

**Year 5 mid and short term - year overview**

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<p><b>Number - Place Value</b>  <b>...all children should be able to:</b></p> <ul style="list-style-type: none"> <li>• read and write numbers up to 100 000;</li> <li>• identify the value of each digit in a number up to 100 000 using a place value grid;</li> <li>• identify the value of a digit in numbers with one decimal place;</li> <li>• order numbers up to 100 000;</li> <li>• compare numbers using the greater than and less than symbols;</li> <li>• round numbers to the nearest 10, 100, 1000, 10 000 or 100 000 using a number line;</li> <li>• calculate intervals across zero using a number line;</li> <li>• compare and order negative numbers using a number line;</li> <li>• identify negative numbers in context;</li> <li>• count forwards and backwards in steps of powers of 10;</li> <li>• read Roman numerals up to 500 (D) using a symbol chart;</li> <li>• identify years written in Roman numerals using a symbol chart;</li> </ul> <p><b>...most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• read and write numbers up to 1 000 000;</li> <li>• identify the value of each digit in a number up to 1 000 000;</li> <li>• identify the value of a digit in numbers with two decimal places;</li> <li>• order numbers up to 1 000 000;</li> <li>• compare numbers using the greater than and less than symbols;</li> <li>• round numbers to the nearest 10, 100, 1000, 10 000 or 100 000;</li> <li>• count backwards and forwards across zero using a number line;</li> <li>• compare and order negative numbers;</li> <li>• solve simple problems involving negative numbers in context;</li> <li>• count forwards and backwards in steps of powers of 10;</li> <li>• read Roman numerals up to 1000 (M);</li> <li>• identify years written in Roman numerals;</li> </ul>			<p><b>Number - Addition and Subtraction</b>  <b>...all children should be able to:</b></p> <ul style="list-style-type: none"> <li>• add and subtract using a columnar method;</li> <li>• add and subtract numbers with 4 and 5 digits;</li> <li>• round numbers to the nearest 10, 100, 1000;</li> <li>• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy;</li> <li>• choose a sensible way of calculating when solving a problem;</li> <li>• solve one and two step word problems;</li> <li>• choose appropriate methods for mental calculation;</li> <li>• practise mental calculation with increasingly large numbers.</li> </ul> <p><b>...some children will be able to:</b></p> <ul style="list-style-type: none"> <li>• add larger numbers with decimal notation;</li> <li>• round numbers to the nearest 10, 100, 1000, 10 000, 100 000;</li> <li>• suggest alternate ways to solve puzzles and problems.</li> </ul> <p><b>...most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers with at least 5 digits;</li> <li>• round numbers to the nearest 10, 100, 1000, 10 000;</li> </ul>		<p>Statistics</p>	<p><b>Number - Multiplication and Division</b>  <b>...all children should be able to:</b></p> <ul style="list-style-type: none"> <li>• recognise the multiples and factors of numbers and begin to find the common factors of two numbers;</li> <li>• identify the prime numbers less than 20 and find the prime numbers up to 100 using their multiplication tables knowledge;</li> <li>• multiply numbers up to 4 digits by one or two digit numbers using short multiplication within their tables knowledge;</li> <li>• multiply and divide numbers mentally using known facts e.g. doubling and halving;</li> <li>• use the formal method of short division to divide numbers up to 4 digits by a one-digit number with increasing confidence;</li> <li>• begin to interpret remainders as whole numbers, decimals and simple fractions where appropriate;</li> <li>• multiply and divide whole numbers by 10, 100 and 1000;</li> <li>• understand the notation for square and cubed numbers;</li> <li>• recognise that the equals sign indicates equivalence;</li> <li>• solve a range of multiplication and division</li> </ul>		<p>Perimeter and Area</p>	<p>1 week to complete termly assessments</p>		

	<ul style="list-style-type: none"> <li>• solve simple reasoning problems using all of the above.</li> <li>...some children will be able to: <ul style="list-style-type: none"> <li>• read and write numbers up to 10 000 000;</li> <li>• identify the value of each digit in a number up to 10 000 000;</li> <li>• identify the value of a digit in numbers with three decimal places;</li> <li>• order numbers up to 10 000 000;</li> <li>• compare numbers by working out calculations;</li> <li>• round numbers to a required degree of accuracy;</li> <li>• calculate intervals across zero;</li> <li>• solve problems involving negative numbers in context;</li> <li>• solve reasoning problems using all of the above;</li> <li>• solve trickier reasoning problems involving place value, rounding and negative numbers.</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• talk about how they solved a problem.</li> </ul>						problems including scaling and rates problems.			
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<b>Spring</b>	<u><b>Number - Multiplication and Division</b></u> ...most children will be able to: <ul style="list-style-type: none"> <li>• find factor pairs and identify the common factors of two or more numbers;</li> <li>• recall the prime numbers up to 20 and be able to find the prime numbers up to 100 using their multiplication tables knowledge;</li> <li>• multiply numbers up to 4 digits by 1 or 2-digit numbers using short and long multiplication;</li> <li>• multiply and divide numbers mentally using known facts e.g. doubling, halving, partitioning and recombining and beginning to use known facts to multiply and divide decimals;</li> <li>• use the formal method of short division to divide numbers up to 4 digits by a one-digit number. Interpret remainders as whole numbers, decimals and simple fractions and begin to choose the best way to express remainders, depending on the context of the problem;</li> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000;</li> <li>• identify and use square numbers, cube numbers and powers;</li> <li>• recognise that the equals sign indicates equivalence and make equations balance;</li> <li>• solve a wide range of multiplication and division problems, applying their mental and written</li> </ul>			<u><b>Number – Fractions - Number - Decimals &amp; Percentages</b></u> ...all children should be able to: <ul style="list-style-type: none"> <li>• compare and order fractions using a fraction wall to support them;</li> <li>• identify equivalent improper fractions and mixed numbers using diagrams to support;</li> <li>• add and subtract improper fractions with the same denominator;</li> <li>• add and subtract proper fractions with different denominators using resources to support them;</li> <li>• multiply proper fractions or mixed numbers by whole numbers using resources to support;</li> <li>• convert between decimal and fraction tenths and thousandths using resources to support them;</li> <li>• round a number with two decimal places to the nearest whole number and nearest tenth using a number line to support;</li> <li>• compare and order numbers with up to three decimal places when they have the same number of decimal places;</li> <li>• understand per cent and give percentage and decimal equivalents for half, quarters, fifths, tenths, twentieths, twenty-fifths, fiftieths and hundredths fractions.</li> </ul> ...most children will be able to: <ul style="list-style-type: none"> <li>• compare and order fractions using multiplication to find equivalent fractions;</li> <li>• identify equivalent improper fractions and mixed numbers;</li> <li>• convert between improper fractions and mixed numbers to add and subtract fractions with the same denominator;</li> <li>• add and subtract proper fractions with different denominators;</li> <li>• multiply proper fractions or mixed numbers by whole numbers by drawing diagrams;</li> <li>• use place value to convert between decimal and fraction tenths and thousandths;</li> <li>• compare and order numbers with up to three decimal places when they have different numbers of decimal places;</li> <li>• give percentage and decimal equivalents for half, quarters, fifths and fractions with a denominator of a multiple of 10 or 25.</li> </ul> ...some children will be able to: <ul style="list-style-type: none"> <li>• compare and order fractions using multiplication and division to find equivalent fractions;</li> <li>• convert between improper fractions and mixed numbers;</li> <li>• convert between improper fractions and mixed numbers to add and subtract fractions with different denominators;</li> <li>• multiply proper fractions or mixed numbers by whole numbers;</li> <li>• round a number with two decimal places to the nearest whole number and nearest tenth.</li> </ul>									1 week to complete termly assessments

	<p>methods including scaling, exchange rate and speed problems.</p> <p><b>...some children will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify the common factors and prime factors of numbers;</li> <li>• recall the prime numbers up to 20 and find prime numbers up to and beyond 100 using their multiplication tables knowledge;</li> <li>• multiply numbers up to 4 digits by 1- or 2-digit numbers using short and long multiplication accurately and confidently;</li> <li>• multiply and divide numbers mentally using known facts e.g. doubling, halving, partitioning and recombining and using known facts to multiply and divide decimals;</li> <li>• use the formal method of short division to divide numbers up to 4 digits by a one-digit number. Interpret remainders as whole numbers, decimals and fractions. Choose from these in order to express remainders appropriately depending on the context;</li> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000;</li> <li>• recognise and use square numbers, cube numbers and powers;</li> <li>• calculate square and cube roots through trial and improvement;</li> <li>• recognise that the equals sign indicates equivalence and make equations that balance using all four operations;</li> <li>• use and apply their mental and written multiplication and division methods to solve problems involving speed, distance and time, scaling and exchange rate money problems.</li> </ul>											
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<b>Summer</b>	<p><b>Number – Decimals</b></p> <ul style="list-style-type: none"> <li>• use place value to convert between decimal and fraction tenths and thousandths;</li> <li>• compare and order numbers with up to three decimal places when they have different numbers of decimal places;</li> <li>• give percentage and decimal equivalents for half, quarters, fifths and fractions with a denominator of a multiple of 10 or 25</li> <li>• round a number with two decimal places to the nearest whole number and nearest tenth.</li> </ul>				<p>Geometry - Properties of Shapes</p>			<p>Geometry - Position and Direction</p>	<p>Measurement - Converting Units</p>	<p>Measures - Volume</p>	<p>1 week to complete termly assessments</p>	

