TERM: Summer 2 YEAR:5

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Addition and Subtraction	• Add and subtract numbers mentally with increasingly hard numbers • Add and subtract whole numbers with more than 4 digits using columnar addition and subtraction • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why.	*Pupils practise mental calculations with increasingly hard numbers to aid fluency eg 12462-2300=10162* *Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example, 13+24 = ? + 25)* *Pupils practise using the formal written method of columnar addition and subtraction.* **NRICH: Twenty Divided Into Six **** **NRICH: Reach 100 ***** **NRICH: Two and Two ***** **NRICH: Journeys in Numberland *** **NRICH: Make 100 **** **Real life links:** 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.

WEEKS 2 and 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Multiplication and division	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Multiply and divide numbers mentally drawing upon known facts. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Multiply numbers up to 4 digits by a one or two digit number using a formal written method including long multiplication for two digit numbers • Divide numbers up to 4 digits by a one digit number using short division and interpret remainders appropriately for the context. • Solve problems involving multiplication and division using their knowledge of factors and multiples, squares and cubes and also to include scaling by simple fractions and problems involving simple rates	*Pupils practise and extend their use of the formal written methods of short and long multiplication and short division.* *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: Sweets in a Box *** **NRICH: Which Is Quicker? *** **NRICH: Multiplication Squares *** **NRICH: Flashing Lights *** **NRICH: Abundant Numbers *** **NRICH: Factor Track **** **NRICH: Factors and Multiples Game** **Real life links:** Harris had £38. 96. He shared his money into four equal piles. How much money was in each pile? 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?

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WEEKS 4 and 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions, Decimals and percentages	• Add and subtract fractions with the same denominator and denominators that are multiples of the same number • Compare and order fractions whose denominators are all multiples of the same number. • Read, write, order and compare numbers with up to three decimal places. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number. • 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. • Solve real life problems involving the above.	*Pupils practice adding and subtracting fractions to become fluent through a variety of increasingly complex problems. They extended their understanding of adding and subtracting fractions to calculations that exceed 1 as a mixed number.* *Pupils continue to practise counting forwards and backwards in simple fractions.* *They continue to develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities.* *Pupils should go beyond the measurement and money models of decimals, for examples solving problems involving decimals.* *Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions.* *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"* **NRICH: Route Product **** **NRICH: Forgot the Numbers **** **Mathematical Challenges for the more able** Four by Four - 59

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics	• Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including time tables	*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.*