Year 5/6 Summer Term

Week	National Curriculum statement (End of Year) Be advised that you might need to revisit this concept later in the year.	Linked to MNP planning - Refer to year group to merge the lessons Yr 5 MNP planning are in grey. Y5 NC objectives in yellow highlight Refer to NCETM materials for subject knowledge and addition planning resources
Arithmetic/fluency needs to be embedded into learning throughout the term as there little number in this term.		
Week 1	**Fractions recap:** Simplifying fractions: To recall and use equivalences between simple fractions To compare and order fractions To add and subtract fractions To multiply proper fractions and mixed numbers To solve problems which require knowing percentage and decimal equivalents Divide fraction by a whole number	L3 yr 5 equivalent fractions / L2 yr 6 simplifying fractions L5 yr 5 comparing and order fractions / L4 yr 6 comparing and ordering fractions. Adding & Subtracting (Progressive lesson to use a combination of learning from L8-L14) / Adding and subtracting fractions (Progressive lesson to use a combination of learning from L6-L10) L16 yr 5 multiplying fractions by whole numbers/ L12 yr 6 multiplying fractions L16 dividing fractions by whole numbers – differentiate learning
Week 2	Graphs, reading table and averages: To interpret and compare results shown in line graphs and/or pie charts. Negative numbers: To use and interpret negative numbers	L1 Y5 Reading tables/ Y6 L3 (Y5 reading tables) L4 Y5 Line graphs/ Y6 combination of L9&L10 line graphs L6 Y6 (for year 5) Reading Pie charts/ L7 Y6 Reading Pie charts. L1 Y6 (for year 5 and 6) Understanding averages/ L2 Y6 Calculate the mean. L1 Y6 Adding and subtracting negative numbers/ L2 Y6 using negative numbers

Week 3	Geometry/ volume: To understand the properties of 2D shapes To recognise, describe and build simple 3-D shapes To calculate, estimate and compare volume of cubes and cuboids	White Rose planning for 2D and 3D shape: https://assets.whiterosemaths.com/fixed/wrm/2021/03/Year-5-Summer-Block-2-Properties-of-Shape.pdf https://assets.whiterosemaths.com/fixed/wrm/2020/08/Year-1-Autumn-block-3-Geometry.pdf L1 Y5 Understanding the volume of Solids/ L1 Y6 Finding the volume of cubes and cuboids. L3 Y5 Finding the volume of solids. L2 -L4 Y6 (to include examples of cm, m and mm) Finding the volume of cubes and cuboids
Weeks 4-6	**Revision and preparation for SATS**	
SATS	**YEAR 5 TO COVER GAPS IN KNOWLDEGE /revision** **Arithmetic, number and calculation, word problems.** Identifying the correct digit when rounding to the nearest 10, 100 or 1000 Mental and written addition and subtraction of large numbers Mental calculations strategies – making good choices about what to do in my head, jottings and when a written method is needed. Recognising the arithmetic in the question so they can choose and effective method. Eg 2999 – 1242 being seen as 3000 as 1243. Using effective processors so arithmetic is secure and applying bond knowledge. Efficiency and accuracy, and procedural competence Using rounding to check the reasonableness of the answer Understanding the columns Understanding the process of where to start and how to track through the written method No crossing of boundaries Crossing of boundaries (generating an exchanging digit)	**Consider the revision of the following NC statements. However, use your Teacher Assessment and decide most appropriate content.** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Perform mental calculations, including with mixed operations and large numbers. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

	Written methods for multiplication and division: HTU × ÷ TU and HTU × ÷ U Using expanded and compact multiplication to secure success and allow for seeing what is happening Short methods with remainders Long division – from statement teach to transfer this into the notation. Then use a partial table to record times tables facts of the divisor. Following the processes including bringing the digit down. Complex word problems using the four operations and bar model diagrams. Learn that making bar models of the same size can be helpful, but that one must remember to change the information in the problem to match. Models of the same size can make solving word problems simpler. Use high-order reasoning and picture drawing. Be able to identify the operations needed Understand all of the words in the problems and visualise what they mean. Interpret bar models and determine which calculation should be carried out. Check their answers against information provided in the problem Organise multiple pieces of information Relate word problems to the equation given	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Week 8	To measure and calculate perimeter accurately. To measure and calculate area accurately.	L3 Y5 Finding the perimeter/ Y6 differentiate L4 Y5 Using Scale diagrams to find the perimeter/ Y6 differentiate L6 Y5 Measuring the area/ L5 Yr6 Finding the area of triangles L8 Y5 Measuring the area / L5 yr6 Finding the area of triangles L9 Y5 Measuring the area / L6 Yr 6 Finding the area of parallelograms

Week 9	Angles: To compare, order and recognise angles To have the skills to use a protractor to accurately measure and draw angles. To compare and classify geometric shapes	L3 Yr5 Measuring angles/ Y6 differentiate L8 Y5 Describing squares and rectangles/ Y6 differentiate L11 y5 solving problems involving angles / L2 Yr 6 solving problems involving angles L12 Y5 solving problems involving angles / L5 Y6 solving problems involving angles in triangles and quadrilaterals L13 y5 Investigating regular polygons / Yr 6 differentiate
Week 10	**Year 5 Assessment** **Year 6 transition work**	
Week 11	**Ratio** To understand ratio as part to part, solving problems using a scaling system To solve problems involving similar shapes where the scale factor is known or can be found To solve problems of proportion using percentages To solve problems involving ratio and proportion (of the whole)	L2 Y6 Comparing quantities/ differentiate for year 5 L5 Y6 Comparing quantities/ differentiate for year 5 L6 Y6 Comparing numbers/ differentiate for year 5 L9 Y6 Solving word problems/ differentiate for year 5
Week 12	To can use simple formulae To express missing number problems algebraically To find pairs of numbers that satisfy an equation with 2 unknowns To enumerate possibilities of combinations of 2 variables To generate and describe linear number sequences	L3 Y6 Describing a pattern/ differentiate for year 5 L4 Y6 Describing a patter/ differentiate for year 5 L6 Y6 Writing and evaluating algebraic expressions/ differentiate for year 5 L10 Y6 solving equations/ differentiate for year 5