 28 + 6) Lesson 7: Subtract a single digit number from a two-digit number (eg 28 - 9)
3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	1	Bridging unit	Lesson 12: 10 × table Lesson 13: Division facts linked to 10 × table Lesson 14: 5 × table Lesson 15: Division facts linked to 5 × table Lesson 16: 2 × table Lesson 17: Division facts linked to 2 × table
	1	Multiplication and division (Unit 1)	Lesson 1: 5 × table (revision) Lesson 2: 4 × table ☼ Lesson 3: 8 × table ☼ Lesson 4: 3 × table ☼ Lesson 5: Solving problems involving 3, 4 and 8 × tables Lesson 6: Dividing by 4 ☼ Lesson 7: Dividing by 8 ☼ Lesson 8: Dividing by 3 ☼
	2	Multiplication and division (Unit 3)	[1] 4 × table (and understanding commutative relationships using the multiplication grid) [2] 8 × table and associated problems [3] 3 × table and associated problems [6] Division facts linked to the 4 and 8 × tables [7] Division facts linked to the 3 × table

RTP	Block	Unit	Lesson/s
Number facts (continued)			
3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	3	Calculation	Lesson 1: Scaling number facts by 10 (addition) Lesson 2: Scaling number facts by 10 (subtraction)
	1	Multiplication and division (Unit 2)	Lesson 2: Multiplying multiples of 10 by 1 digit numbers

RTP	Block	Unit	Lesson/s
Addition and subtraction			
3AS-1 Calculate complements to 100.	1	Addition and subtraction (Unit 1)	Lesson 1: + facts for 100 using multiples of 5 and 10 Lesson 2: + and - facts for 100 using multiples of 5 and 10
	2	Addition and subtraction (Unit 2)	Lesson 1: Number facts for 100 and related facts
3AS-2 Add and subtract up to three-digit numbers using columnar methods.	1	Addition and subtraction (Unit 1)	Lesson 8: Add numbers with up to 3 digits (no exchanging) Lesson 9: Add numbers with up to 3 digits (exchanging) Lesson 10: Subtract numbers with up to 3 digits (no exchanging) Lesson 11: Subtract numbers with up to 3 digits (exchanging)
	2	Addition and subtraction (Unit 2)	Lesson 3: Column method for addition Lesson 4: Missing digits in column method for addition Lesson 5: Column method for subtraction Lesson 6: Column method for subtraction
3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.	3	Calculation	Lesson 6: [6] Manipulate the additive relationship

RTP	Block	Unit	Lesson/s
Multiplication and division			
3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	3	Calculation	Lesson 9: Multiplication problems Lesson 13: Multiplication and division problems
Fractions			
3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	1	Fractions (Unit 1)	Lesson 1: Recognising fractions - fifths, sixths and sevenths Lesson 2: Recognising fractions - fifths, sixths, sevenths, eighths and ninths Lesson 3: Recognising fractions - fifths, sixths, sevenths, eighths, ninths and tenths
3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency).	1	Fractions (Unit 1)	Lesson 5: Finding halves and quarters Lesson 6: Finding thirds Lesson 7: Finding fractions of quantities
3F–3 Reason about the location of any fraction within 1 in the linear number system.	1	Fractions (Unit 1)	Lesson 8: Comparing and ordering fractions [a] Lesson 9: Comparing and ordering fractions [b]
3F–4 Add and subtract fractions with the same denominator, within 1.	2	Fractions (Unit 2)	Lesson 1: Adding fractions with the same denominator Lesson 2: Subtracting fractions with the same denominator Lesson 3: Addition and subtraction of fractions as inverse operations Lesson 4: Subtracting from one whole

RTP	Block	Unit	Lesson/s
Geometry			
3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.	1	Geometry	Earlier lessons build to: Lesson 4: Right angles
3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	1	Geometry	Lesson 6: Perpendicular lines Lesson 7: Parallel lines

EFFECTIVE MATHS — Year 4 Ready to Progress lessons

RTP	Block	Unit	Lesson/s
Number and place value			
4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.	1	Place value (Unit 1)	Lesson 10: Equivalence of 10 hundreds and 1 thousand
4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning.	3	Place value (Unit 3)	Lesson 4: Partitioning in different ways
4NPV–3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.			
4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	2	Place value (Unit 2)	Lesson 5: Reading scales with 2, 4, 5 or 10 intervals
Number facts			
4NF–1 Recall multiplication and division facts up to 12 × 12, and recognise products in multiplication tables as multiples of the corresponding number.	1	Multiplication and division (Unit 1)	Year 3 lessons on 4, 8 and 3 × tables and corresponding division facts - Lesson 1: 8 × table (revision) Lesson 3: 6 × table ✿ MQ Lesson 4: 9 × table ✿ MQ Lesson 5: 7 × table ✿ MQ Lesson 6: Dividing by 6 Lesson 7: Dividing by 9 Lesson 8: Dividing by 7
	1	Multiplication and division (Unit 2)	Lesson 1: 6 × table (revision)
	2	Multiplication and division (Unit 3)	Lesson 2: Multiplication facts Lesson 3: 7 × table and related facts (line graphs)

RTP	Block	Unit	Lesson/s
Number facts (continued)			
4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.	1	Multiplication and division (Unit 2)	Lesson 5: Division problems with remainders
4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)	1	Addition and subtraction (Unit 1)	Lesson 4: Scaling addition facts by 100 Lesson 5: Scaling subtraction facts by 100
	1	Multiplication and division (Unit 2)	Lesson 2: Multiplying multiples of ten by 1 digit numbers
	3	Calculation	Lesson 7: Scaling multiplication and division facts by 10 and 100

RTP	Block	Unit	Lesson/s
Multiplication and division			
4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.	2	Money and decimals	Lesson 7: Multiplying decimals by ten Lesson 8: Dividing 2-digit numbers by ten Lesson 9: Dividing 1 digit and 2 digit numbers by ten Lesson 10: Multiplying and dividing 1- and 2-digit numbers by 100
4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. 4MD–3 Understand and apply the distributive property of multiplication.	2	Multiplication and division (Unit 3)	The concepts in 4MD-2 and 4MD-3 run through many lessons. The lesson below has a specific focus on these concepts. Lesson 1: Understanding multiplication (multiplication facts, commutative and distributive property)
Fractions			
4F–1 Reason about the location of mixed numbers in the linear number system.	1	Fractions (Unit 1)	Lesson 3: Comparing and ordering fractions
4F–2 Convert mixed numbers to improper fractions and vice versa.	2	Fractions (Unit 2)	Lesson 3: Convert between mixed numbers and improper fractions Lesson 4: Convert between improper fractions and mixed numbers
4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	2	Fractions (Unit 2)	Lesson 5: Adding like fractions where sum is equal to or greater than one Lesson 6: Adding improper and mixed fractions Lesson 7: Subtracting fractions from whole numbers Lesson 8: Subtraction of improper and mixed fractions

RTP	Block	Unit	Lesson/s
Geometry			
4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	1	Geometry	Lesson 7: Coordinates Lesson 8: Coordinates Lesson 9: Coordinates and translations
4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.	1	Geometry	Lesson 3: Triangles and quadrilaterals
	3	Length	There are two lessons focusing on perimeter in the Year 3 length unit. Lesson 4: Perimeter (Lesson 3 in Y3 – angles in shapes – is also relevant.)
4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	1	Geometry	Lesson 4: Symmetry Lesson 5: Symmetry Lesson 6: Symmetry

RTP	Block	Unit	Lesson/s
Number and place value			
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.	2	Money and decimals (Unit 1)	Lesson 2: Hundredths, halves and quarters revision
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.	3	Place value (Unit 3)	Lesson 4: Partitioning in different ways [a] Lesson 5: Partitioning in different ways
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.	2	Money and decimals (Unit 1)	Lesson 7: Comparing and ordering to two decimal places
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.	2	Place value (Unit 2)	Lesson 5: Reading scales with 2, 4, 5 or 10 intervals
5NPV-5 Convert between units of measure, including using common decimals and fractions.	3	Length	Lesson 1: Conversion of units of length Lesson 2: Converting from kilometres and metres
	3	Mass and volume	Lesson 2: Converting from kilograms to grams and from grams to kilograms Lesson 4: Converting from litres to millilitres and from millilitres to litres

RTP	Block	Unit	Lesson/s
Number facts			
5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.			Recall of multiplication and division facts is included in the starter activities of many lessons, as well as through practice on maths quiz.org and general class practice. Recall of × and ÷ facts is an integral part of all Year 5 lessons on multiplication, eg factors, column method etc All the Year 3 and Year 4 × and ÷ fact lessons are also relevant. Specific Year 5 × and ÷ fact lessons are listed below.
	1	Multiplication and division (Unit 1)	Lesson 1: 9 × table (revision) Lesson 4: Understanding division and recalling division facts
	2	Multiplication and division (Unit 3)	Lesson 3: 6 × table and related facts
5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	2	Addition and subtraction (Unit 2)	[1] Addition and subtraction with decimal numbers to two decimal places (facts for one and related facts) [2] Problems with decimal numbers to two decimal places
		Multiplication and division (Unit 3)	Lesson 4: Scaling multiplication and division facts

RTP	Block	Unit	Lesson/s
Multiplication and division			
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.	1	Multiplication and division (Unit 2)	Lesson 2: Multiplying tens and hundreds Lesson 3: Multiplying and dividing by 10, 100 and 1,000
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.	1	Multiplication and division (Unit 1)	Lesson 3: Factors Lesson 7: Common factors and common multiples
	1	Multiplication and division (Unit 2)	Lesson 1: Revision of unit 1: reasoning, factors and multiples
5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	1	Multiplication and division (Unit 2)	Lesson 4: Multiplying 4-digit numbers
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.	1	Multiplication and division (Unit 3)	Lesson 8: Dividing numbers with up to 4 digits by 8 Lesson 9: Dividing numbers with up to 4 digits
Fractions			
5F–1 Find non-unit fractions of quantities.	1	Fractions (Unit 1)	Lesson 2: 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.	1	Fractions (Unit 1)	Lesson 3: Equivalent fractions
5F–3 Recall decimal fraction equivalents for one-half, one-quarter, one-fifth and one-tenth, and for multiples of these proper fractions.	2	Money and decimals (Unit 1)	Lesson 4: Decimal numbers as fractions

RTP	Block	Unit	Lesson/s
Geometry			
5G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	1	Geometry	Lesson 1: Angles Lesson 2: Angles Lesson 3: Angles Lesson 4: Angles Lesson 6: Angles in quadrilaterals
5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.	3	Length	Lesson 4: Area Lesson 5: Area and perimeter problems

RTP	Block	Unit	Lesson/s
Number and place value			
6NPV–1 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).	2	Place value (Unit 2)	Lesson 4: Place value relationships - powers of 10
6NPV–2 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 nonstandard partitioning.	1	Place value (Unit 1)	Lesson 3: Place value in numbers up to 4,000,000
6NPV–3 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.	2	Place value (Unit 2)	Lesson 5: Identifying numbers
6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.	2	Place value (Unit 2)	Lesson 6: Reading scales with 2, 4, 5 or 10 intervals

RTP	Block	Unit	Lesson/s
Addition, subtraction, multiplication and division			
6AS/MD–1 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).	2	Addition and subtraction (Unit 2)	Lesson 5: Additive and multiplicative relationships
6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	3	Calculation	Lesson 4: Derive related calculations (× and ÷)
6AS/MD–3 Solve problems involving ratio relationships.	2	Multiplication and division (Unit 3) (Part 2: Ratio)	Lesson 1: Ratio (solving ratio problems using tables and bar models) Lesson 2: Ratio (concept of ratio; importance of order in ratio; ratio does not always indicate actual size of quantities involved; simplest form; equivalent ratios) Lesson 3: Ratio (solving problems)
6AS/MD–4 Solve problems with 2 unknowns.	2	Multiplication and division (Unit 3) (Part 1)	Lesson 1: Missing number problems [a] Lesson 2: Missing numbers [b] Lesson 3: Solving problems involving all four operations
	3	Calculation	Lesson 3: Missing number problems

RTP	Block	Unit	Lesson/s
Fractions			
6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.	1	Fractions (Unit 1)	Lesson 4: Simplifying fractions
6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value.	1	Fractions (Unit 1)	Lesson 5: Comparing and ordering fractions [a] Lesson 6: Comparing and ordering fractions [b] Lesson 7: Comparing and ordering fractions [c]
6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.	1	Fractions (Unit 1)	Lesson 8: Comparing fractions using reasoning
Geometry			
6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	1	Geometry	Lesson 5: Drawing 2D shapes
	2	Measures	Lesson 5: Area and perimeter Lesson 7: Area of parallelograms Lesson 8: Area of triangles