

Busy Ant Maths Medium-Term Mixed-age Plan – Years 4 and 5

Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 1 Week 1	Number – Number and place value <ul style="list-style-type: none">• find 1000 more or less than a given number• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)• order and compare numbers beyond 1000• identify, represent and estimate numbers using different representations	Unit 1 Week 1	Number – Number and place value <ul style="list-style-type: none">• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000• round any number up to 1 000 000 to the nearest 10, 100 and 1000
Unit 1 Week 2	Number – Addition and subtraction <ul style="list-style-type: none">• practise mental methods with increasingly large numbers to aid fluency *• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Unit 1 Week 2	Number – Addition and subtraction <ul style="list-style-type: none">• add and subtract numbers mentally with increasingly large numbers• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Unit 1 Week 3	Geometry – Properties of shapes <ul style="list-style-type: none">• identify lines of symmetry in 2-D shapes presented in different orientations• complete a simple symmetric figure with respect to a specific line of symmetry	Unit 1 Week 3	Geometry – Properties of shapes <ul style="list-style-type: none">• identify 3-D shapes, including cubes and other cuboids, from 2-D representations

* National curriculum Notes and guidance (non-statutory)

Busy Ant Maths Medium-Term Mixed-age Plan – Years 4 and 5

Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 2 Week 1	Number – Number and place value <ul style="list-style-type: none">count in multiples of 6 and 9 Number – Multiplication and division <ul style="list-style-type: none">recall multiplication and division facts for multiplication tables up to 12 x 12recognise and use factor pairs and commutativity in mental calculations	Unit 2 Week 1	Number – Multiplication and division <ul style="list-style-type: none">multiply and divide numbers mentally drawing upon known factsmultiply and divide whole numbers by 10, 100 and 1000
Unit 2 Week 2	Number – Fractions <ul style="list-style-type: none">recognise and show, using diagrams, families of common equivalent fractionsunderstand the relation between non-unit fractions and multiplication and division of quantities *	Unit 2 Week 2	Number – Fractions <ul style="list-style-type: none">compare and order fractions whose denominators are all multiples of the same numberidentify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredthsdevelop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities *practise counting forwards and backwards in simple fractions *recognise and describe linear number sequences, including those involving fractions, and find the term-to-term rule * [Number – Number and place value]

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Busy Ant Maths Medium-Term Mixed-age Plan – Years 4 and 5

Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 2 Week 3	Geometry – Position and direction <ul style="list-style-type: none">describe positions on a 2-D grid as coordinates in the first quadrantdescribe movements between positions as translations of a given unit to the left/right and up/downplot specified points and draw sides to complete a given polygon	Unit 2 Week 3	Geometry – Position and direction <ul style="list-style-type: none">identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed

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Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 3 Week 1	Number – Addition and subtraction <ul style="list-style-type: none">practise mental methods with increasingly large numbers to aid fluency *add numbers with up to four digits using the formal written method of columnar addition where appropriateestimate answers to a calculationsolve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Unit 3 Week 1	Number – Addition and subtraction <ul style="list-style-type: none">add whole numbers with more than four digits, including using formal written methods (columnar addition)add numbers mentally with increasingly large numbersuse rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Unit 3 Week 2	Number – Decimals <ul style="list-style-type: none">extend understanding of the number system and decimal place value to tenths *recognise and write decimal equivalents of any number of tenthsround decimals with one decimal place to the nearest whole numbercompare numbers with the same number of decimal places up to two decimal placessolve simple measure problems involving decimals to two decimal places	Unit 3 Week 2	Number – Decimals <ul style="list-style-type: none">read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]round decimals with two decimal places to the nearest whole number and to one decimal placepractise adding decimals, including complements of 1 (for example, $0.83 + 0.17 = 1$) *recognise and describe linear number sequences involving decimals and find the term-to-term rule* [Number – Number and place value]

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Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 3 Week 3	Measurement (mass) <ul style="list-style-type: none">• convert between different units of measure• estimate, compare and calculate different measures	Unit 3 Week 3	Measurement (mass) <ul style="list-style-type: none">• convert between different units of metric measure (for example, gram and kilogram)• understand and use approximate equivalences between metric units and common imperial units such as pounds• use all four operations to solve problems involving measure [for example, mass] using decimal notation, including scaling

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Busy Ant Maths Medium-Term Mixed-age Plan – Years 4 and 5

Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 4 Weeks 1 and 2	Number – Number and place value <ul style="list-style-type: none">count in multiples of 7 Number – Multiplication and division <ul style="list-style-type: none">recall multiplication and division facts for multiplication tables up to 12 × 12use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbersrecognise and use factor pairs and commutativity in mental calculationsmultiply two-digit numbers by a one-digit number using formal written layoutsolve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit	Unit 4 Week 1	Number – Multiplication and division <ul style="list-style-type: none">identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbersmultiply numbers up to four digits by a one-digit number using a formal written methodmultiply and divide numbers mentally drawing upon known factsmultiply whole numbers by 10, 100 and 1000recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)solve problems involving multiplication and division, including using their knowledge of squares and cubessolve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign
		Unit 4 Week 2	Number – Multiplication and division <ul style="list-style-type: none">identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbersknow and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbersestablish whether a number up to 100 is prime and recall prime numbers up to 19divide numbers mentally drawing upon known factsdivide whole numbers by 10, 100 and 1000solve problems involving multiplication and division, including using their knowledge of factors and multiples

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Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 4 Week 3	Measurement (time) <ul style="list-style-type: none">• convert between different units of measure• read, write and convert time between analogue and digital 12- and 24-hour clocks• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	Unit 4 Week 3	Measurement (time) <ul style="list-style-type: none">• solve problems involving converting between units of time• use all four operations to solve problems involving measure, including scaling
Unit 5 Week 1	Number – Number and place value <ul style="list-style-type: none">• count backwards through zero to include negative numbers• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)• order and compare numbers beyond 1000• round any number to the nearest 10 or 100• solve number and practical problems that involve all of the above and with increasingly large positive numbers	Unit 5 Week 1	Number – Number and place value <ul style="list-style-type: none">• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000• solve number problems and practical problems that involve all of the above

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Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 5 Week 2	Number – Addition and subtraction <ul style="list-style-type: none">practise mental methods with increasingly large numbers to aid fluency *subtract numbers with up to four digits using the formal written method of columnar subtraction where appropriateestimate and use inverse operations to check answers to a calculationsolve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Unit 5 Week 2	Number – Addition and subtraction <ul style="list-style-type: none">subtract whole numbers with more than four digits, including using formal written methods (columnar subtraction)subtract numbers mentally with increasingly large numbersuse rounding to check answers to calculations and determine, in the context of a problem, levels of accuracypractise adding and subtracting decimals, including a mix of whole numbers and decimals * [Number – Fractions (including decimals and percentages)]
Unit 5 Week 3	Geometry – Properties of shapes <ul style="list-style-type: none">identify acute and obtuse angles and compare and order angles up to two right angles by size	Unit 5 Week 3	Geometry – Properties of shapes <ul style="list-style-type: none">know angles are measured in degrees: estimate and compare acute, obtuse and reflex anglesdraw given angles, and measure them in degrees (°)identify:<ul style="list-style-type: none">angles at a point and one whole turn (total 360°)angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)other multiples of 90°

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Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 6 Week 1	Number – Number and place value <ul style="list-style-type: none">count in multiples of 25 and 1000 Number – Multiplication and division <ul style="list-style-type: none">multiply two-digit numbers by a one-digit number using formal written layoutsolve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects	Unit 6 Week 1	Number – Multiplication and division <ul style="list-style-type: none">divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the contextsolve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 6 Week 2	Number – Fractions <ul style="list-style-type: none">• extend the use of the number line to connect fractions, numbers and measures *• understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths *• count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	Unit 6 Week 2	Number – Fractions <ul style="list-style-type: none">• compare and order fractions whose denominators are all multiples of the same number• add and subtract fractions with the same denominator and denominators that are multiples of the same number• recognise and use thousandths and relate them to tenths and hundredths
Unit 6 Week 3	Measurement (length) <ul style="list-style-type: none">• convert between different units of measure [for example, kilometre to metre]• estimate, compare and calculate different measures	Unit 6 Week 3	Measurement (length) <ul style="list-style-type: none">• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre)• understand and use approximate equivalences between metric units and common imperial units such as inches• use all four operations to solve problems involving measure [for example, length] using decimal notation, including scaling

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Year 4		Year 5				
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:				
Unit 7 Weeks 1 and 2	Number – Addition and subtraction <ul style="list-style-type: none">practise mental methods with increasingly large numbers to aid fluency *add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriateestimate and use inverse operations to check answers to a calculationsolve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why					
	<table><tr><td>Unit 7 Week 1</td><td>Number – Decimals<ul style="list-style-type: none">read and write decimal numbers as fractionsrecognise and use thousandths and relate them to tenths, hundredths and decimal equivalentsround decimals with two decimal places to the nearest whole number and to one decimal placeread, write, order and compare numbers with up to three decimal placessolve problems involving number up to three decimal places</td></tr><tr><td>Unit 7 Week 2</td><td>Number – Addition and subtraction<ul style="list-style-type: none">mentally add and subtract tenths, and one-digit whole numbers and tenths *practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 [for example, $0.83 + 0.17 = 1$] * [Number – Fractions (including decimals and percentages)]</td></tr></table>			Unit 7 Week 1	Number – Decimals <ul style="list-style-type: none">read and write decimal numbers as fractionsrecognise and use thousandths and relate them to tenths, hundredths and decimal equivalentsround decimals with two decimal places to the nearest whole number and to one decimal placeread, write, order and compare numbers with up to three decimal placessolve problems involving number up to three decimal places	Unit 7 Week 2
Unit 7 Week 1	Number – Decimals <ul style="list-style-type: none">read and write decimal numbers as fractionsrecognise and use thousandths and relate them to tenths, hundredths and decimal equivalentsround decimals with two decimal places to the nearest whole number and to one decimal placeread, write, order and compare numbers with up to three decimal placessolve problems involving number up to three decimal places					
Unit 7 Week 2	Number – Addition and subtraction <ul style="list-style-type: none">mentally add and subtract tenths, and one-digit whole numbers and tenths *practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 [for example, $0.83 + 0.17 = 1$] * [Number – Fractions (including decimals and percentages)]					

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 7 Week 3	Statistics <ul style="list-style-type: none">• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Unit 7 Week 3	Statistics <ul style="list-style-type: none">• solve comparison, sum and difference problems using information presented in a line graph• complete, read and interpret information in tables, including timetables
Unit 8 Week 1	Number – Multiplication and division <ul style="list-style-type: none">• multiply three-digit numbers by a one-digit number using formal written layout• solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects	Unit 8 Week 1	Number – Multiplication and division <ul style="list-style-type: none">• multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers• solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 8 Week 2	Number – Decimals <ul style="list-style-type: none">• extend understanding of the number system and decimal place value to hundredths *• recognise and write decimal equivalents of any number of hundredths• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths• compare numbers with the same number of decimal places up to two decimal places	Refer to the following units to consolidate Year 5 attainment targets taught in previous units on Number – Decimals: <ul style="list-style-type: none">• Unit 3, Week 2• Unit 7, Week 1	
Number – Percentages is not in the Year 4 Programme of Study.		Unit 8 Week 2	Number – Percentages (including fractions and decimals) <ul style="list-style-type: none">• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal• solve problems that require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 and 25• make connections between percentages, fractions and decimals *

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 8 Week 3	Measurement (perimeter and area) <ul style="list-style-type: none">measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metresfind the area of rectilinear shapes by counting squaresrelate area to arrays and multiplication *	Unit 8 Week 3	Measurement (perimeter and area) <ul style="list-style-type: none">measure and calculate the perimeter of composite rectilinear shapes in centimetres and metrescalculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
Unit 9 Week 1	Number – Number and place value <ul style="list-style-type: none">count backwards through zero to include negative numbersrecognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)order and compare numbers beyond 1000round any number to the nearest 10, 100 or 1000solve number and practical problems that involve all of the above and with increasingly large positive numbersread Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value	Unit 9 Week 1	Number – Number and place value <ul style="list-style-type: none">read, write, order and compare numbers to at least 1 000 000 and determine the value of each digitcount forwards or backwards in steps of powers of 10 for any given number up to 1 000 000round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000solve number problems and practical problems that involve all of the aboveread Roman numerals to 1000 (M) and recognise years written in Roman numerals

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 9 Week 2	Number – Addition and subtraction <ul style="list-style-type: none">• add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate• estimate and use inverse operations to check answers to a calculation• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Measurement (money) <ul style="list-style-type: none">• estimate, compare and calculate different measures, including money in pounds and pence	Unit 9 Week 2	Number – Addition and subtraction <ul style="list-style-type: none">• add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)• practise adding and subtracting decimals, including a mix of whole numbers and decimals * [Number – Fractions (including decimals and percentages)]• add and subtract numbers mentally with increasingly large numbers• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

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Year 4		Year 5
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:
Unit 9 Week 3	Geometry – Properties of shapes <ul style="list-style-type: none">compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Unit 9 Week 3
		Geometry – Properties of shapes <ul style="list-style-type: none">use the properties of rectangles to deduce related facts and find missing lengths and anglesdistinguish between regular and irregular polygons based on reasoning about equal sides and anglesuse angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems *use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals *use conventional markings for parallel lines and right angles *

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Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 10 Week 1	Number – Multiplication and division <ul style="list-style-type: none">multiply three-digit numbers by a one-digit number using formal written layoutsolve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects	Unit 10 Week 1	Number – Multiplication and division <ul style="list-style-type: none">multiply and divide numbers mentally drawing upon known factsmultiply and divide whole numbers and those involving decimals by 10, 100 and 1000solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Measurement (money) <ul style="list-style-type: none">use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:
Unit 10 Week 2	Number – Fractions <ul style="list-style-type: none">• use factors and multiples to recognise equivalent fractions and simplify where appropriate [for example, $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$]• recognise and show, using diagrams, families of common equivalent fractions• add and subtract fractions with the same denominator• solve simple measure and money problems involving fractions	Unit 10 Week 2 Number – Fractions <ul style="list-style-type: none">• recognise mixed numbers and improper fractions and convert from one form to the other, and write mathematical statements >1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams• connect equivalent fractions >1 that simplify to integers with division, and other fractions >1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions *

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Year 4		Year 5
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:
Unit 10 Week 3	Measurement (volume and capacity) <ul style="list-style-type: none">• convert between different units of measure• estimate, compare and calculate different measures	Unit 10 Week 3 Measurement (volume and capacity) <ul style="list-style-type: none">• convert between different units of metric measure (for example litre and millilitre)• understand and use approximate equivalences between metric units and common imperial units such as pints• estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]• use all four operations to solve problems involving measure [for example volume] using decimal notation, including scaling

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 11 Week 1	Number – Addition and subtraction <ul style="list-style-type: none">add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriateestimate and use inverse operations to check answers to a calculationsolve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Measurement (money) <ul style="list-style-type: none">estimate, compare and calculate different measures, including money in pounds and pence	Unit 11 Week 1	Number – Addition and subtraction <ul style="list-style-type: none">add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)add and subtract numbers mentally with increasingly large numbersuse rounding to check answers to calculations and determine, in the context of a problem, levels of accuracysolve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Measurement (money) <ul style="list-style-type: none">use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 11 Week 2	Number – Decimals <ul style="list-style-type: none">• extend understanding of the number system and decimal place value to tenths and then hundredths*• recognise and write decimal equivalents of any number of tenths or hundredths• recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths• round decimals with one decimal place to the nearest whole number• compare numbers with the same number of decimal places up to two decimal places• solve simple measure and money problems involving decimals to two decimal places	Refer to the following units to consolidate Year 5 attainment targets taught in previous units on Number – Decimals: <ul style="list-style-type: none">• Unit 3, Week 2• Unit 7, Week 1	
Number – Percentages is not in the Year 4 Programme of Study.		Unit 11 Week 2	Number – Percentages (including fractions and decimals) <ul style="list-style-type: none">• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal• solve problems that require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25• make connections between percentages, fractions and decimals *

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:
Unit 11 Week 3	Geometry – Position and direction <ul style="list-style-type: none">describe positions on a 2-D grid as coordinates in the first quadrantplot specified points and draw sides to complete a given polygon	Geometry – Position and direction <ul style="list-style-type: none">identify, describe and represent the position of a shape following a reflection, using the appropriate language, and know that the shape has not changed

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 12 Weeks 1 and 2	Number – Multiplication and division <ul style="list-style-type: none">• use place value, known and derived facts to divide mentally, including dividing by 1• practise to become fluent in the formal written method of short division with exact answers *• solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects	Unit 12 Weeks 1 and 2	Number – Multiplication and division <ul style="list-style-type: none">• multiply numbers up to four digits by a two-digit number using a formal written method, including long multiplication for two-digit numbers• divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context• solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Measurement (money) <ul style="list-style-type: none">• use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling

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Year 4		Year 5	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 12 Week 3	Statistics <ul style="list-style-type: none">• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Unit 12 Week 3	Statistics <ul style="list-style-type: none">• solve comparison, sum and difference problems using information presented in a line graph• complete, read and interpret information in tables

* National curriculum Notes and guidance (non-statutory)