| ALDER COPPICE PRIMARY SCHOOL YEAR 5 LONG TERM OVERVIEW | | | |
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| **Wk** | **AUTUMN** | **Unit Specific Vocabulary** | |
| 1-3 | **Place Value to 100,000**<br>**National Curriculum Objectives**<br>• ***count forwards or backwards in steps of powers of 10 for any given number up to 100,000***<br>• read, write, order and compare numbers to at least ***100,000*** and determine the value of each digit<br>• ***count forwards or backwards in steps of powers of 10 for any given number up to 100,000***<br>• solve number and practical problems with increasingly large positive numbers<br>• interpret and use negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero<br>• ***estimate and compare different measures, including money in pounds and pence*** | place value<br>represent<br>digit<br>tens<br>ones<br>hundreds<br>thousands<br>compare<br>order<br>greatest<br>smallest<br>equal to =<br>more than ><br>less than < | more<br>less<br>fewer<br>most<br>least<br>multiple<br>numerals and words<br>number pattern<br>odd<br>even<br>amount<br>multiple<br>partition |
| 4-12 | **Multiplication/Division**<br>**National Curriculum Objectives**<br>• multiply and divide numbers mentally drawing upon known facts<br>• recognise and use factor pairs and commutativity in mental calculations<br>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000<br>• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods<br>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout<br>• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers<br>• divide numbers up to 4 digits by a two-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<br>• divide numbers up to 4 digits by a one-digit number using the formal written method of short | calculation<br>estimate<br>procedure<br>repeated addition<br>equal groups<br>times tables<br>multiply<br>multiple<br>regroup<br>commutative<br>distributive law<br>times<br>factor<br>product<br>multiplier<br>multiplicand | represent<br>division<br>divide<br>share equally<br>find the number of groups<br>dividend<br>divisor<br>quotient<br>remainder |

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| | division and interpret remainders appropriately for the context<br>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context<br>• know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers<br>• establish whether a number up to 100 is prime and recall prime numbers up to 19<br><br>• recognise and use square numbers and cube numbers, and the notation for squared ($^2$) and cubed ($^3$)<br>• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes<br>• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign<br><br>• solve problems which require answers to be rounded to specified degrees of accuracy<br><br>USE ESTIMATION TO CHECK ANSWERS TO **EQUATIONS** AND DETERMINE, IN THE CONTEXT OF A PROBLEM, AN APPROPRIATE DEGREE OF ACCURACY | | |
| 1 day each week | **Geometry – Shape**<br>**National Curriculum Objectives**<br><br>**<u>Properties of Shapes – Parallelograms, rhombuses and trapeziums</u>**<br>• draw 2-D shapes using given dimensions and angles<br>• solve problems involving similar shapes where the scale factor is known or can be found | polygon<br>parallelogram<br>parallel sides<br>rhombus<br>trapezium<br>orientation<br>dimension<br>compose<br>decompose<br>angle<br>protractor<br>adjacent sides | |

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| | **Geometry – Angles and Circles**<br><br>**National Curriculum Objectives**<br>• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles<br>• identify acute and obtuse angles and compare and order angles up to two right angles by size<br>• draw given angles, and measure them in degrees (°)<br>• identify:<br>❖ angles at a point and one whole turn (total 360°)<br>❖ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)<br>❖ other multiples of 90°<br>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angle<br>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons<br>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius | angle<br>turn<br>clockwise<br>anti-clockwise<br>arc<br>degrees<br>right angle<br>acute angle<br>obtuse angle<br>reflex angle<br>internal angle<br>external angle<br>perpendicular line<br>adjacent angle<br>vertically opposite angle<br>intersecting lines<br>estimate<br>protractor<br>radius<br>diameter<br>circumference |
| | **Weekly Units are subject to change based on Teacher assessment.** | |