Cumbria Education Trust

Year 5 Maths Base Curriculum Yearly Overview

Autumn Term	Week 1 - 3 BLOCK 1	Week 4 - 5 BLOCK 2	Week 6 - 7 BLOCK 3	Week 8 - 9 BLOCK 4	Week 10 - 11 BLOCK 5	Week 12
	Number: Place Value	**Number: Addition and Subtraction**	**Statistics**	**Number: Multiplication and Division**	**Measurement: Perimeter and Area**	**Consolidation**
White Rose Maths Small Steps	• Number to 10,000. • Roman numerals to 1,000. • Round to the nearest 10, 100 and 1000. • Number to 100,000. • Compare and order numbers to 100,000. • Round numbers within 100,000. • Numbers to a million. • Counting in 10s, 100s, 1,000s, 10,000s and 100,000s. • Compare and order numbers to a million. • Round numbers to a million. • Negative numbers.	• Add whole numbers with more than 4-digits (column method). • Subtract whole numbers with more than 4-digits (column method). • Round to estimate and approximate. • Inverse operations (addition and subtraction). • Multi-step addition and subtraction problems.	• Read and interpret line graphs. • Draw line graphs. • Use line graphs to solve problems. • Read and interpret tables. • Two way tables. • Timetables.	• Multiples. • Factors. • Common factors. • Prime numbers. • Square numbers. • Cube numbers. • Multiplying by 10, 100 and 1000. • Dividing by 10, 100 and 1000. • Multiples of 10, 100 and 1000.	• Measure perimeter. • Calculate perimeter. • Area of rectangles. • Area of compound shapes. • Area of irregular shapes.	All
National Curriculum Link	• Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. • Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	• Add and subtract numbers mentally with increasingly large numbers. • Add and subtract whole numbers with more than 4 digits, including using formal written methods (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 and methods to use and why.	• Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables including timetables.	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • 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. • Multiply and divide numbers mentally, drawing upon known facts. • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}). • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.	All

Year 5 Maths Base Curriculum Yearly Overview

Spring Term	Week 1 - 3 BLOCK 1	Week 4 - 9 BLOCK 2	Week 10 - 11 BLOCK 5	Week 12
	Number: Multiplication and Division	**Number: Fractions**	**Number: Decimals and Percentages**	**Consolidation**
White Rose Maths Small Steps	• Multiply 4-digits by 1-digit. • Multiply 2-digits (area model). • Multiply 2-digits by 2-digits. • Multiply 3-digits by 2-digits. • Multiply 4-digits by 2-digits. • Divide 4-digits by 1-digit. • Divide with remainders.	• Equivalent fractions. • Improper fractions to mixed numbers. • Mixed numbers to improper fractions. • Number sequences. • Compare and order fractions less than 1. • Compare and order fractions greater than 1. • Add and subtract fractions. • Add fractions within 1. • Add 3 or more fractions. • Add fractions. • Add mixed numbers. • Subtract fractions. • Subtract mixed numbers. • Subtract – breaking the whole. • Subtract 2 mixed numbers. • Multiply unit fractions by an integer. • Multiply non-unit fractions by an integer. • Multiply mixed numbers by integers. • Fraction of an amount. • Using fractions as operators.	• Decimals up to 2 d.p. • Decimals as fractions (1). • Decimals as fractions (2). • Understand thousandths. • Thousands as decimals. • Rounding decimals. • Order and compare decimals. • Understand percentages. • Percentages as fractions and decimals. • Equivalent F.D.P.	All
National Curriculum Link	• Multiply and divide numbers mentally drawing upon known facts. • Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. • Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. • Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.	• Compare and order fractions whose denominators are multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Read and write decimal numbers as fractions [for example 0.71 = $\frac{71}{100}$]. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	• Read, write, order and compare numbers with up to three decimal places. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving number up to three decimal places. • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. • Solve problems which require knowing percentage and decimal equivalents of ½, ¼, ⅕, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25.	All

Year 5 Maths Base Curriculum Yearly Overview

Summer Term	Week 1 - 4 BLOCK 1	Week 5 - 7 BLOCK 2	Week 8 BLOCK 3	Week 9 - 10 BLOCK 4	Week 11 BLOCK 5	Week 12
	Number: Decimals	**Geometry: Properties of Shape**	**Geometry: Position and Direction**	**Measurements: Converting Units**	**Measurement: Volume**	**Consolidation**
White Rose Maths Small Steps	• Adding decimals within 1. • Subtracting decimals within 1. • Complements to 1. • Adding decimals – crossing the whole. • Adding decimals with the same number of decimal places. • Subtracting decimals with the same number of decimal places. • Adding decimals with a different number of decimal places. • Subtracting decimals with a different number of decimal places. • Adding and subtracting whole and decimals. • Decimal sequences. • Multiplying decimals by 10, 100 and 1000. • Dividing decimals by 10, 100 and 1,000.	• Measuring angles in degrees. • Measuring with a protractor (1). • Measuring with a protractor (2). • Drawing lines and angles accurately. • Calculating angles on a straight line. • Calculating angles around a point. • Calculating lengths and angles in shapes. • Regular and irregular polygons. • Reasoning about 3D shapes.	• Position in the first quadrant. • Reflection. • Reflection with coordinates. • Translation. • Translation with coordinates.	• Kilograms and kilometres. • Milligrams and millilitres. • Metric units. • Imperial units. • Converting units of time. • Timetables.	• What is volume? • Compare volume. • Estimate volume. • Estimate capacity.	All
National Curriculum Link	• Solve problems involving number up to three decimal places. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	• Identify 3D shapes, including cubes and other cuboids, from 2D representations. • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees. • Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°.	• 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.	• Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]. • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Solve problems involving converting between units of time.	• Estimate volume [for example using 1cm3 blocks to build cuboids • (including cubes)] and capacity [for • example, using water]. • Use all four operations to solve problems involving measure.	All