**Curriculum Summary for September – October 2017**

SUBJECT: Maths YEAR GROUP: 5 TEACHER: Adam Miller,Beata Kruk-Zabawa

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| Week | Learning objectives | Activities (in brief) |
| **1**Sep 4th – 8th  | Read, write, compare and order 5-digit numbers, understanding the place value and using < and >signs; add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers; use written addition to add two 4-digit numbers; work systematically to spot patterns. | Understand place value in 5-digit numbers by creating 5-digit numbers, placing them on a number line and solving place value additions and subtractionsOrder and compare 5-digit numbers and say a number betweenUse column addition to add two 4-digit numbers with answers > 10000 |
| **2**Sep 11th – 15th  | Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/backAdd pairs of 2-digit numbers with a total ≤ 198Subtract 2-digit from 2-digit numbers by counting upUse number facts to 10 to solve problems including word problemsCount up to subtract any 3-digit from 3-digit numberUse counting up to subtract 4-digit numbers from near multiples of 1000Use mental strategies to add 2-digit, 3-digit and 4-digit numbersUnderstand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions | Add and subtract 2-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems |
| **3**Sep 18th – 22nd  | Match 2-place decimals to 1/100s, using a place value gridUse place value to multiply and divide numbers by 10 and 100, involving 2-place decimalsUse place value to add and subtract 0·1 and 0·01 to and from decimal numbersUse doubling and halving to multiply and divide by 4 and 8 and solve correspondence problemsUse advanced mental multiplication strategies | Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0·1 and 0·01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9 |
| **4**Sep 25th – 29th  | Read, write and convert time between analogue and digital 12 and 24 hour clocksCompare durations of events to calculate the time taken by particular events or tasksUse 24 hour clocksConvert between different units of measure, e.g. kilometres to metres, metres to centimetres, etc.Measure and calculate the perimeter of composite rectilinear shapes in m/cm | Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m |
| **5**Oct 2nd – 6th  | Use expanded decomposition to subtract 3-digit from 3-digit numbersUse compact decomposition to subtract 3-digit from 3-digit numbersUse expanded or compact decomposition to subtract numbers with up to 4-digits (easier)Count up to subtract any 3-digit from 3-digit numberSubtract 3-digit from 4-digit numbers by counting upUse counting up strategies to quickly calculate change | Solve subtraction using a written method for 3-digit – 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction; find change from a multiple of ten pounds using counting up |
| **6**Oct 9th – 13th  | Apply divisibility tests for 2, 3, 4, 5, 6, 9, 10 and 25Recognise common factors and relate these to common multiplesIdentify factors and multiples, and begin to find common factorsCompare and order unit fractions and related fractions, using fraction walls and stripsPlace mixed fractions on a number line to compare fractions with the same denominatorUse equivalent fractions to reduce any given fraction to its simplest form | Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples; find factors; compare and place fractions on a line; find equivalent fractions and reduce them to their simplest form |
| **7**Oct 16th – 20th  | Understand multiplication and division as inverses of each other and use this to find relationshipsMultiply and divide multiples of 10, 100 and 1000 by 1-digit numbersMultiply 3-digit by 1-digit numbers using the ladder methodUse the ladder method to multiply 4-digit by 1-digit numbersDivide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers < 50Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with answers > 50, and give answers as appropriateDivide numbers just beyond the tables, with remainders given as fractions where the fraction is obviousUse mathematical reasoning to explain findings, patterns and relationshipsSolve problems involving addition, subtraction, multiplication and division and a combination of these | Use mental strategies to multiply and divide multiples of 10 and 100; use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers, divide 3-digit numbers by 1-digit numbers using a written method and express remainders as a fraction and solve division word problems  |
| **8**Oct 22nd – 27th  | Assessment week |