



# Year 5 Curriculum Map

| Term   | Approx time      | Unit              | Learning Outcomes                                                                                          |
|--------|------------------|-------------------|------------------------------------------------------------------------------------------------------------|
| Autumn | Unit 1 – 5 weeks | Decimal fractions | 1 Pupils identify tenths as part of a whole                                                                |
|        |                  |                   | 2 Pupils describe and represent tenths as a decimal fraction                                               |
|        |                  |                   | 3 Pupils count in tenths in different ways                                                                 |
|        |                  |                   | 4 Pupils describe and write decimal numbers with tenths in different ways                                  |
|        |                  |                   | 5 Pupils compare and order decimal numbers with tenths                                                     |
|        |                  |                   | 6 Pupils explain that decimal numbers with tenths can be composed additively                               |
|        |                  |                   | 7 Pupils explain that decimal numbers with tenths can be composed multiplicatively                         |
|        |                  |                   | 8 Pupils use their knowledge to calculate with decimal numbers within and across one whole                 |
|        |                  |                   | 9 Pupils use their knowledge to calculate with decimal numbers using mental methods                        |
|        |                  |                   | 10 Pupils use their knowledge to calculate with decimal numbers using column addition and subtraction      |
|        |                  |                   | 11 Pupils use representations to round a decimal number with tenths to the nearest whole number            |
|        |                  |                   | 12 Pupils identify hundredths as part of a whole                                                           |
|        |                  |                   | 13 Pupils describe and represent hundredths as a decimal fraction                                          |
|        |                  |                   | 14 Pupils describe and write decimal numbers with hundredths in different ways                             |
|        |                  |                   | 15 Pupils compare and order decimal numbers with hundredths                                                |
|        |                  |                   | 16 Pupils explain that decimal numbers with hundredths can be partitioned in different ways                |
|        |                  |                   | 17 Pupils use their knowledge of decimal place value to convert between and compare metres and centimetres |
|        |                  |                   | 18 Pupils explain that different lengths can be composed additively and multiplicatively                   |
|        |                  |                   | 19 Pupils use their knowledge of decimal place value to solve problems in different contexts               |
|        |                  |                   | 20 Pupils use their knowledge to calculate with decimal numbers up to and bridging one tenth               |
|        |                  |                   | 21 Pupils use their knowledge to calculate with decimal numbers using column addition and subtraction      |
|        |                  |                   | 22 Pupils round a decimal number with hundredths to the nearest tenth                                      |
|        |                  |                   | 23 Pupils round a decimal number with hundredths to the nearest whole number                               |
|        |                  |                   | 24 Pupils read and write numbers with up to 3 decimal places                                               |



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|  |                  |                                         | 25 | Pupils compare and order numbers with up to 3 decimal places                                                     |
|  | Unit 2 – 2 weeks | Money                                   | 1  | Pupils explain and represent whole pounds as a quantity of money                                                 |
|  |                  |                                         | 2  | Pupils explain and represent whole pounds and pence as a quantity of money                                       |
|  |                  |                                         | 3  | Pupils explain how to compare amounts of money                                                                   |
|  |                  |                                         | 4  | Pupils convert quantities of money between pounds and pence                                                      |
|  |                  |                                         | 5  | Pupils use their knowledge of addition to efficiently add commonly used prices                                   |
|  |                  |                                         | 6  | Pupils use their knowledge of subtraction to calculate the change due when paying whole pounds or notes          |
|  |                  |                                         | 7  | Pupils use and explain the most efficient strategies when adding quantities of money                             |
|  |                  |                                         | 8  | Pupils use and explain the most efficient strategies when subtracting quantities of money                        |
|  |                  |                                         | 9  | Pupils find the change when purchasing several items                                                             |
|  |                  |                                         | 10 | Pupils use the most efficient and reliable strategy to find the change when purchasing several items             |
|  | Unit 3 – 2 weeks | Negative numbers                        | 1  | Pupils represent a change story using addition and subtraction symbols                                           |
|  |                  |                                         | 2  | Pupils interpret numbers greater than and less than zero in different contexts                                   |
|  |                  |                                         | 3  | Pupils read and write negative numbers                                                                           |
|  |                  |                                         | 4  | Pupils explain how the value of a number relates to its position from zero                                       |
|  |                  |                                         | 5  | Pupils identify and place negative numbers on a number line                                                      |
|  |                  |                                         | 6  | Pupils interpret sets of negative and positive numbers in a range of contexts                                    |
|  |                  |                                         | 7  | Pupils use their knowledge of positive and negative numbers to calculate intervals                               |
|  |                  |                                         | 8  | Pupils explain how negative numbers are used on a coordinate grid                                                |
|  |                  |                                         | 9  | Pupils use their knowledge of positive and negative numbers to interpret graphs                                  |
|  | Unit 4 – 6 weeks | Short multiplication and short division | 1  | Pupils multiply a two-digit number by a single-digit number using partitioning and representations (no regroup)  |
|  |                  |                                         | 2  | Pupils multiply a two-digit number by a single-digit number using partitioning and representations (one regroup) |
|  |                  |                                         | 3  | Pupils multiply a two-digit number by a single-digit number using partitioning and representations (two regroup) |
|  |                  |                                         | 4  | Pupils multiply a two-digit number by a single-digit number using partitioning                                   |



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|  |  |  | <p>5 Pupils multiply a two-digit number by a single-digit number using expanded multiplication (no regroup)</p> <p>6 Pupils multiply a two-digit number by a single-digit number using short multiplication (no regroup)</p> <p>7 Pupils multiply a two-digit number by a single-digit number using expanded multiplication (regrouping ones to tens)</p> <p>8 Pupils multiply a two-digit number by a single-digit number using short multiplication (regrouping ones to tens)</p> <p>9 Pupils multiply a two-digit number by a single-digit number using expanded multiplication (regrouping tens to hundreds)</p> <p>10 Pupils multiply a two-digit number by a single-digit number using short multiplication (regrouping tens to hundreds)</p> <p>11 Pupils multiply a two-digit number by a single-digit number using both expanded and short multiplication (two regroup)</p> <p>12 Pupils use estimation to support accurate calculation</p> <p>13 Pupils multiply a three-digit number by a single-digit number using partitioning and representations</p> <p>14 Pupils multiply a three-digit number by a single-digit number using partitioning</p> <p>15 Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (no regroup)</p> <p>16 Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (one regroup)</p> <p>17 Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (multiple regroup)</p> <p>18 Pupils use estimation to support accurate calculation</p> <p>19 Pupils divide a two-digit number by a single-digit number using partitioning and representations (no remainders, no exchanging)</p> <p>20 Pupils divide a two-digit number by a single-digit number using partitioning and representations (with exchanging)</p> <p>21 Pupils divide a two-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)</p> <p>22 Pupils divide a two-digit number by a single-digit number using short division (no exchanging, no remainders)</p> <p>23 Pupils divide a two-digit number by a single-digit number using short division (with exchanging)</p> |
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|        |                  |                  | <p>24 Pupils divide a two-digit number by a single-digit number using short division (with exchanging and remainders)</p> <p>25 Pupils divide a three-digit number by a single-digit number using partitioning and representations (no exchanging, no remainders)</p> <p>26 Pupils divide a three-digit number by a single-digit number using partitioning and representations (one exchange, no remainders)</p> <p>27 Pupils divide a three-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)</p> <p>28 Pupils divide a three-digit number by a single-digit number using short division</p> <p>29 Pupils divide a three-digit number by a single-digit number using short division (with exchanging and remainders)</p> <p>30 Pupils solve short division problems accurately when the hundreds digit is smaller than the divisor</p> <p>31 Pupils will use efficient strategies of division to solve problems</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Spring | Unit 5 – 5 weeks | Area and scaling | <p>1 Pupils explain what area is and can measure using counting as a strategy (1)</p> <p>2 Pupils explain what area is and can measure using counting as a strategy (2)</p> <p>3 Pupils explain how to make different shapes with the same area</p> <p>4 Pupils explain how to compare the area of different shapes</p> <p>5 Pupils measure the area of flat shapes area using square centimetres</p> <p>6 Pupils measure the area of flat shapes area using square metres</p> <p>7 Pupils calculate the area of a rectangle using multiplication</p> <p>8 Pupils calculate the area of rectilinear shapes</p> <p>9 Pupils use their knowledge of area to solve problems</p> <p>10 Pupils compare and describe lengths by using their knowledge of multiplication</p> <p>11 Pupils use their knowledge of multiplication to solve comparison and change problems</p> <p>12 Pupils compare and describe lengths by using their knowledge of division</p> <p>13 Pupils use their knowledge of division to solve comparison and change problems</p> <p>14 Pupils compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time) (1)</p> <p>15 Pupils compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time) (2)</p> <p>16 Pupils describe the changes in measurements using their knowledge of multiplication and division</p> |



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|  |                  |                                    | 17 Pupils use their knowledge of multiplication and division to solve comparison and change problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  | Unit 6 – 3 weeks | Calculating with decimal fractions | <p>1 Pupils explain the effect of multiplying and dividing a number by 10, 100 and 1,000 (1)</p> <p>2 Pupils explain the effect of multiplying and dividing a number by 10, 100 and 1,000 (2)</p> <p>3 Pupils explain how to multiply and divide a number by 10, 100 and 1,000 (first 'number' two or more non-zero digits)</p> <p>4 Pupils use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (length)</p> <p>5 Pupils use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (mass and capacity)</p> <p>6 Pupils explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (tenths)</p> <p>7 Pupils explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (hundredths)</p> <p>8 Pupils use their knowledge of multiplying decimal fractions by whole numbers to solve measures problems</p> <p>9 Pupils explain the relationship between multiplying by 0.1 dividing by 10</p> <p>10 Pupils explain the relationship between multiplying by 0.01 dividing by 100</p> <p>11 Pupils explain how to use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions (1)</p> <p>12 Pupils explain how to use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions (2)</p> <p>13 Pupils explain how to use the size of the multiplier to predict the size of the product compared to the multiplicand</p> <p>14 Pupils explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers (1)</p> <p>15 Pupils explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers (2)</p> |
|  | Unit 7 – 4 weeks | Factors, multiples and primes      | <p>1 Pupils explain what 'volume' is using a range of contexts</p> <p>2 Pupils describe the units used to measure volume</p> <p>3 Pupils explain how to calculate the volume of a cuboid</p> <p>4 Pupils explain what a cube number is</p> <p>5 Pupils use their knowledge of calculating volume to solve problems in a range of contexts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



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|        |                  |           | <p>6 Pupils explain how to calculate the volume of compound shapes</p> <p>7 Pupils explain the use of the commutative and distributive laws when multiplying three or more numbers</p> <p>8 Pupils explain the reasons for changing two-factor multiplication calculations to three-factor multiplications</p> <p>9 Pupils explain what a factor is and how to use arrays and multiplication/division facts to find them</p> <p>10 Pupils explain how to systematically find all factors of a number and how they know when they have found them all</p> <p>11 Pupils use a complete list of factors to explain when a number is a square number</p> <p>12 Pupils explain how to identify a prime number or a composite number</p> <p>13 Pupils explain how to identify a common factor or a prime factor of a number</p> <p>14 Pupils explain how to identify a multiple or common multiple of a number</p> <p>15 Pupils use knowledge of properties of number to solve problems in a range of contexts</p> <p>16 Pupils explain how to use the factor pairs of '100' to solve calculations efficiently</p>                                                                                                         |
| Summer | Unit 8 – 7 weeks | Fractions | <p>1 Pupils explain the relationship between repeated addition of a proper fraction and multiplication of fractions (unit fractions)</p> <p>2 Pupils explain the relationship between repeated addition of a proper fraction and multiplication of fractions (non-unit fractions)</p> <p>3 Pupils multiply a proper fraction by a whole number (within a whole)</p> <p>4 Pupils multiply a proper fraction by a whole number (greater than a whole)</p> <p>5 Pupils multiply an improper fraction by a whole number</p> <p>6 Pupils multiply a mixed number by a whole number (product is within a whole)</p> <p>7 Pupils multiply a mixed number by a whole number (product is greater than a whole)</p> <p>8 Pupils find a unit fraction of a quantity</p> <p>9 Pupils explain the relationship between finding a fraction of a quantity and multiplying a whole number by a unit fraction</p> <p>10 Pupils explain the relationship between dividing by a whole number and multiplying a whole number by a unit fraction</p> <p>11 Pupils use their knowledge of multiplying a whole number by a unit fraction to solve problems</p> <p>12 Pupils find a non-unit fraction of a quantity (mental calculation)</p> |



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|  |  |  | <p>13 Pupils find a non-unit fraction of a quantity (written calculation)</p> <p>14 Pupils multiply a whole number by a proper fraction</p> <p>15 Pupils explain when a calculation represents scaling down and when it represents repeated addition</p> <p>16 Pupils find the whole when the size of a unit fraction is known</p> <p>17 Pupils find a unit fraction when the size of a non-unit fraction is known</p> <p>18 Pupils find the whole when the size of a non-unit fraction is known</p> <p>19 Pupils find the unit fraction when the size of a non-unit fraction is known</p> <p>20 Pupils use representations to describe and compare two fractions (<math>\frac{1}{4}</math> and <math>\frac{3}{12}</math>)</p> <p>21 Pupils use representations to describe and compare two fractions (<math>\frac{1}{5}</math> and <math>\frac{5}{10}</math>)</p> <p>22 Pupils use representations to describe and compare two fractions (pouring context)</p> <p>23 Pupils correctly use the language of equivalent fractions</p> <p>24 Pupils explain the vertical relationship between numerators and denominators within equivalent fractions (<math>\frac{1}{5}</math>, <math>\frac{1}{3}</math> and equivalent)</p> <p>25 Pupils use their knowledge of the vertical relationship to solve equivalent fractions problems</p> <p>26 Pupils explain the horizontal relationship between numerators and denominators across equivalent fractions (<math>\frac{1}{5}</math>, <math>\frac{1}{3}</math> and equivalent)</p> <p>27 Pupils explain the relationship within families of equivalent fractions</p> <p>28 Pupils use their knowledge of equivalent fractions to solve problems</p> <p>29 Pupils explain and represent how to divide 1 into different amounts of equal parts</p> <p>30 Pupils identify and describe patterns within the number system</p> <p>31 Pupils use their knowledge of common equivalents to compare fractions with decimals</p> <p>32 Pupils practise recalling common fraction-decimal equivalents</p> <p>33 Pupils use their knowledge of common fraction-decimal equivalents to solve conversion problems in a range of contexts</p> <p>34 Pupils use their knowledge of common equivalents to compare fractions with decimals beyond one</p> <p>35 Pupils use their knowledge of simplifying calculations by substitution to solve problems in a range of contexts</p> |
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|  | Unit 9 - 2 weeks  | Converting units | <ol style="list-style-type: none"><li>1 Pupils apply memorised unit conversions to convert between units of measure (larger to smaller units - whole number conversions)</li><li>2 Pupils apply memorised unit conversions to convert between units of measure (smaller to larger units - whole number conversions)</li><li>3 Pupils convert from and to fraction and decimal fraction quantities of larger units</li><li>4 Pupils derive common conversions over 1</li><li>5 Pupils carry out conversions that correspond to 100 parts</li><li>6 Pupils solve measures problems involving different units</li><li>7 Pupils understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li><li>8 Pupils convert between miles and kilometres</li><li>9 Pupils solve problems involving converting between units of time</li></ol> |
|  | Unit 10 - 3 weeks | Angles           | <ol style="list-style-type: none"><li>1 Pupils compare the size of angles where there is a clear visual difference</li><li>2 Pupils use the terms acute, obtuse and reflex when describing the size of angles or amount of rotation with relation to right angles</li><li>3 Pupils use a unit called degrees (<math>^{\circ}</math>) as a standard unit to measure angles</li><li>4 Pupils estimate the size of angles in degrees using angle sets</li><li>5 Pupils measure the size of angles accurately using a protractor</li></ol>                                                                                                                                                                                                                                                                                                                                                             |