

Federation of Yatton Schools : Year 5 Medium Term Planning Autumn 2

Date	Area of Study	Curriculum Objective	Non-Statutory Guidance	What will core learning look like?
	Written methods for multiplication	<ul style="list-style-type: none"> ● To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. ● To multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers. ● To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Pupils practise and extend their use of the formal written methods of short multiplication and short division (see Mathematics Appendix 1). They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations.</p> <p>They use and understand the terms factor, multiple and prime, square and cube numbers.</p>	
	Division: Divide 4 digit whole numbers	<ul style="list-style-type: none"> ● To divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context. ● To multiply and divide numbers mentally drawing upon known facts. ● To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Pupils interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (for example, $98 \div 4 = 24 \text{ r } 2 = 24 = 24.5 \approx 25$). 4 98 2 1</p> <p>Pupils use multiplication and division as inverses to support the introduction of ratio in year 6, for example, by multiplying and dividing by powers of 10 in scale drawings or by multiplying and dividing by powers of a 1000 in converting between units such as kilometres and metres.</p> <p>Distributivity can be expressed as $a(b + c) = ab + ac$.</p> <p>They understand the terms factor, multiple and prime, square and cube numbers and use them to construct equivalence statements (for example, $4 \times 35 = 2 \times 2 \times 35$; $3 \times 270 = 3 \times 3 \times 9 \times 10 = 9 \times 10$).</p> <p>Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example, $13 + 24 = 12 + 25$; $33 = 5 \times \quad$).</p>	
	Fractions and decimals: tenths and hundredths	<ul style="list-style-type: none"> ● To compare and order fractions whose denominators are all multiples of the same number. ● To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. ● To read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$). 	<p>Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions.</p> <p>They extend their knowledge of fractions to thousandths and connect to decimals and measures.</p> <p>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</p>	

	<p>Decimals: tenths, hundredths, thousandths</p>	<ul style="list-style-type: none"> ● To read, write, order and compare numbers with up to three decimal places. ● To read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$). ● To round decimals with two decimal places to the nearest whole numbers and to one decimal place. ● To recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents. ● To solve problems involving number up to three decimal places. 	<p>models, and hence move from these to improper and mixed fractions.</p> <p>Pupils connect multiplication by a fraction to using fractions as operators (fractions of), and to division, building on work from previous years. This relates to scaling by simple fractions, including fractions > 1.</p> <p>Pupils practise adding and subtracting fractions to become fluent through a variety of increasingly complex problems. They extend their understanding of adding and subtracting fractions to calculations that exceed 1 as a mixed number.</p> <p>Pupils continue to practise counting forwards and backwards in simple fractions.</p> <p>Pupils continue to develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities.</p> <p>Pupils extend counting from year 4, using decimals and fractions including bridging zero, for example on a number line.</p> <p>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.</p> <p>They mentally add and subtract tenths, and one-digit whole numbers and tenths.</p> <p>They practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 (for example, $0.83 + 0.17 = 1$).</p> <p>Pupils should go beyond the measurement and money models of decimals, for example, by solving puzzles involving decimals.</p> <p>Pupils should make connections between percentages, fractions and decimals (for example, 100% represents a whole quantity and 1% is $\frac{1}{100}$, 50% is $\frac{50}{100}$, 25% $\frac{25}{100}$ is) and relate this to finding 'fractions of'.</p>	
	<p>Geometry: Properties of shape</p>	<ul style="list-style-type: none"> ● To distinguish between regular and irregular polygons based on reasoning about equal sides and angles. ● To use the properties of rectangles to deduce related facts and find missing lengths and angles. ● To identify 3D shapes including cubes and cuboids from 2D representations. 	<p>Pupils become accurate in drawing lines with a ruler to the nearest millimetre, and measuring with a protractor. They use conventional markings for parallel lines and right angles.</p> <p>Pupils use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals, for example using dynamic geometry ICT tools.</p> <p>Pupils use angle sum facts and other properties to make</p>	

			deductions about missing angles and relate these to missing number problems.	
	Statistics	<ul style="list-style-type: none"> • To complete, read and interpret information in tables, including timetables. 	<p>Pupils connect their work on coordinates and scales to their interpretation of time graphs.</p> <p>They begin to decide which representations of data are most appropriate and why.</p>	
To assess the half-term's work				