



### Y5 Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn (T1 and T2)	Number and Place Value		Number: Addition and Subtraction			Number: Prime Numbers	Number: Multiplication and Division			Perimeter and Area		Statistics
Spring (T3 and Y4)	Place value	Number: Fractions			Number: Decimals		Number: Percentages		Number: Algebra	Measurement: Time, converting Units and Volume		
Summer (T5 and T6)	Place value	Number: Multiplication and Division	Number: Ratio	Geometry: Shapes and Angles		Number: FDP		Assessment Week: Optional SATs	Themed Maths Week	Geometry: Position and Direction	Number: All four operations	



## Term by Term Objectives

### Year 5

### Term 1 and Term 2

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>Number: Place Value</b> 5.1.a.1 (KPI) Count forwards and backwards with positive and negative whole numbers, including through zero 5.1.a.2 Count forwards or backwards in steps of powers of 10 for any given number to 1 000 000 5.1.a.3 Continue to count in any multiples of 2 to 10, 25 and 50 5.1.b.1 (KPI) Read and write numbers to at least 1 000 000 and determine the value of each digit 5.1.b.2 Read Roman numerals to 1000 (M) and recognise years written in Roman numerals 5.1.b.3 (KPI) Interpret negative numbers in context 5.1.c.1 (KPI) Order and compare numbers to at least 1 000 000 5.1.d.1 Solve number problems and practical problems with number and place value from the Year 5 curriculum 5.1.e.1 Round any number up to 1000000 to the nearest 10, 100, 1000, 10 000 and 100 000		<b>Number: Addition and Subtraction</b> 5.2.a.2 Develop their understanding of the meaning of the equals sign 5.2.b.1 (KPI) Add and subtract numbers mentally with increasingly large numbers 5.2.b.2 Continue to develop knowledge of addition and subtraction facts and to derive related facts 5.2.c.1 Solve addition and subtraction multi-step problems in familiar contexts, deciding which operations and methods to use and why 5.2.c.2 Solve problems involving addition, subtraction, multiplication and division, and a combination of these 5.2.e.1 (KPI) Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) 5.2.f.1 Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 5.3.3 Solve problems involving money, using the four operations			<b>Number: Prime Numbers</b> 5.2.a.3 Establish whether a number up to 100 is prime 5.2.a.4 Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers 5.2.d.3 Recall prime numbers up to 19		<b>Number: Multiplication and Division</b> 5.2.a.1 Continue to use the distributive law to partition numbers when multiplying them 5.2.b.3 Multiply and divide numbers mentally drawing upon known facts 5.2.c.2 Solve problems involving addition, subtraction, multiplication and division, and a combination of these 5.2.c.3 (KPI) Solve calculation problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 5.2.c.4 (KPI) Solve problems involving scaling by simple fractions and problems involving simple rates 5.2.d.1 (KPI) Identify multiples and factors, including all factor pairs of a number, and common factors of 2 numbers 5.2.d.2 Recall square numbers and cube numbers and the notation for them 5.2.e.2 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 5.2.e.3 Divide numbers up to 4 digits by a one-digit number using formal written method of short division and interpret remainders appropriately for the context			<b>Geometry: Perimeter and Area</b> 5.1.6 Understand the difference between perimeter as a measure of length and area as a measure of two-dimensional space 5.2.4 (KPI) Measure the perimeter of composite rectilinear shapes 5.2.5 Estimate the area of irregular shapes and volume and capacity 5.3.5 (KPI) Calculate the perimeter of composite rectilinear shapes 5.3.6 (KPI) Calculate and compare the area of rectangles		<b>Statistics</b> 5.1.1 Interpret line graphs 5.1.2 (KPI) Interpret more complex tables, including timetables 5.2.1 Decide the best way to present given data 5.2.2 (KPI) Complete tables, including timetables 5.3.1 Solve comparison, sum and difference problems using information presented in a line graph 5.3.2 Solve problems using



			5.2.f.2 Check answers to calculations and to multiplication and division calculations using the inverse 5.3.3 Solve problems involving money, using the four operations	information in tables, including timetables
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**Term by Term Objectives**

**Year 5**

**Term 3 and Term 4**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><b>Number: Place Value</b></p> <p>Pick up any misconceptions or areas not covered from term 1 and then</p> <p>5.1.d.1 Solve number problems and practical problems with number and place value from the Year 5 curriculum</p>	<p><b>Number: Fractions</b></p> <p>5.3.a.1 Write mathematical statements <math>&gt; 1</math> as a mixed number 5.3.a.2 Continue to apply their knowledge of multiplication table facts to find equivalent fractions 5.3.b.1 Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 5.3.b.2 Recognise mixed numbers and improper fractions and convert from one form to the other 5.3.b.4 (KPI) Read and write decimal numbers as fractions 5.3.c.1 (KPI) Compare and order fractions whose denominators are all multiples of the same number 5.3.c.2 Add and subtract fractions with the same denominator and denominators that are multiples of the same number, including calculations <math>&gt; 1</math> 5.3.c.3 Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>			<p><b>Number: Decimals</b></p> <p>5.2.b.4 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 5.3.a.3 Recognise and use thousandths and relate them to tenths and hundredths 5.3.a.3 Divide one- or two-digit numbers by 1000, identifying the value of the digits in the answer as ones, tenths, hundredths and thousandths 5.3.b.3 Relate thousandths to decimal equivalents 5.3.c.4 Round decimals with two decimal places to the nearest whole number and to one decimal place 5.3.c.5 (KPI) Read, write, order and compare numbers with up to three decimal places 5.3.c.6 Add and subtract decimals including those with a different number of decimal places</p>		<p><b>Number: Percentages</b></p> <p>5.3.a.4 Recognise the per cent symbol and understand that per cent relates to "number of parts per hundred" 5.3.b.5 Write percentages as a fraction with denominator hundred, and as a decimal 5.3.b.6 (KPI) Know percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those with a denominator of a multiple of 10 or 25 5.3.d.3 (KPI) Solve problems which require knowing key percentage and decimal equivalents</p>		<p><b>Number: Algebra</b></p> <p>5.1.1 Express missing measure questions algebraically 5.1.2 Distributivity can be expressed as <math>a(b + c) = ab + ac</math> 5.2.1 Find all factor pairs of a number 5.3.1 Recognise and describe linear number sequences and find the term to term rule.</p>		<p><b>Measurement: Time, converting units and volume</b></p> <p>5.1.1 Continue to develop understanding of how analogue and digital clocks tell the time 5.1.2 Continue to practise converting between units of time 5.1.3 Develop fluency in using money expressed in £, converting to p when necessary 5.1.4 (KPI) Convert between different units of metric measure 5.1.5 Understand and use approximate equivalences between metric units and common imperial units 5.2.1 Continue to become fluent in telling the time 5.2.2 Continue to become fluent in writing the time 5.2.3 Continue to estimate and compare different measurements 5.3.1 Solve problems involving converting between units of time 5.3.2 Become familiar with temperature measure using degrees Celsius, realising</p>		



	5.3.d.1 Solve a variety of problems involving fractions	5.3.d.2 Solve problems involving addition and subtraction involving numbers up to three decimal places			that the scale becomes negative below the freezing point of water 5.3.4 Solve measurement problems using all four operations and decimal notation, including scaling and conversions
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### Term by Term Objectives

#### Year 5

#### Term 5 and Term 6

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>Number: Place Value</b>  Pick up any misconceptions or areas not covered from term 1 and 2 and then:  5.1.d.1 Solve number problems and practical problems with number and place value from the Year 5 curriculum	<b>Number: Multiplication and Division</b>  5.2.c.3 (KPI) Solve calculation problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 5.2.c.4 (KPI) Solve problems involving	<b>Number: Ratio</b>  5.1.1 Multiply numbers up to 4 digits by a one- or two-digit number using a formal method, including long multiplication for two-digit numbers and divide numbers up to 4 digits by a one-digit number using formal short division, interpreting non-integer answers to division according to context 5.1.2 Recognise the per cent symbol and understand that per	<b>Geometry: Shapes and Angles</b>  5.1.1 (KPI) Draw given angles, and measure them in degrees (*) and draw shapes with sides measured to the nearest millimetre 5.1.2 Use conventional markings for parallel lines and right angles 5.1.3 Identify 3-D shapes, including cubes and other cuboids, from 2-D representations 5.2.1 (KPI) Distinguish between regular and irregular polygons based on reasoning about equal sides and angles 5.2.2 Use the term diagonal		<b>Number: Fractions, Decimals and Percentages</b>  Pick up any misconceptions or areas not covered from term 3 and 4 and then:  5.3.d.1 Solve a variety of problems involving fractions 5.3.d.2 Solve problems involving addition and subtraction involving numbers up to three decimal places 5.3.d.3 (KPI) Solve problems which require knowing key		<b>Assessment Week: Optional SATs</b>	<b>Themed Maths Week</b>	<b>Geometry: Position and Direction</b>  5.4.1 Continue to use coordinates in the first quadrant to become fluent in their use 5.4.2 Identify the points required to complete a polygon 5.5.1 Identify, describe and	<b>Number: All Four operations</b>  5.2.c.1 Solve addition and subtraction multi-step problems in familiar contexts, deciding which operations and methods to use and why 5.2.c.2 Solve problems involving addition, subtraction, multiplication and division, and a combination of these 5.2.e.1 (KPI) Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	



	scaling by simple fractions and problems involving simple rates	cent relates to "number of parts per hundred" 5.1.3 Use multiplication and division as inverses 5.1.4 Solve calculation problems involving scaling by simple fractions and simple rates	5.2.3 Continue to make and classify 3-D shapes, including identifying all of the 2-D shapes that form their surface 5.3.1 Identify angles at a point and one whole turn, angles at a point on a straight line and $\frac{1}{2}$ a turn and other multiples of $90^\circ$ 5.3.2 Estimate and compare acute, obtuse and reflex angles 5.3.3 Use the properties of rectangles to deduce related facts and find missing lengths and angles	percentage and decimal equivalents			represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	5.3.3 Solve problems involving money, using the four operations 5.2.e.2 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 5.2.e.3 Divide numbers up to 4 digits by a one-digit number using formal written method of short division and interpret remainders appropriately for the context
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