Year 5 Autumn Term	
Block 1 Place Value	
Step 1 Roman numerals to 1000	In Year 4, children learned about Roman numerals to 100. In this small step, they explore Roman numerals to 1,000, and the symbols D (500) and M (1,000) are introduced. Children explore further the similarities and differences between the Roman number system and our number system, learning that the Roman system does not have a zero and does not use placeholders. Children use their knowledge of M and D to recognise years using Roman numerals. Asking children to write the date in Roman numerals is one way to reinforce the concept daily.
Step 2 Numbers to 10,000	Children encountered numbers up to 10,000 in Year 4. In this small step, they revise this learning in preparation for looking at numbers to 100,000 and then 1,000,000 A variety of pictorial and concrete representations are used, including base 10, place value counters, place value charts and part-whole models. In particular, the ability to use place value charts needs to be secure, as this is the main representation used in the coming steps where children learn about 5- and 6-digit numbers. Children should also be able to add and subtract 10, 100 and 1,000 to and from a given number, using their place value knowledge rather than formal written methods.
Step 3 Numbers to 100,000	In this small step, children build on the Year 4 learning revised in the previous step, and explore numbers up to 100,000 They are introduced to the ten-thousands column in a place value chart and begin to understand the multiples of 10,000. This can be reinforced using a number line to 100,000 Both place value counters and plain counters are used in place value charts, allowing for discussion about the values of the columns. Children estimate the position of numbers such as 65,048 on a number line, preparing them for rounding later in this block.
Step 4 Numbers to 1,000,000	In this small step, children build on the previous steps and explore numbers up to 1,000,000 Children learn that the pattern for thousands in a place value chart follows the same pattern as that of the ones: ones, tens, hundreds, (one) thousands, ten thousands, hundred thousands. Children recognise large numbers presented in a variety of ways using familiar models. Reading numbers is touched on in this step and then developed in the next step, which also looks at writing numbers in words. Partitioning is introduced but will be covered in more detail later in the block.
Step 5 Read and write numbers to 1,000,000	Children should be secure with the place value of numbers to 1,000,000. In this small step, they develop their skill at reading and writing large numbers in words, which has been touched on in earlier steps. While the spelling of the individual words is important, the focus of the step is the structure of the written words, for example we read and write 4,100 as "four thousand one hundred" but 4,010 as "four thousand and ten". Using a comma as a separator helps with reading and writing numbers in two parts, and a part-whole model or place value chart can be used to support this.
Step 6 Powers of 10	In this small step, children further develop their understanding of place value by exploring the relationship between numbers in different columns. As well as adjacent columns, they look at columns that are further apart, for example considering the number of tens needed to make 1,000 and then multiples of 1,000. Children use both place value charts and Gattegno charts to support their understanding. You could demonstrate exchanging with place value counters as extra support if needed. Multiplication by 10, 100 and 1,000 is covered in detail later in the term. The focus here is on the place value of the digits rather than performing calculations.
Step 7 10/100/1000/ 10,000/100,000 more or less	In this small step, children use place value to find numbers 10/100/1,000/10,000/100,000 more or less than a given number. They need to be able to count both forwards and backwards in steps of powers of 10, and should be encouraged to spot patterns in the sequences formed by doing this. Children could be stretched to consider the rule that connects consecutive terms in the resulting sequences. As well as finding consecutive values when counting forwards and backwards, children should also be able to find missing numbers that lie between two other given values. A Gattegno chart is useful to support adding the correct power of 10, and to see what happens when crossing a 10/100/1,000 … boundary.
Step 8 Partition numbers to one million	Children have been partitioning numbers since Year 2. In this small step, they extend their knowledge to deal with larger numbers while consolidating their understanding of the place value columns that have been introduced this year. They partition numbers in the standard way (for example, into thousands, hundreds, tens and ones) as well as in more flexible ways (for example, 15,875 = 14,875 + 1,000 and 15,875 = 13,475 + 2,400). Understanding of partitioning, for example changing 62 to 50 + 12, supports methods for addition and subtraction that will be reviewed in the next block.
Step 9 Number line to one million	This step begins with a recap of number lines to 10,000, before moving on to explore number lines up to 100,000 and 1,000,000 Children label partially completed number lines, identify points labelled on number lines and show where a given number would lie on a number line. They look at both the exact placement of multiples of 10,000 or 100,000 and the approximate placement of numbers such as 245,678 Recognising the value of the midpoint between two multiples on a number line is key to their understanding and will support the use of number lines when rounding numbers in later steps.
Step 10	In this small step, children build on their learning of comparing and ordering numbers in earlier years to compare and order numbers up to 100,000 They can use a variety of representations to help them, such as place value counters, place value charts and number lines, but the main focus of the step is to compare and

Compare and order numbers to 100,000	order using the place value of the digits within the numbers. Children first compare pairs of numbers and then move on to ordering sets of three or more numbers. This small step provides an opportunity to revisit previous learning from this block, as children could be asked to compare and order numbers that are written in Roman numerals.
Step 11 Compare and order numbers to one million	In this small step, children build on the previous step to compare and order numbers up to 1,000,000 The representations used previously can continue into this step; however, the focus will shift more towards number lines as they are more efficient when representing numbers of increasing value. Encourage children to make connections between the position of numbers on a number line and their value. They should recognise that when working on horizontal number lines, numbers further to the right have a greater value. Word problems involving real-world examples, such as comparing populations, are also introduced.
Step 12 Round to the nearest 10, 100 or 1000	In this small step, children build on their knowledge of rounding to the nearest 10, 100 and 1,000 from Year 4, now also rounding numbers beyond 10,000 to these degrees of accuracy. It is important that children hear and use the language of "rounding to the nearest" rather than "rounding up" and "rounding down", as this can lead to errors. Number lines are a particularly useful tool to support this, as children can see which multiples of 10, 100 or 1,000 the given numbers are closer to. It is worth discussing with children the convention that when there is a 5 in the relevant place value column, despite being exactly halfway between the two multiples, we round to the next one.
Step 13 Round within 100,000	In this small step, children build on their learning in the previous step to round any number within 100,000 to the nearest 10, 100, 1,000 or 10,000. Rounding to the nearest 10,000 is the new learning. They should be confident with multiples of 10,000 from earlier steps in this block, and the process of rounding is also familiar. Children need to realise that the midpoint of two multiples of 10,000 ends in 5,000, so they need to look at the digit in the thousands column to determine how to round the number. As in the previous steps, be careful with the language of "round up" and "round down" in case children mistakenly change the wrong digits when rounding.
Step 14 Round within 1,000,000	Building on the previous two steps, children now round any number up to 1,000,000 to any power of 10 up to 100,000. This is the first time that children round to the nearest 100,000 You may wish to practise counting in 100,000s first, and then practise rounding to the nearest 100,000 before looking at mixed questions. It is worth discussing which approximations are most appropriate, for example why we would not give the population of a city to the nearest 10 or the population of a small town to the nearest 100,000.
Block 2 Addition and Subtraction	
Step 1 Mental strategies	In this small step, children recap and build on their learning from previous years to mentally calculate sums and differences using partitioning. They use their knowledge of number bonds and place value to add and subtract multiples of powers of 10. Children unitise to help them complete a calculation. For example, if they know that 3 + 5 = 8, then 3 thousand + 5 thousand = 8 thousand and 3,000 + 5,000 = 8,000 Children also count forwards and backwards in multiples of powers of 10 to answer questions such as 1,050 – 100 without the need for a formal written method. Children explore strategies such as compensation and adjustment to mentally calculate the answer to questions such as 14,352 + 999 or 14,352 – 999. This helps them to make connections between calculations and will be developed further in Year 6.
Step 2 Add whole numbers with more than four digits	In this small step, children revisit the use of the column method for addition and learn to apply this method to numbers with more than four digits. A range of representations can be used for support in this step, including place value counters and place value charts. These representations are particularly useful when performing calculations that require an exchange. Children may find it easier to work with squared paper and labelled columns as this will support them in placing the digits in the correct columns, especially with figures containing different numbers of digits. If appropriate, children could practise their rounding skills to estimate the answer before working out the calculation, and then use it as a sense-check for their solution. This skill is covered in detail later in this block.
Step 3 Subtract whole numbers with more than four digits	In this small step, children revisit the use of the column method for subtraction and learn to apply this method to numbers with more than four digits. A range of representations can be used for support in this step, including place value counters and place value charts. These representations are particularly useful when performing calculations that require an exchange. Children may find it easier to work with squared paper and labelled columns as this will support them in placing the digits in the correct columns, especially with figures containing different numbers of digits. Children should experience both questions and answers where zero appears in columns as a placeholder.
Step 4 Round to check answers	In this small step, children practise rounding in order to estimate the answers to both additions and subtractions. They also review mental strategies for estimating answers. Children should be familiar with the word "approximate", and the degree of accuracy to which to round is a useful point for discussion. Generally, rounding to the nearest 100 for 3-digit numbers, the nearest 1,000 for 4-digit numbers and so on is appropriate, but there is no need to formally introduce the language and idea of "rounding to one significant figure" at this stage. Children may need reminding that the reason we round in this context is to produce a calculation that can easily be completed mentally.

Step 5 Inverse operations (addition and subtraction)	Children should know that addition and subtraction are inverse operations from learning in earlier years, and should already be aware that addition is commutative and subtraction is not. Children can use bar models or part-whole models to establish families of facts that can be found from one calculation and then use inverse operations to check the accuracy of their calculations. Children also use inverse operations to find unknown numbers, solving problems such as "I think of a number and add/subtract". This lays the groundwork for solving equations in Year 6 and beyond.
Step 6 Multi-step addition and subtraction problems	In this small step, children apply the strategies they have learned so far in this block to solve addition and subtraction problems with more than one step. Children choose the operations needed at each step and then perform the calculations using an appropriate mental or written method. Problems are presented in both word form and with models. The use of bar models can help children to illustrate problems of this kind. While the models will not perform the calculation, they will help children to decide what operations are needed and why. Although the focus is on addition and subtraction, sometimes division will be needed to find some of the numbers. The previous small step can also be reinforced by using inverse operations or approximations to check if answers are correct.
Step 7 Compare calculations	In this small step, children are required to compare calculations. The focus is not on completing calculations, but instead exploring their structure in order to make a comparison. Children should understand the effect that adding to or subtracting from numbers in a calculation has on the answer to that calculation. Bar models are a useful way of illustrating the relationships between calculations. It may be appropriate to concentrate on comparisons with 2-digit and 3-digit numbers before moving on to larger numbers. The understanding children develop in this step will support them in the next step where they use a given fact to derive other answers. They also look at similar strategies for multiplication and division in future blocks.
Step 8 Find missing numbers	This small step begins with revision of the use of inverse operations to find a missing number in a calculation. Children then build on the previous small step to solve missing number problems by comparing calculations. Children need to understand that when two numbers are increased by the same amount the difference remains the same, and that the total of two numbers remains the same if one number has been increased by an amount and the other decreased by the same amount. Bar models and/or number lines can be used to illustrate these and other related concepts. Children could be encouraged to revisit rounding to estimate and approximate as a way of sense-checking their answers.
Block 3 Multiplication and Division	
Step 1 Multiples	Children should already be familiar with the idea of multiples from their previous learning. They should understand that a multiple of a number is any number that is in its times-table. This can then be generalised to define a multiple more formally as the result of multiplying a number by a positive integer. Building on this knowledge, children now find sets of multiples of given numbers and make generalisations about them. This allows children to begin to understand and use rules of divisibility, which will be built upon in later learning. Children build multiples of numbers using concrete resources as well as pictorial representations. Arrays are particularly useful and will also help children when they study factors, prime numbers and square numbers later in the block. When listing multiples, children should work systematically to avoid omissions.
Step 2 Common multiples	Building on their knowledge from the previous step, children find common multiples of any pair of numbers. They do not need to be able to formally identify the lowest common multiple, but this idea can still be explored by considering the first common multiple of a pair of numbers. Arrays and other representations may still be used for support, but children should start to become less reliant on these and more reliant on times-tables knowledge and simple rules of divisibility. These can be developed further as they notice, for example, that a multiple of 2 and 3 is also a multiple of 6 and can deduce that a number is divisible by 6 only if it is divisible by both 2 and 3 Encourage children to work systematically when listing multiples of given numbers. Tables and sorting diagrams are useful tools for children to show their results.
Step 3 Factors	Children explored the idea of factor pairs being multiplied together to produce a given number in Year 4. In this small step, they explore further the relationship between multiplication and division and consolidate their understanding of the words "factor" and "multiple". Children should know, for example, that as 5 is a factor of 20, 20 is a multiple of 5 and vice versa. They need to be aware of the special cases such as 1 being a factor of all numbers, and every number being both a multiple and a factor of itself. Children should also notice that although factors generally come in pairs, sometimes there is a repeated factor, for example $36 = 6 \times 6$, and this only needs to be listed once. This will be explored further later in the block. Children begin to extend their knowledge by looking at products of three factors and products including simple multiples of powers of 10. Products using multiples of powers of 10 is looked at in depth in Step 10 of this block.
Step 4 Common factors	In this small step, children learn that common factors are factors that are shared by two or more numbers. Children work systematically to find lists of factors before comparing lists to find common factors. They should realise that 1 is a common factor of any set of numbers and that one of the numbers themselves could also sometimes be a common factor. Arrays and other representations can be used as support when finding factors of numbers, including sorting diagrams for recording results. Children should use their times-tables knowledge as well as be able to recognise factors using the rules of divisibility.

Step 5 Prime numbers	Building on their knowledge of factors, in this small step, children learn that numbers with exactly two factors are called prime numbers. They also learn that numbers with more than two factors are called composite numbers. Through practice, children should recall the prime numbers up to 19. They should be able to determine whether numbers up to 100 are prime, using times-tables facts and the rules of divisibility they learned in earlier steps. Children use their knowledge of the concepts of both primes and factors to identify the prime factors of numbers. They learn that 1 is a special case as it is neither prime nor composite, as it has exactly one factor.
Step 6 Square numbers	In this small step, children use concrete manipulatives such as counters and cubes to build square numbers, and also to decide whether or not a given number is square. They learn that square numbers are the result of multiplying a number by itself. Through their knowledge of times-tables and practice over time, they should be able to recognise the square numbers up to 12 × 12. In this small step, children are introduced to notation for squared (2). Children explore the factors of square numbers and notice that they have an odd number of factors, because the number that multiplies by itself to make the square does not need a different factor to form a factor pair.
Step 7 Cube numbers	In this small step, children learn that a cube number is the result of multiplying a whole number by itself and then by itself again, for example 6 × 6 × 6. Linking this to previous learning on square numbers, children should recognise that when they multiply a number by itself once, the result is a square number, and so to find the cube of a given number, they can multiply its square by the number itself, for example 6 × 6 = 36, so 6 cubed = 36 × 6. Children are introduced to the notation for cubed (3) for the first time and should ensure that this is not confused with the notation for squared (2) from the previous step. Cube numbers could be introduced through using interlocking cubes to make larger cubes. This can be related to finding the volume of cubes and cuboids, which is introduced in the Summer term and studied more formally in Year 6
Step 8 Multiply by 10, 100 and 1000	In this small step, children revisit multiplying whole numbers by 10 and 100 (introduced in Year 4), and move on to multiplying whole numbers by 1,000 Concrete manipulatives such as place value charts and counters and Gattegno charts can be used to support understanding, using children's knowledge of the relationship between digits in given rows/columns. Children need to be aware that the effect of multiplying by 10 twice is the same as multiplying by 100 and that multiplying by 10 three times is the same as multiplying by 1,000. Children should be comfortable with the language of "10 times the size of", "100 times the size of" and "1,000 times the size of". In the next steps, children look at dividing whole numbers by 10, 100 and 1,000 and then multiplying and dividing by multiples of 10, 100 and 1,000
Step 9 Divide by 10, 100 and 1000	In this small step, children revisit dividing numbers by 10 and 100, and move on to dividing whole numbers by 1,000 As with multiplying, place value charts, counters and Gattegno charts can be used to support understanding, using children's knowledge of relationships between rows and columns. They need to be aware that the effect of dividing by 10 twice is the same as dividing by 100 and that dividing by 10 three times is the same as dividing by 1,000. Children should be comfortable with the language of "one-tenth the size of", "one-hundredth the size of" and "one-thousandth the size of". Children should be aware that multiplication and division are inverse operations and make links between this step and previous learning. Division with decimal answers is covered in the Spring term.
Step 10 Multiples of 10, 100 and 1000	In this small step, children build on previous learning and begin to multiply and divide by multiples of 10, 100 and 1,000. Children use knowledge of factors to break a calculation down into a series of easier calculations. For example, to multiply by 200, they write 200 as 2 × 100 and then multiply by 2 and by 100. Children use the commutative law to know that they can find the product by multiplying by the factors in either order. Children use their knowledge of multiples and factors of numbers in common times-tables and link this to powers of 10 to find multiples of related numbers. They also work out related multiplications and divisions from a given fact that uses multiples of powers of 10.
Block 4 Fractions	
Step 1 Find fractions equivalent to a unit fraction	Children are familiar with the idea of equivalent fractions from earlier study. This small step focuses on how unit fractions can be expressed in other forms. It is important that children use a variety of representations, including fractions of shapes, number lines and fraction walls as well as the abstract form, so that they understand the relationships. They complement this conceptual understanding by using their times-table knowledge to find missing numerators or denominators, working both horizontally and vertically. Children move on to find fractions equivalent to non-unit fractions in the next step and use this learning throughout the block.
Step 2 Find fractions equivalent to a non-unit fraction	Building from the previous step, in this small step children find fractions that are equivalent to a non-unit fraction. Children continue to use a variety of representations, including fractions of shapes, number lines and parts of a fraction wall as well as the abstract form, to understand the relationships. They complement this conceptual understanding by using multiplication and division facts to find missing numerators or denominators when working in the abstract. The

	understanding gained in this and the previous step will help children to recognise equivalent fractions in the next step and prepare them for when they add and subtract fractions with different denominators later in the block.
Step 3 Recognise equivalent fractions	Children develop their learning from the previous two steps to recognise pairs and larger sets of equivalent fractions. Various methods are explored, including looking for common factors and multiples to establish whether fractions are equivalent, and also looking at the multiplicative relationship between the numerator and denominator. The use of diagrams and other pictorial representations are used throughout to support children's understanding of the abstract methods. The key point of this step is to recognise equivalent fractions, and although this includes some simplifying, there is no need to focus on writing fractions in their simplest form, which is covered in Year 6.
Step 4 Convert improper fractions to mixed numbers	Children encountered fractions greater than 1 and mixed numbers in Year 4 They may need reminding that an improper fraction is one where the numerator is greater than or equal to the denominator and a mixed number consists of an integer and a proper fraction. Children use objects and diagrams to make wholes to support converting improper fractions into mixed numbers. Once they are confident with this as a concept, they move on to a more abstract approach using division and remainders. Understanding the whole is key to their understanding. This skill is important for adding fractions and adding mixed numbers later in the block.
Step 5 Convert mixed numbers to improper fractions	This small step builds on the previous step and relies on children's understanding of the whole. Children convert from mixed numbers to improper fractions by identifying how many of the equal parts each whole is worth and using this to work out how many equal parts are needed for the integer part of the mixed number. They then add on the number of parts in the fractional part of the mixed number and finally write the answer as an improper fraction. As in the previous step, cubes, bar models and other representations can be used to support children's understanding.
Step 6 Compare fractions less than 1	Building on their knowledge of equivalent fractions, in this small step children compare fractions where the denominators are the same or where one denominator is a multiple of the other. They also compare fractions with the same numerator or by considering their position relative to one half. Diagrams will help children to see which is the larger fraction and they should continue to use fraction walls and bar models until they are confident with the general rules. The next step builds on this knowledge, with children ordering sets of fractions using the same techniques. They will also use equal denominators when adding and subtracting fractions and mixed numbers later in the block.
Step 7 Order fractions less than 1	In this small step, children build on their knowledge from the previous step to order a set of three or more fractions. If equivalent fractions are needed, then one denominator will be a multiple of the other(s) so that conversions will not be complicated. Children will not need to compare fractions such as 2/5 and 3/7 until Year 6 Bar models, fraction walls and number lines will still be useful to help children to see the relative sizes of the fractions, especially when conversions are needed. Children should look at the set of fractions as a whole before deciding their approach, as comparing numerators could still be a better strategy for some sets of fractions. Children can use other strategies covered in the previous step, such as considering the position of a fraction relative to 0, 1/2 or 1 whole
Step 8 Compare and order fractions greater than 1	In this small step, children consolidate their knowledge from all the earlier steps in this block, using their skills in converting between forms to help compare and order fractions greater than 1 Children understand that if the number of wholes is different, they do not need to compare the fractional parts. When the number of wholes is equal, they compare denominators or numerators of the fractional parts. As with earlier steps, such comparisons will be limited to instances where the numerators or denominators are equal, or one denominator or numerator is a multiple of the other. Again, diagrams will be helpful for students to see the comparative sizes of the numbers.
Step 9 Add and subtract fractions with the same denominator	In this small step, children add and subtract fractions with the same denominator. For adding, this will include adding three or more fractions as well as pairs of fractions. Children need to understand that when the denominators are the same, they only need to add or subtract the numerators. Bar models are a useful way of representing both addition and subtraction of fractions and are easier to work with than circles, as they are easier to draw and easier to split into equal parts. Now that children are comfortable working with improper fractions, these are incorporated into both the questions and answers of this small step. For some questions, answers could be written in a simplified form, but this is not the focus of the step.
Step 10 Add fractions within 1	In this small step, children add two or three fractions with different denominators. The fractions are such that one denominator is a multiple of another and the total remains within 1. Children may be familiar with some simple common additions, such as 1/2 + 1/4 = 3 4, and this could be a good example on which to build. Children can use pictorial representations to convert one of the fractions so they have a common denominator and to support the addition. If they write their workings alongside the pictorial representations, this will help them to make the links.
Step 11	In this small step, children continue to add fractions where one denominator is a multiple of the other, but progress to additions where the total is greater than 1. Their answers will be improper fractions that they should convert to mixed numbers using the skills they have learnt in earlier steps. Children continue to represent

Add fractions with total greater than 1	the addition of fractions using pictorial or concrete representations to make sense of both the methods and the answers. They need to be clear what represents the whole in each case.
Step 12 Add to a mixed number	In this small step, children add either a whole number part or a fractional part to a mixed number as a precursor to adding two mixed numbers in the next step. The key point is that children remember that a mixed number such as 3 1/2 can be partitioned into 3 + 1/2 and then they can add to the required part before recombining. The expectation is that, provided the sum of fractional parts does not cross a whole, these additions will generally be done mentally. Pictorial support may still be useful, initially. Crossing the whole will be included towards the end of this step and will feature more prominently in the next step.
Step 13 Add two mixed numbers	Building on the previous step, children add two mixed numbers by adding the wholes and fractional parts separately. This is usually the most efficient method of adding two mixed numbers, but converting to improper fractions and adding them is included as an alternative. Examples are included where children need to use equivalent fractions and where answers can be simplified, although simplifying answers is not the priority here. Children can still draw models to represent adding fractions, particularly if these are useful for pairs of fractions with different denominators. The cognitive load is significant when finding solutions to these multi-step problems, so providing scaffolding/ partially started solutions may be useful.
Step 14 Subtract fractions	Children subtracted fractions with the same denominators earlier in this block. In this small step, they now move on to subtract fractions where one denominator is a multiple of the other, using the same skills they learned for adding fractions of this type. Both proper and improper fractions are included, but this step does not include mixed numbers, conversions and crossing the whole; these will follow in subsequent steps. It is useful to consider subtraction in all its forms: partitioning, reduction and finding the difference. Pictorial representations such as bar models and number lines will help support understanding.
Step 15 Subtract from a mixed number	In a previous step, children added to a mixed number as a prerequisite for adding mixed numbers; in this small step, they look at a similar process for subtracting. Children subtract either a whole number part or a fractional part from a mixed number. Crossing the whole is not included, as this is the focus of the next step. Encourage children who need support to continue to use concrete resources and pictorial representations to make sense of the methods. This step provides more opportunities to develop their understanding of equivalent fractions, as some of the denominators are multiples of the other denominator in the calculation. Although some answers could be simplified, this is not the focus of the step.
Step 16 Subtract from a mixed number- breaking the whole	There are many ways to subtract a fraction from a mixed number crossing the whole, and this small step encourages children to think flexibly about how to approach problems of this kind. In addition to the methods illustrated in the Key learning section, children could also count back from the given fraction, providing the denominators are equal. This could be supported by the use of a number line. As in previous steps, either the denominators are equal, or one denominator is a multiple of the other. Flexible partitioning and fluency in converting between improper fractions and mixed numbers are vital as children move from the pictorial to more abstract methods of recording their answers.
Step 17 Subtract two mixed numbers	In this final small step of the block, children learn to subtract one mixed number from another. Children begin by looking at simple cases where they partition two mixed numbers, then subtract the wholes and subtract the fractional parts. They then progress to more complex problems where they need to find a common denominator and/or break the whole. As with earlier steps, there are a variety of possible approaches and these are explored, supported by diagrams. Children need to consider the most efficient approach for a given calculation rather than leaping into a method that might not be appropriate.