TERM: Spring 1 **YEAR: 5**

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Multipliction	• Multiply up to a 4-digit number by a 1-digit number • Multiply a 2-digit number by a 2-digit number (area model) • Multiply a 2-digit number by a 2-digit number • Multiply a 3-digit number by a 2-digit number • Multiply a 4-digit number by a 2-digit numberAdd and subtract numbers mentally with increasingly hard numbers	*Pupils practise and extend their use of the formal written methods of short and long multiplication.* *They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations. Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example: 42 = 7 x ?)* **NRICH:** Twenty Divided Into Six ** **NRICH:** Reach 100 *** **NRICH:** Two and Two *** **NRICH:** Journeys in Numberland * **NRICH:** Make 100 **

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Multiplication and Division	• Solve problems with multiplication Short division • Divide a 4-digit number by a 1-digit number • Divide with remainders • Efficient division • Multiply and divide numbers mentally drawing upon known facts.	*Pupils practise and extend their use of the formal written methods of short and long multiplication.* *They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations. Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example: 42 = 7 x ?)* **NRICH:** Twenty Divided Into Six ** **NRICH:** Reach 100 *** **NRICH:** Two and Two *** **NRICH:** Journeys in Numberland * **NRICH:** Make 100 **

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WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Multiplication	• Fraction of an amount • Find the whole • Use fractions as operators • 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.	*Pupils practise and extend their use of the formal written methods of short and long multiplication and short division.* *They use and understand the terms factor, multiple and prime, square and cube.* **NRICH:** Two Primes Make One Square **

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Problem Solving, reasoning and communicating	• Decimals up to 2 decimal places • Equivalent fractions and decimals (tenths) • Equivalent fractions and decimals (hundredths) • Equivalent fractions and decimals • Thousandths as fractions	**NRICH:** Make 100 ** ***Real life links:*** *When decorating a room, measurement of area is needed for carpeting the floor, as well as calculating the rolls of wallpaper needed, or litres of paint required.* **Mathematical Challenges for the more able** Money Bags – 55 Presents – 57 Franco's Fast Food - 67

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Volume and capacity Conversion	• Thousandths as decimals • Thousandths on a place value chart • Order and compare decimals (same number of decimal places)	*Pupils use their knowledge of place value and multiplication and division to convert between standard units.*

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WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
	• Order and compare any decimals with up to 3 decimal places • Round to the nearest whole number	**Real life links:** Working with drawings of a room to a specified scale, and determining the measurements of furniture to fit. Also working out how much water is needed to fill swimming pool and how much its costs. In Design Technology, children are often required to work to scale, accurately measuring their plans and products as they are developed.