Maths Medium Term

Year: 5 **Term: Summer** **Teacher: Miss Mills**

Week	Topic	Objectives
Week 1	SHAPE	To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes To continue to draw given angles, and measure them in degrees (°) To identify angles at a point and one whole turn (total 360°) To identify angles at a point on a straight line and a turn (total 180°) To identify other multiples of 90° To solve problems involving shapes To solve problems involving angles
Week 2	POSITION AND DIRECTION TO SOLVE PROBLEMS	To describe positions on the first quadrant of a coordinate grid To plot specified points and complete shapes To identify, describe and represent the position of a shape following a reflection using the appropriate language, and know that the shape has not changed To identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed Solve problems involving position and/ or direction
Week 3	PLACE VALUE AND NUMBER	To identify the value of each digit from millions to numbers with at least two decimal places using place value counters To create, complete and extend number sequences including those with multiplication and division steps

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		To order temperatures including those below 0°C To interpret negative numbers in context To solve number problems and practical problems that involve number and/or place value
Week 4 & 5	FRACTIONS	To recognise mixed numbers and improper fractions and convert from one to another To compare and order fractions whose denominators are all multiples of the same number (including on a number line) To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths To add fractions with the same denominator and denominators that are multiples of the same number (using diagrams and/ or manipulatives) To subtract fractions with the same denominator and denominators that are multiples of the same number (using diagrams and/or manipulatives) Solve problems involving addition and/or subtraction of fractions To multiply proper fractions by whole numbers, supported by materials and diagrams – link to equivalent fractions and factors To multiply mixed numbers by whole numbers, supported by materials and diagrams – link to equivalent fractions and factors Solve problems involving multiplications of fractions *To recognise and show, using diagrams, families of common equivalent fractions*
Week 6	PERCENTAGES	To recognise the per cent symbol (%) To understand that per cent relates to 'number of parts per hundred' To understand the link between key fractions, decimals and percentages e.g. ½, 0.5

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		and 50% To write percentages as a fraction with denominator 100 To write percentages as a decimal To solve problems with percentages' including those where it is necessary to work backwards and find 10% To solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 1/10 To solve problems which require knowing of the percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 To solve problems which require knowledge of the decimal and percentage equivalent of and those fractions with a denominator of a multiple of 10 or 25
Week 7	ADDITION & SUBTRACTION	To estimate answers To consider the most appropriate strategy to solve a calculation: calculate mentally, use a jotting or a written method To add whole numbers with more than 4 digits and decimals with two decimal places, including using a compact written method To subtract whole numbers with more than 4 digits and decimals with two decimal places, including using a compact written method To use inverse to check the answers to calculations
Week 8 & 9	MULTIPLICATION & DIVISION	To estimate answers To consider the most appropriate strategy to solve a calculation: calculate mentally, use a jotting or a written method To multiply two-digit and three-digit numbers by a one-digit number using an

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		expanded written layout. To divide numbers up to 3 digits by a one-digit number using a written method of short division and interpret remainders appropriately for the context To use inverse to check the answers to calculations To solve problems involving multiplying and adding, scaling problems and harder correspondence problems such as which n objects are connected to m objects. To solve problems division (including remainders) and integer scaling problems To solve problems involving addition, subtraction, multiplication, division & a combination of these
Week 10	TIME	To read, write and convert time between analogue and digital 12 and 24-hour clocks To complete, read and interpret information in tables, including timetables To solve problems involving converting between units of time To solve comparison, sum and difference problems using information presented in all types of graph and tables including a line graphs
Week 11	MEASURES	To recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}). To calculate and compare the area of rectangles (including squares), using standard units, square centimetres (cm ^{2}) and square metres (m ^{2}) To estimate (and find) the area of irregular shapes To use all four operations to solve problems involving measure (for example, mass, capacity and volume) using decimal notation, including scaling To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

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Week 12	POSITION AND DIRECTION TO SOLVE PROBLEMS	To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes To use the properties of rectangles to find missing lengths and/or angles To identify 3-D shapes, including cubes and other cuboids, from 2-D representations To describe positions on the first quadrant of a coordinate grid To plot specified points and complete shapes To 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