Hampshire County Council
Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

Year 5 Unit Plan 5.1

Number and Place Value

Addition and Subtraction

Autumn Term

HIAS Maths Team
September 2026
Final version

Overview

This document contains…

Year 5 Unit Plans linked to the Hampshire Medium Term Overview

Points to consider when using this resource:

These unit plans provide an example of how medium-term planning could be developed into units of work. These unit plans will need to be adapted to meet the needs of pupils. The unit plan provides an outline of a possible learning journey with suggestions of types of tasks that could be used. They also identify required prior learning, some common misconceptions and an indication of key skills pupils need to secure competency. It is assumed that teachers will make use of appropriate mathematical representations (manipulatives, visuals and symbolic) to support conceptual understanding for pupils alongside procedural fluency.

National Curriculum Links:

Number and Place Value

- 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
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

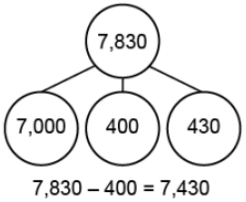
Addition and Subtraction

- 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
- 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.

This unit builds on pupils' Year 4 learning with numbers up to 10,000 to deepen understanding of the number system and strengthen fluency in addition and subtraction. Pupils extend place value knowledge up to one million, including ordering, comparing, rounding and counting in powers of ten, and apply this understanding to mental and formal calculation strategies using partitioning, number bonds, scaling and inverse relationships. A strong emphasis is placed on representation, precise mathematical language and problem solving.	**Notional Time:** **15 sessions**

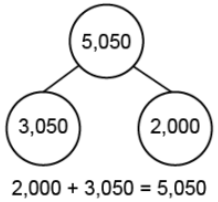
Check and Refresh - *skills and knowledge that pupils need to know*	**Verbal coding-** *precise mathematical language to model during worked examples*	**Mastering Key Facts in Key Stage 2 –** developing fluency and automaticity
Reading, writing, ordering and comparing numbers up to 10,000. Recognising the place value of each digit in a four-digit number. Understanding that each place value column is 10 times the value of the one to its right. Number bonds within and to 10.	The previous multiple of 1000 is ____. The next multiple of 1000 is _____. ____ has ___ hundred-thousands, ___ ten-thousands, ___ thousands, ___ hundreds, ___ tens, ___ ones *508,004 has 5 hundred-thousands, 8 thousands and 4 ones.* The digit in the ___ place is ___. It has a value of ___. *The digit in the ten-thousands place is 5.* *Is has a value of 50 000.*	**Y4 Recap:** Number bonds and related number bonds to 1,000,000 Addition by partitioning up to 4-digit numbers (e.g. 2235 + 1054) Subtraction by partitioning up to 4-digit numbers (e.g. 9627 – 4015) Recall multiplication and division facts for multiplication tables up to 12 × 12
Mathematical Concepts- *important pieces of information learners should take away from the unit*	**Watch out for**	**DfE Ready -to- progress criteria**
The structure of the base-10 number system. Digits behave in the same way whether working with thousands or hundred-thousands; only the unit changes. Locating numbers up to 1 000 000 on a number line. Addition and subtraction as inverse operations, enabling them to check calculations efficiently and reason about missing values. Use secure number bonds to derive related facts with larger numbers.	Pupils who explain scaling as "just add zero" rather than recognising number are 10/100/1000 times larger. Pupils who have difficulty reasoning about where a number lies on a number line. Pupils who start calculations from scratch rather than use number bonds or related facts. Pupils who default to column methods even when mental strategies are more efficient.	**4NPV-2** **4NPV -3** **Formative assessment questions** - *key questions to support pupil reasoning and teacher assessment* • What is the same and what is different? • What if I change…? • Can you give me an example of… and another…and another? • Which is harder and which is easier…? • If I know this, then what else do I know?

Visual coding: key representations



7,830 – 400 = 7,430

Figure 107: partitioning 7,830 into 7,430 and 400

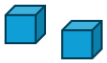


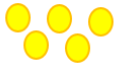
2,000 + 3,050 = 5,050

Figure 108: partitioning 5,050 into 2,000 and 3,050

3. Estimate and mark the position of these numbers on the number line.

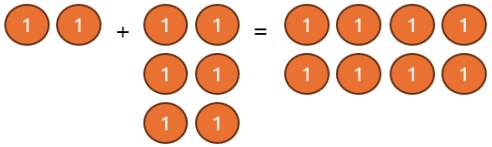
600 200 480 840 762 195

	Thousands	Hundreds	Tens	Ones
				
+				

	Thousands	Hundreds	Tens	Ones
				
+				

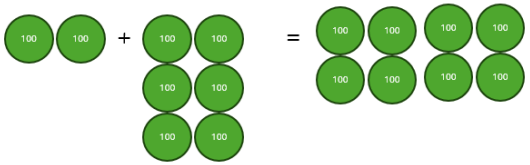
If I know....

2 ones + 6 ones = 8 ones



Then I know....

2 hundreds + 6 hundreds = 8 hundreds



$$\begin{array}{r} 418 \\ +344 \\ \hline 762 \\ 1 \end{array}$$

$$\begin{array}{r} {\scriptstyle 5}\ {\scriptstyle 1} \\ 6\not{2}4 \\ -381 \\ \hline 243 \end{array}$$

Learning Journey – Number and Place Value		
Autumn unit 5.1 (1 week)	**Autumn unit 5.5 (2 weeks)**	**Spring 5.10 (1 week)**
I can read roman numerals to 1000. I can recognise years written in Roman numerals.		
I can count forwards and backwards in 10s from any given number up to 1 000 000. I can count forwards and backwards in 100s from any given number up to 1 000 000. I can count forwards and backwards in 1000s from any given number up to 1 000 000. I can count forwards and backwards in 10 000s from any given number up to 1 000 000. I can count forwards and backwards in 100 000s from any given number up to 1 000 000. I can read, write, order and compare numbers to at least 1000 and determine the value of each digit. I can read, write, order and compare numbers to at least 10 000 and determine the value of each digit. I can read, write, order and compare numbers to at least 100 000 and determine the value of each digit. I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	I can recognise the place value of each digit in a four-digit number. I can reason about the location of a four-digit number on a number line. I can recognise the place value of each digit in a five-digit number. I can reason about the location of a five-digit number on a number line. I can recognise the place value of each digit in a six-digit number. I can reason about the location of a six-digit number on a number line. I can round any number up to 1 000 000 to the nearest 10. I can round any number up to 1 000 000 to the nearest 100. I can round any number up to 1 000 000 to the nearest 1 000. I can round any number up to 1 000 000 to the nearest 10 000. I can round any number up to 1 000 000 to the nearest 100 000.	I can count forwards and backwards with positive and negative whole numbers, including through zero. I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. I can interpret negative numbers in context. I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. I can solve number problems and practical problems.

Learning Journey – Addition and Subtraction			
Autumn unit 5.1 (2 weeks)	**Autumn unit 5.5 (1 week)**	**Spring unit 5.7 (1 week)**	**Summer unit 5.18 (3 weeks)**
I can use inverse operations to check answers to a calculation. I can add mentally using partitioning. I can subtract mentally using partitioning. I can add mentally using number bonds. I can subtract mentally using number bonds. I can solve problems using number facts (complements to 1000). I can add up to 4 digits using formal written methods. I can subtract with up to 4 digits using formal written methods. I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	I can add numbers mentally with increasingly large numbers. I can subtract numbers mentally with increasingly large numbers. I can add whole numbers with more than 4 digits, including using formal written methods. I can subtract whole numbers with more than 4 digits, including using formal written methods. I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	I can round to check answers and determine levels of accuracy. I can add mentally using rounding and adjusting. I can subtract mentally using rounding and adjusting. **Summer unit 5.14 (2 weeks)** *Repeats in measurement learning journey* I can use all four operations to solve problems involving length, using decimal notation, including scaling. I can use all four operations to solve problems involving mass, using decimal notation, including scaling. I can use all four operations to solve problems involving volume, using decimal notation, including scaling. I can use all four operations to solve problems involving money, using decimal notation, including scaling.	I can add and subtract numbers mentally with increasingly large numbers. I can add and subtract whole numbers with more than 4 digits, including using formal written methods. I can use rounding to check answers to calculations and determine levels of accuracy. I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

<table>
<tr><th colspan="2">Proposed lesson sequence to support development of mathematical concepts</th></tr>
<tr><th colspan="2">Developing fluency and automaticity – ongoing daily practice</th></tr>
<tr><td>Mastering Key Facts in Key Stage 2</td><td>Autumn Ongoing Mental Fluency Practice
Number bonds and related number bonds to 1,000,000
Addition by partitioning up to 4-digit numbers (e.g. 2235 + 1054)
Subtraction by partitioning up to 4-digit numbers (e.g. 9627 – 4015)
I can read roman numerals to 1000.
I can recognise years written in Roman numerals
Recall multiplication and division facts for multiplication tables up to 12 × 12</td></tr>
<tr><td>Counting Fluency</td><td>I can count forwards and backwards in 10s from any given number up to 1 000 000.
I can count forwards and backwards in 100s from any given number up to 1 000 000.
I can count forwards and backwards in 1000s from any given number up to 1 000 000.
I can count forwards and backwards in 10 000s from any given number up to 1 000 000.
I can count forwards and backwards in 100 000s from any given number up to 1 000 000.</td></tr>
<tr><th>I can…</th><th>Mathematical Concepts, Key Skills and Suggested Tasks</th></tr>
<tr><th colspan="2">5 Sessions – Number and Place Value</th></tr>
<tr><td>I can read, write, order and compare numbers to at least 1000 and determine the value of each digit.</td><td>Pupils should be able to identify the place value of each digit in a three-digit number. They must be able to combine units of ones, tens and hundreds to compose three-digit numbers, and partition three-digit numbers into these units. Pupils need to experience variation in the order of presentation of the units, so that they understand that 40 + 300 + 2 is equal to 342, not 432.

As well as being able to partition numbers in the ‘standard’ way, pupils must also be able to partition numbers in ‘non-standard’ ways, and carry out related addition and subtraction calculations, for example: 835 = 430 + 405.

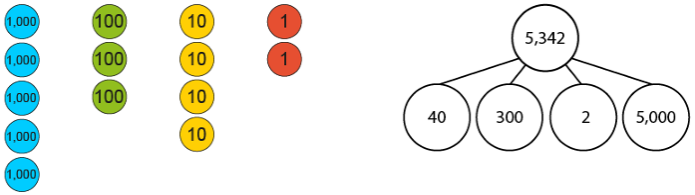
Pupils should be assessed against whether they can use the language of ‘less than’, ‘greater than’ and ‘equal to’ when comparing and ordering numbers up to 1000. It is important that adults refrain from using informal mnemonic devices such as “smallest number eats the biggest number” when using the symbols < and > , which can hinder conceptual understanding.

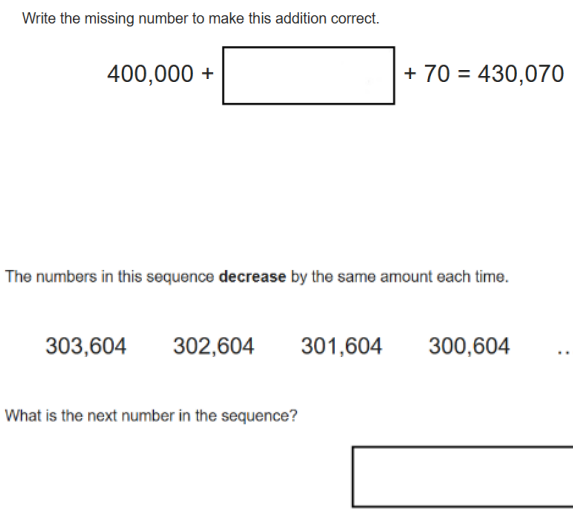
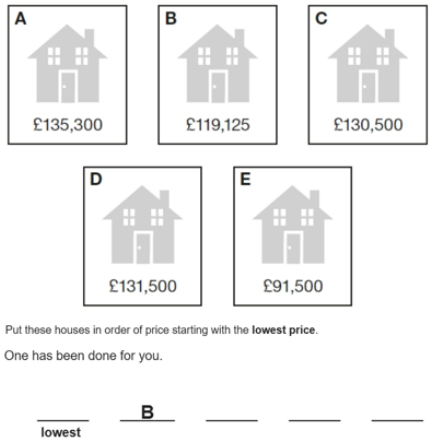
Pupils should use dienes, place value counters or a number line to demonstrate their mathematical thinking.

Circle the number that is closest to 250

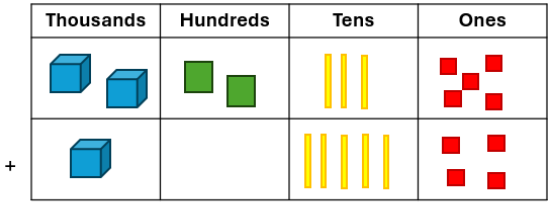
261 246 255 209 275

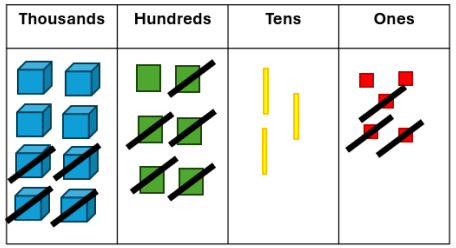
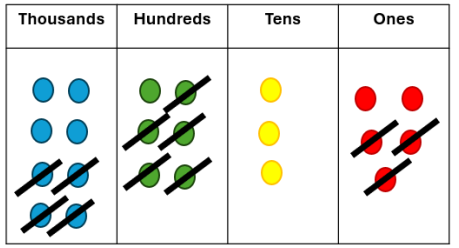
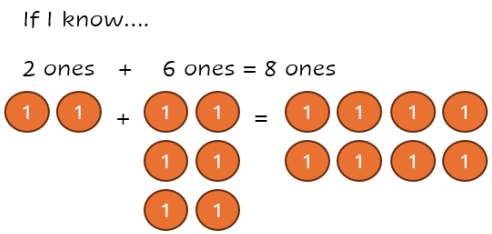
</td></tr>
</table>

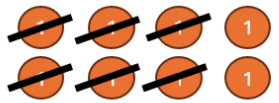
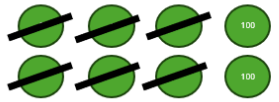
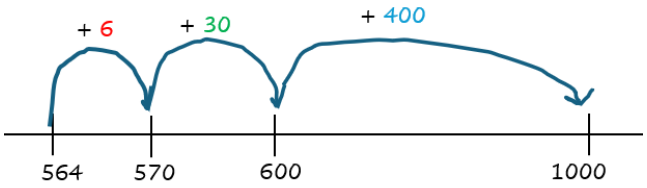
I can read, write, order and compare numbers to at least 10 000 and determine the value of each digit.	Pupils should be able to identify the place value of each digit in a four-digit number. They must be able to combine units of ones, tens, hundreds and thousands to compose four-digit numbers, and partition four-digit numbers into these units. Pupils need to experience variation in the order of presentation of the units, so that they understand that 40 + 300 + 2 + 5000 is equal to 5,342, not 4,325.  **Figure 106: 2 representations of the place-value composition of 5,342** Pupils should use the language of 'less than', 'greater than' and 'equal to' accurately when comparing and ordering numbers up to 10,000. They should use representations such as dienes, place-value counters, or number lines to justify comparisons and demonstrate their mathematical thinking. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) – **4NPV-2**
I can read, write, order and compare numbers to at least 100 000 and determine the value of each digit.	This unit introduces new learning in understanding numbers up to 100,000. Pupils should develop secure understanding of the place value of each digit within a five-digit number. They should learn to compose and partition numbers up to 100,000 in both standard and non-standard ways, using units of ten-thousands, thousands, hundreds, tens and ones. **Here are some digit cards.** **2** **4** **5** **5** **8** **Which five-digit numbers, greater than 50,000, can you make?** • **Can you make 4 five-digit numbers?** • **Can you find them all?** This new learning also extends pupils' use of mathematical language. Pupils should use the terms 'less than', 'greater than' and 'equal to' accurately when comparing and ordering numbers up to 100,000. They should use representations such as dienes, place-value counters or number lines to explain and justify their thinking.

I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	This step builds directly on pupils' secure understanding of numbers up to 100,000 and introduces new learning with six-digit numbers up to 1,000,000. It is important to emphasise that the structure of the number system does not change; instead, pupils are extending their understanding by adding a new place-value column: hundred-thousands. Pupils should be supported to recognise that the digits they already know (ten-thousands, thousands, hundreds, tens and ones) continue to behave in the same way, with each place being ten times the value of the place to its right. Pupils should develop secure understanding of the place value of each digit within a six-digit number, working with units of hundred-thousands, ten-thousands, thousands, hundreds, tens and ones. They should learn to compose and partition numbers up to 1,000,000 in both standard and non-standard ways, using place-value equipment where appropriate to visualise and support understanding.   Throughout this step, pupils should use the language of 'less than', 'greater than' and 'equal to' accurately when comparing and ordering numbers up to 1,000,000. Teachers should model how to use representations such as place-value counters, base-ten equipment or number lines to make thinking visible, justify comparisons and strengthen conceptual understanding.

10 sessions – Addition and Subtraction	
I can use inverse operations to check answers to a calculation.	To use inverse operations effectively for checking answers, pupils first need a secure understanding of fact families, which are sets of related number sentences using the same numbers. Concrete representations, such as multilink or tens frames with smaller numbers, support conceptual understanding before moving to abstract strategies. The bar model will also help pupils visualise these relationships, with the whole shown at the top and the parts below. The purpose of this step is to encourage pupils to use the inverse as a self-checking tool, providing immediate feedback on accuracy while strengthening their understanding of part–whole relationships and calculation procedures. As pupils consolidate formal written methods later in the unit, focus here on numbers suited to mental strategies.
I can add mentally using partitioning.	In this step, pupils should practise and apply the skill of adding numbers of up to four digits using partitioning. Drawing on secure place-value understanding, pupils should partition numbers into thousands, hundreds, tens and ones, and add the corresponding units together. To support understanding of magnitude and place value, pupils should initially use dienes to represent the numbers involved. Where pupils demonstrate secure place-value knowledge, place-value counters may be used to support more efficient representation and mental processing. Calculations at this stage should be carefully selected so that no regrouping is required, allowing pupils to focus on the structure of the calculation and the strategy of partitioning rather than procedural complexity. **For example:** 2235 + 1054 = ? 2 thousands + 1 thousand = 3 thousands 2 hundreds + 0 hundreds = 2 hundreds 3 tens + 5 tens = 8 tens 5 ones + 4 ones = 9 ones **3000 + 200 + 80 + 9 = 3289**



I can subtract mentally using partitioning.	Similarly to the step above, pupils should practice and apply the skills of subtracting numbers of up to four digits using partitioning. Calculations at this stage should be carefully selected so that no exchanging is required, allowing pupils to focus on the structure of the calculation and the strategy. **For example:** 8635 – 4503 = 8 thousands – 4 thousands = 4 thousands 6 hundreds – 5 hundreds = 1 hundred 3 tens – 0 tens = 3 tens 5 ones – 3 ones = 2 ones **4000 + 100 + 30 + 2 = 4132**  
I can add mentally using number bonds.	In this step, pupils will be using known facts to generate new facts by scaling. If pupils are secure with the additive structure of 2 + 6 = 8, they do not need to recalculate 20 + 60 or 200 + 600 from scratch. Pupils should recognise that the numbers are 10 times, 100 times, and 1000 times bigger, so the answer will scale in the same way. For example: If I know 2 ones + 6 ones is 8 ones, then I know that 2 hundreds + 6 hundreds is 8 hundreds. Encourage and model language such as “each number is 10 times/100 times/1000 times bigger”. Watch out for pupils who say, “you just add a zero”. **Suggested tasks:** • If you know that 3 + 5 = 8, how many other calculations can you generate? What stays the same? What changes? Why does this always work? • True or false: If I know 3 + 6 = 9, then I know that 300 + 600 = 900 

I can subtract mentally using number bonds	Similarly to addition, subtraction relies on known number bonds within and to 10, place value understanding and scaling not recalculating. For example: If I know 8 ones – 6 ones = 2 ones, then I know that 8 tens – 6 tens = 2 tens Encourage pupils to say "the numbers are 10/100/1000 times bigger", "I am subtracting tens instead of ones" rather than "you just take a zero off". **Suggested tasks:** • If I know 10 – 7 = 3, what is 100 – 70? 1000 – 700? • ___ - 40 = 20. What must the whole be? How do you know? If I know.... 8 ones - 6 ones = 2 ones  Then I know.... 8 hundreds - 6 hundreds = 2 hundreds 
I can solve problems using number facts (complements to 1000).	Pupils should be able to use their knowledge of number pairs that make 1000 to solve problems efficiently. These are called complements to 1000. When pupils are finding the complement to 1000 for numbers such as 564, encourage them to make 10 first, and then 100, before 1000: e.g. 564 + ? = 1000 • 564 + 6 = 570 • 570 + 30 = 600 • 600 + 400 = 1000 • 6 + 30 + 400 = 436 • So, 564 + 436 = 1000  *Watch out for pupils who might start adding from the hundreds digit first.* **Suggested Tasks:** • Missing number problems, for example: 2000 - ___ = 1588 • Word problems, for example: Jenny has 4000ml of water in her tray. Josh has 2985ml of water in his tray. How much more water does Jenny have?

I can add up to 4 digits using formal written methods	This step may need to be broken down into smaller steps according to the starting points of the cohort. Assess pupil confidence with the following: • Adding with no regroup • Adding with 1 regroup / Adding with 2 regroups There may be some pupils who benefit from seeing this as the expanded column method alongside concrete resources such a dienes or place value counters. Pupils who are secure with place value can progress onto the compact method. • Further detail around progression of skills can be found in unit 3.10 Ensure pupils are adding or subtracting starting from the ones column and using the language of “3 ones plus 5 ones is equal to 8 ones, 1 ten plus 8 tens is equal to 9 tens and 5 hundreds plus 2 hundreds is 7 hundreds” and “8 ones subtract 2 ones is 6 ones, 4 tens subtract 3 tens is 1 ten and 7 hundreds subtract 1 hundred is 6 hundreds”. Provide reasoning opportunities by asking pupils to explain why regrouping is necessary and to identify which place value needs to be adjusted. It is important that pupils learn to recognise when a calculation can be solved more efficiently using a mental strategy, such as partitioning, particularly when no regrouping is required. Encourage pupils to explain their choice of method and justify why it is efficient, supporting the development of flexible and strategic thinking. Reinforce the relationship between addition and subtraction throughout and encourage pupils to check their answers using the inverse operation.
I can subtract with up to 4 digits using formal written methods.	This step may need to be broken down into smaller steps according to the starting points of the cohort. Assess pupil confidence with the following: • Subtracting with no exchange • Subtracting with 1 exchange / Subtracting with 2 exchanges It is important that pupils learn to recognise when a calculation can be solved more efficiently using a mental strategy, such as finding the difference using complements to 10 or 100, or through partitioning, particularly where no exchanging is required. Pupils should be encouraged to explain their choice of method and justify why it is efficient, supporting the development of flexible, strategic and reflective mathematical thinking. Reinforce the relationship between addition and subtraction throughout and encourage pupils to check their answers using the inverse operation.

<table>
<tr>
<td rowspan="2">I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</td>
<td colspan="3">The purpose of this step is not to provide an increasing quantity of problems for pupils complete, but to improve the quality of their problem-solving behaviours.
Select routine and non-routine problems that allow metacognitive processes to be modelled. This approach shifts attention away from simply finding an answer and towards understanding the pathway through a problem: identifying relevant information, recognising structure, selecting appropriate operations, and justifying methods.
By deliberately choosing tasks that expose underlying structure, pupils develop transferable strategies that can be applied across a wide range of contexts. This supports deeper mathematical thinking, stronger metacognition, and greater confidence when approaching unfamiliar problems.
This may include:
• ‘No number’ questions, which emphasise identifying structure, relationships, and required operations before calculating.
• Goal-free problems, which encourage pupils to explore what they can determine, promoting strategic thinking and the use of prior knowledge.
• Problem-solving heuristics (such as working systematically, working backwards, or generalising) to exemplify step-by-step reasoning and deliberate decision-making.
When numbers are temporarily removed or the goal is broadened, pupils can focus more effectively on sense-making, reasoning, and strategic decision-making.
Examples are provided below.</td>
</tr>
<tr>
<td>Routine problem:

There are three classes at Park School.
There are 78 children altogether.
Look at the table.

Children at Park School
<table><tr><th>Class</th><th>Number of children</th></tr><tr><td>Class 1</td><td>23</td></tr><tr><td>Class 2</td><td>30</td></tr><tr><td>Class 3</td><td>?</td></tr></table>Calculate how many children ate in Class 3</td>
<td>Non-routine problem:

Circle three numbers that add to make 650.

450 350 250 150 50</td>
<td>Non-routine problem:

Here are four number cards.

45 55 67 32

Jade picks the two cards which have a difference of 22
Which cards does she pick?

☐ and ☐</td>
</tr>
</table>

Introduced as a 'No Number' question:

There are **three** classes at Park School.

There are **78** children altogether.

Look at the table.

Children at Park School

Class	Number of children
Class 1	
Class 2	
Class 3	

Calculate how many children ate in Class 3

- What information do we already know?
- What information is missing from the table?
- How could we represent this problem?
- What do the classes represent – wholes or parts?
- What would you do if you knew the numbers for Class 1 and Class 2?
- What must be true about the number of children?
- What could the missing numbers be?
- How could you use the inverse to check your answer?

Working systematically:

- How many possibilities?
- What number would be the easiest to start with?
- Have we checked every option with this starting number?
- Can we work out quickly which numbers cannot work together?
- How will you record your attempts so you know you have not repeated or missed any?
- How can you show that you have found all the possible solutions?

Introduced as a 'No Number' question:

Here are four number cards.

- What do you notice about the numbers?
- Which numbers are closest together? How do you know?
- Which numbers are furthest apart?
- Pick two cards. What information can you work out using addition or subtraction?
- Are some easier to work out mentally than others?
- If you had to find a pair of cards that totalled a specific number, how would you organise your work?
- If you had to find a pair of cards with a specific difference, would this strategy still work?
-

HIAS Resources to support:

- Reasoning and Intelligent Practice Tasks: Reasoning and Intelligent Practice Tasks
- Faded Scaffolds and Intelligent Practice: Faded Scaffolds and Intelligent Practice
- Paired Examples: Paired Examples
- Entry and Exit tickets: Entry and Exit Tickets
- Interleaving, Recall and Retrieval: Interleaving, Recall and Retrieval (hants.gov.uk)
- Connect4Maths: Connect4Maths - Primary
- Moderation Documents: Moderation Documents
- KS1 Key Facts: Key Stage 1 Key Facts Document
- Mastering Times Tables: Mastering Times Tables

NCETM Resources to support:

- Exemplification of ready -to -progress criteria (RTPS): Exemplification of ready-to-progress criteria | NCETM
- NCETM Professional Development materials spine 1: Number, Addition and Subtraction | NCETM ;
- The NCETM Mastery Task booklets can be used as a source of tasks to support end of year teacher assessment for both EXS and GDS Teaching for Mastery Booklets Yr1-6

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