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

	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*	
Week 5	**LO: To multiply and divide using mental strategies** **5LS7- Multiply and divide mentally** *National curriculum statement: Multiply and divide numbers mentally drawing upon known facts*	
Week 6	**LO: To solve problems using knowledge of factors and multiples** **5LS8- Solve problems involving knowledge of key facts** *National curriculum statement: Solve number and practical problems that involve place value* *Solve problems using knowledge of factors and multiples*	
Week 7	**Review and close the gap**	

Autumn 2		New vocabulary
Week 1	**LO: To add and subtract using a range of mental strategies** **5LS9- Add and subtract using a range of strategies** *National curriculum statement: Add and subtract numbers mentally with increasingly large numbers*	
Week 2	**LO: To add and using subtract using formal written methods** **5LS10- Add and subtract using formal written methods** *National curriculum statement: Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)*	Efficient written method
Week 3	**LO: To multiply using formal written methods** **5LS11- Formal written method for multiplication** *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*	
Week 4	**LO: To divide using formal written method of short division** **5LS12- Formal written method of short division** *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*	
Week 5	**LO: To identify, name and write equivalent fractions**	

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

Spring 1		New vocabulary
Week 1	**LO: To solve problems using the 4 operations** **5LS16- Problem solving the 4 operations** *National curriculum statement: Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign*	
Week 2	**LO: To multiply fractions by whole numbers** **5LS17- Multiply Fractions by Whole Numbers** *National curriculum statement: Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams*	Proper fractions, improper fractions, mixed numbers
Week 3	**LO: To apply knowledge of fractions to solve problems** **5LS18- Fraction Problem Solving** *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*	
Week 4	**LO: To convert between different units of measure including time** **5LS19- Measure – Converting Units of Measure including time** *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*	Imperial units, metric units
Week 5	**LO: To calculate and compare area of rectilinear shapes**	

	5LS20- Area *National curriculum statement: Calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes*	
Week 6	**LO: To explore volume and capacity building cube numbers from square numbers** **5LS21- Volume and Capacity** *National curriculum statement: Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]*	Volume

Spring 2		New vocabulary
Week 1	**LO: To recognise the % symbol and to understand that per cent relates to the number of parts per hundred** **5LS22- Percentages** *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*	Percentage, half, quarter, fifth, four fifths, ratio, proportion
Week 2	**LO: To apply knowledge of percentages to solve problems** **5LS23- Problem Solving – Percentages** *National curriculum statement: Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25*	
Week 3	**LO: To identify 3D shapes from 2D representations** **5LS24- 3-D Shapes from 2-D Representations** *National curriculum statement: Identify 3-D shapes, including cubes and other cuboids, from 2-D representations* **LO: To use reflection and translation to move shapes using appropriate language** **SLS25- Reflection and Translation** *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*	Dimensions, regular and irregular polygons
Week 4	**LO: To measure and calculate the perimeter of composite rectilinear shapes in cm and m** **5LS26- Perimeter**	

	National curriculum statement: Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	
Week 5	**LO: To estimate, compare, measure and draw angles and identify unknown angles** **5LS27- Estimate, Compare, Measure and Draw Angles** *National curriculum statement: Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles* *Draw given angles, and measure them in degrees (°)* **5LS28- Identify Unknown Angles** *National curriculum statement: Identify:* *- angles at a point and one whole turn (total 360°)* *- angles at a point on a straight line and ½ a turn (total 180°)* *- other multiples of 90°*	Reflex angles
Week 6	**Review and close the gap**	

Summer 1		New vocabulary
Week 1	**LO: To use formal written methods for division and multiplication in problem solving** **5LS29- Formal methods for division and multiplication in increasingly complex problems** *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*	
Week 2	**LO: To use different mental and written strategies for multiplication and division** **5LS30- Strategies for multiplication and division (mental and written)** *National curriculum statement: Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates*	
Week 3	**LO: To use scaling by simple fractions to solve problems** **5LS31- Solving problems involving scaling by simple fractions and rates** *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*	

Week 4	**LO: To convert between imperial and metric measure** **5LS32- Conversion of imperial and metric units of measure** *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*	
Week 5	**LO: To apply knowledge of fractions, decimals and percentages to problem solving** **5LS33- Fractions, decimals and percentages problem solving** *National curriculum statement: Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25 Read and write decimal numbers as fractions [for example, 0.71 = 71/100]. 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*	
Week 6	**Review and close the gap**	

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

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