





| Spring 1 Y5           | Week 1   | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  |
|-----------------------|--|---|---|---|---|---|
| <b>Tables</b>         | 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 |
| <b>DAILY Practise</b> | 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 methods of mult  | Efficient methods of mult   | Efficient/formal methods of mult                  | Efficient/formal methods of mult                  | Efficient/formal methods of mult                  | Efficient/formal methods of mult                  |
|                       | Reading large numbers  | Reading large numbers   | Reading large numbers                             | Reading large numbers                             | Reading large numbers                             | Reading large numbers                             |
| TOPIC                 | <b>Multiplication and Division</b>   |   |   |   |   |   |
|                       | 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) |   |   |   |   |   |
|                       |  |   |   |   |   |   |
|                       | <b>Fractions Decimals and Percentages</b>  |   |   |   |   |   |
|                       | 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.<br><b>Extend <math>1/8</math>, <math>1/20</math></b> |   |   |   |   |
|                       | <b>Measurement</b>   |   |   |   |   |   |
|                       |  |   | on measure, km and m, cm and                      | perimeter of composite rectilinear                | rectangles and squares. Use cm                    |   |
|                       |  |   | equivalences between metric and                   | composite rectilinear shapes in m.                | Estimate the area of irregular 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 |  |  |   |   |   |   |
| <b>Tables</b>  | 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          | <b>Multiplication and Division</b>   |  |   |   |   |   |
|                | Recall long mult   |  |   |   |   |   |
|                | Recall short division  |  |   |   |   |   |
|                | Recall use of factors, multiples, squares and cubes  |  |   |   |   |   |
|                |  |  |   |   |   |   |
|                | <b>Fractions Decimals and Percentages</b>  |  |   |   |   |   |
|                | 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   |  |   |   |   |   |
|                | <b>Measurement</b>   |  |   |   |   |   |
|                |  | Recall 12 and 24 hour clock, recall days in months |   |   |   |   |
|                |  | between units of time                              |   |   |   |   |
|                |  | cubes and cuboids                                  |   |   |   |   |
|                |  | to NETS *challenge                                 |   |   |   |   |
|                | <b>Geometry - position and direction</b>   |  |   |   |   |   |
|                |  |  | 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 degrees        | triangle add up to 180 degrees                    |   |   |
|                |  |  | degrees   | degrees   |   |   |
|                |  |  | degrees   | degrees   |   |   |
|                |  |  |   | irregular polygons                                |   |   |
|                |  |  |   | deduce related facts and                          |   |   |
|                | <b>Geometry - properties of space</b>  |  |   |   |   |   |
|                |  |  |   |   | shapes  |   |
|                | <b>Statistics</b>  |  |   |   |   |   |
|                |  | Interpret simple timetables                        |   |   |   |   |

| Summer 1 Y5           | Week 1  | Week 2   | Week 3   | Week 4  | Week 5                         | Week 6 |
|-----------------------|---|--|--|---|--------------------------------|--------|
| <b>DAILY Practise</b> |   |  |  |   |                                |        |
| <b>Tables</b>         |   |  |  |   |                                |        |
| <b>DAILY Practise</b> | 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 3dp.  | Knowing common FDP equivalents   | Knowing common FDP equivalents  | Knowing common FDP equivalents |        |
|                       | <b>Number and Place Value</b>   |  |  |   |                                |        |
|                       | Count forwards or backwards in any power of 10 for any number up to 1000000                           |  |  | Recall Long mult - 4 digits by 2 digits                                 |                                |        |
|                       |   |  |  |   |                                |        |
|                       |   |  |  |   |                                |        |
|                       | <b>Multiplication and Division</b>  |  |  |   |                                |        |
|                       | Revision of prime numbers to 100  |  |  | Mult dec by powers of 10,100  |                                |        |
|                       |   |  |  |   |                                |        |
|                       | <b>Fractions Decimals and Percentages</b>   | 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. $4 \times \frac{2}{3} = \frac{8}{3} = 2 \frac{2}{3}$ . | 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.          |   |                                |        |
|                       | <b>Measurement</b>  |  |  |   |                                |        |
|                       |   |  |  | Understand and use approx equivalences for inches, pounds, pints, miles |                                |        |
|                       |   |  |  |   |                                |        |
|                       | <b>Geometry - properties Space</b>  |  |  |   |                                |        |
|                       |   |  |  |   |                                |        |
|                       |   |  |  |   |                                |        |
|                       | <b>Geometry - Position and direction</b>  |  |  |   |                                |        |
|                       |   |  |  |   |                                |        |
|                       |   |  |  |   |                                |        |
|                       |   |  |  |   |                                |        |
|                       | <b>Statistics</b>   |  |  |   |                                |        |
|                       |   | 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 |
|-----------------------|---|---|---------------------------------|---------------------------------|---------------------------------|--------|
| <b>DAILY Practise</b> | 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 efficiently   | Halving efficiently   | Time                            | Square and cube numbers         | Square and cube numbers         |        |
|                       |   |   |                                 |                                 |                                 |        |
| <b>TOPIC</b>          | Number and Place Value  |   |                                 |                                 |                                 |        |
|                       | Compare and order numbers up to 10000000  |   |                                 |                                 |                                 |        |
|                       | Round any whole number to a required degree of accuracy   |   |                                 |                                 |                                 |        |
| <b>TOPIC</b>          | <b>Addition and Subtraction, multiplication and Division</b>  |   |                                 |                                 |                                 |        |
|                       | Long Division - interpret remainders as whole number remainders or fractions or rounding. 4 digits by 2 digits. Use efficient methods. <b>If both even numbers, reduce.</b> | Long Division - interpret remainders as whole number remainders or fractions or rounding. 4 digits by 2 digits. Use efficient methods. <b>If both even numbers, reduce.</b> |                                 |                                 |                                 |        |
|                       |   | BIDMAS  |                                 |                                 | Long Division                   |        |
|                       |   | Solve problems using addit, subt, mult division   |                                 |                                 | Long multiplication             |        |
|                       |   |   |                                 |                                 |                                 |        |
|                       | <b>Fractions Decimals and Percentages</b>   |   |                                 |                                 |                                 |        |
|                       |   |   |                                 |                                 |                                 |        |
|                       | <b>Measurement</b>  |   |                                 |                                 |                                 |        |
|                       |   |   |                                 |                                 |                                 |        |
|                       | <b>Geometry - properties Space</b>  |   |                                 |                                 |                                 |        |
|                       |   |   |                                 | Learn the parts of the circle   |                                 |        |
|                       |   |   |                                 | twice the radius and apply this |                                 |        |
|                       | <b>Geometry - Position and direction</b>  |   |                                 |                                 |                                 |        |
|                       |   |   |                                 |                                 |                                 |        |
|                       | <b>Statistics</b>   |   |                                 |                                 |                                 |        |
|                       |   |   | mean/average.                   |                                 |                                 |        |
|                       |   |   | charts and line graphs          |                                 |                                 |        |
|                       |   |   | Project learning                |                                 |                                 |        |