Year 5/6 Maths Yearly Overview Snapshot

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	BIG IDEA: Partitioning									
Term 1	**Place Value** - making models of decimals including tenths, hundredths and thousandths - using a number line to represent and locate decimals with varying numbers of decimal places and justifying the placement - Understanding the multiplicative relationship between consecutive decimal places (x10)			**Number Properties** - demonstrating and reasoning that all multiples can be formed by combining or regrouping - using a certain number of blocks to form different rectangles and using these to list all possible factors for that number - using the definition of a prime number to explain why one is not a prime number - testing numbers by using division to distinguish between prime and composite numbers		**Data** - determining the mode for a set of data and discussing that there may be more than one mode (most frequent number) - identifying the best methods of presenting data to illustrate the results of investigations - using digital systems to validate data - reading and interpreting different line graphs - posing a question or identifying a problem of interest; collecting, interpreting and analysing the data - representing acquired numerical data sets using a variety of graphs - determining the range for a numerical data set (difference of highest and lowest value) - investigating data representations in the media and discussing what they illustrate - using a spreadsheet to record and analyse data, recognising the difference between cell formats in spreadsheets - collecting sample sets of 'discrete numerical data' and comparing results			Consolidation
	Integers - recognising that the sign (positive or negative) indicates a direction in relation to zero - extending the number line in the negative direction to locate and represent integers						**Shape** - designing and constructing exact nets for packaging particular-shaped items - visualising folding some possible nets for a range of prisms and pyramids and predicting what will work and which cannot work - understanding and explaining that translations, rotations and reflections can change the position and orientation of a shape but not its shape or size - using digital tools to create tessellations of shapes, describing the transformations used and discussing why these shapes tessellate			
Term 2	**Mass** - identifying and using the correct operations when converting between units including grams, kilograms, tonnes - Choosing and identifying appropriate units of measurement when weighing various objects			**Algebra** - Recognise inverse relationships using concrete materials - Make fact families using division and multiplication - Develop fact families using multiplication and division - Make equivalent number sentences - Recognise multiplication is commutative - Searching and experimenting with number patterns - Finding additive patterns with decimals - Complete number sentences involving brackets. - Construct equivalent number sentences - Finding unknown values in number sentences. - Using function machine to model operations					
	Capacity - recognising the equivalence of measurements, such as 1.25 L is the same as 1250 mL - identifying and using the correct operations when converting between units including, millilitres, litres, kilolitres and megalitres			**Addition and Subtraction** - Addition and subtraction of numbers into the millions - Use number lines , arrays and concrete materials to solve fractions with like denominators - Make equivalent number sentences involving fractions - Estimate then calculate decimals up to thousandth - Finding lowest common denominator - Apply addition and subtraction of fractions and decimals to real world tasks.					
	Length - ordering metric units from the largest unit to the smallest, for example, kilometre, metre, centimetre, millimetre - measuring and comparing distances (for example, measuring and comparing jumps or throws			**Financial Maths** - considering the type of rounding that is appropriate when estimating the amount of money required					

Problem solving

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<table>
<tr><td rowspan="3">Term 3</td><td rowspan="3"></td><td>

- identifying and using the correct operations when converting between units including millimetres, centimetres, metres, kilometres
- recognising the equivalence of measurements, such as 1.25 metres is the same as 125 centimetres

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Algorithms

- creating algorithms that use multiplication and division facts to determine if a number is a multiple or factor of another number
- identifying lowest common multiples and highest common factors of pairs or triples of natural numbers

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Angles

- using a protractor to measure angles in degrees and classifying these angles using angle names
- estimating the size of angles in the environment
- using a ruler and protractor to construct triangles, given the angle measures and side lengths
- demonstrating the meaning of language associated with properties of angles, including right, complementary, complement, straight, supplement, vertically opposite, and angles at a point

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Multiplication and Division

- Apply double strategy and factors for multiplication
- Using arrays to solve multiplication of large numbers
- Experimenting with different strategies such as Japanese Multiplication Strategy

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Area and Perimeter

- using one-centimetre grid paper to construct a variety of rectangles and calculate area and perimeter
- solving problems involving the comparison of lengths and areas using appropriate units
- investigating problem situations involving perimeter
- solving measurement problems such as 'How much carpet would be needed to cover the entire floor of the classroom?'

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Algebra

- Recognise inverse relationships using concrete materials
- Make fact families using division and multiplication
- Develop fact families using multiplication and division
- Make equivalent number sentences
- Recognise multiplication is commutative
- Searching and experimenting with number patterns
- Finding additive patterns with decimals
- Complete number sentences involving brackets.
- Construct equivalent number sentences
- Finding unknown values in number sentences.
- Using function machine to model operations

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Location

- discussing the conventions of indicating a point in a grid coordinate system eg. A,10
- understanding how the numbers on the axes on a grid coordinate system are numbers on a number line and are used to pinpoint locations
- understanding that the Cartesian plane provides a graphical or visual way of describing location with respect to a fixed origin
- using the Cartesian plane to draw lines and polygons, listing coordinates in the correct order to complete a polygon

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Algorithms

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Financial Maths

- considering the type of rounding that is appropriate when estimating the amount of money required

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<tr><td>Term 4</td><td></td><td>

Fractions and Percentages

- model and compare a range of different fractions with related denominators
- converting between mixed numerals and improper fractions to assist with locating them on a number line
- recognising applications of percentages used in everyday contexts (discounts/sales etc.)
- using physical and virtual materials to represent the relationship between decimal notation and percentages eg. 0.3, 3/10, 30%
- comparing and ordering fractions by placing cards on a string line across the room and referring to benchmark fractions to justify their position
- Investigating percentage discounts by using equivalent decimal representations with and without digital tools
- linking percentages to their decimal equivalent of tenths and hundredths

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Time

- using timetables written in 24-hour time
- converting between the digital and analog representation of 24-hour time
- planning a trip involving one or more modes of public transport
- developing a timetable of daily activities for a planned event

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		Chance - discussing how chance experiments that have equally likely outcomes can be referred to as random chance events - investigating why some games are fair and others are not - discussing and listing all the possible outcomes of an activity and conducting experiments to estimate the probabilities - Representing outcomes as a fraction - recognising that the probability of an event occurring can be represented numerically or as a percentage - using online simulations of repeated random events to recognise emerging patterns		