

Week Beginning	Time (hours)	Learning Objectives
Monday 9 th January (Negative Numbers)	5 hours	<p>Year 5: To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Step 1: I can interpret temperatures at minus °C on a thermometer.</p> <p>Step 2: I can count forwards from -20 to +20.</p> <p>Step 3: I can count backwards from +30 to -30.</p> <p>Year 6: Use negative numbers in context, and calculate intervals across zero.</p> <p>Step 1: I can interpret temperatures at minus °C on a thermometer.</p> <p>Step 2: I can calculate the interval from -20 to +100.</p> <p>Step 3: I can calculate the interval from +30 to -30.</p>
Monday 16 th January (Fractions)	5 hours	<p>Year 5: To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.</p> <p>Step 1: I know that a whole number can be written as $\frac{2}{2}$ or $\frac{4}{4}$, etc.</p> <p>Step 2: I know that 1 and a half can be written as $\frac{3}{2}$.</p> <p>Step 3: I can convert any improper fraction to a mixed fraction and vice versa.</p> <p>Year 6: To multiply simple unit fractions and pairs of proper fractions, writing the answer in its simplest form.</p> <p>Step 1: I can multiply a whole number with a fraction.</p> <p>Step 2: I can multiply a whole number with a fraction and give the answer in its simplest form.</p> <p>Step 3: I can multiply two simple fractions together and give the answer in its simplest form.</p> <p>Step 4: I can turn mixed fractions into an improper fraction.</p> <p>Step 5: I can multiply two mixed fractions and write the answer in its simplest form.</p>

<p>Monday 23rd January</p> <p>(Multiplication/Division)</p>	<p>5 hours</p>	<p>Year 5: To multiply and divide numbers by 10, 100 and 1000.</p> <p>Step 1: I can multiply any 2, 3, 4, 5 or 6-digit number by 10.</p> <p>Step 2: I can divide any 2, 3, 4, 5 or 6-digit number by 10.</p> <p>Step 3: I can multiply any 2, 3, 4, 5 or 6-digit number by 100.</p> <p>Step 4: I can divide any 2, 3, 4, 5 or 6-digit number by 100.</p> <p>Step 5: I can multiply any 2, 3, 4, 5 or 6-digit number by 1000.</p> <p>Step 6: I can divide any 2, 3, 4, 5 or 6-digit number by 1000.</p> <p>Year 6: To identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> <p>Step 1: I know the value of each digit in a decimal fraction which has up to 3 decimal places.</p> <p>Step 2: I know that when multiplying a decimal fraction by 10 the decimal point moves one place to the right.</p> <p>Step 3: I know that when multiplying a decimal fraction by 100 the decimal point moves two places to the right.</p> <p>Step 4: I know that when multiplying a decimal fraction by 1000 the decimal point moves three places to the right.</p> <p>Step 5: I know that when dividing a decimal fraction by 10 the decimal point moves one place to the left.</p> <p>Step 6: I know that when dividing a decimal fraction by 100 the decimal point moves two places to the left.</p> <p>Step 7: I know that when dividing a decimal fraction by 1000 the decimal point moves three places to the left.</p>
<p>Monday 30th January</p> <p>(Algebra)</p>	<p>5 hours</p>	<p>Year 5: To express missing number problems algebraically.</p> <p>Step 1: I can write known rules algebraically, e.g. $a + b = b + a$.</p> <p>Step 2: I can work out equations involving missing amounts, e.g. If $2x - 1 = 9$, what is x?</p> <p>Step 3: I can work out calculations when given the value of two letters, e.g. What is $2a + 3b$ if $a = 2$ and $b = 5$?</p> <p>Year 6: To express missing number problems algebraically.</p> <p>Step 1: I can write known rules algebraically, e.g. $a + b = b + a$.</p> <p>Step 2: I can work out equations involving missing amounts, e.g. If $2x - 1 = 9$, what is x?</p> <p>Step 3: I can work out calculations when given the value of two letters, e.g. What is $2a + 3b$ if $a = 2$ and $b = 5$?</p>

<p>Monday 6th February</p> <p>(Measures)</p>	<p>5 hours</p>	<p>Year 5: To convert between different units of metric measure, e.g. kilometre and metre, centimetre and metre, centimetre and millimetre, gram and kilogram, litre and millilitre.</p> <p>Step 1: I can express a distance of more than 1km in metres.</p> <p>Step 2: I can express a distance of more than 1cm in mm.</p> <p>Step 3: I can express a distance of more than 1kg in grams.</p> <p>Step 4: I can express a distance of more than 1l in ml.</p> <p>Year 6: To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places where appropriate.</p> <p>Step 1: I can use decimal notation to three decimal places to solve calculations with measures.</p> <p>Step 2: I can use other compound units for speed such as miles per hour.</p>
<p>Monday 27th February</p> <p>(3D Shape)</p>	<p>5 hours</p>	<p>Year 5: To estimate volume and capacity.</p> <p>Step 1: I know that volume is measured in cm^3 or m^3.</p> <p>Step 2: I can use cubes to work out the volume of a given shape.</p> <p>Step 3: I can use water to estimate and work out the capacity of a given container.</p> <p>Year 6: To recognise, describe and build simple 3D shapes, including making nets.</p> <p>Step 1: I know what a net for a cube looks like.</p> <p>Step 2: I can create a cube using knowledge of what the net looks like.</p> <p>Step 3: I know what a net for a cuboid looks like.</p>

<p>Monday 6th March</p> <p>(2D Shape)</p>	<p>5 hours</p>	<p>Year 5: To recognise and compare different triangles, including isosceles, equilateral and right angled triangles.</p> <p>Step 1: I can describe an equilateral triangle.</p> <p>Step 2: I can describe an isosceles triangle.</p> <p>Step 3: I can describe a right angled triangle.</p> <p>Year 5: To compare and classify geometrical shapes based on properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>Step 1: I can classify triangles in terms of their properties.</p> <p>Step 2: I know that an equilateral triangle has angles of 60° and three equal sides.</p> <p>Step 3: I know that an isosceles triangle has two sides which are equal and two angles which are equal.</p> <p>Step 4: I can describe a right angled triangle according to properties.</p> <p>Step 5: I can describe a square and oblong in terms of their properties.</p> <p>Step 6: I know the properties of quadrilaterals such as parallelogram, trapezium, rhombus.</p> <p>Step 7: I know that the total of three angles of any triangle adds up to 180°.</p> <p>Step 8: I can use a protractor to measure individual angles of a triangle.</p> <p>Step 9: I can draw a triangle give the size of sides and angle sizes.</p> <p>Step 10: I know that the four angles of any quadrilateral adds up to 360°.</p> <p>Step 11: I can work out the size of an angle in a quadrilateral by using a protractor to measure it.</p>
<p>Monday 13th March</p> <p>(Circles)</p>	<p>5 hours</p>	<p>Year 5: To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Step 1: I know that the line across the centre of a circle is known as the diameter.</p> <p>Step 2: I know that the distance from the centre to the arc of a circle is the radius.</p> <p>Step 3: I know that the distance around the outside of a circle is the circumference.</p> <p>Step 4: I know that the diameter of a circle is twice its radius.</p> <p>Year 5: To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Step 1: I know that the line across the centre of a circle is known as the diameter.</p> <p>Step 2: I know that the distance from the centre to the arc of a circle is the radius.</p> <p>Step 3: I know that the distance around the outside of a circle is the circumference.</p> <p>Step 4: I know that the diameter of a circle is twice its radius.</p>

Monday 20 th March (Angles)	5 hours	Year 5: To draw given angles, and measure them in degrees. Step 1: I can draw and measure an angle of 90° . Step 2: I can draw and measure an angle of 45° . Step 3: I can draw a given angle using a protractor and label it appropriately. Year 6: To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Step 1: I can work out what the value of the third angle is when given 2 angles of a triangle. Step 2: I can work out what the value of the fourth angle is when given 3 angles of a quadrilateral. Step 3: I can work out the missing angles in a parallelogram, rhombus and trapezium from working out diagonally opposite angles, etc.
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Mrs Hansell

Class 3 (Year 5/6)