TERM: Autumn 2 YEAR: 5

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • 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. • Solve number problems and practical problems that involve all of the above	*Pupils identify the place value in large whole numbers. They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule in words (for example, add ½)* **Mathematical Challenges for the more able** Three Digits – 60 Jack's Book - 63
WEEK 2	**OBJECTIVES**	**NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING**
Number Fractions	• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • Compare and order fractions whose denominators are all multiples of the same number.	*Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions.* *They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule (eg: ¼, ½, ¾)* *Pupils connect equivalent fractions > 1 that simplify to integers with division and other fractions > 1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions.* **Real life links:** Measurement – when calculating measures for recipes, calculating journey times and fuel consumption Money – working out the result of sales offers, tips/gratuities on bills, comparing prices

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Decimals	• Read and write decimal numbers as fractions (for example, 0.71 = 71/100) • Round decimals with two decimal places to the nearest whole number and to one decimal place • Solve real life problems involving the above.	*Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions.* *Pupils connect decimals to measures.* *They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule (eg 0.2, 0.4…)* **NRICH: Route Product **** **NRICH: Forgot the Numbers **** **Real life links:**

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WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		When converting units of measure, children need a good understanding of decimals, e.g. converting cm to m, g to kg etc

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Percentages	• Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with the denominator 100, and as a decimal. • Solve problems which require knowing percentage and decimal equivalents of ½, ¼, $^1/_5$, $^2/_5$, $^4/_5$ and those fractions with a denominator of multiple of 10 or 25.	*Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions.* *Pupils should make connections between percentages, fractions and decimals (for example, 100% represents a whole quantity and 1% is $^1/_{100}$, 50% is $^{50}/_{100}$, 25% is $^{25}/_{100}$) and relate this to finding "fractions of"* **Real life links:** Statistics – interpreting and evaluating data e.g. 19% of the world's population lives in China

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Time	• Solve problems involving converting between units of time.	*Pupils use all four operations in problems involving time and money, including conversions (for example, days to weeks, expressing the answer as weeks and days)* *Reinforce the reading of scales (clocks)* **Real life links:** TV guide, bus and train timetables

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics	• Complete, read and interpret information in tables, including timetables.	**Real life links:** TV guide, bus and train timetables In science, they will be required to represent and interpret data collected in science investigations. In geography, they will be plotting and interpreting data for international and local weather as well as other geographical data for population, land use etc.