



Maths Medium Term Overview – Summer Year 5 & 6

Year 5&6 – Summer term		
Week & Focus	NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.	
	YEAR 5 OBJECTIVES	YEAR 6 OBJECTIVES
1&2 – Number & Place Value	- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (consolidate and extend to 10,000,000 if appropriate) - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (recap and reasoning) - Read Roman numerals to 1000 (M) (consolidation) and recognise years written in Roman numerals. Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule in words. - Solve number problems and practical problems that involve all of the Number and Place Value objectives.	<u>YEAR 6 TO DO SATS PREP & REVISION OF AREAS THEY ARE NOT AS STRONG IN UP UNTIL SATS WEEK.</u> <u>AFTER SATS WEEK, YEAR 6 WILL RE-COVER CONCEPTS THEY FOUND MORE DIFFICULT AND THEN COMPLETE PROJECT WORK AND PROBLEM SOLVING TASKS SUCH AS NRICH & WHITE ROSE POST SATS TASKS.</u>



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3 – Addition & Subtraction	- Consolidation of mental and written methods through problem solving. - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (consolidation). - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why including understanding of the equals sign. (Focus on more complex problems – include addition and subtraction of decimals with the same number of decimal places.) Refer to pgs 33-37 addition booklet. Refer to pgs 41-45 subtraction booklet.	
4 & 5 – Multiplication & Division	- Consolidation of mental and written methods through problem solving. Refer to pgs 19- 22 multiplication booklet and pgs 21-23 division booklet. - Multiply & divide whole numbers and those involving decimals by 10, 100 and 1000. consolidation - Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	



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	- Establish whether a number up to 100 is prime and recall prime numbers up to 19. - Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates. - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes (Consolidation), including constructing equivalence statements (for example, $4 \times 35 = 2 \times 2 \times 35$; $3 \times 270 = 3 \times 3 \times 9 \times 10 = 9^2 \times 10$). Distributivity can be expressed as $a(b+c) = ab + ac$ Pupils use multiplication and division as inverses to support the introduction of ratio in year 6, for example, by multiplying and dividing by powers of 10 in scale drawings or by multiplying and dividing by powers of a 1,000 in converting between units such as kilometres and metres.	
6 & 7 – Fractions & Decimals (& Percentages for Y5)	Checking the reasonableness of answers to problems relating to tenths, hundredths and thousandths.	



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	▪ Adding and subtracting decimals, including a mix of whole numbers and decimals, <u>decimals with different numbers of decimal places</u>, and complements of 1 (for examples, $0.83 + 0.17 = 1$) Refer to pg 38 addition booklet and pg 46 subtraction booklet. ▪ 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 <u>and as a decimal</u>. ▪ Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 ▪ Solve fraction, decimal and percentage problems related to the year group objectives.	
8 – Measurement - Capacity & Volume	▪ Convert between different units of metric measure (for example, litre and millilitre) ▪ Understand and use approximate equivalences between metric units and common imperial units such as pints.	▪



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	- Estimate volume and capacity estimate volume - for example, using 1 cm³ blocks to build cuboids (including cubes) and capacity (for example, using water) - Measuring and calculating: solve problems using decimal notation. - Problem solving related to the above.	
9 – Geometry – Properties of shape	Problem solving related to angles objectives from Spring & Summer terms.	
10 – Geometry – Position & Direction	- Revision of coordinates from Y4. - 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 - consolidation	
11 - Statistics	- Interpreting, constructing and presenting data Connect their work on coordinates and scales to their interpretation of time graphs. They begin to decide which representations of data are most appropriate and why.	



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12 – Measurement - Time & consolidation	▪ Solve problems involving converting between units of time. (Consolidation) ▪ Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.	▪
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK		