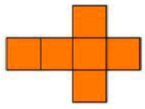
Lindley Junior School
Maths Learning Intentions for Year 5
Summer Term

Maths Programme of Study	Detail	Example
Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + , – , x and ÷ facts) NB Oral and Mental skills are practised daily within the lesson – teachers choose different aspects to work on each day.	• Count on/back from a given number in steps of 100/1000/10,000/100.000 up to 500,000 • Read, write and order numbers to 500,000 • Compare numbers to at least 500,000 • Partition numbers to at least 500,000 • Find powers of 10 more than a given number • Read, write, order and compare decimal numbers up to 3dp • Partition decimal numbers to 3dp • Round decimals with 1 and 2dp to the nearest whole number • Multiply and divide numbers mentally drawing upon known facts • Multiply and divide any whole number by 10, 100, 1000 and multiply and divide any decimal number by 10 and 100 • Count on/back with positive and negative numbers, including through zero • Count on/back in fraction and decimal sequences? (e.g. 2.5 or 1 ½ • Round any number up to 500,000 to the nearest 10, 100, 1000, 10,000 and 100,000 • Add/subtract: 4-digit and 1-digit numbers, a 4 digit and tens, a 4-digit number and hundreds and a 4-digit number and thousands and combinations of pairs of 2,3 or 4 digit numbers • Find complements to 100 and 1000 and to £1.00 • Recognise and use squared and cubed numbers	6.7 x 10 = 67 6.7 x 100 = 670 890 ÷ 10 = 89 890 ÷ 100 = 8.9 $6^2 = 36$, $12^2 = 144$ Write in ascending order: 4.35 6.56 4.53 6.785 90.768 56.78 = 50 + 6 + 0.7 + 0.08 456.78 = 400 + 50 + 6 + 0.7 + 0.08
Number	• Know and use the vocabulary of prime numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	What is special about these numbers? 2, 3, 5, 7, 13, 17 Why is 1 NOT a prime number – explain. What is XI? Write 1923 in Roman Numerals?
Geometry: Angles	• Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles. • Draw given angles and measure them in degrees (˚). • Identify: angles at a point and one whole turn (total 360 ˚), angles at a point on a straight line and ½ a turn (total 180˚) other multiples of 90˚.	If one angle in a triangle is 38° and another is 68°, what type of angle will the third be? Tick all the obtuse angles: 47° 107° 98° 90°
Geometry: shapes	• Identify 3D shapes, including cubes and other cuboids, from 2D representations (nets). • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons (2D shape) based on reasoning about equal sides and angles.	Find 3 similarities between the net of a tetrahedron and the net of a cube.  Share them with a partner. Are any the same/different?

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Geometry: Position and Direction	• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	A rectangle is translated 3 squares up and two squares to the left. Three of the coordinates of the translated square are: (5, 7) (10, 14) (10, 7). What are the co-ordinates of the original rectangle?
Measures	• Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml). • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Solve problems involving converting between units of time. • Estimate volume (for example using 1cm3 blocks to build cuboids (including cubes) and capacity (for example, using water)). • Use all four operations to solve problems involving measure.	Use <, > or = to complete the statements below 750g 0.8kg 500ml Half a litre 17mm 2cm – 5mm A 5p coin has a thickness of 1.6mm Jake makes a tower of 5p coins worth 90p. What is the height of the coins in cm?
Line graphs and timetables	• Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables	