TERM: Spring 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 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	*Pupils identify the place value in large whole numbers. They continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimals and fractions that they have met so far.*

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions	• Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fractions, represented visually, including tenths and hundredths • Add and subtract fractions with the same denominator and denominators that are multiples of the same number.	*Pupils practise adding and subtracting fractions to become fluent through a variety of increasingly complex problems.* *Pupils connect multiplication by a fraction to using fractions as operators (fraction of), and to division, building on work from previous years. This relates to scaling by simple fractions including those > 1.* *They mentally add and subtract tenths, add one-digit whole numbers and tenths.* **Real life links:** *Calculating measures for recipes.*

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions	• Recognise mixed numbers and improper fractions and convert from one form to another and write mathematical statements> 1 as a mixed number (eg 2/5 + 4/5=6/5=1 1/5 • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	*Pupils count forwards and backwards in simple fractions.* *They mentally add and subtract tenths, add one-digit whole numbers and tenths.*

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Decimals	• Read, write, order and compare numbers with up to three decimal places • Round decimals with two decimal places to the nearest whole number and to one decimal place • Recognise and use thousandths and relate them to tenths, hundredths and	*Pupils extend counting from year 4, using decimals and fractions including bridging zero, for example on a number line.* *Pupils say, read and write decimal fractions and related tenths, hundredths and thousandths accurately and are confident in checking the reasonableness of their answers to problems.*

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WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
	decimal equivalents	*They extend their knowledge of fractions to thousandths and connect to decimals and measures. They practise adding and subtracting decimals, including a mix of whole numbers, decimals with different numbers of decimal places and complements to 1.* ***Real life links:*** *Working out the result of sales offers, tips on bills, comparing prices.*

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Geometry Position and direction	• 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.	*Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.* **NRICH: Transformations on a Pegboard** * **NRICH: Square Corners** ** **NRICH: More Transformations on a Pegboard** ** ***Real life links:*** *When focusing on patterns and architecture in Art & Design, translations will be recognised and used.*

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics	• Solve comparison, sum and difference problems using information presented in a line graph	*Pupils connect their work on coordinates and scales to their interpretation of time graphs.* *They begin to decide which representations of data are most appropriate and why.*