Intent Year 5/Year 6

Block	Topic	Term	Number of Weeks	Retrieval Focus
1	Number and Place Value			
2	Addition and Subtraction			
3	Multiplication and Division			
4	Statistics (Year 6 only)			
5	Fractions			
6	Decimals and Percentages			
7	Ratio and Proportion (Year 6 only)			
8	Algebra (Year 6 only)			
9	Geometry			
10	Measures			
11	Statistics			
12	Application and Consolidation			

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning Year 5 Detailed in Planning Overview	Sequence of learning Year 6 Detailed in Planning Overview
Number and Place Value	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit NPV–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 non-standard partitioning. 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 NPV–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. Solve number problems and practical problems that involve all of the above Read Roman numerals to 1000 (m) and recognise years written in roman numerals.	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit NPV–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). NPV–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 non-standard partitioning. Round any whole number to a required degree of accuracy NPV–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. NPV–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 part Use negative numbers in context, and calculate intervals across zero Solve number and practical problems that involve all of the above	*Reading and writing numbers up to 1,000,000 *Counting in powers of 10 to 1,000,000 *Understanding the relationships between powers of 10 *Standard and non-standard partitioning *Comparing and ordering numbers *Positioning numbers on a number line *Rounding numbers to the nearest 10, 100, 1000, 10,000 and 100, 000 *Counting forwards and backwards with positive and negative whole numbers, including through zero *Roman numerals to 1000	*Reading and writing numbers up to 10,000,000 Counting in powers of 10 to *10,000,000 *Understanding the relationships between powers of 10 *Standard and non-standard partitioning *Comparing and ordering numbers *Positioning numbers on a number line *Rounding numbers to a required degree of accuracy *Using negative numbers in context and calculate intervals across zero

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning - Year 5 Detailed in Planning Overview	Sequence of learning - Year 6 Detailed in Planning Overview
Addition and Subtraction	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth) 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	Perform mental calculations, including with mixed operations and large numbers 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). 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. Use their knowledge of the order of operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	*Scaling known facts *Using place value to calculate *Using bridging to calculate *Finding the difference by bridging to count on *Reordering calculations *Compensating *Adjusting *Using the inverse to check calculations *Estimating answers to calculations *Formal written methods *Choosing appropriate methods *Multistep word problems	*Scaling known facts *Using place value to calculate *Using bridging to calculate *Finding the difference by bridging to count on *Reordering calculations *Compensating *Adjusting *Using the inverse to check calculations *Estimating answers to calculations *Formal written methods *Choosing appropriate methods *Multistep word problems

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning - Year 5 Detailed in Planning Overview	Sequence of learning - Year 6 Detailed in Planning Overview
Multiplication and Division	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers MD–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. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. Multiply and divide numbers mentally drawing upon known facts NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)	Perform mental calculations, including with mixed operations and large numbers AS/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) 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. Identify common factors, common multiples and prime numbers Use their knowledge of the order of operations to carry out calculations involving the four operations Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the	*Times tables (if necessary) *Using Known facts *Multiplying by 10, 100 and 1000 *Partitioning to multiply *Compensating to multiply *Associative Law *Distributive Law *Applying doubling and halving to mental strategies *Multiples *Factors *Common factors * Square and cube numbers * Prime numbers *Written multiplication *Written division *Estimating *Problem solving and consolidation	*Times tables (if necessary) *Mental Calculations *Common Multiples *Factors *Common factors *Square and cube numbers *Prime numbers *Written multiplication *Written division *Interpreting reminders *Estimating *BODMAS/BIDMAS

	MD–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. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context MD–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. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Solve problems involving 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 ratio.	formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Solve problems involving addition, subtraction, multiplication and division Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy		

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning - Year 5 Detailed in Planning Overview	Sequence of learning - Year 6 Detailed in Planning Overview
Statistics – Year 6	**Year 5 to continue with the progression in multiplication and division.**	Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average.	**Year 5 to continue with the progression in multiplication and division.**	*Interpreting line graphs with more than one data set *Creating a pie chart looking at proportional sections *Creating a pie chart based around 36 votes – relating to 360 degrees in circle *Using percentages to create a pie chart for any data set *Interpreting pie charts *Mean average

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning - Year 5 Detailed in Planning Overview	Sequence of learning - Year 6 Detailed in Planning Overview
Fractions	Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system. 5F–1 Find non-unit fractions of quantities. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions. Compare and order fractions, including fractions > 1 F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value. F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers	*Introduction and recapping previously taught fractions concepts *Identify, name and write equivalent fractions of a given fraction *Compare and order fractions whose denominator s are all multiples of the same number – less than 1 *Recognise mixed numbers and improper fractions and convert from one form to the other *Adding and subtracting fractions *Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams *Find non unit fractions of quantities	*Introduction and recapping previously taught fractions concepts *Equivelent Fractions *Simplifying fractions * Compare fractions including fractions >1 * Comparing and ordering fractions using simplifying or common denominators *Adding and subtracting fractions *Multiplying pairs of proper fractions *Divide proper fractions by whole numbers *Find non unit fractions of quantities

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning-Year 5 Detailed in Planning Overview	Sequence of learning-Year 6 Detailed in Planning Overview
Decimals and Percentages	Read and write decimal numbers as fractions F–3 Recall decimal fraction equivalents for ½ ,1/4 ,1/5 and 1/10, and for multiples of these proper fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents NPV–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. Round decimals with two decimal places to the nearest whole number and to one decimal place NPV–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. Read, write, order and compare numbers with up to three decimal places	Associate a fraction with division and calculate decimal fraction equivalents Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places NPV–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). NPV–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 non-standard partitioning. NPV–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. Multiply one-digit numbers with up to two decimal places by whole numbers	*Recap Introduction – Decimals/Fractions of tenths and hundredths *Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. *Order and compare numbers with up to three decimal places. *Position decimals on a number line *Round decimals with two decimal places to the nearest whole number and to one decimal place. *Multiply & divide whole numbers & those involving decimals by 10, 100 & 1000. *Scaling known facts *Add and subtract decimals *Read and write decimal numbers as fractions *Multiply and divide decimals *Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages *Solve problems which require knowing percentage and decimal equivalents	*Recap Introduction – Decimals/Fractions of tenths and hundredths *Identify the value of each digit in numbers given to three decimal places *Position decimals on a number line *Solve problems which require answers to be rounded to specified degrees of accuracy. *Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. *Adding and subtracting decimals *Multiply and divide decimals *Associate a fraction with division and calculate decimal fraction equivalents *Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts *Recall and use percentages in different contexts *Find percentages of amounts

	NPV–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 non-standard partitioning. NPV–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. Solve problems involving number up to three decimal places Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal Solve problems which require knowing percentage and decimal equivalents of ½,1/4, 1/5, 2/5 and 4/5 and those fractions with a denominator of a multiple of 10 or 25.	Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy NPV–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. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning -Year 5 Detailed in Planning Overview	Sequence of learning - Year 6 Detailed in Planning Overview
Ratio and Proportion – Year 6 only	**Year 5 to continue with the progression in fractions/decimals and percentages.**	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts AS/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). AS/MD–3 Solve problems involving ratio relationships. Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	**Year 5 to continue with the progression in fractions/decimals and percentages.**	*Describing the proportional relationship between 2 factors using ratio and proportion *Solve simple ratio problems *Using a bar model to tackle ratio problems where we know the whole and the ratio *Use ratio and proportion to solve problems with 3 unknowns *Simplifying ratio to solve proportion problems *Using and applying ratio and proportion to solve a range of problems *Solving problems involving scaling *Use multiplication to solve correspondence problems *Scale factors *Scale factors and shape

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning -Year 5 Detailed in Planning Overview	Sequence of learning - Year 6 Detailed in Planning Overview
Geometry	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (°) G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size. Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90° Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	Draw 2-D shapes using given dimensions and angles G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems. Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	*Introduction and recap of previous learning (2D shapes) *Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles *Draw given angles, and measure them in degrees (°) *Draw and compose 2D shapes *Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90° *Use the properties of rectangles to deduce related facts and find missing lengths and angles *Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. *Revise coordinates – pre learning for translation *Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. *Identify 3-D shapes, including cubes and other cuboids, from 2-D representations	*Introduction and recap of previous learning (2D shapes) *Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles *Draw given angles, and measure them in degrees (°) *Draw and compose 2D shapes * Find missing angles on a straight line or in a circle * Compare and classify geometric shape based on their properties and sizes – triangles * Compare and classify geometric shape based on their properties and sizes – quadrilaterals *Recognise missing angles triangles and quadrilaterals *Find unknown angles in regular polygons *Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius * Describe positions on the full coordinate grid (all four quadrants) * Draw and translate simple shapes on the coordinate plane, and reflect them in the axes *Recognise describe and build simple 3- D shapes, including making nets

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning -Year 5 Detailed in Planning Overview	Sequence of learning - Year 6 Detailed in Planning Overview
Algebra (Year 6)	**Year 5 to continue with the progression in Geometry.**	Use simple formulae AS/MD–1 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables	**Year 5 to continue with the progression in Geometry.**	*Solve problems with 2 unknowns and express this algebraically *Finding 2 unknowns in problems with different structures *Finding unknowns in algebraic equations *To enumerate possibilities of combinations of two variables *Problem solve using money and measure problems with 2 unknowns *Generate and describe linear number sequences *nth term and formula for sequences

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning-Year 5 Detailed in Planning Overview	Sequence of learning - Year 6 Detailed in Planning Overview
Measurement	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) NPV–5 Convert between units of measure, including using common decimals and fractions. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes G–2 Compare areas and calculate the area of rectangles (including squares) using standard units. Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] Solve problems involving converting between units of time	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].	*Recap measuring with metric measures and how to convert between them with whole numbers *Reading scales in different units with divisions in 2, 4, 5 or 10 equal parts *Understand and use approximate equivalences between metric units and common imperial units converting between them *Estimate volume [for example, using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] *To solve problems involving measure *Convert between different units of time *Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres *Calculate the area of rectilinear shapes by using the formula L x W for each rectangle *Calculate the area of other regular polygons (not rectilinear) *Estimate the area of irregular shapes	* Converting metric measures using decimal notation up to 3dp * Reading scales in different units with divisions in 2, 4, 5 or 10 equal parts * Convert between metric units and common imperial units * Convert between miles and kilometres * Calculate, estimate and compare volume of cubes and cuboids * Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate * Convert between different units of time * Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres * Recognise that shapes with the same areas can have different perimeters and vice versa * Calculate the area of triangles * Calculate the area of parallelograms

	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.			

Strand	Y5 NC ARE Including Ready to Progress	Y6 NC ARE Including Ready to Progress	Sequence of learning- Year 5 Detailed in Planning Overview	Sequence of learning -Year 6 Detailed in Planning Overview
Statistics **Additional practice in different contexts for Year 6 – see Year 6 Statistics plan**	Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables		*Recap types of data from previous curriculums *Interpreting line graphs *Answering questions about line graphs *Creating own line graphs *Reading data from a table *Adding information into a table *Interpreting and answering questions using data from timetables	

Intent Year 5/Year 6

Consolidation	Year 5 National Curriculum and Ready to Progress Areas to Consolidate	Year 6 National Curriculum and Ready to Progress Areas to Consolidate	Preparation for High School for Year 6 children	Additional Areas to Cover
Consolidation **Use this block to consolidate areas of the curriculum based on assessments of each cohort**				

Year 6
Number, Geometry and Substantial Problem Solving
Following on from National Assessments in May, teachers will assess children's understanding against all Ready to Progress statements and plan to cover any areas that need further consolidation. They will then consider covering any areas of the KS2 curriculum that were not covered fully prior to SATs. Teachers will consider the additional skills that children need to secure prior to KS3, e.g. effective use of timetables, financial awareness and using equipment such as a calculator and protractor. Additional projects will be explored to allow the children to explore the purpose of mathematics through open-ended investigations. Theme Park Maths, Can the Commonwealth Games/Olympics/World Championships/FIFA World Cup/Rugby World Cup happen without Mathematics? Children will tackle open-ended problem solving and further develop their understanding at Greater Depth as appropriate using activities from the First4Maths Digging Deeper books and nRich.