Hunnyhill - Year 5 2021-2022 Yearly Maths Overview- Recovery

Term	Estimated duration	Domain	Strands
Autumn 1 6 weeks + 3 days	13 lessons	Number and place value (Link to measures)	Y4 ● Count backwards through zero to include negative numbers and in steps of the times tables up to 12x12. (Daily) ● Count in multiples of 25, 50, 100 and 1000 ● Understand the concept of tenths and hundredths ● Compare and order numbers up to 10000 ● Find 1000 more or less than a given number ● Round any whole number to the nearest 10, 100 or 1000. ● Recognise the place value of each digit in numbers up to 10000 ● Understand the concept of 'tenths' and 'hundredths' and order and compare decimal numbers confidently ● Round decimals with one decimal place to the nearest whole number
	10 lessons	Multiplication and division (Link to measures and money)	Y2 ● Recall multiplication and division facts for the 2, 5 and 10 times tables Y3 ● Recall multiplication and division facts for the 3, 4 and 8 times tables Y4 ● Recall multiplication facts for times tables up to 12x12. ● Recall related division facts for times tables up to 12x12. ● Solve multiplication problems in contexts (including two step problems) choosing the appropriate operation and working with increasingly harder numbers. ● Multiply two-digit and three digit numbers by a one-digit number using the grid method ● Divide two and three digit numbers by a 1 digit using mental methods and jottings. ● Divide by 10 and 100 and explain the effect on 2 and 3 digit numbers (including decimal answers). ● Introduce the concept of factor pairs ● Recognise and use factor pairs and commutativity in mental calculations.
	10 lessons	Fractions and decimals (Link to division)	Y4 ● Understand the link between fractions and division and find unit fractions of quantities (Link to dividing 2 and 3 digit numbers by 1 digit numbers) ● Recap on the concept of tenths and hundredths and compare numbers with up to 2 decimal places (Link to place value) ● Introduce decimal equivalents of ¼; ½; ¾. ● Recap on dividing any number by 10 and 100, recognizing and explaining the effect on the digits and recognizing tenths and hundredths in the answer. ● Demonstrate my understanding of families of equivalent fractions. ● Add and subtract fractions with the same denominator.

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			• Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number (Link to measures and money)
Autumn 2 7 weeks	8 lessons	Addition and subtraction (Link to measures)	Y4 • Use mental and written methods and strategies for adding / subtracting 4 and 5 digit numbers • Add and subtract decimal numbers (link to money) using mental and written methods • Solve one and two step problems involving addition and subtraction, making decisions about which operations are needed for each step. • Use inverse operations to check calculations
	15 lessons	Number and place value (Link to measures)	Y4 • Count backwards through zero to include negative numbers and in steps of the times tables up to 12x12. • Compare and order numbers up to 10000. • Round any whole number to the nearest 10, 100 or 1000. • Round a number with 1 decimal place to the nearest whole number. • Place fractions and their equivalent decimals correctly on a number line. Y5 • Can I extend counting sequences beyond a thousand, in steps of ten and a hundred (forwards and backwards) from different starting points? • Can I read, write and order numbers to 100,000, determining the value of each digit in the number? • Can I read, write and order decimal numbers with up to two decimal places, relating this to knowledge and understanding of "tenths"? • Can I round decimals with one decimal place to the nearest whole number?
	12 lessons	Fractions, Decimals and Percentages (Link to division)	Y5 • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred' • Recognize and write decimal equivalents to 1/4, ½, ¾ • Recognize and write decimal equivalents of any number of tenths or hundredths • Recognise and show families of equivalent fractions – using diagrams • Compare and order fractions whose denominators are all multiples of the same number • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 1 1/5) • Add and subtract fractions with the same denominator and denominators that are multiples of the same number
Spring 1 6 weeks	10 lessons	Addition and Subtraction (Link to measures)	Y4 • Recap on mental and written strategies for addition and subtraction Y5

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			● In the context of multi-step problems and investigations, can I confidently add and subtract together numbers with up to 4-digits, using a formal written (column) method where appropriate and explain what I have done? ● Can I use a range of strategies for addition and subtraction, choosing appropriately for the numbers involved – (including mental strategies), and I can explain when it is appropriate to use different methods? ● Am I routinely able to use rounding to approximate a solution or answer so that I can check accuracy?
	10 lessons	Geometry	<u>Y3 (Angles not explicitly covered year 4 curriculum)</u> Recognize and talk about a range of angles – right angles, obtuse and acute angles. <u>Y4</u> Compare and classify 2D geometric shapes accurately talking about their properties (isosceles, scalene and equilateral triangles, parallogram, rhombus, and trapezium). Discuss and identify lines of symmetry when shapes are in different orientations. <u>Y5</u> ● Can I identify 3-D shapes, including cubes and other cuboids, from 2D representations? ● Can I use the properties of rectangles to deduce related facts and find missing lengths and angles? ● Can I identify and name acute, obtuse and reflex angles and explain their properties? ● Can I distinguish between regular and irregular polygons based on reasoning about equal sides and angles?
	10 lessons	Fractions, Decimals and Percentages (Link to division)	<u>Y5</u> ● Compare and order fractions whose denominators are all multiples of the same number (Link to equivalent fractions using diagrams) ● Recognize and write decimal equivalents to 1/4, ½, ¾ ● Read, write, order and compare numbers with up to two decimal places ● Recognize and write decimal equivalents of any number of tenths or hundredths ● Round decimals with two decimal places to the nearest whole number and to one decimal place ● Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ● Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 1 1/5) ● Add and subtract fractions with the same denominator and denominators that are multiples of the same number ● Begin to solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25

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Spring 2 4 weeks 4 days (Bank holiday)	4 lessons	Measures - Time	Y2 ● Read and write the time on an analogue clock for o'clock, half past, quarter past and quarter to the hour ● Read and write the time on an analogue clock in 5 minute intervals (GDS) Y3 ● Read and write the time to the nearest minute on analogue clocks (including on clocks with roman numerals) ● Know how many days are in a week, hours in a day, days in a year, days in a leap year
	10 lessons	Multiplication and division (Link to measures)	Y5 ● Confidently recall multiplication and division facts for multiplication tables up to 12 x 12 ● Use and apply known facts to work out other calculations that are not explicitly in the tables up to 12 x 12 (e.g. 14 x 7, 15 x 9) ● Confidently use the grid method to multiply 3 digit numbers by 1 digit numbers ● Recognize and use knowledge of multiples and factor pairs to solve problems. ● Introduce long multiplication (alongside concrete resources) to multiply a two and three digit x one digit number, and two digit by two digit numbers. ● Introduce short division (alongside concrete resources) to divide a 3 or 4 digit number by a 1 digit number ● Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ● Use known strategies confidently to solve problems involving multiplication and division, including explaining remainders appropriately for the context. ● Begin to identify and understand square and cube numbers and how we write them.
	10 lessons	Measures – Length, Mass, Volume/Capacity (Link to addition and subtraction and multiplication and division)	Y4 ● Find area of rectilinear shapes by counting squares. ● Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. ● Focusing on length, use increasing understanding of decimal notation to convert between different units of measure (mm / cm / m) (Link to place value) Y5 ● In the context of problem solving, can I convert between: kilometres and metres, metres and centimetres, centimetres and millimetres, kilograms and grams, millilitre and litres? (Link to place value) ● Can I calculate the area of squares and rectangles, using the appropriate calculation strategies? (Link to multiplication) ● Can I compare the area of squares and rectangles, through accurate measuring and calculating? (Link to multiplication) ● Can I accurately use the correct unit of measure when calculating area e.g cm^2/ $metres^2$? (Link to multiplication) ● Can I estimate the area of irregular shapes? ● Can I accurately use the correct unit of measure, to calculate volume e.g. cm^3, m^3?
Summer 1 7 weeks	5 lessons	Measures - Time	Y3 ● Read and write the time to the nearest minute on analogue clocks ● Know how many days are in a week, hours in a day, days in a year, days in a leap year

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			Y4 (Not on year 5 curriculum) ● Building upon learning about the twelve-hour clock, develop understanding of telling the time and solving problems using the 24-hour clock. ● Read, write and convert time between analogue and digital 12 and 24-hour clock. ● Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
	10 lessons	Statistics (Link to addition and subtraction and multiplication and division)	Y3 ● Demonstrate that I can read a range of scales in pictograms and bar charts. Y4 ● Answer a range of questions about information presented in a range of graphical representations, including bar charts, pictograms, tables and simple line graphs. ● Present discrete and continuous data, making decisions about the most appropriate graphical representations. Y5 ● Can I use timetables to find out and use information? ● Can I use the information in tables to work out missing data? ● Can I read and interpret the information presented in a line graph and use it to answer questions about comparisons, sums and differences? (Link to place value and addition/subtraction)
	10 lessons	Fractions, Decimals, Percentages (Link to division)	Y5 ● Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 1 1/5) ● Add and subtract fractions with the same denominator and denominators that are multiples of the same number ● Multiply proper fractions and mixed numbers by whole numbers, supported by resources and diagrams. ● Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. ● Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ● Find fraction, decimal and percentage equivalences for fractions with a denominator of 100
	10 lessons	Geometry – Position and direction	Y4 ● Describe positions on a 2D grid as co-ordinates in the first quadrant. ● Plot specified points and draw sides to complete given polygons. ● Show that I understand translation, describing movements between positions. Y5 ● Can I identify, describe and represent the position of a shape following a **reflection**, using the appropriate language, and know that the shape has not changed? ● Can I identify, describe and represent the position of a shape following a **translation**, using the appropriate language, and know that the shape has not changed?

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Summer 2 7 weeks	15 lessons	Measures – involving place value and calculations	Y4 ● Recognise and use all notes and coins. ● Begin to convert pence to pounds and pounds to pence. ● Solve problems which involve comparing, adding and subtracting decimal numbers (money) ● Solve problems which involving working out change through mental strategies of addition and subtraction (e.g. rounding, number lines, partitioning, etc.) Y5 ● Do I have knowledge of imperial units of measure? Can I find metric equivalents? (e.g. inches, pounds, pints) ● Can I use my calculation skills to estimate the volume of cubes and cuboids? (Link to multiplication) ● Can I estimate capacity using my knowledge of standard units of measure? ● Can I confidently use all four operations to solve problems involving a range of measures (Including time and money) (Link to appropriate calculation strategies and use of decimal notation)? ● Can I convert between different units of measure? (Link to place value)
	10 lessons	Number and place value (Link to decimals)	Y5 ● Can I count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000? ● Can I read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit? ● Can I round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000? ● Can I read Roman numerals to 1000 (M) and recognise years written in Roman numerals? ● Can I recognise the place value of decimal numbers with up to 3 decimal places?
	10 lessons	Calculation (Link to fractions)	Y5 ● Confidently recall multiplication and division facts for multiplication tables up to 12 x 12 ● Revise mental and written methods for all four operations, knowing how to choose an appropriate, efficient strategy ● Solve multi-step problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ● Can I multiply or divide any number by 10, 100 and 1000? ● Can I multiply fractions by whole numbers? ● Can I add and subtract fractions with denominators that are multiples of the same number? ● Can I work out fractions of amounts? (Link to division) ● Can I work out percentages of amounts? (Link to division)