

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Addition and Subtraction	<ul style="list-style-type: none"> Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals 	<p><i>Pupils practise mental calculations with increasingly hard numbers to aid fluency eg $12462-2300=10162$</i></p> <p><i>Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example, $13+24 = ? + 25$)</i></p> <p><i>Pupils practise using the formal written method of columnar addition and subtraction using decimals.</i></p> <p>NRICH: Twenty Divided Into Six **</p> <p>NRICH: Reach 100 ***</p> <p>NRICH: Two and Two ***</p> <p>NRICH: Journeys in Numberland *</p> <p>NRICH: Make 100 **</p> <p>Real life links:</p> <p>Give them catalogues or take away menus and ask them to choose two or three items to buy. Give them a budget and ask them total the prices and find out how much of their budget is left.</p>

WEEKS 2 and 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Decimals & Negatives	<ul style="list-style-type: none"> Decimal sequences Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals - missing values Understand negative numbers Count through zero in 1s 	<p><i>Pupils practise and extend their use of the formal written methods of short and long multiplication and short division.</i></p> <p><i>They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations.</i></p> <p><i>Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example: $42 = 7 \times ?$)</i></p> <p><i>Pupils interpret multiplying and dividing by 10, 100 and 100 using non-integer answers to division by expressing results in different ways according to</i></p>

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		<p><i>the context, including with remainders, as fractions, as decimals or by rounding.</i></p> <p><i>Distributivity can be expressed as $a(b+c)=ab+ac$</i></p> <p>NRICH: Curious Number ***</p> <p>NRICH: Sweets in a Box *</p> <p>NRICH: Which Is Quicker? *</p> <p>NRICH: Multiplication Squares *</p> <p>NRICH: Flashing Lights *</p> <p>NRICH: Abundant Numbers *</p> <p>NRICH: Factor Track **</p> <p>NRICH: Factors and Multiples Game</p> <p>Real life links:</p> <p>Harris had £38. 96. He shared his money into four equal piles. How much money was in each pile?</p> <p>Naomi was making some fruit juice for a party. She decided each person would need 350ml of juice. If there were 24 people at the party, how many litres of juice does she need to make?</p>

WEEKS 4 and 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measure	<ul style="list-style-type: none"> Count through zero in multiples Compare and order negative numbers Find the difference Kilograms and kilometres Millimetres and millilitres Convert units of length 	<p><i>Pupils practice counting through zero in multiples and compare and order negative numbers.</i></p> <p><i>Pupils calculate and find the difference. Pupils will recognize kilograms and kilometres and millimetres and millilitres. Missing measures questions such as these can be expressed algebraically, eg $4 + 2b=20$ for a rectangle of sides 2cm and b cm and perimeter of 20cm. Pupils calculate units of length from scaled drawings using given measurements</i></p> <p>NRICH: Area and Perimeter *</p> <p>NRICH: Numerically Equal **</p> <p>NRICH: Shaping It *</p> <p>NRICH: Cubes *</p> <p>NRICH: Fitted ***</p> <p>NRICH: Brush Loads *</p>

TERM: Summer 2

YEAR:5

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		NRICH: Making Boxes **

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics	<ul style="list-style-type: none">• Convert between metric and imperial units• Convert units of time• Calculate with timetables	<i>Pupils connect their work on measure and time to their interpretation of time graphs. They begin to decide which representations of data are most appropriate and why.</i>