**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 subtractions  Order and compare 5-digit numbers and say a number between  Use 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/back  Add pairs of 2-digit numbers with a total ≤ 198  Subtract 2-digit from 2-digit numbers by counting up  Use number facts to 10 to solve problems including word problems  Count up to subtract any 3-digit from 3-digit number  Use counting up to subtract 4-digit numbers from near multiples of 1000  Use mental strategies to add 2-digit, 3-digit and 4-digit numbers  Understand 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 grid  Use place value to multiply and divide numbers by 10 and 100, involving 2-place decimals  Use place value to add and subtract 0·1 and 0·01 to and from decimal numbers  Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems  Use 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 clocks  Compare durations of events to calculate the time taken by particular events or tasks  Use 24 hour clocks  Convert 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 numbers  Use compact decomposition to subtract 3-digit from 3-digit numbers  Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier)  Count up to subtract any 3-digit from 3-digit number  Subtract 3-digit from 4-digit numbers by counting up  Use 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 25  Recognise common factors and relate these to common multiples  Identify factors and multiples, and begin to find common factors  Compare and order unit fractions and related fractions, using fraction walls and strips  Place mixed fractions on a number line to compare fractions with the same denominator  Use 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 relationships  Multiply and divide multiples of 10, 100 and 1000 by 1-digit numbers  Multiply 3-digit by 1-digit numbers using the ladder method  Use the ladder method to multiply 4-digit by 1-digit numbers  Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers < 50  Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with answers > 50, and give answers as appropriate  Divide numbers just beyond the tables, with remainders given as fractions where the fraction is obvious  Use mathematical reasoning to explain findings, patterns and relationships  Solve 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 | |