

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number</p> <p>Fractions and Decimals</p>	<ul style="list-style-type: none"> • Round to 1 decimal place • Understand percentages • Percentages as fractions • Percentages as decimals • Equivalent fractions, decimals and percentages 	<p><i>Pupils begin to understand unit and non-unit fractions and decimals as numbers on a number line and deduce relations between them, such as size and equivalence. They should go beyond the (0,1) interval, including relating this to measure. This will progress to rounding to 1 decimal place.</i></p> <p><i>They continue to recognize fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity.</i></p> <p><i>They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as equivalence. They should go beyond the [0,1] interval, including relating this to measure</i></p> <p><i>Pupils understand the relation between unit fractions as operatives (fractions of), and division by integers</i></p> <p>NRICH: Matching Fractions *</p>
WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Shape</p> <p>Perimeter</p>	<ul style="list-style-type: none"> • Perimeter of rectangles • Perimeter of rectilinear shapes • Perimeter of polygons 	<p><i>Pupils build on their understanding of place value and decimal notation to record metric measures, including money.</i></p> <p><i>Perimeter can be expressed algebraically as $2(a + b)$.</i></p> <p><i>Pupils relate area to arrays and multiplication.</i></p> <p>NRICH: Discuss and Choose *</p> <p>Mathematical Challenges for the more Able: More stamps - 44</p> <p>Real life links: Travel Shopping Sport, e.g. race times, distance jumped/thrown</p>

TERM: Spring 2**YEAR: 5**

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WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Shape Area	<ul style="list-style-type: none"> Area of rectangles Area of compound shapes Estimate area 	<p><i>Pupils build on their understanding of place value and decimal notation to record metric measures, including money.</i></p> <p><i>Perimeter can be expressed algebraically as $2(a + b)$.</i></p> <p><i>Pupils relate area to arrays and multiplication.</i></p> <p>NRICH: Discuss and Choose *</p> <p>Mathematical Challenges for the more Able: More stamps - 44</p> <p>Real life links: Travel Shopping Sport, e.g. race times, distance jumped/thrown</p>

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics Graphs	<ul style="list-style-type: none"> Draw line graphs Read and interpret line graphs Read and interpret tables 	<p><i>Pupils understand and use a greater range of scales in their representations</i></p> <p><i>Pupils begin to relate the graphical representation of data to recording change over time</i></p> <p>NRICH: Venn Diagrams *</p> <p>NRICH: More Carroll Diagrams *</p> <p>NRICH: Plants **</p>

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics Tables	<ul style="list-style-type: none"> Two-way tables Read and interpret timetables. 	<p><i>Pupils understand and use a greater range of scales in their representations</i></p> <p><i>Pupils begin to relate the graphical representation of data to recording change over time</i></p> <p>NRICH: Venn Diagrams *</p> <p>NRICH: More Carroll Diagrams *</p> <p>NRICH: Plants **</p>

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics	<ul style="list-style-type: none"> Assessment week 	