Guidance:
These overviews provide a two-year rolling programme through the NCETM Curriculum Prioritisation materials (Year A and Year B) for both Year 3/4 and Year 5/6 classes.

The materials aim to maintain the sequential, prerequisite nature of the Ready-to-Progress criteria as far as practicable, with the benefit of teaching two year groups as a whole class.

The Curriculum Prioritisation units from both Year 3 and Year 4 have been sequenced across a two-year period, allowing teachers to teach the whole class together. This is achieved in lower Key Stage 2 through securing additive structures whilst introducing multiplicative structures; providing over learning and scaffolding through prior knowledge units while using a teaching for mastery approach.

Prior learning units
These units are essential to allow for sequential learning for all pupils, providing the core pre-requisites for future units. These units allow for new learning for the younger year group, and over-learning for the older year group.

Where to start?
For schools looking to move towards the two-year rolling programme, we would recommend starting on Year A of the cycle which predominantly covers the NPV content for both year groups. However, depending on pupil's previous experiences, schools could choose to begin on Year B with a clear rationale for Year 4 pupils meeting the Ready to Progress criteria for Year 4.

Implementation Year Considerations
Whilst adopting the two-year curriculum, the older year groups' previous learning must be considered as they begin the sequence halfway through. Some schools may decide to use a split-class approach during Unit 2: Numbers to 1,000 in the
first year only: this provides opportunity for the Year 4 pupils to cover units which would not be covered as they begin the cycle halfway through. This is school curriculum dependent and must be considered carefully.

Ongoing Units
Ongoing units are taught in full in either Year A or Year B. The content from these units can be applied in context
throughout both years which will support retention and application. The regularity and timing of this is at the
discretion of teachers.

Mastering Number Facts (Y5)	**These are the most important fluency facts pupils in Y5 will need for future success:**
	Supports the teaching and consolidation of the following ready-to-progress criteria: 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. 4NF–1 Recall multiplication and division facts up to 12 × 12, and recognise products in multiplication tables as multiples of the corresponding number. 4MD–3 Understand and apply the distributive property of multiplication. 5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. 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. 5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 5MD–1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100

Guidance	**For the first year of the cycle, the Year 4 units not covered in Year A and must be considered by teachers (in the first year of implementation only) are:** ● Multiply by 10 and 100 ● Division with reminders

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Year 5 /6 Cycle A

Autumn 1

Unit 1: Decimals With fractions 4 Weeks 1.23-1.24				Unit 2: Money 2 Weeks 1.25		Negative Numbers 2 Weeks 1.27	Consolidation
Place Value (compare and order four-digit numbers)	Fractions (Counting in ths and hths)	Fractions (Counting through mixed and improper)	Addition (column addition including regrouping)	Decimal fractions (multiplying and dividing by 10)	Subtraction (column subtraction including regrouping)	Rounding (To 10, 100 and 1,000)	Place Value (100 is composed of 50s 25s and 20s)
This unit is taught in full for all pupils, providing over-learning of the first learning outcomes for older pupils before moving onto new learning outcomes.						This unit is taught in full for all pupils in Year A which will be applied in contexts where appropriate.	

Year 5 / 6 Cycle A							
Autumn 2							
Short multiplication and division (Y5) **2 Weeks** 2.14 and 2.15			**Multiplication and Division (Y6)** **4 Weeks** Unit 2.18, Unit 2.23 and Unit 2.24 Small Steps				
Multiplication / division inverse pairs	Scaling by 10 and 100 (multiplying & dividing by powers of 10)	Doubling one factor / halving the other leaves the product unchanged	Multiplicative scaling of both factors scales the product	Divide "nice" multiples to find remainder-friendly quotients	Factor-pair decomposition for efficient multiplication	Recognising factors, multiples and common factors	

Year 5 / 6 Cycle A

Spring 1

Consolidation	**Fractions** **4 Weeks - 16 Lessons** 3.6 and 3.7			**Fractions and Percentages** Unit 3.8 Unit 3.9 and Unit 3.10	
Multiply numerator & denominator by the same integer → equivalent fraction	Divide numerator & denominator by the same integer → simpler equivalent (if possible)	Equivalent fractions have the same decimal (or same value) when expressed as division	Adding same / subtract fractions with same denominator	Multiplying a fraction by a whole number = (fraction × numerator) ÷ denominator; similarly divide a whole by a fraction as inverse	Fraction / decimal equivalence recall
	This unit is taught in full for all pupils, providing over-learning of the first learning outcomes for older pupils before moving onto new learning outcomes.			In Year A, Fractions and Percentages is condensed into a one-week introduction and review unit. It is taught in full in Year B; combined, this allows for increased time given to this core concept. Teachers will use their discretion to identify which learning outcomes to use. In Unit 7, some teachers have chosen to complete outcomes 26-31 (percentages)	

Year 5 / 6 Cycle A						
Spring 2						
Fractions and Percentages (continued)	**Calculating with Decimal Fractions 3 Weeks** 2.29 and 2.19			**Area and Scaling 2 Weeks** 2.16-2.17		
Consolidation	Multiplying/dividing by powers of 10	Decimal fractions	Decimal fractions	Arrays	Multiplication / Division facts	

Year 5 / 6 Cycle A						
Summer 1						
Factors, multiples and primes **3 Weeks** 2.20 and 2.21		Revision	KS2 SATS	**Converting Units** **2 Weeks** 5NPV-5		
Time	Multiplying/dividing by powers of 10	Arithmetic focus		Find unit-fractions of an amount	Find a non-unit fraction of an amount	

Year 5 / 6 Cycle A					
Summer 2					
Angles 5G-1		Consolidation/ongoing units revision and application			
Statistics	Statistics	Symmetry in 2D Shapes	Symmetry in 2D Shapes	Review	

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Year 5/6 Cycle B

Autumn 1

<table>
<tr>
<td colspan="4">Calculating using knowledge of structures
5 Weeks
Unit 1.28 and Unit 1.29
(20 lessons)</td>
<td colspan="2">Multiples of 1,000
2 Weeks
(7 lessons)
Unit 1.26
Small Steps</td>
<td>Numbers up to 10,000,000
1 Week
Unit 1.30
Small Steps</td>
<td>Decimals With fractions
2 weeks
Unit 1.23</td>
</tr>
<tr>
<td>Fractions
(Adding and subtracting fractions with the same denominator)</td>
<td>Fractions
(Multiply proper fractions by an integer)</td>
<td>Fractions
(find a unit fraction of a quantity)</td>
<td>Measure
(Units of measure including kg/g, km/m and l/ml</td>
<td>Measure
(Units of measure including cm/m and mm/cm</td>
<td>Time</td>
<td>Roman Numerals</td>
<td>Angles
(acute, right angle, obtuse)</td>
</tr>
<tr>
<td colspan="4">This unit is fundamental to build pupils' understanding and application of additive and multiplicative structures.
Learning from this unit will be built upon throughout Year 5/6 units.</td>
<td colspan="2">This unit provides pre-requisite knowledge for Unit 3. It also builds on learning from Year 3/4 units: Numbers to 1,000 and Numbers to 10,000.</td>
<td>This unit builds on Year 3 and 4NPV RTP and Unit 2: Multiples of 1,000. There is some reference to tenths in this unit – Year 5 pupils will experience this for the first time, but can draw on knowledge from 4MD-1 to understand in this context.</td>
<td>This is a introduction unit for younger pupils. Teachers are to use their knowledge of which learning outcomes to provide for Y6 as application.
This unit has 25 lessons and needs to be reduced to 2-3 weeks.</td>
</tr>
</table>

Year 5 / 6 Cycle B

Autumn 2

Decimals With fractions **2 weeks** Unit 1.23 Unit 1.24		3.6 **Fractions greater than 1** **(2 weeks)** **(9 lessons)**		**Using equivalence to calculate** Unit 2.18 1 week (4 lessons)	**Multiplication and Division** **2 Weeks** Unit 2.23 and Unit 2.24 (14 lessons)		
Place Value (compare and order four-digit numbers)	Fractions (Counting in ths and hths)	Fractions (Counting in fractions)	Non-unit fractions	Find unit-fractions of an amount	Short multiplication	Short Multiplication	
		This unit is taught as an introduction for younger pupils, and a review for older pupils. Teachers will use their discretion to identify which learning outcomes to use in this two-week unit; some teachers have chosen to cover Learning Outcomes 1-13 with application contexts for Year 6 pupils.			This unit is taught in full for all pupils, providing over-learning of the first learning outcomes for older pupils before moving onto new learning outcomes.		

Year 5 / 6 Cycle B						
Spring 1						
Multiplication and Division 1 Week Unit 2.23 and Unit 2.24	**Area, Perimeter, Position and Direction 1 Week** 2.30	**Fractions and Percentages 3 Weeks** Unit 3.7 and Unit 3.8 (15 lessons)			**Fractions and Percentages** (continued) **2 Weeks** Unit 3.9 and Unit 3.10	
Short Division	Short Division	2D Shapes	3D Shapes	Measure (Units of measure)	Statistics (read and interpret pictograms and bar charts	

Year 3 / 4 Cycle A						
Spring 2						
Fractions and Percentages (continued) **2 Weeks** Unit 3.9 and Unit 3.10	**Statistics 1 Week** 6S Small Steps	**Ratio and Proportion 1 Week** 2.27	**Mean average** 1 Week Unit 2.26	**Draw, Compose and Decompose Shapes** 1-2 Weeks		
Statistics (read and interpret tables)	Time	Consolidation	Decimals	Decimals	Decimals	
			This unit is taught in full for all pupils in Year B which will be applied in contexts where appropriate at the teacher's discretion throughout other units and Year A.			

Year 3 /4 Cycle A					
Summer 1 **Geometry (Shape, Angles & Perimeter)** **Shared Learning Focus: To describe, classify, and draw 2D shapes based on their properties, including angles, symmetry, and perimeter.**					
Solving Problems with Two Unknowns 2 Week Unit Small Steps	Calculating Using Knowledge of Structures (2) 1 Week Unit Small Steps	**Unit 10: Order of Operations** 1 Week Unit	KS2 SATs week	Consolidation	
Arithmetic revision identified from QLA					
This unit is taught in full for all pupils in Year B which will be applied in contexts where appropriate.		This unit is taught in full for all pupils in Year B which will be applied in contexts where appropriate.			