

Year 5, Block 3, Medium Term Plan, Mathematics, 2021 - 2022

Week	National Curriculum Attainment Targets <i>Pupils should be taught to:</i>	Pupils Targets
1	<p>Measurement - Time</p> <ul style="list-style-type: none"> • solve problems involving converting between units of time • use all four operations to solve problems involving measure, including scaling 	<p>Measurement - Time</p> <ul style="list-style-type: none"> • Convert between analogue and digital 24-hour clocks to solve problems • Solve problems involving durations of time • Use all four operations to solve problems involving time, including scaling
2	<p>Number – Number and Place Value</p> <ul style="list-style-type: none"> • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above 	<p>Number – Number and Place Value</p> <ul style="list-style-type: none"> • Use the value of the digits to compare and order numbers • Count on and back in tens, hundreds and thousands, knowing which digit to focus on • Round numbers to 1 000 000 to the nearest 10, 100 and 1000 • Interpret negative numbers in context • Count forwards and backwards with positive and negative whole numbers, including through zero
3	<p>Number – Addition and Subtraction</p> <ul style="list-style-type: none"> • subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction) • subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • practise adding and subtracting decimals, including a mix of whole numbers and decimals 	<p>Number – Addition and Subtraction</p> <ul style="list-style-type: none"> • Subtract whole numbers mentally using the number line or jottings if necessary • Subtract whole numbers with five digits using the formal written method • Estimate and use rounding to check answers to a calculation • Add and subtract decimals with two decimal places using formal written methods of addition and subtraction
4	<p>Geometry – Properties of Shape</p> <ul style="list-style-type: none"> • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles 	<p>Geometry – Properties of Shape</p> <ul style="list-style-type: none"> • Know that an acute angle is less than a right angle and is between 0° and 90°

	<ul style="list-style-type: none"> draw given angles, and measure them in degrees ($^{\circ}$) identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $1/2$ a turn (total 180°) other multiples of 90° 	<ul style="list-style-type: none"> Know that an obtuse angle is less than a straight line, is greater than a right angle and is between 90° and 180° Know that a reflex angle is greater than a straight line and is between 180° and 360° Use a protractor to measure and draw given angles to the nearest degree Identify and calculate the size of the unknown angle <ul style="list-style-type: none"> at a right angle and making a turn at a point on a straight line and making a turn at a point and making one whole turn
5	<p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> Make a reasonable estimate of the answer to a calculation Partition three-digit numbers into hundreds, tens and ones Divide a multiple of ten by a one-digit number Use the formal written method of short division to calculate $HTO \div O$ Express the remainder in a division calculation as a whole number, a fraction or a decimal Determine whether to round up or round down a remainder in a division calculation according to the context
6	<p>Number - Fractions</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number add and subtract fractions with the same denominator and denominators that are multiples of the same number recognise and use thousandths and relate them to tenths and hundredths 	<p>Number - Fractions</p> <ul style="list-style-type: none"> Identify thousandths and relate them to tenths and hundredths Compare and order fractions by converting them to the lowest common denominator Add and subtract fractions
7	Measurement - Length	Measurement - Length

	<ul style="list-style-type: none">• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre)	<ul style="list-style-type: none">• Convert between kilometres and metres, centimetres and metres, centimetres and millimetres using knowledge of place value, multiplication and division
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