

Year 5 Autumn 1		
		New vocabulary
Week 1	<p><b>LO: To read, write, order and compare numbers including negative numbers</b></p> <p><b>5LS1- Place value and rounding of large numbers</b></p> <p><i>National curriculum statement: Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</i></p> <p><b>5LS2- Interpret negative numbers</b></p> <p><i>National curriculum statement: Interpret negative numbers in context, count forwards and backwards</i></p>	
Week 2	<p><b>LO: To read, write, order and compare numbers up to 3 decimal places</b></p> <p><b>5LS3- PV of numbers up to 3 decimal places</b></p> <p><i>National curriculum statement: Read, write, order and compare numbers with up to 3 decimal places</i></p>	
Week 3	<p><b>LO: To multiply and divide by 10, 100 and 1000</b></p> <p><b>5LS4- Multiply and divide by 10, 100, 1000</b></p> <p><i>National curriculum statement: Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</i></p>	Powers of 10,
Week 4	<p><b>LO: To identify multiples, factors, prime and composite numbers</b></p> <p><b>5LS5- Properties of number – multiples, factors, common factors</b></p> <p><i>National curriculum statement: Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</i></p> <p><b>5LS6- Prime and composite numbers</b></p>	Factor pairs, square number, cubed number, formal written method Composite numbers, prime numbers, prime factors

	<p><i>National curriculum statement: Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) Numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19</i></p>	
Week 5	<p><b>LO: To multiply and divide using mental strategies</b>  <b>5LS7- Multiply and divide mentally</b>  <i>National curriculum statement: Multiply and divide numbers mentally drawing upon known facts</i></p>	
Week 6	<p><b>LO: To solve problems using knowledge of factors and multiples</b>  <b>5LS8- Solve problems involving knowledge of key facts</b>  <i>National curriculum statement: Solve number and practical problems that involve place value                  Solve problems using knowledge of factors and multiples</i></p>	
Week 7	<p><b>Review and close the gap</b></p>	

Autumn 2		New vocabulary
Week 1	<p><b>LO: To add and subtract using a range of mental strategies</b></p> <p><b>5LS9- Add and subtract using a range of strategies</b></p> <p><i>National curriculum statement: Add and subtract numbers mentally with increasingly large numbers</i></p>	
Week 2	<p><b>LO: To add and using subtract using formal written methods</b></p> <p><b>5LS10- Add and subtract using formal written methods</b></p> <p><i>National curriculum statement: Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</i></p>	Efficient written method
Week 3	<p><b>LO: To multiply using formal written methods</b></p> <p><b>5LS11- Formal written method for multiplication</b></p> <p><i>National curriculum statement: Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</i></p>	
Week 4	<p><b>LO: To divide using formal written method of short division</b></p> <p><b>5LS12- Formal written method of short division</b></p> <p><i>National curriculum statement: Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</i></p>	
Week 5	<p><b>LO: To identify, name and write equivalent fractions</b></p>	

	<p><b>5LS13- Equivalent fractions</b>  <i>National curriculum statement: Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</i>  <i>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number [ for example, <math>2/5 + 4/5 = 6/5 = 1</math> and <math>1/5</math>]</i></p>	
Week 6	<p><b>LO: To compare and order fractions</b>  <b>5LS14- Compare and order fractions</b>  <i>National curriculum statement: Compare and order fractions whose denominators are all multiples of the same number</i></p>	
Week 7	<p><b>LO: To add and subtract fractions</b>  <b>5LS15- Adding and subtracting fractions</b>  <i>National curriculum statement: Add and subtract fractions with the same denominator and multiples of the same number</i></p>	

Spring 1		New vocabulary
Week 1	<p><b>LO: To solve problems using the 4 operations</b>  <b>5LS16- Problem solving the 4 operations</b>  <i>National curriculum statement: Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</i></p>	
Week 2	<p><b>LO: To multiply fractions by whole numbers</b>  <b>5LS17- Multiply Fractions by Whole Numbers</b>  <i>National curriculum statement: Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</i></p>	Proper fractions, improper fractions, mixed numbers
Week 3	<p><b>LO: To apply knowledge of fractions to solve problems</b>  <b>5LS18- Fraction Problem Solving</b>  <i>National curriculum statement: This sequence applies the previous NC statements from 5LS13, 5LS14, 5LS15 and 5LS17 to ensure that pupils can combine and use this knowledge to solve problems</i></p>	
Week 4	<p><b>LO: To convert between different units of measure including time</b>  <b>5LS19- Measure – Converting Units of Measure including time</b>  <i>National curriculum statement: Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). Solve problems involving converting between units of time</i></p>	Imperial units, metric units
Week 5	<p><b>LO: To calculate and compare area of rectilinear shapes</b></p>	

	<p><b>5LS20- Area</b>  <i>National curriculum statement: Calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</i></p>	
Week 6	<p><b>LO: To explore volume and capacity building cube numbers from square numbers</b>  <b>5LS21- Volume and Capacity</b>  <i>National curriculum statement: Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water ]</i></p>	Volume

Spring 2		New vocabulary
Week 1	<p><b>LO: To recognise the % symbol and to understand that per cent relates to the number of parts per hundred</b></p> <p><b>5LS22- Percentages</b></p> <p><i>National curriculum statement: 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</i></p>	Percentage, half, quarter, fifth, four fifths, ratio, proportion
Week 2	<p><b>LO: To apply knowledge of percentages to solve problems</b></p> <p><b>5LS23- Problem Solving – Percentages</b></p> <p><i>National curriculum statement: 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 with a denominator of a multiple of 10 or 25</i></p>	
Week 3	<p><b>LO: To identify 3D shapes from 2D representations</b></p> <p><b>5LS24- 3-D Shapes from 2-D Representations</b></p> <p><i>National curriculum statement: Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</i></p> <p><b>LO: To use reflection and translation to move shapes using appropriate language</b></p> <p><b>SLS25- Reflection and Translation</b></p> <p><i>National curriculum statement: Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</i></p>	Dimensions, regular and irregular polygons
Week 4	<p><b>LO: To measure and calculate the perimeter of composite rectilinear shapes in cm and m</b></p> <p><b>5LS26- Perimeter</b></p>	

	<i>National curriculum statement: Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</i>	
Week 5	<p><b>LO: To estimate, compare, measure and draw angles and identify unknown angles</b></p> <p><b>5LS27- Estimate, Compare, Measure and Draw Angles</b></p> <p><i>National curriculum statement: Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</i></p> <p><i>Draw given angles, and measure them in degrees (°)</i></p> <p><b>5LS28- Identify Unknown Angles</b></p> <p><i>National curriculum statement: Identify:</i></p> <ul style="list-style-type: none"> <li>- angles at a point and one whole turn (total 360°)</li> <li>- angles at a point on a straight line and ½ a turn (total 180°)</li> <li>- other multiples of 90°</li> </ul>	Reflex angles
Week 6	<b>Review and close the gap</b>	



Summer 1		New vocabulary
Week 1	<p><b>LO: To use formal written methods for division and multiplication in problem solving</b>  <b>5LS29- Formal methods for division and multiplication in increasingly complex problems</b>  <i>National curriculum statement: Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Divide numbers up to 4 digits by one-digit numbers using the formal written method of short division and interpret remainders appropriately for the context. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</i></p>	
Week 2	<p><b>LO: To use different mental and written strategies for multiplication and division</b>  <b>5LS30- Strategies for multiplication and division (mental and written)</b>  <i>National curriculum statement: Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</i></p>	
Week 3	<p><b>LO: To use scaling by simple fractions to solve problems</b>  <b>5LS31- Solving problems involving scaling by simple fractions and rates</b>  <i>National curriculum statement: Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling</i></p>	

<p>Week 4</p>	<p><b>LO: To convert between imperial and metric measure</b>  <b>5LS32- Conversion of imperial and metric units of measure</b>  <i>National curriculum statement: Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling</i></p>	
<p>Week 5</p>	<p><b>LO: To apply knowledge of fractions, decimals and percentages to problem solving</b>  <b>5LS33- Fractions, decimals and percentages problem solving</b>  <i>National curriculum statement: 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 with a denominator of a multiple of 10 or 25 Read and write decimal numbers as fractions [ for example, <math>0.71 = \frac{71}{100}</math> ]. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</i></p>	
<p>Week 6</p>	<p><b>Review and close the gap</b></p>	

Summer 2		New vocabulary
Week 1	<p><b>LO: To use and interpret timetables</b>  <b>5LS34- Interpreting timetables</b>  <i>National curriculum statement: Complete, read and interpret information in tables, including timetables</i></p>	
Week 2	<p><b>LO: To apply, use and consolidate the four operations</b>  <b>5LS35- Solve problems involving the four operations (consolidation Aut)</b>  <i>National curriculum statement: Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</i></p>	
Week 3	<p><b>LO: To distinguish between regular and irregular polygons</b>  <b>5LS36- Distinguish between regular and irregular polygons</b>  <i>National curriculum statement: Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</i></p>	Regular, irregular
Week 4	<p><b>LO: To use properties of rectangles to problem solve</b>  <b>5LS37- Use properties of rectangles</b>  <i>National curriculum statement: Use the properties of rectangles to deduce related facts and find missing lengths and angles</i></p>	
Week 5	<p><b>LO: To solve problems using a line graph</b>  <b>5LS38- Statistics – solve comparison, sum and difference problems using information in a line graph</b>  <i>National curriculum statement: Solve comparison, sum and difference problems using information presented in a line graph</i></p>	

Week 6	<b>LO: To use and present data in different ways</b> <b>5LS39- Statistics – interpreting and evaluating information presented in charts and tables</b> <i>National curriculum statement: Begin to decide which representations of data are most appropriate and why (non-statutory)</i>	
Week 7	<b>LO: To read, write and use Roman numerals</b> <b>5LS40- Roman numerals</b> <i>National curriculum statement: Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</i>	