

Year 5

National Curriculum objectives (Statutory) - Ready to progress statements (Non-statutory: guidance)

Autumn starters:

Key skills (document)

4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number

5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.

4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.

4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.

Autumn term 2021

| Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk6 | Wk7 |
|---------------------|---|---|--|--|---|--------------------|
| Team building tasks | <p>Number: Number and place value WALT: read and write numbers up to 1000 in numerals and in words Y3 WALT: recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Y4</p> <p><i>*Y4 RAG July 21:</i> 4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.</p> <p>4NPV-2 Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning.</p> | <p>Number: Number and place value WALT: Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p><i>*Y4 RAG July 21:</i> - Order and compare numbers beyond 1000 - identify, represent and estimate numbers using different representations</p> | <p>Number: Number and place value WALT: Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>WALT: Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p><i>*Y4 RAG July 21:</i> - Round any number to the nearest 10,100,1000 . - Find 1000 more or less.</p> | <p>Number: Number and place value WALT: Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>WALT: Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p><i>*Y4 RAG July 21:</i> - count backwards through zero to include negative numbers .</p> <p>4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.</p> | <p>Number: Addition and Subtraction WALT: Add and subtract numbers mentally, with increasingly large numbers</p> <p>WALT: Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p><i>*Y4 RAG July 21:</i> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> | ROBINWOOD – 3 days |

| Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk6 | Wk7 |
|--|---|---|-------------------------------|--|---|--|
| <p>Number: Addition and Subtraction</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p><i>*Y4 RAG July 21:</i> Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Estimate and use inverse operations to check answers to a calculation</p> | <p>Number: Multiplication and division</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p> <p>5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.</p> <p><i>*Y4 RAG July 21:</i> Recognise and use factor pairs and commutativity in mental calculations</p> | <p>Number: Multiplication and division</p> <p>Multiply and divide whole numbers and <i>those involving decimals</i> by 10, 100 and 1000</p> <p>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</p> <p>Multiply and divide numbers mentally, drawing upon known facts</p> <p>5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.</p> <p>5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.</p> <p><i>*Y4 RAG July 21:</i> Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers .</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size</p> | <p>Assessment week</p> | <p>Number: Multiplication and division</p> <p>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</p> <p>5MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.</p> <p><i>*Y4 RAG July 21:</i></p> <p>4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.</p> <p>4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> | <p>Geometry: Properties of shapes</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>WEEK 6 3x sessions- Mon – T – NON B - Assessments Tues – PC all Morningx2 sessions & B – HLTA Wed – B & T Maths Staff Thursday – Assessments - NON Friday – Assessments & Maths</p> <p><i>*Y4 RAG July 21:</i> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.</p> | <p>Geometry: Properties of shapes /Christmas activities</p> <p>Complete Year 4 objectives</p> <p><i>*Y4 RAG July 21:</i> 4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</p> <p>Identify lines of symmetry in 2-d shapes presented in different orientations</p> <p>NOT COMPLETE – Move to SPRING</p> |

Spring term 2022

| Wk1 (4 day week – no arithmetic) | Wk2 | Wk3 | Wk4 | Wk5 | Wk6 | Wk7 |
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| <p>Geometry: shape</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. (Y5)</p> <p>*Y4 RAG July 21: 4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</p> | <p>Number: place value with decimals</p> <p>Arithmetic focus – square numbers, cube numbers, and the notation for squared (2) and cubed (3) – to include with volume (Y5)</p> <p>Place value of decimals – Order and compare numbers with the same number of decimal places (up to 2dp) (Y4)</p> <p>Round decimals with one decimal place to the nearest whole number (Y4)</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place (Y5)</p> <p>5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.</p> <p>5NPV-3 Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</p> <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: 4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.</p> <p>4NPV-2 Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning.</p> | <p>Fractions: Equivalents</p> <p>Arithmetic focus – add and subtract decimals</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators (Y3)</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. (Y2)</p> <p>Recognise and show, using diagrams, families of common equivalent fractions (Y4)</p> <p>WALT - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths (Y5)</p> <p>5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system</p> <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: N/a</p> | <p>Fractions: Mixed and Improper</p> <p>Arithmetic focus – add and subtract decimals</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other (Y5)</p> <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: 4F-2 Convert mixed numbers to improper fractions and vice versa.</p> | <p>Fractions: order and compare</p> <p>Arithmetic focus – formal multiplication</p> <p>Compare and order fractions whose denominators are all multiples of the same number (Y5)</p> <p>Including: Sequencing fractions</p> <p>Compare & order mixed and improper fractions</p> <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: 4F-1 Reason about the location of mixed numbers in the linear number system.</p> | <p>Geometry: Co-ordinates & Reflection Bikeability</p> <p>Arithmetic focus – stamina & technique</p> <p>WALT: Describe positions on a 2-d grid as coordinates in the first quadrant (Y4)</p> <p>WALT: Plot specified points and draw sides to complete a given polygon (Y4)</p> <p>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 (Y5)</p> <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: 4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.</p> <p>4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</p> | <p>Geometry: Co-ordinates & Translation Bikeability</p> <p>Arithmetic focus – stamina & technique</p> <p>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 (Y5)</p> |

| Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk6 |
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| <p>Fractions: add, subtract & multiply</p> <p>Arithmetic focus – stamina & technique</p> <p>Add and subtract fractions with the same denominator (Y4)</p> <p>Add and subtract fractions with denominators that are multiples of the same number (Y5)</p> | <p>Fractions: find fractions of amounts</p> <p>Arithmetic focus – stamina & technique</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. (Y5)</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities (Y5)</p> | <p>Calculations: Reasoning Skills</p> <p>Arithmetic focus – stamina & technique</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities (Y5)</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (Y5)</p> | <p>Assessment Week</p> <p>REVISION</p> | <p>Perimeter & Area</p> <p>Arithmetic focus – technique</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size (Y4)</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. (Y5)</p> <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and</p> | <p>Perimeter & Area</p> <p>Arithmetic focus – technique</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size (Y4)</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. (Y5)</p> <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and</p> |

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| <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5)</p> <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: 4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> | <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>5F-1 Find non-unit fractions of quantities.</p> <p>*Y4 RAG July 21: N/a</p> | <p>Solve problems involving multiplication and division (Y5)</p> <p>Solve number multi-step problems in contexts, deciding which operations and methods to use and why (Y5)</p> <p>WEEKLY TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: 4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.</p> | | <p>corresponding division facts, through continued practice.</p> <p>5G-1 Compare angles, estimate, and measure angles in degrees (°) and draw angles of a given size.</p> <p>*Y4 RAG July 21: N/a</p> | <p>corresponding division facts, through continued practice.</p> <p>5G-1 Compare angles, estimate, and measure angles in degrees (°) and draw angles of a given size.</p> <p>*Y4 RAG July 21: N/a</p> |
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Summer Term 2022

| Wk1 | Wk2 | Wk3 | Wk4 | Wk5 |
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| <p>NUMBER – Fractions (including decimals and percentages)</p> <p>Starters: Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 (rated amber in year 4)</p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (after the Spring Assessments, more practise was seen to be needed)</p> <p>Main Lesson: Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (Y5)</p> <p>Read, write, order and compare numbers with up to three decimal places (Y5)</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: N/A</p> | <p>NUMBER – Fractions (including decimals and percentages)</p> <p>MAYDAY (1 day) Mental Health Champions Workshop (1day)</p> <p>Starters: Add and subtract decimals (after the Spring Assessments, more practise was seen to be needed)</p> <p>Recall multiplication and division facts for multiplication tables up to 12 × 12</p> <p>Main Lesson: Solve problems involving number up to three decimal places (Y5)</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: N/A</p> | <p>MEASUREMENT</p> <p>Starters: Read roman numerals to 1000 (m) and recognise years written in roman numerals (rated red in year 4)</p> <p>Arithmetic focus, stamina and technique (Fluent in 5)</p> <p>Main Lesson: Read, write, order and compare numbers with up to three decimal places (Y5)</p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>*Y4 RAG July 21: Convert between different units of measure [for example, kilometre to metre; hour to minute] (not taught in year 4)</p> | <p>MEASUREMENT</p> <p>Starters: Count backwards through zero to include negative numbers. (rated amber from year 4)</p> <p>Arithmetic focus, stamina and technique (Fluent in 5)</p> <p>Main Lesson: Convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: Convert between different units of measure [for example, kilometre to metre; hour to minute] (not taught in year 4)</p> <p>4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.</p> | <p>MEASUREMENT</p> <p>Queen's Jubilee Day (1day) INSET Day (1 Day)</p> <p>Starters: Estimate and use inverse operations to check answers to a calculation (rated amber in year 4)</p> <p>Arithmetic focus, stamina and technique (Fluent in 5)</p> <p>Main Lesson: Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>(Rolled over into Summer 2)</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p>*Y4 RAG July 21: 4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.</p> <p>Find the area of rectilinear shapes by counting squares</p> |

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| <p>4 sessions due to PE with Steve.</p> <p>Starters: Arithmetic focus, stamina and technique (Fluent in 5)</p> <p>Main Lesson: 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</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p><u>*Y4 RAG July 21:</u> N/A</p> | <p>Starters: Arithmetic focus, stamina and technique (Fluent in 5)</p> <p>Main Lesson: 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</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p><u>*Y4 RAG July 21:</u> N/A</p> | <p>Starters: Estimate and use inverse operations to check answers to a calculation (rated amber in year 4)</p> <p>Arithmetic focus, stamina and technique (Fluent in 5)</p> <p>Main Lesson: Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p><u>*Y4 RAG July 21:</u> 4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.</p> <p>Find the area of rectilinear shapes by counting squares.</p> | <p>Assessment Week – Revision</p> | <p>Transition Days x 2</p> <p>Starters: Arithmetic focus, stamina and technique (Fluent in 5)</p> <p>Main Lesson: Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p><u>*Y4 RAG July 21:</u> N/A</p> <p>Find the area of rectilinear shapes by counting squares.</p> | <p>Bike Ability Catch Up</p> <p>Starters: Arithmetic focus, stamina and technique (Fluent in 5)</p> <p>Estimate and use inverse operations to check answers to a calculation (rated amber in year 4)</p> <p>Main Lesson: Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p><u>*Y4 RAG July 21:</u> N/A</p> <p>Find the area of rectilinear shapes by counting squares.</p> | <p>Starters: Arithmetic focus, stamina and technique (Fluent in 5)</p> <p>Main Lesson: Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>WEEKLY ARITHMETIC TEST - 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p><u>*Y4 RAG July 21:</u> N/A</p> <p>Find the area of rectilinear shapes by counting squares.</p> |