Mathematics Curriculum Outline 2026-27

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/theme	Number 8: Roman Numerals Number 1: Place value Rounding, Addition, Subtraction (Mental and Written) Number 2: Multiplication, Division (Mental, Written)	Number 5: Multi-step problems Algebra: Introduction to Algebra/Function Machines Number 8: Negative numbers Number 3, Decimals	Number 6: Negative numbers, Multiples, Factors and Prime Number 4: Fractions	Number 7: Percentages Geometry 1: 2D Shapes Geometry 2: 3D Shapes	Geometry 3: Angles Measurement 1&2: Conversions Measurement 3: Area, Perimeter and Volume	Statistics 1 : Analyzing and presenting data Statistics2: Graphs and averages Geometry 4: Coordinates/ Transformations Final revision and Consolidation work

Key Skills	**Number 8:**Roman Numerals: Read Roman numerals up to 1000(M) and recognize years written in Roman numerals **Number 1: Place value:**	**Number 5:** Solve multi-step problems involving addition, subtraction, multiplication and division in familiar contexts - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy **Algebra:** Express number and measure questions algebraically Recognise and describe linear number sequences Find the term to term rule **Number 6** : Interpret negative number in contexts Count forwards and backwards including positive and negative whole numbers through zero	**Number 4:** -Add and subtract fractions with the same denominator and denominator that are the multiple of the same number -Multiply proper fractions and mixed number by whole number, supported by materials and diagrams **Fractions:** Compare and order fractions whose denominators are the multiples of the same number - Identify, name and write equivalent fractions of a given fraction, represent visually including tenth and hundredths -Recognize mixed numbers an improper fractions and convert form one form to the other and write mathematical statements greater than 1 as a mixed	**Number 7:** Recognize the percent symbol(%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a fractions with denominator 100, and as a decimal - Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with the denominator of multiple of 10 or 25 **Geometry 1:** Use the properties of rectangles to deduce related facts and find missing lengths and angles -Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	**Geometry 3:** I know angles are measured in degrees; estimate and compare: acute, obtuse, right and reflex angles -Draw given angles and measure them in degrees -Identify angles at a point and whole turn(total 360) angles at a point on a straight line and ½ a turn total 360 a turn(total 180) other multiples of 90 **Measurements:** Convert between different units of metric measurement (for example, km and m; cm and mm; g and kg; l and ml) -Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - Solve problems involving	**Statistics:** Solve comparison, sum and different problems using information presented in a line graph Complete, read and interpret information in tables including timetables **Statistics:** Revision: Reading and interpreting graphs, using the range and average **Geometry 4:** - 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

		:Number 3 : Decimals	number (for example 2/5 + 4/5 = 6/5 = 1 1/5)	**Geometry 2:** - Identify 3-D shapes, including cubes and other cuboids, from 2- D representations -Make and classify 3- D shapes including identifying all of the 2D shapes that form their surface	converting between units of time	
	Read and write numbers to at least 1 000 000 and determine the value of each digit -Order and compare numbers to at least 1 000 000	–Read, write, compare and order numbers up to three decimal places -Recognize and use thousandths and relate to them to		-	**Measurements 3:** Measure and calculate the perimeter of composite rectilinear shapes in cm and m. -Calculate and	

	-Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 -Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 -Solve number problems and practical problems	tenths, hundredths and decimal equivalents -Round decimals with two decimals places to the nearest whole number and to one decimal place - Add and subtract decimal numbers - Solve problems			compare the area of rectangles (including squares) and including using standard units, cm2, m2 estimate the area of irregular shapes -Estimate volume (for example using 1 cm3 blocks to build	

	that involves all of the above **Number 2: Addition & Subtraction** -Add and subtract numbers mentally with increasingly large numbers -Add and subtract whole numbers with more than 4-digits, including using formal written methods. Use rounding to check answers -Solve addition and subtraction multi-step problems in familiar context, deciding which operation to use and why **Multiplication, Division:** Multiply and divide numbers mentally drawing upon known facts -Multiply and divide whole numbers by 10, 100 and 1000 - Multiply numbers up to 4 digits by a one using a formal written method - Multiply numbers up to 4 digits by a two-digit number using a formal written method - Divide numbers	involving number up to three decimal places -			cuboids (including cubes) and capacity (for example, using water) -Use all four operations to solve problems involving measures	

	up to 4 digits by a one-digit number using formal					

	written method of short division -Check answers to calculations and to multiplication and division calculations using the inverse -Solve problems involving addition and subtraction, multiplication and division and the combination of those					

Previous learning and next steps links	-Add and subtract numbers mentally with increasingly large numbers -Count forwards or backwards in steps of powers of 10 for any given number to 100 000 -Recall multiplication and division facts for 2, 3, 4, 5, 8 and 10 multiplication tables -Understand that	-Divide one digit numbers by 10 -Order and compare numbers with one decimal place -Interpret and construct a pictogram where the symbol represents multiple items -Interpret and construct a simple	Consolidate all 2D names, properties and vocabulary from year 4 -Use a ruler to measure lengths to the nearest millimetre -Use digital and mechanical scales to measure mass -Use measuring vessels to measure a volume of liquid -Choose appropriate units to state the result of a	Recognise and use tenths -Add and subtract fractions with the same denominator within one whole -Calculate fractions such as $^1/_2$ of 6 = 3 -Understand the concept of equivalent fractions -Interpret and construct a pictogram where the symbol	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers -Recall prime numbers up to 19	

	multiplication and division are inverse operations -	bar chart where one centimetre represents 2, 5 or 10 items	measurement -Compare the length (mass, volume, capacity) of two or more objects -Solve measurement problems involving addition or subtraction -Use analogue and digital 12-hour clocks -Know the number of seconds in a minute, minutes in an hour, hours in a day, and the number of days in each week, month, year and leap year	represents multiple items -Interpret and construct a simple bar chart where one centimetre represents 2, 5 or 10 items -Interpret and construct -Find the perimeter of a simple 2D shape by measuring -For the purposes of this unit, rectilinear shapes are those that are bounded by straight lines tables of data		
Literacy opportunities / VIPERS	Spelling key ***vocabulary*** correctly ***(VIPERS)*** Promoting the use of ***Mathematical language*** during lessons Developing literacy through ***discussion using the correct mathematical terminology***, reasoning and problem solving tasks Create opportunities for explanation of learning, ***expressing mathematical conclusion*** after completing investigative task Pupils to design a ***worded question*** based on learning Comprehension activities while learning about famous mathematicians- Diversity links					
Wider reading fiction/ non-fiction	Display mathematical Tier 3 vocabulary around the classroom Introduce new terminology but also consolidate previously used terms wherever possible Use key vocabulary in context so pupils begin to understand when/how to use it Comprehension activities while learning about famous mathematicians					
Numeracy Opportunities	Applied fluency and connecting different area of mathematics in a range of real-life contexts Making connections how mathematics can be used in every-day life situations –'Window to the Wider World' Interlinking different area of mathematics Reason using the mathematical strategies and solve problems					
SMSC and	Linslade pupils receive both support and challenge needed to become increasingly confident in arithmetic, fluency, reasoning and problem					

British Values/Window into the wider world	solving in all areas of Mathematics. The curriculum is carefully designed and sequenced to provide our learners with an aspirational bridge between lower and upper school, understanding the world and in their future careers. We build on prior knowledge so that our learners leave us having achieved fluency in this creative and highly interconnected discipline. They will be ready to start upper school and feeling confident, prepared and with a way of thinking that will provide them with a platform to become the leaders of tomorrow. During their time with us, our learners are given the opportunity to apply their ever-growing knowledge to reasoning and problem solving questions so that they can deepen their understanding and appreciation of the beauty of mathematics. By regularly working on real-life problems, our curriculum allows learners to look through the window to the wider world and see how the maths that are taught in lessons will be applied in everyday life.