

## Year 5 Overview Maths

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		
9 <sup>th</sup> Sep – 13 Sep	16 <sup>th</sup> - 20 <sup>th</sup> Sep	23 <sup>rd</sup> – 27 <sup>th</sup> Sep	30 <sup>th</sup> – 4 <sup>th</sup> Oct	7 <sup>th</sup> – 11 <sup>th</sup> Oct	14 <sup>th</sup> – 18 <sup>th</sup> Oct	21 <sup>st</sup> – 25 <sup>th</sup> Oct		4 <sup>th</sup> – 8 <sup>th</sup> Nov	11 – 15 <sup>th</sup> Nov	18 <sup>th</sup> – 22 <sup>nd</sup> Nov	25 <sup>th</sup> – 29 <sup>th</sup> Nov	2 <sup>nd</sup> – 6 <sup>th</sup> Dec	9 <sup>th</sup> – 13 <sup>th</sup> Dec	16 <sup>th</sup> – 20 <sup>th</sup> Dec	17 <sup>th</sup> – 21 <sup>st</sup> Dec		
<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>➤ Identify the value of each digit in numbers up to 100,000 (hundred thousand, ten thousand, thousand, hundred, tens, ones)</li> <li>➤ Order and compare numbers to 100,000 including ordering numbers on a number line.</li> <li>➤ Read and write numbers up to 100,000 in words and figures.</li> <li>➤ Count forwards and backwards in steps of powers of 10 (e.g.10, 100, 1000, 10 000,) for any given number up to 100,000</li> <li>➤ Identify the value of each digit in numbers up to 1 000 000 (one million, hundred thousand, ten thousand, thousand, hundred, tens, ones.)</li> <li>➤ Order and compare numbers up to 1 000 000 including ordering numbers on a number line.</li> <li>➤ Count forwards and backwards in steps of powers of 10 (e.g.10, 100, 1000, 10 000,100 000) for any given number up to 1000,000</li> <li>➤ Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000, 100 000.</li> <li>➤ Solve number problems and practical problems involving all of the above.</li> </ul>			<p style="text-align: center;"><b>Fractions</b></p> <ul style="list-style-type: none"> <li>➤ Compare and order fractions whose denominators are the same.</li> <li>➤ Compare and order fractions whose denominators are all multiples of the same number.</li> <li>➤ Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>➤ Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</li> <li>➤ Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>2/5 + 4/5 = 6/5 = 1 \frac{1}{5}</math>]</li> <li>➤ Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>➤ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> </ul>				<b>Half term</b>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>➤ Add and subtract whole numbers with more than 4 digits, using formal written methods (columnar addition and subtraction). Including tricky questions such as repeated carrying or repeated exchanging E.g. 32,005 – 9,342</li> <li>➤ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>➤ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>			<b>Art Week</b>	<p><b>Addition and subtraction continued</b></p> <ul style="list-style-type: none"> <li>➤ Mental methods: What must be added to any 3 /4 digit number to make the next multiple of 100 or 1000? 4087 + ____ = 5000</li> <li>➤ Add 3, 4 or 5 digit multiples of a hundred to any number up to 5 digits e.g. 15, 274 + 13,800.</li> <li>➤ Subtract 3 or 4 digit multiples of 100 from 3, 4 or 5 digit multiples of 100. E.g. 17,600 – 4800 =</li> </ul>		<p><b>Multiplication and Division</b> (with some measure)</p> <ul style="list-style-type: none"> <li>➤ Multiply and divide numbers mentally drawing upon known facts.</li> <li>➤ Multiply 3 numbers together e.g. 4 x 5 x 12</li> <li>➤ Multiply and divide whole numbers (and those involving decimals) by 10, 100, and 1000</li> <li>➤ Multiply 2 and 3 digit numbers by a 1 digit number using written methods for multiplication using expanded method if necessary moving onto short multiplication.</li> <li>➤ Multiply numbers with up to 4 digits by a one digit number using formal written methods for multiplication. (All ARE pupils need to be doing this confidently with challenging number sentences.)</li> <li>➤ Multiply numbers with up to 4 digits by 2 digit numbers using formal written method long multiplication.</li> <li>➤ Divide numbers with up to 4 digits by 1 digit using the formal written method of short division initially without carrying and moving into carrying. (All ARE pupils need to be doing this confidently with challenging number sentences.)</li> <li>➤ Interpret remainders appropriately in contexts.</li> <li>➤ solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</li> <li>➤ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>➤ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> </ul>			

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Spring Term													
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Mon 6 <sup>th</sup> – 10 <sup>th</sup> Jan	13 <sup>th</sup> – 17 <sup>th</sup> Jan	20 <sup>th</sup> – 24 <sup>th</sup> Jan	27 <sup>th</sup> Jan – 31 <sup>st</sup> Jan	3 <sup>rd</sup> – 7 <sup>th</sup> Feb	10 <sup>th</sup> Feb – 14 <sup>th</sup> Feb	24 <sup>th</sup> Feb– 28 <sup>th</sup> Feb	2 <sup>nd</sup> – 6 <sup>th</sup> March	9 <sup>th</sup> - 13 <sup>th</sup> March	16 <sup>th</sup> – 20 <sup>th</sup> March	23 <sup>th</sup> – 27 <sup>th</sup> March	30 <sup>th</sup> – 3 <sup>rd</sup> April		
<b>Fractions: Decimals</b> <ul style="list-style-type: none"> <li>➤ . Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</li> <li>➤ Recognise and write the decimal equivalent of any number of tenths or hundredths.</li> <li>➤ Find the effect of dividing a 1 or 2 digit number by 10 and 100; identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>➤ Round decimal with one decimal place to the nearest whole number.</li> <li>➤ Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>➤ Compare numbers with the same number of decimal places up to 2 decimal places.</li> <li>➤ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>➤ Read and write decimal numbers as fractions [for example, 0.71 = 71/100 ]</li> <li>➤ Read, write, order and compare numbers with up to three decimal places</li> <li>➤ Multiply and divide (whole numbers) and those involving decimals by 10, 100, and 1000</li> <li>➤ Add and subtract decimal numbers up to 2 decimal places e.g. 5.67 – 3.07 =</li> <li>➤ Add and subtract decimals that are compliments of each other e.g. 0.64 + ___ = 1</li> <li>➤ solve problems involving number up to three decimal places</li> </ul>				<b>Multiplication Factors and composites</b> <ul style="list-style-type: none"> <li>➤ Recognise and use factor pairs and commutativity in mental calculations.</li> <li>➤ Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>➤ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>➤ Establish whether a number up to 100 is a prime number and recall the prime numbers up to 19</li> </ul>		Years 3 – 5 assessment week		<b>Geometry: Position and direction</b> <ul style="list-style-type: none"> <li>➤ Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>➤ Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>➤ Plot specified points and draw sides to complete a given polygon, <i>including drawing pairs of axis in one quadrant. Read, write and use pairs of coordinates including using ICT tools.</i></li> </ul> <b>Geometry: Properties of shape</b> <ul style="list-style-type: none"> <li>➤ Compare and classify geometric shapes, including quadrilaterals and triangles based on their properties.</li> <li>➤ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>➤ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles (looking at this point rather than measuring.)</li> </ul>		<b>Measurement</b> <p><b>9<sup>th</sup> March – 13<sup>th</sup> March do volume and imperial metric as whole class (ish) activities. More practical work. (Mock week)</b></p> <ul style="list-style-type: none"> <li>➤ Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</li> <li>➤ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>➤ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>➤ Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes</li> <li>➤ Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>➤ Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li> <li>➤ read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>➤ solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</li> <li>➤ Solve problems involving converting between units of time</li> </ul>			

## Year 5 Overview Maths

Summer Term															
Week 1	Week 2	Week 3	Week 4	Week 5		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
20 <sup>th</sup> April – 24 <sup>th</sup> April	27 <sup>th</sup> – 1 <sup>st</sup> May	4 <sup>th</sup> - 8 <sup>th</sup> May	11 <sup>th</sup> – 15 <sup>th</sup> May	18 <sup>th</sup> – 22 <sup>nd</sup> May	Half Term	1st – 5 <sup>th</sup> June	8 <sup>th</sup> – 12 <sup>th</sup> June	15 <sup>th</sup> – 19 <sup>th</sup> June	22 <sup>nd</sup> – 26 <sup>th</sup> June	29 <sup>th</sup> – 3 <sup>rd</sup> July	8 <sup>th</sup> – 10 <sup>th</sup> July	13 <sup>th</sup> – 17 <sup>th</sup> July			
<b>Fractions, Decimals and Percentages</b> <ul style="list-style-type: none"> <li>➤ <u>Week 1 to recap previously taught fraction, decimal objectives where needed.</u></li> <li>➤ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>➤ Solve problems involving multiplication and division, including scaling by simple fractions and problem solving involving simple rates.</li> <li>➤ 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</li> <li>➤ Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>			<b>Geometry: Properties of shape (angle)</b> <ul style="list-style-type: none"> <li>➤ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>➤ Draw given angles, and measure them in degrees (o )</li> <li>➤ Identify angles at a point and one whole turn (total 360o )</li> <li>➤ Identify angles at a point on a straight line and 2 1 a turn (total 180o )</li> <li>➤ Identify other multiples of 90o</li> <li>➤ Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>➤ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul>			➤	<b>Number</b> <ul style="list-style-type: none"> <li>➤ <b>Count backwards through zero to include negative numbers.</b></li> <li>➤ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero.</li> <li>➤ Solve number problems and practical problems involving all of the above</li> <li>➤ Read Roman numerals to 1000 (M) ad recognise years written as Roman numerals.</li> </ul>			<b>Statistics</b> <ul style="list-style-type: none"> <li>➤ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>➤ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> <li>➤ Relate the graphical representation of data to represent change over time.</li> </ul>			<b>Assessment Week</b>	<b>Revisit areas which may not have previously been taught due to time constraints or re-teach areas of weakness from assessment week.</b>	