

Y5 Maths Overview Spring Term.

Week	Starter Ideas	Main focus of teaching and learning.	Outcomes
		<p>Negative numbers, and solving problems involving numbers.</p> <ul style="list-style-type: none"> ● To read, write, order and compare numbers at least to 1,000,000 and determine the value of each digit. ● To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. ● To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero. ● To round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. ● To solve number problems and practical problems that involve all of the above. 	
		<p>Addition and subtraction of large numbers and money.</p> <ul style="list-style-type: none"> ● To add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction). ● To add and subtract numbers mentally with increasingly large numbers. ● To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ● To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. ● To solve problems involving numbers up to three decimal places. 	
		<p>Long multiplication, square numbers and cube numbers.</p> <ul style="list-style-type: none"> ● To multiply and divide numbers mentally drawing upon known facts. ● To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. ● To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. ● To multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers. ● To recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). ● To calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. 	
		<p>Adding and subtracting fractions.</p> <ul style="list-style-type: none"> ● To recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements > 1 as a mixed number: $2/5 +$ 	

		$\frac{4}{5} = \frac{6}{5} = \frac{11}{5}$. <ul style="list-style-type: none"> ● To add and subtract fractions with the same denominator and multiples of the same number. 	
		Reflections and translations. <ul style="list-style-type: none"> ● To 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. 	
		Mass . <ul style="list-style-type: none"> ● To convert between different units of measure (kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre). ● To understand and use basic equivalences between metric units and common imperial units such as inches, pounds and pints. ● To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. 	
		Addition and subtraction: mental and written methods for large numbers. <ul style="list-style-type: none"> ● To add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction). ● To add and subtract numbers mentally with increasingly large numbers. ● To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ● To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. 	
		Multiplication and division: written methods. <ul style="list-style-type: none"> ● To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. ● To multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers. ● To divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context. ● To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. 	
		Calculating with fractions. <ul style="list-style-type: none"> ● To recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements > 1 as a mixed number: $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = \frac{11}{5}$. ● To add and subtract fractions with the same denominator and multiples of the same number. ● To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. 	
		Percentages <ul style="list-style-type: none"> ● To 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 hundred, and as a decimal fraction.	
		<p>Capacity.</p> <ul style="list-style-type: none"> ● To convert between different units of measure (kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre). ● To understand and use basic equivalences between metric units and common imperial units such as inches, pounds and pints. ● To estimate volume and capacity ● To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling 	
		<p>Line graphs/ comparative graphs.</p> <ul style="list-style-type: none"> ● To solve comparison, sum and difference problems using information presented in a line graph. 	
		<i>Assess and Review.</i>	