| Autumn 1 Y5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DAILY Practise |  |  |  |  |  |  |  |
| Tables | All tables | All tables | All tables | All tables | All tables | All tables | All tables |
| DAILY Practise | TT Practice | TT Practice | TT Practice | TT Practice | TT Practice | TT Practice | TT Practice |
|  | Number bond fluency | Number bond fluency | Number bond fluency | Number bond fluency | Number bond fluency | Number bond fluency | Number bond fluency |
|  | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents | Common FDP equivalents |
|  | 24 hour clock | 24 hour clock | 24 hour clock | 24 hour clock | 24 hour clock | 24 hour clock | 24 hour clock |
|  | Shape recall names | Shape recall names | Shape recall names | Shape recall names | Shape recall names | Shape recall names | Shape recall names |
|  |  |  |  |  |  |  |  |
| TOPIC | Number and Place Value |  |  |  |  |  |  |
|  | Recall counting in multiples of $6,7,9,25$ and 50 and 1000 | Read, write, order and compare numbers to at least 1000000 -- know the value of each digit | Recall Roman Numerals to 100 |  |  |  |  |
|  | Find 1000 more or less than a given number | Count forward and <br> backwards in powers of 10 | Introduce Roman Numerals to 1000 - recognise years |  |  |  |  |
|  | Count backwards through zero to include neg numbers |  | Further study and practice of negative numbers in context inc. counting backwards beyond 0 . |  |  |  |  |
|  | Round any number to nrst 10,100,1000 |  | negative numberline problems | Round any number to 1000000 |  |  |  |
| TOPIC | Addition and Subtraction |  |  |  |  |  |  |
|  |  |  | Formal methods addition and subtraction > 4 digits | Formal methods addition and subtraction > 4 digits |  |  |  |
|  |  |  | Use efficient methods of above eg. subtracting 11999 | Use efficient methods of above eg. subtracting 11999 |  |  |  |
|  |  |  | Multi step problems | Multi step problems |  |  |  |
|  | Measurement |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | Geometry - properties Space |  |  |  |  |  |  |
|  |  |  |  |  | Classाitcation of snapes - <br> quadrilaterals and triangles. Identify 3D shapes - know spellings. Know nets. Recall symmetry | Learn that angles round a point add up to 360 degrees. Angles on a st line add up to 180 degrees |  |
|  |  |  |  |  | Accurate use of a protractor. Draw and measure angles. | Learn that the angles inside a triangle add up to 180 degrees.Find missing angles. Develop mental strategies. |  |
|  |  |  |  |  | Estimate and compare acute, obtuse and reflex angles | Include algebra* missing values, using the inverse |  |
|  | Statistics |  |  | TOPIC |  |  |  |
|  |  |  |  |  |  |  |  |



| Spring 1 Y5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Tables | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and Div facts |
| DAILY Practise | Roman Numerals | Roman Numerals | Roman Numerals | Roman Numerals | Roman Numerals | Roman Numerals |
|  | Revisit addition and subtraction of fractions | Revisit addition and subtraction of fractions | Visual fractions | Visual fractions | Visual fractions | Visual fractions |
|  | Efficient methodsof mult | Efficient methodsof mult | Efficient/formal methodsof mult | Efficient/formal methodsof mult | Efficient/formal methodsof mult | Efficient/formal methodsof mult |
|  | Reading large numbers | Reading large numbers | Reading large numbers | Reading large numbers | Reading large numbers | Reading large numbers |
|  |  |  |  |  |  |  |
| TOPIC | Multiplication and Division |  |  |  |  |  |
|  | Recall Prime numbers and factors |  |  |  |  |  |
|  | Recall square and cube numbers and the notation |  |  |  |  |  |
|  | Solve problems involving mult and division using knowledge of above |  |  |  |  |  |
|  | Solve mult and division problems including scaling by simple fractions and problems involving simple rates. E.g. $20 \times 8=160,20 \times 4=$ ?? ( $1 / 2$ as much) |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Fractions Decimals and Percentages |  |  |  |  |  |
|  | Rounding including decimals to 1dp | Introduce \% writing this as a decimal and a fraction |  |  |  |  |
|  | Recall read, write, order and compare numbers up to 3 dp | Change fractions with denominators of 10 and 25 into percentages. |  |  |  |  |
|  | Solve problems involving numbers up to 3dp. E.g. 9-1.15 | Learn the \% and decimal equivalent of $1 / 2,1 / 4,1 / 5,2 / 5$ etc. |  |  |  |  |
|  |  | Change fractions with denominators of 10 and 25 into percentages. |  |  |  |  |
|  |  | Learn and apply the $\%$ and decimal equivalent of $1 / 2,1 / 4,1 / 5,2 / 5$ etc. Extend 1/8, 1/20 |  |  |  |  |
|  | Measurement |  |  |  |  |  |
|  |  |  | on measure, km and $\mathrm{m}, \mathrm{cm}$ and | perimeter of composite rectilinear | rectangles and squares. Use cm |  |
|  |  |  | equivalences between metricand | composite rectilinear shapes in m . | Estimate the area of irreguar shapes |  |
|  |  |  |  | composite rectilinear shapes. Give | measurement, including some |  |
|  |  |  |  |  |  |  |


| Spring 2 Y5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DAILY Practise |  |  |  |  |  |  |
| Tables | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and Div facts | TT Practice and intervention - Mult and |
| DAILY Practise | Roman Numerals | Recall names of 3d shapes | Recall angle facts - turns | Recall angle facts - turns | Recall angle facts - turns | Recall angle facts - turns |
|  | Visual fractions | Telling the time problems | Acute/reflex/obtuse | Acute/reflex/obtuse | Acute/reflex/obtuse | Acute/reflex/obtuse |
|  | Recall 12 and 24 hour clock | Factors and multiples | Using a protractor | Using a protractor | Using a protractor | Using a protractor |
|  | Reading large numbers | Recognising NETS |  |  |  |  |
|  |  |  |  |  |  |  |
| TOPIC | Multiplication and Division |  |  |  |  |  |
|  | Recall long mult |  |  |  |  |  |
|  | Recall short division |  |  |  |  |  |
|  | Recall use of factors, multiples, squares and cubes |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Fractions Decimals and Percentages |  |  |  |  |  |
|  | Solve problems with numbers up to 3dp |  |  |  |  |  |
|  | Recall common equivalent fractions. Compare and order fractions/ denominators are all multiples of same number |  |  |  |  |  |
|  | Recall multiplying and dividing number by powers of 10 |  |  |  |  |  |
|  | Measurement |  |  |  |  |  |
|  |  | Recall 12 and 24 hour clock, recall days in months |  |  |  |  |
|  |  | between units of time |  |  |  |  |
|  |  | cubes and cuboids |  |  |  |  |
|  |  | to NETS *challenge |  |  |  |  |
|  | Geometry - position and direction |  |  |  |  |  |
|  |  |  | Recall ACUTE/ OBTUSE/REFLEX | Recall ACUTE/ OBTUSE/REFLEX | quadrant |  |
|  |  |  |  |  | complete a polygon |  |
|  |  |  | Recall measure and draw angles | Recall measure and draw angles | Introduce all four quadrants |  |
|  |  |  | Simple constructions of triangles | Simple constructions of triangles | Reflections and Translations |  |
|  |  |  | add up to 180 degrees.Find missing | triangle add up to 180 |  |  |
|  |  |  | degrees | degrees |  |  |
|  |  |  | degrees | degrees |  |  |
|  |  |  |  | irregular polygons |  |  |
|  |  |  |  | deduce related facts and |  |  |
|  | Geometry - properties of space |  |  |  |  |  |
|  |  |  |  |  | shapes |  |
|  | Statistics |  |  |  |  |  |
|  |  | Interpret simple timetables |  |  |  |  |
|  |  |  |  |  |  |  |


| Summer 1 Y5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DAILY Practise |  |  |  |  |  |  |
| Tables |  |  |  |  |  |  |
| DAILY Practise | Read large numbers up to 1000000 | Names of 2d and 3d shapes | Halving numbers mentally | Halving numbers mentally | Halving numbers mentally |  |
|  | Use 4 operations to solve problems in length, mass, money, volume, using decimal notation and scaling | Ordering numbers up to 3 dp . | Knowing common FDP equivalents | Knowing common FDP equivalents | Knowing common FDP equivalents |  |
|  | Number and Place Value |  |  |  |  |  |
|  | Count forwards or backwards in any power of 10 for any number up to 1000000 |  |  | Recall Long mult - 4 digits by 2 digits |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Multiplication and Division |  |  |  |  |  |
|  | Revision of prime numbers to 100 |  |  | Mult dec by powers of 10,100 |  |  |
|  |  |  |  |  |  |  |
|  | Fractions Decimals and Percentages | Fract Revision | Dec revision |  |  |  |
|  | Revision of mixed numbers and improper fractions | Revision of add and subtract fractions with different denominators and mixed numbers | Read and write decimals as fractions |  |  |  |
|  | Revision of add and subtract fractions with different denominators and mixed numbers | Integer multiplication of a fraction resulting in and improper fraction. E.g. $4 \times 2 / 3=8 / 3=2 / 3$. | Recognise and use thousandths. Relate them to tenths, hundredths and decimal equivalents |  |  |  |
|  |  | Revision of multiply proper fractions and mixed numbers by whole numbers. Support with materials and diagrams | Round decimals with 2dp to nrst whole number. Round decimals with 2 dp to 1 dp . |  |  |  |
|  | Measurement |  |  |  |  |  |
|  |  |  |  | Understand and use approx equivalences for inches, pounds, pints, miles |  |  |
|  |  |  |  |  |  |  |
|  | Geometry - properties Space |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Geometry - Position and direction |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Statistics |  |  |  |  |  |
|  |  | from tables - include large |  |  |  |  |
|  |  | Recall Venn diagrams |  |  |  |  |
|  |  | Reading line graphs |  |  |  |  |


| Summer 2 Y5 = Y6 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DAILY Practise | TT Practice | TT Practice | TT Practice | TT Practice | TT Practice |  |
|  | Roman numerals to 1000 | Roman numerals to 1000 | Common factors and factor pairs | Common factors and factor pairs | Common factors and factor pairs |  |
|  | Halving efficently | Halving efficiently | Time | Square and cube numbers | Square and cube numbers |  |
|  |  |  |  |  |  |  |
| TOPIC | Number and Place Value |  |  |  |  |  |
|  | Compare and order numbers up to 10000000 |  |  |  |  |  |
|  | Round any whole number to a required degree of accuracy |  |  |  |  |  |
| TOPIC | Addition and Subtraction, multipli | ication and Division |  |  |  |  |
|  | Long Division - interpret remainders as whole number remainders or fractions or rounding. 4 digits by 2 digits. Use efficient methods. If both even numbers, reduce. | Long Division - interpret remainders as whole number remainders or fractions or rounding. 4 digits by 2 digits. Use efficient methods. If both even numbers, reduce. |  |  | Long Division |  |
|  |  | BIDMAS |  |  | Long multiplication |  |
|  |  | Solve problems using addit, subt, mult division |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Fractions Decimals and Percentag |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Measurement |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Geometry - properties Space |  |  |  |  |  |
|  |  |  |  | Learn the parts of the circle |  |  |
|  |  |  |  | twice the radius and apply this |  |  |
|  | Geometry - Position and direction |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Statistics |  |  |  |  |  |
|  |  |  | mean/average. |  |  |  |
|  |  |  | charts and line graphs |  |  |  |
|  |  |  | Project learning |  |  |  |

