Year 5 Numeracy medium Term Plan Summer

Unit	Focus	Arithmetic target	Learning Objectives (new curriculum)	What will children find hard	Big Maths
1	**Number and place value.**	Arithmetic I can round numbers to the nearest 10/100/1000	1. I can determine the value of each digit and compare numbers. **5.1.b.1** 2. I can solve place value problems (missing numbers on a scale) 5.1.d.1 3. Arithmetic Test: I can round numbers to the nearest 10/100/10005.2.b.4 4. I can solve problems with negative numbers (missing number on a scale) **5.1.a.1** 5. I can solve problems in context with negative numbers **5.1.b.3** (word problems)	Finding increments on a number scale .	
	Multiplication and division.	I can identify multiple and factors.	1. Multiply and divide numbers mentally drawing upon known facts. 5.2.b.3 2. I can Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. **5.2.c.3** 3. Arithmertic Test Mixed Arithmetic Test from year 5 test book summer 1 4. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) **5.2.c.3** 5. Big Maths Test		**Big maths Number**
2	**Fractions**	I can find a fraction of an amount e.g. 3/7 of 210	1. I can multiply proper fractions and mixed numbers by whole numbers. 2. I can read and write decimal numbers as fractions. 3. I can write percentages as a fraction. 4. I can solve problems involving scaling by simple fractions.	Multiplying fractions. Converting FDP.	Big maths Ct focus on 2 step problems

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			5. I can covert between fractions, decimals and percentages.		
	F,D,P		1. I can read, write, order and compare numbers with 3 decimals places. 2. I can recognise and use thousandths and relate to tenths, hundredths. 3. I multiplying and divide whole numbers by powers of ten. 4. I can solve problems involving percentages 5. I can solve problems including F,D,P. (Big maths).	Value of each digit. Using the quickest method for multiplying and dividing by 10, 100.	Big maths – translation CT focus.
3 Summer 2	**Wk 1** **Angles**	I can find the factors of a number including prime factors	1. I can measure angles in degrees; estimate and compare acute, obtuse and reflex angles 2. I can draw given angles, and measure them in degrees (°). 3. I can use the properties of a rectangle to deduce related facts and find missing Lengths and angles. 4. I can solve problems involving perimeter algebraically. 5. I can calculate the area of shapes. (Backwards)	Drawing angles accurately	Independent task: Consolidation of week's activity Mystery: maths Percentages
	Wk 2 Measure	Converting between time.	1. I can solve problems involving all operations including understanding the meaning of the equals sign. 2. I can solve problems involving conversion of measure (metric to imperial) **2 lessons** 3. I can solve scaling problems involving measure. 4. Big maths - I can use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling	The imperial measure conversions.	Independent task: Consolidation of week's activity Mystery: maths Time
4	**Real life**	LO: I can make	• To add and subtract whole	Scaling using	**Mental**

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	problems with money (exchange rates) **KPI**	complements of 1 involving money. 5.2.b.2	numbers with more than 4 digits involving money (Mon) 5.2.e.1 • Give us a clue- involving coins (Tues AM) • To multiply numbers number using an efficient written method, including long multiplication for two-digit numbers (Tues PM). 5.2.e.2 • To divide 4 digit by 1 digit numbers within real life problems involving money (Weds) 5.2.e.3 • To solve problems involving scaling with simple exchange rates (Thurs AM) 5.2.c.4 • To solve problems which require knowing key percentages. (Thurs PM). 5.3.a.4	exchange rates. Knowledge of coins. Percentages of amounts	**arithmetic: Explanation of how they make complements of 1 and what coins to use.** **Word problems with explanation: Coins Exchange rates Scaling (increasing and reducing) Percentages (increasing and reducing)**
5	**Shopping- sales**	LO: I can solve problems which require key knowing percentages and decimals. 5.3.a.4	• To solve problems which require knowing percentage and decimal equivalents (Mon) 5.3.d.3 • To recognise that % means out of 100 (Tues AM). 5.3.a.4 • To know percentage and fraction and decimal equivalents (Tues PM). 5.3.b.5 • To read and write decimal numbers as fractions in their lowest form (Weds) 5.3.b.4 • To read, write, order and compare numbers with up to three decimal places (Thurs AM). 5.3.c.1 • To add and subtract fractions with different denominators. (Thurs PM) 5.3.c.2 *Make up own problems*	Converting between FDP. Understanding equivalence Comparing decimals with 3 DP.	**Explanation of why they are equivalent.** **Explanation of how we know a fraction is in its lowest form (technical vocab)** **Explanation using place value when ordering decimals.**
6	**Shapes in the local community** **Geography Link: local area.**	LO: I can round decimals to the nearest whole number and one decimal place. 5.3.c.2	• To measure and calculate the perimeter of shape in centimetres and metres (Mon) 5.2.4 To count forwards and backwards in negative numbers (Tues AM)	Understanding perimeter and area Remembering the difference between perimeter and area	

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			5.1.a.1 • To calculate and compare the area of squares and rectangles and estimate the area of irregular shapes (Tues PM) 5.3.b • To solve problems involving multiplication and division, including scaling of shapes. (Weds) 5.2.c.4 To be able to convert between units of measure (length) (Thurs AM) 5.1.4 To interpret negative numbers in context (Thurs PM) 5.1.b.3	Working out the length and width for area. Scaling	
7 Weather/climate change		LO: I can interpret negative numbers in context. 5.1.b.3	To read and interpret information from tables (Mon) 5.1.2 To understand analogue and digital time (Tues AM) 5.2.1 To read and interpret information from graphs (Tues PM) 5.1.1 To solve comparison, sum and difference problems using information presented in a line graph (Weds) 5.1.1 To interpret timings in context (Thurs AM). 5.2.1 To generate a graph and interpret data in context (Thurs PM). 5.2.2	Interpreting a range of graphs/tables.	**Convince me questions** **Verbally discussing their interpretations**