

| Week Beginning | Time (hours) | Learning Objectives |
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| Tuesday 25 th May (Revision) | 4 hours | <p>Year 5: To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. To read Roman numerals to 1000 (M) and recognise years written in Roman numerals. To compare and order fractions whose denominators are all multiples of the same number.</p> <p>Year 6: To use negative numbers in context, and calculate intervals across zero. To recall and use equivalence between simple fractions, decimals and percentages including in different contexts. To compare and order fractions, including fractions greater than 1.</p> |
| Tuesday 2 nd May (Revision) | 4 hours | <p>Year 5: To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. To solve problems involving converting between units of time.</p> <p>Year 6: To recognise that shapes with the same area can have different perimeters and vice versa. To draw and translate simple shapes on the coordinate plane and reflect them in the axes. To calculate and interpret the mean as average.</p> |
| Monday 15 th May (Roman Numerals) | 5 hours | <p>Year 5: To read Roman numerals to M (1000) and recognise years written in Roman numerals. Step 1: I can remember the Roman numerals from 1 to 10. Step 2: I know the Roman numeral for 50. Step 3: I know the Roman numeral for 100. Step 4: I know all the Roman numerals to 1000.</p> <p>Year 6: To read Roman numerals to M (1000) and recognise years written in Roman numerals. Step 1: I can remember the Roman numerals from 1 to 10. Step 2: I know the Roman numeral for 50. Step 3: I know the Roman numeral for 100. Step 4: I know all the Roman numerals to 1000.</p> |

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| <p>Monday 22nd May</p> <p>(Addition and Subtraction)</p> | <p>5 hours</p> | <p>Year 5: To add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction).</p> <p>Step 1: I can add two numbers with 5-digits together using column addition without exchange between units and tens.</p> <p>Step 2: I can add two numbers with 5-digits together using column addition, where the units, tens or hundreds when added make more than 10.</p> <p>Step 3: I can add three numbers with 5-digits using column addition where the units, tens or hundreds make more than 10.</p> <p>Step 4: I can subtract a 5-digit number from another using column subtraction which requires no exchange between the units, tens, hundreds or thousands.</p> <p>Step 5: I can subtract a 5-digit number from another using column subtraction which requires exchange between the units, tens, hundreds or thousands (or any two of these).</p> <p>Year 6: To add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction).</p> <p>Step 1: I can add two numbers with 5-digits together using column addition without exchange between units and tens.</p> <p>Step 2: I can add two numbers with 5-digits together using column addition, where the units, tens or hundreds when added make more than 10.</p> <p>Step 3: I can add three numbers with 5-digits using column addition where the units, tens or hundreds make more than 10.</p> <p>Step 4: I can subtract a 5-digit number from another using column subtraction which requires no exchange between the units, tens, hundreds or thousands.</p> <p>Step 5: I can subtract a 5-digit number from another using column subtraction which requires exchange between the units, tens, hundreds or thousands (or any two of these).</p> |
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| <p>Monday 5th June</p> <p>(Rounding)</p> | <p>5 hours</p> | <p>Year 5: To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Step 1: I can use rounding to add together mentally any two 2-digit numbers, e.g. $29 + 39 = 30 + 40 - 2 = ?$</p> <p>Step 2: I can use rounding to subtract any 2-digit number from a 2-digit or 3-digit number, e.g. $321 - 19 = 320 - 20 = ?$</p> <p>Step 3: I can use rounding to add together mentally any two 3-digit numbers, e.g. $398 + 449 = 400 + 450 - 3 = ?$</p> <p>Step 4: I can use rounding to add together mentally any 1000s number and any 5-digit number, e.g. $4203 + 58502 = 4200 + 5800 + 5 = ?$</p> <p>Year 6: To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Step 1: I can use rounding to add together mentally any two 2-digit numbers, e.g. $29 + 39 = 30 + 40 - 2 = ?$</p> <p>Step 2: I can use rounding to subtract any 2-digit number from a 2-digit or 3-digit number, e.g. $321 - 19 = 320 - 20 = ?$</p> <p>Step 3: I can use rounding to add together mentally any two 3-digit numbers, e.g. $398 + 449 = 400 + 450 - 3 = ?$</p> <p>Step 4: I can use rounding to add together mentally any 1000s number and any 5-digit number, e.g. $4203 + 58502 = 4200 + 5800 + 5 = ?$</p> |
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| <p>Monday 12th June</p> <p>(Square and Cube Numbers)</p> | <p>5 hours</p> | <p>Year 5: To recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³).</p> <p>Step 1: I know the square of all numbers between 2 and 12 by heart.</p> <p>Step 2: I can use the symbols (²) and ($\sqrt{\quad}$) accurately.</p> <p>Step 3: I know the relationship between the square of a number and the square root of a number.</p> <p>Step 4: I know the cube of all numbers between 2 and 12 by heart.</p> <p>Step 5: I can use the symbol (³) accurately.</p> <p>Year 6: To recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³).</p> <p>Step 1: I know the square of all numbers between 2 and 12 by heart.</p> <p>Step 2: I can use the symbols (²) and ($\sqrt{\quad}$) accurately.</p> <p>Step 3: I know the relationship between the square of a number and the square root of a number.</p> <p>Step 4: I know the cube of all numbers between 2 and 12 by heart.</p> <p>Step 5: I can use the symbol (³) accurately.</p> |
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| <p>Monday 19th June</p> <p>(Fractions)</p> | <p>5 hours</p> | <p>Year 5: To compare and order fractions whose denominators are all multiples of the same number.</p> <p>Step 1: I can compare and order fractions with the same denominator.</p> <p>Step 2: I can compare and order fractions with denominators of 2, 4 and 8.</p> <p>Step 3: I can compare and order fractions with denominators of 5 and 10.</p> <p>Step 4: I can convert fractions with different denominators into a common denominator.</p> <p>Step 5: I can order two different fractions with different denominators that are multiples of the same number.</p> <p>Step 6: I can order more than two different fractions with different denominators that are multiples of the same number.</p> <p>Year 6: To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Step 1: I can remember how to complete addition and subtraction of fractions with the same denominator.</p> <p>Step 2: I can work out the common denominator for a pair of fractions with different denominators, e.g. $\frac{2}{3}$ and $\frac{3}{5}$.</p> <p>Step 3: I can add two fractions with different denominators.</p> <p>Step 4: I can add two mixed numbers where the fractional values have different denominators.</p> <p>Step 5: I can subtract two fractions with different denominators.</p> <p>Step 6: I can subtract two mixed numbers where the fractional values have different denominators.</p> |
| <p>Monday 26th June</p> <p>(Decimals)</p> | <p>5 hours</p> | <p>Year 5: To read, write, order and compare numbers with up to 3 decimal places.</p> <p>Step 1: I can order decimal numbers with 1 decimal place.</p> <p>Step 2: I can order decimal numbers with 2 decimal places.</p> <p>Step 3: I can order decimal numbers with 3 decimal places.</p> <p>Step 4: I can order a set of decimal numbers with between 1 and 3 decimal places.</p> <p>Year 6: To read, write, order and compare numbers with up to 3 decimal places.</p> <p>Step 1: I can order decimal numbers with 1 decimal place.</p> <p>Step 2: I can order decimal numbers with 2 decimal places.</p> <p>Step 3: I can order decimal numbers with 3 decimal places.</p> <p>Step 4: I can order a set of decimal numbers with between 1 and 3 decimal places.</p> |

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| <p>Monday 3rd July</p> <p>(Problem Solving)</p> | <p>5 hours</p> | <p>Year 5: To solve problems involving numbers up to 3 decimal places.</p> <p>Step 1: I can add numbers with 1 decimal place.</p> <p>Step 2: I can add numbers with 2 and then 3 decimal places.</p> <p>Step 3: I can subtract numbers with 1 decimal place.</p> <p>Step 4: I can subtract numbers with 2 and then 3 decimal places.</p> <p>Step 5: I can solve a range of problems involving numbers with up to 3 decimal places.</p> <p>Year 6: To solve problems involving numbers up to 3 decimal places.</p> <p>Step 1: I can add numbers with 1 decimal place.</p> <p>Step 2: I can add numbers with 2 and then 3 decimal places.</p> <p>Step 3: I can subtract numbers with 1 decimal place.</p> <p>Step 4: I can subtract numbers with 2 and then 3 decimal places.</p> <p>Step 5: I can solve a range of problems involving numbers with up to 3 decimal places.</p> |
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Mrs Hansell

Class 3 (Year 5/6)