Medium-term planning Summer 1

YEAR 5

W	Topic	Curriculum objective
1	Negative numbers and Roman numerals	• To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero. • To round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. • To solve number problems and practical problems that involve all of the above. • To read numerals to 1000 (M) and recognise years written in Roman numerals.
2	Adding and subtracting large and small numbers	• To add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction). • To add and subtract numbers mentally with increasingly large numbers. • To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • To solve problems involving numbers up to three decimal places.
3	Long multiplication and division with remainders	• 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 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 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
4	Working with fractions	• To recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements > 1 as a mixed number: $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = \frac{11}{5}$. • To add and subtract fractions with the same denominator and multiples of the same number.

5	Diagonals and problems involving angles	• To know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles
		• To draw given angles, and measure them in degrees (º).
		• To identify:
		  ◦ angles at a point and one whole turn (total 360º)
		  ◦ angles at a point on a straight line and ½ a turn (total 180º)
		  ◦ other multiples of 90º .
		• To use the properties of a rectangle to deduce related facts and find missing lengths and angles.
		• To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

6	Volume, time and money	• To estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water). • To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling • To solve problems involving converting between units of time.
Assess and review		• To assess the half-term's work.