
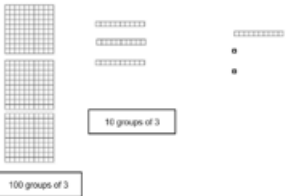
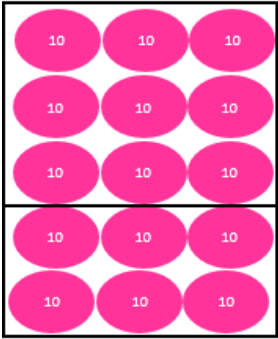
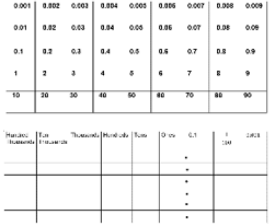
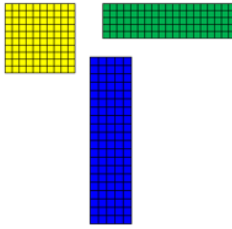


LPS Year 5 Spring



Place Value 1 Week	Multiplication and Division 2 Weeks	Fractions 3 Weeks	Decimals 2 Weeks	Percentages 2 Weeks	Consolidation 1 weeks										
<p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</p> 	<p>Multiply numbers up to 4 digits by a one</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>.4d x 1d 3d ÷ 1d 4d ÷ 1d</p>	<p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 1 1/5</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Compare and order fractions whose denominators are all multiples of the same number</p> <p>Find non-unit fractions of quantities.</p> <p>Equivalent fractions Compare and order fractions Improper to mixed</p>	<p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Recall decimal fraction equivalents for $\frac{1}{10}$, $\frac{1}{100}$, $\frac{1}{1000}$ and $\frac{1}{10}$ and for multiples of these proper fractions.</p>	<p>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</p> <p>Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>Based on summative assessment teach to GAPS.</p> <p>Focus on blue objectives</p>										
<p>Negative numbers, negative 4 etc.</p>	<table border="1" data-bbox="510 826 891 930"> <tr> <td>x</td> <td>3000</td> <td>400</td> <td>20</td> <td>7</td> </tr> <tr> <td>7</td> <td>21 000</td> <td>2 800</td> <td>140</td> <td>49</td> </tr> </table> <p>342 + 3</p> 	x	3000	400	20	7	7	21 000	2 800	140	49				
x	3000	400	20	7											
7	21 000	2 800	140	49											
	<p>Product, dividend, divisor, quotient, operations</p>		<p>Thousandth</p>	<p>in every, for every percentage, per cent, %</p>											

Make links to measurement across every number unit and statistics in place value and addition/subtraction
 Include reasoning and problem solving in all units
 Green statements are ready to progress, red is additional information, blue are key objectives

