

Week Beginning	Time (hours)	Learning Objectives
Monday 12 th September (Reading and Writing Numbers)	5 hours	<p>Year 5: To read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>Step 1: I can remember how to read and write numbers to 1000 and then to 10,000.</p> <p>Step 2: I can read and write numbers to 50,000.</p> <p>Step 3: I can read and write numbers to 1,000,000.</p> <p>Step 4: I can recognise the value of each digit up to 1,000,000.</p> <p>Step 5: I know and can use the terms: units, tens, hundreds, thousands, ten thousands, hundred thousands and one million correctly.</p> <p>Step 6: I can partition any number up to 1,000,000 showing the value of each digit.</p> <p>Year 6: Read, write, order and compare numbers to 1000 and then to 10,000,000 and determine the value of each digit.</p> <p>Step 1: I can remember how to read and write numbers to 1000 and then to 100,000.</p> <p>Step 2: I can read and write numbers to 1,000,000.</p> <p>Step 3: I can read and write numbers to 10,000,000.</p> <p>Step 4: I can recognise the value of each digit up to 10,000,000.</p> <p>Step 5: I know and can use the terms: units, tens, hundreds, thousands, ten thousands, hundred thousands, one million and ten million correctly.</p> <p>Step 6: I can partition any number up to 10,000,000 showing the value of each digit.</p>

<p>Monday 19th September</p> <p>(Rounding)</p>	<p>5 hours</p>	<p>Year 5: To round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.</p> <p>Step 1: I can round any number up to 100 to the nearest 10.</p> <p>Step 2: I can round any number up to 1000 to the nearest 10.</p> <p>Step 3: I can round any number up to 1000 to the nearest 100.</p> <p>Step 4: I can round any number up to 10,000 to the nearest 1000, 100 or 10.</p> <p>Step 5: I can round any number up to 100,000 to the nearest 10,000, 1000, 100 or 10.</p> <p>Step 6: I can round any number up to 1,000,000 to the nearest 100,000, 10,000, 1000, 100 or 10.</p> <p>Year 6: To require any whole number to a required degree of accuracy.</p> <p>Step 1: I can round any 4-digit number to the nearest thousand.</p> <p>Step 2: I can round any 5-digit number to the nearest ten thousand.</p> <p>Step 3: I can round any 6-digit number to the nearest hundred thousand.</p> <p>Step 4: I can round any 7-digit number to the nearest million.</p>
<p>Monday 26th September</p> <p>(Number Sequences)</p>	<p>5 hours</p>	<p>Year 5: To count forwards and backwards in steps of powers of 10 (100, 1000, 10,000) for any given number up to 1,000,000.</p> <p>Step 1: I can count onwards and backwards from a given number in steps of 100s.</p> <p>Step 2: I can count onwards and backwards from a given number in steps of 1000s.</p> <p>Step 3: I can count onwards and backwards from a given number in steps of 10,000s.</p> <p>Step 4: I can count onwards and backwards from a given number in steps of 100,000s.</p> <p>Step 5: I can count onwards and backwards from a given number in steps of 1,000,000s.</p> <p>Year 6: To generate and describe linear number sequences.</p> <p>Step 1: I can continue a linear number sequence involving positive and negative numbers.</p> <p>Step 2: I can continue a linear number sequence involving fractions.</p> <p>Step 3: I can continue a linear number sequence involving decimal fractions.</p>

<p>Monday 3rd October</p> <p>(Multiplication)</p>	<p>5 hours</p>	<p>Year 5: To multiply numbers up to 4-digits by a 1 or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.</p> <p>Step 1: I can multiply any number with 3-digits by a single digit number.</p> <p>Step 2: I can multiply any number with 4-digits by a single digit number.</p> <p>Step 3: I can multiply any number with 3-digits by a 2-digit number.</p> <p>Step 4: I can multiply any number with 4-digits by a 2-digit number.</p> <p>Year 6: To multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication.</p> <p>Step 1: I can remember how to multiply HTU x U.</p> <p>Step 2: I can remember how to multiply ThHTU x U.</p> <p>Step 3: I can multiply 4-digit numbers by a 2-digit number using grid method or another conventional method.</p>
<p>Monday 10th October</p> <p>(Division)</p>	<p>5 hours</p>	<p>Year 5: To divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Step 1: I can divide any number with 3-digits by a single digit number.</p> <p>Step 2: I can divide any number with 4-digits by a single digit number.</p> <p>Step 3: I can divide any number with 3-digits by a single digit number with remainders.</p> <p>Step 4: I can divide any number with 4-digits by a single digit number with remainders.</p> <p>Step 5: I can divide any number with 3-digits by 10, showing a remainder where appropriate.</p> <p>Step 6: I can divide any number with 4-digits by 10, showing a remainder where appropriate.</p> <p>Year 6: To divide numbers up to 4-digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>Step 1: I can remember how to divide numbers with up to 4-digits by a single digit number with and without remainders.</p> <p>Step 2: I can divide numbers with up to 4-digits by a 2-digit number up to 20 without remainders.</p> <p>Step 3: I can divide numbers with up to 4-digits by a 2-digit number up to 20 with remainders.</p> <p>Step 4: I can express a remainder as a fractional value of the number divided by.</p> <p>Step 5: I can divide numbers with up to 4-digits by any 2-digit number with and without remainders.</p> <p>Step 6: I can use rounding up to express answers as a whole number.</p>

<p>Monday 31st October</p> <p>(Factors, Multiples, Prime Numbers)</p>	<p>5 hours</p>	<p>Year 5: To identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers; know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Step 1: I can identify all multiples of numbers up to 100.</p> <p>Step 2: I know all factors that make up numbers to 100.</p> <p>Step 3: I can describe what a prime number is.</p> <p>Step 4: I recognise all prime numbers to 100.</p> <p>Year 6: To identify common factors, common multiples and prime numbers.</p> <p>Step 1: I know the common factors of any two given numbers.</p> <p>Step 2: I know the common multiples of any two given numbers.</p> <p>Step 3: I know all the prime numbers.</p>
<p>Monday 7th November</p> <p>(Problem Solving)</p>	<p>5 hours</p>	<p>Year 5: To solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Step 1: I can solve problems involving subtraction with numbers up to 1,000,000.</p> <p>Step 2: I can solve problems involving multiplication with numbers up to 1,000,000.</p> <p>Step 3: I can solve problems involving division with numbers up to 1,000,000.</p> <p>Step 4: I can solve problems involving a combination of these with numbers up to 1,000,000.</p> <p>Step 5: I understand and can use the equals sign to indicate equivalence, including in missing number problems, e.g. $13 + 24 = 12 + 25$.</p> <p>Year 5: To solve problems involving addition, subtraction, multiplication and division.</p> <p>Step 1: I can solve word problems involving addition with numbers up to 10,000,000.</p> <p>Step 2: I can solve word problems involving subtraction with numbers up to 10,000,000.</p> <p>Step 3: I can solve word problems involving multiplication with numbers up to 10,000,000.</p> <p>Step 4: I can solve word problems involving division with numbers up to 10,000,000.</p> <p>Step 5: I can solve word problems with mixed operations with numbers up to 10,000,000.</p>

<p>Monday 14th November</p> <p>(Decimal/Fraction Equivalents)</p>	<p>5 hours</p>	<p>Year 5: To read and write decimal numbers as fractions (e.g. $0.71 = 71/100$).</p> <p>Step 1: I can write 0.5, 0.25, 0.1 as fractions.</p> <p>Step 2: I can write any decimal with 1 decimal place as a fraction.</p> <p>Step 3: I can write any decimal with 2 decimal places as a fraction.</p> <p>Year 6: To associate a fraction with division to calculate decimal fraction equivalents, e.g. 0.375 for a simple fraction $3/8$.</p> <p>Step 1: I know that $1/10$ can be represented as 0.1.</p> <p>Step 2: I know that $\frac{1}{4}$ can be represented as 0.25.</p> <p>Step 3: I know that $\frac{3}{4}$ can be represented at 0.75.</p> <p>Step 4: I know all the decimal fraction equivalents for fractional values where the denominator is 3, 4, 5, 6, 8 or 10.</p>
<p>Monday 21st November</p> <p>(Percentages)</p>	<p>5 hours</p>	<p>Year 5: To write percentages as a fraction with denominator 100, and as a decimal (e.g. $\frac{1}{2} = 50\% = 0.5$).</p> <p>Step 1: I know that 50% is $50/100 =$ one half $= \frac{1}{2}$.</p> <p>Step 2: I know that 0.5 is 50%.</p> <p>Step 3: I know that one quarter is $25\% = \frac{1}{4}$.</p> <p>Step 4: I know that 0.25 is $25\% = \frac{1}{4}$.</p> <p>Step 5: I know the percentage value of all tenths, fifths, quarters and eighths.</p> <p>Year 5: To use percentages for comparison and calculate percentages of whole numbers or measures, e.g. 15% of 360.</p> <p>Step 1: I recognise 50% as being half of the original value.</p> <p>Step 2: I recognise 25% as being a quarter of the original value.</p> <p>Step 3: I recognise 75% as being three quarters of the original value.</p> <p>Step 4: I recognise 10% as being a tenth of the original value.</p> <p>Step 5: I know that to find 1% of a value you divide by 100.</p> <p>Step 6: I can find 25%, 50% and 75% of any given value.</p> <p>Step 7: I can find 10%, 20%, 30%, etc, of a given value.</p> <p>Step 8: I can find any percentage of a given value, e.g. 18% of 360.</p>

<p>Monday 28th November</p> <p>(Ratio)</p>	<p>5 hours</p>	<p>Year 5: To use ratio to show the relative sizes of two quantities.</p> <p>Step 1: I understand the term ratio.</p> <p>Step 2: I recognise that the symbol associated with ratio is ':'. .</p> <p>Step 3: I know what is meant by the term 'ratio of 1:2'.</p> <p>Step 4: I can use ratio in defining the sizes of various shapes. .</p> <p>Year 6: To use ratio to show the relative sizes of two quantities.</p> <p>Step 1: I understand the term ratio.</p> <p>Step 2: I recognise that the symbol associated with ratio is ':'. .</p> <p>Step 3: I know what is meant by the term 'ratio of 1:2'.</p> <p>Step 4: I can use ratio in defining the sizes of various shapes.</p>
--	----------------	---

Mrs Hansell

Class 3 (Year 5/6)