

Medium term Plans for Summer Year 5

Help these children be in a better position to achieve good results in the Y6 SATs in 2015. Although these tests will officially be based on the old curriculum, it is expected that they will represent an interpretation which draws on the hardest rather than the easiest interpretation of each attainment target. Since the SATs on the old curriculum often encompass a wide range of questions within a topic, taking the top rather than middle level will make the test substantially more difficult.

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
1	<p>Number and place value</p> <p>Day 1: Compare and order negative numbers</p> <p>Day 2: Count back in steps through zero</p> <p>Day 3: Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from six-digit numbers</p> <p>Day 4: Place 6-digit numbers on landmarked lines and empty lines</p> <p>Day 5: Round 6-digit numbers to the nearest 1000, 10,000, and 100,000</p>	<p>Day 1: Count back through zero in ones</p> <p>Day 2: Count on and back in steps of 25</p> <p>Day 3: Place value in 6-digit numbers</p> <p>Day 4: Compare pairs of 3-digit numbers</p> <p>Day 5: Round 3-digit numbers to the nearest 100</p>	<p>Number and place value</p> <p>Day 1: Outcomes: 1. Compare and order negative numbers</p> <p>Day 2: Outcomes: 1. Count back in steps through zero</p> <p>Day 3: Outcomes: 1. Add and subtract multiples of 1, 10, 100, 1000, 10,000 and 100,000 to/from six-digit numbers</p> <p>Day 4: Outcomes: 1. Place 6-digit numbers on landmarked lines and empty lines</p> <p>Day 5: Outcomes: 1. Round 6-digit numbers to the nearest 1000, 10,000, and 100,000</p>
2	<p>Number and place value</p> <p>Day 1: Read and write Roman numerals to 1000 (M)</p> <p>Day 2: Recognise years written in Roman numerals</p> <p>Day 3: Revise 2-place decimals</p> <p>Day 4: Introduce 3-place decimals</p> <p>Day 5: Multiply and divide by 10, 100, 1000</p>	<p>Day 1: Read the time on a clock with Roman numerals</p> <p>Day 2: Write numbers less than 100 using Roman numerals</p> <p>Day 3: Count in steps of 0.01</p> <p>Day 4: Count back in 2s through 0</p> <p>Day 5: Convert between m and cm</p>	<p>Number and place value</p> <p>Day 1: Outcomes: 1. Read and write Roman numerals to 1000 (M)</p> <p>Day 2: Outcomes: 1. Recognise years written in Roman numerals</p> <p>Day 3: 1. Say what each digit represents in a number with 2 decimal places. 2. Round numbers with 2 decimal places to the nearest whole or tenth. 3. Say a number in between a pair of numbers with 2 decimal places.</p> <p>Day 4: Outcomes: 1. Say what each digit represents in a number with 3 decimal places. 2. Write place value additions and subtractions.</p> <p>Day 5: 1. Multiply and divide by 10, 100 and 100 to give answers with 1, 2 or 3 decimal places.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
3	<p>Multiplication, division and percentages</p> <p>Day 1: Multiply and divide numbers mentally drawing upon known facts</p> <p>Day 2: Solve word problems needing mental multiplication or division</p> <p>Day 3: Introduce percentages</p> <p>Day 4: Know equivalence between percentages and fractions</p> <p>Day 5: Use equivalence with fractions to find percentages</p>	<p>Day 1: 7 times table</p> <p>Day 2: 8 times table</p> <p>Day 3: Multiply 3 numbers together</p> <p>Day 4: Divide by 10, 100 and 1000</p> <p>Day 5: Percentages.</p>	<p>Multiplication, division and percentages</p> <p>Day 1: Outcomes: 1. Multiply and divide numbers mentally drawing upon known facts. 2. Express remainders as fractions</p> <p>Day 2: Outcomes: 1. Solve word problems using mental multiplication or division</p> <p>Day 3: Outcomes: 1. Begin to understand percentages as part out of 100</p> <p>Day 4: Outcomes: 1. Know common equivalence between fraction and percentages</p> <p>Day 5: Outcomes: 1. Use equivalence with fractions to find percentages</p>
4	<p>Angles and polygons</p> <p>Day 1: Measure and draw angles using a protractor</p> <p>Day 2: Recognise acute, obtuse and reflex angles</p> <p>Day 3: Know that angles on a straight line add up to 180°; use this to find missing angles</p> <p>Day 4: Know that angles on a straight line add up to 360° and use this to find missing angles</p> <p>Day 5: Draw polygons to given dimensions and angles</p>	<p>Day 1: 24-hour clock</p> <p>Day 2: Quickly find complements to 100</p> <p>Day 3: Find the complement to 180</p> <p>Day 4: Properties of 2D shapes</p> <p>Day 5: All times tables</p>	<p>Angles and polygons</p> <p>Day 1: Outcomes: 1. Measure and draw angles using a protractor to the nearest degree.</p> <p>Day 2: Outcomes: 1. Recognise acute, right, obtuse and reflex angles..</p> <p>Day 3: Outcomes: 1. Use a pair of compasses to draw circle. 2. Know that angles in straight line add up to 180° and use this to work out missing angles. 3. Use a protractor to measure angles.</p> <p>Day 4: Outcomes: 1. Know that angles in straight line add up to 360° and use this to work out missing angles.</p> <p>Day 5: Outcomes: 1. Draw polygons to given dimensions and angles</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
5	<p>Fractions and subtraction</p> <p>Day 1: Use equivalence to compare and order fractions; Convert improper fractions to mixed numbers</p> <p>Day 2: Revise adding and subtracting fractions with related denominators</p> <p>Day 3: Add and subtract mixed numbers with related denominators</p> <p>Day 4: Revise column subtraction of 5-digit numbers</p> <p>Day 5: Choose counting up (Frog), counting back or column subtraction</p>	<p>Day 1: Equivalent fractions</p> <p>Day: Count in steps of 1/8</p> <p>Day 3: Fractions with a total of 1</p> <p>Day 4: Quick subtraction facts to 20</p> <p>Day 5: Complements to 1000s.</p>	<p>Fractions and subtraction</p> <p>Day 1: Outcomes: 1. Use equivalence to compare and order fractions. 2. Convert improper fractions to mixed numbers</p> <p>Day 2: Outcomes: 1. Add and subtract fractions with related denominators.</p> <p>Day 3: Outcomes: 1. Add and subtract mixed numbers with related denominators.</p> <p>Day 4: Outcomes: 1. Use column subtraction to subtract pairs of 5-digit numbers.</p> <p>Day 5: Outcomes: 1. Choose counting up (Frog), counting back or column subtraction</p>
6	<p>Multiplication and division</p> <p>Day 1: Find common multiples and common factors.</p> <p>Day 2: Solve problems requiring scaling by simple fractions.</p> <p>Day 3: Recognise and use square numbers and cube numbers.</p> <p>Day 4: Use short division to divide 4-digit numbers by single-digit numbers, including those which leave a remainder.</p> <p>Day 5: Use short division to divide 4-digit numbers by single-digit numbers, expressing the remainders as fraction.</p>	<p>Day 1: All times tables</p> <p>Day 2: Find unit fractions of amounts within tables.</p> <p>Day 3: Halve 2-digit numbers</p> <p>Day 4: Times table bingo</p> <p>Day 5: Division facts for the 6 times table</p>	<p>Multiplication and division</p> <p>Day 1: Outcomes: 1. Find common multiples of single-digit numbers and common factors of 2-digit numbers</p> <p>Day 2: Outcomes: 1. Solve problems requiring scaling by simple fractions</p> <p>Day 3: Outcomes: 1. Find square numbers to at least 10^2 and cube numbers to at least 10^3.</p> <p>Day 4: Outcomes: 1. Use short division to divide 4-digit numbers by single-digit numbers, including those which leave a remainder</p> <p>Day 5: Outcomes: 1. Use short division to divide 4-digit numbers by single-digit numbers, expressing remainders as fractions</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
7	<p>Written multiplication</p> <p>Day 1: Use short multiplication to multiply 4-digit numbers by single-digit numbers.</p> <p>Day 2: Use grid method to multiply 2-digit numbers by 2-digit numbers.</p> <p>Day 3: Use grid method to multiply 3-digit numbers by 2-digit numbers.</p> <p>Day 4: Use long multiplication to multiply pairs of 2-digit numbers (one number less than 20).</p> <p>Day 5: Use long multiplication to multiply 3-digit numbers by 2-digit numbers (where the 2-digit number is less than 20).</p>	<p>Day 1: Double and halve 3-digit numbers.</p> <p>Day 2: Multiply multiples of ten by single-digit numbers.</p> <p>Day 3: Multiply multiples of 10 by multiples of 100.</p> <p>Day 4: Multiply by 20.</p> <p>Day 5: Roman numerals.</p>	<p>Written multiplication</p> <p>Day 1: 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers.</p> <p>Day 2: 1. Use grid method to multiply 2-digit numbers by 2-digit numbers.</p> <p>Day 3: 1. Use grid method to multiply 3-digit numbers by 2-digit numbers.</p> <p>Day 4: 1. Use long multiplication to multiply pairs of 2-digit numbers (one number less than 20).</p> <p>Day 5: 1. Use long multiplication to multiply 3-digit numbers by 2-digit numbers (where the 2-digit number is less than 20).</p>
8	<p>Measures, data and time</p> <p>Day 1: Read timetables using the 24-hour clock; calculate time intervals.</p> <p>Day 2: Calculate time intervals and find a time a given number of minutes or hours and minutes later.</p> <p>Day 3: Draw and interpret line graphs and read intermediate points.</p> <p>Day 4: Draw and interpret line graphs and read intermediate points; Introduce rate.</p> <p>Day 5: Solve problems involving rate.</p>	<p>Day 1: Units of time.</p> <p>Day 2: Pairs to 60.</p> <p>Day 3: Bar charts.</p> <p>Day 4: Reading scales.</p> <p>Day 5: Equivalent fractions, decimals and percentages.</p>	<p>Measures, data and time</p> <p>Day 1: 1. Read timetables using the 24-hour clock. 2. Calculate time intervals.</p> <p>Day 2: 1. Calculate time intervals and find a time a given number of minutes or hours and minutes later.</p> <p>Day 3: 1. Draw and interpret line graphs and read intermediate points.</p> <p>Day 4: 1. Draw and interpret line graphs and read intermediate points. 2. Begin to understand the concept of a constant rate.</p> <p>Day 5: 1. Solve problems involving rate.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
9	<p>Place value and Subtraction</p> <p>Day 1: Revise place value in numbers with three decimal places; Convert between kilograms and grams, litres and millilitres, metres and kilometres.</p> <p>Day 2: Compare and order numbers with three decimal places and place on a line.</p> <p>Day 3: Revise using counting up (Frog) to subtract pairs of numbers with two decimal places.</p> <p>Day 4: Revise using counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2); Solve subtraction word problems.</p> <p>Day 5: Use counting up to find change and differences between prices; Check subtraction with addition.</p>	<p>Day 1: Count on and back in steps of 0.001.</p> <p>Day 2: Round numbers with 2 decimal places to the nearest whole.</p> <p>Day 3: Find complement to the next whole.</p> <p>Day 4: Subtract any pair of 2-digit numbers mentally.</p> <p>Day 5: Find the change from £10.</p>	<p>Place value and Subtraction</p> <p>Day 1: 1. Understand place value in numbers with three decimal places. 2. Convert between kilograms and grams, litres and millilitres, metres and kilometres.</p> <p>Day 2: 1. Compare and order numbers with three decimal places and place on a line.</p> <p>Day 3: 1. Use counting up (Frog) to subtract pairs of numbers with two decimal places.</p> <p>Day 4: 1. Use counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2). 2. Solve subtraction word problems.</p> <p>Day 5: 1. Use counting up (Frog) to find change from £100. 2. Use counting up (Frog) to find the difference between 4-digit prices. 3. Check subtraction by using addition.</p>
10	<p>Written multiplication and multiplication of fractions</p> <p>Day 1: Use long multiplication to multiply pairs of 2-digit numbers together where one < 30.</p> <p>Day 2: Use long multiplication to multiply pairs of 2-digit numbers together where one number is less than 30.</p> <p>Day 3: Use long multiplication to multiply a 3-digit number by a 2-digit number less than 30; Use rounding to estimate answers.</p> <p>Day 4: Revise multiplying fractions by whole numbers; Simplify answers.</p> <p>Day 5: Multiply mixed numbers by whole numbers.</p>	<p>Day 1: Multiplication facts.</p> <p>Day 2: Division facts.</p> <p>Day 3: Multiply multiples of 10 by multiples of 100.</p> <p>Day 4: Convert improper fraction to mixed numbers.</p> <p>Day 5: Equivalent fractions, decimals and percentages.</p>	<p>Written multiplication and multiplication of fractions</p> <p>Day 1: 1. Use long multiplication to multiply pairs of 2-digit numbers together where one < 30.</p> <p>Day 2: 1. Use long multiplication to multiply pairs of 2-digit numbers together where one < 30.</p> <p>Day 3: 1. Use long multiplication to multiply a 3-digit number by a 2-digit number less than 30. 2. Use rounding to estimate answers.</p> <p>Day 4: 1. Multiply fractions by whole numbers. 2. Simplify fraction answers.</p> <p>Day 5: 1. Multiply mixed numbers by whole numbers. 2. Use brackets.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
11	<p>Calculation</p> <p>Day 1: Revise column addition of whole numbers, decimals and money.</p> <p>Day 2: Revise column subtraction of whole numbers and counting up (Frog) to subtract decimals including money; choose a method.</p> <p>Day 3: Revise short division of 4-digit numbers, expressing remainders as fractions.</p> <p>Day 4: Solve single and multi-step problems, working out which calculation(s) are necessary.</p> <p>Day 5: Understand and use equivalence.</p>	<p>Day 1: Negative numbers.</p> <p>Day 2: Place value in numbers with three decimal places.</p> <p>Day 3: Division facts.</p> <p>Day 4: 24 hour clock.</p> <p>Day 5: Double and halve numbers with 1 decimal place.</p>	<p>Calculation</p> <p>Day 1: 1. Use column addition to add 4 and 5-digit whole numbers, decimals and money.</p> <p>Day 2: 1. Use column subtraction of whole numbers and counting up (Frog) to subtract decimals including money. 2. Choose which method to use.</p> <p>Day 3: 1. Use short division to divide 4-digit numbers, expressing remainders as fractions.</p> <p>Day 4: 1. Solve single and multi-step problems, working out which calculation(s) are necessary.</p> <p>Day 5: 1. Work out missing numbers in equations and write their own equations.</p>

Title of topic – colour code (see below)

GREEN – Place Value or number

ORANGE – Addition or subtraction

PURPLE – Multiplication or division (inc. scaling or square/cube numbers or multiples and factors...)

GREY – Fractions or decimals or percentages or ratio

BLUE – shape or measures or data

BROWN – Algebra

The Hamilton plans do provide resources for practice of the relevant algorithms, skills and the reinforcement of crucial understandings. However, some teachers may prefer to use textbooks as an additional source of practice. We have agreed with Pearson, the publisher of Abacus, that we can reference the Abacus textbooks and that they will do a special deal if any Hamilton users wish to purchase a set of these textbooks. These are new books, written specifically to match the new National Curriculum. Any schools wishing to follow this up should go to this webpage:

<http://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/AbacusFriendsofHamiltonTrust/SpecialOfferforFriendsofHamiltonTrust.aspx>