Year 5 Maths Long Term Plan 2025-26							
Place Value (3 Weeks): ♣ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ♣ 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	**Place Value (1 Weeks):** ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	**Addition and Subtraction (2 Weeks):** ♣ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ add and subtract numbers mentally with increasingly large numbers ♣ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	**Properties of Number (2 Weeks)** ♣identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ♣ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ♣ establish whether a number up to 100 is prime and recall prime numbers up to 19				
Multiplication (3 Weeks): ♣ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ♣ multiply ~~and divide~~ numbers mentally drawing upon known facts ♣ recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	**Assessment Week**	**Shape: (2 Weeks)** ♣ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ♣ draw given angles, and measure them in degrees (o) ♣ identify: • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and ½ a turn (total 180°) • other multiples of 90° ♣ distinguish between regular and irregular polygons based on reasoning about equal sides and angles.				**Statistics (1 week)** ♣ solve comparison, sum and difference problems using information presented in a line graph ♣complete, read and interpret information in tables, ~~including timetables.~~	
Division (2 weeks): ♣ 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 ♣ ~~multiply and~~ divide numbers mentally drawing upon known facts	**Fractions (3 weeks):** ♣ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ♣ 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 = 6/5 = 1 1/5 ♣ add and subtract fractions with the same denominator and denominators that are multiples of the same number ♣ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams					**Time (1 week)** ♣solve problems involving converting between units of time	
Measures (1 week) ♣ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	**Decimals (2 weeks)** ♣ read, write, order and compare numbers with up to three decimal places ♣ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ♣ read and write decimal numbers as fractions [for example, 0.71 = 71/100; 0.457 = 457/1000 ♣ round decimals with two decimal places to the nearest whole number and to one decimal place ♣ 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			Assessment Week		**Consolidation Week**	
Area and Perimeter (2 weeks): ♣ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ♣ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes ♣ use the properties of rectangles to deduce related facts and find missing lengths and angles	**Place Value (1 weeks)** ♣ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ♣ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	**Addition, Subtraction, Multiplication and Division (2 weeks):** ♣ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ♣solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ♣ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.				**Consolidation Week**	
Statistics (1 week): ♣ complete, read and interpret information in ~~tables, including~~ timetables. ♣ solve problems involving converting between units of time	**Shape (1 week):** ♣ 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.	**Fractions (1 week):** ♣ read and write decimal numbers as fractions [for example, 0.71 = 71/100] ♣ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	**Consolidation Week**	**Assessment Week**	**Shape (1 week)** ♣ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ♣ estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	**Consolidation Week**	

<table>
<tr><th colspan="3">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 1: Monday</th><th colspan="2">Week 1: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y4 Recap:
♣ add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate.</td><td colspan="2">Flashback Focus: (Y4) count in multiples of 6, 7, 9, 25 and 1000</td></tr>
<tr><td colspan="2">♣ read, write, ~~order and compare~~ numbers to at least 1 000 000 and determine the value of each digit
♣ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</td></tr>
<tr><td>♣ read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

Link to all White Rose Resources (if needed):

Y5 Autumn Block 1 SOL4 Numbers to 10(
Y5 Autumn Block 1 SOL3 Numbers to 10(
Y5 Autumn Block 1 SOL2 Numbers to 10(
Y5 Autumn Block 1 SOL5 Read and write

Tick (✓) the number fifty thousand, three hundred and seven.
Tick one.
5,307 ☐
50,037 ☐
50,307 ☐
500,307 ☐
50,300,007 ☐

Fill in the missing numbers.
☐ 0 200,000 ☐ 400,000 ☐ 600,000
2 marks

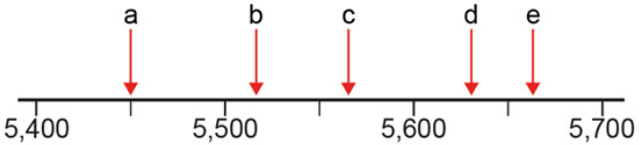
Write the missing number to make this addition correct.
600,000 + ☐ + 20 = 640,020</td><td>♣ count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000

Link to all White Rose Resources (if needed):

Y5 Autumn Block 1 SOL7 10 100 1000 10(
Y5 Autumn Block 1 SOL6 Powers of 10.pc

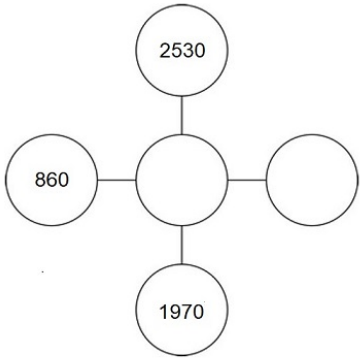
Write the total amounts.
The first one is done for you.
20 (20 EURO) 10 (10 EURO) 5 (5 EURO)
Total amount: 35 euros
500 (500 EURO) 200 (200 EURO) 5 (5 EURO)
Total amount: _____ euros
1 mark
500 (500 EURO) 500 (500 EURO) 10 (10 EURO)
Total amount: _____ euros
1 mark</td></tr>
</table>

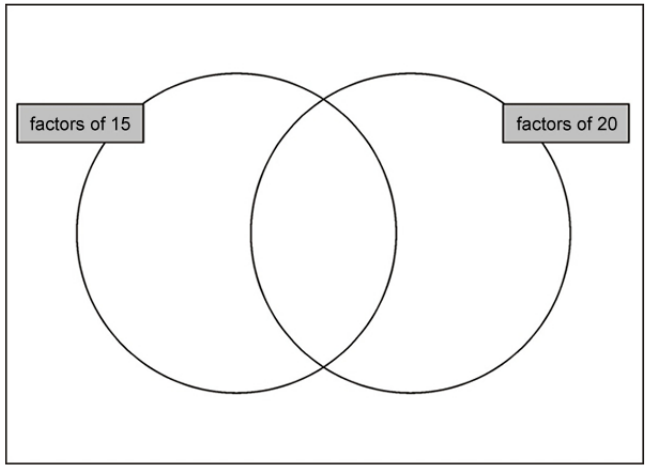
Autumn 1 (8 weeks)	
Week 2: Monday	Week 2: Tuesday-Friday
Arithmetic: Y4 Recap: ♣ add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate. ♣ Pupils practise to become fluent in the formal written method of short multiplication ~~and short division with exact answers~~	Flashback Focus: ♣ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ♣ **~~read, write,~~ order and compare numbers to at least 1 000 000 and determine the value of each digit** Link to all White Rose Resources (if needed): Y5 Autumn Block 1 SOL11 Compare and Y5 Autumn Block 1 SOL10 Compare and Y5 Autumn Block 1 SOL9 Number line to Put these boats in order of price starting with the **lowest price**. A £145,400 B £98,500 C £142,800 D £97,900 E £140,500 One has been done for you. ☐ B ☐ ☐ ☐ lowest 1 mark Write the missing symbols (< or >). 80,000 ☐ ¾ of a million 689,100 ☐ 690,100 589,940 ☐ 589,490 601,000 ☐ 600,900

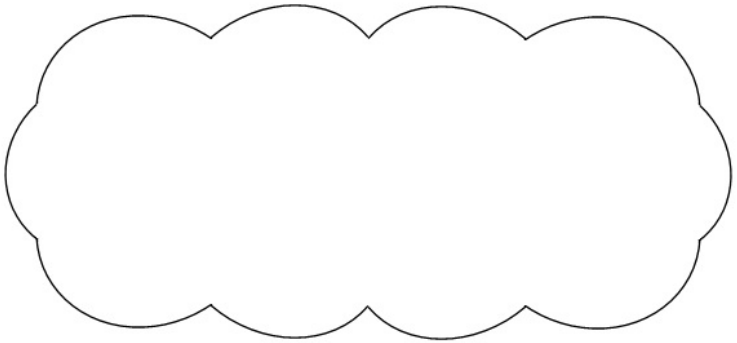
Autumn 1 (8 weeks)	
Week 3: Monday	Week 3: Tuesday-Friday
Arithmetic: Y4 Recap: ♣ add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate. ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers	Flashback Focus: ♣ read, write, ~~order and compare~~ numbers to at least 1 000 000 and determine the value of each digit ♣ **round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000** ♣ **round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000** Link to all White Rose Resources (if needed): Y5 Autumn Block 1 SOL13 Round within 1 Y5 Autumn Block 1 SOL12 Round to the r Y5 Autumn Block 1 SOL14 Round within 1 Round this number: 36,092 to the nearest 1,000 ☐ to the nearest 100 ☐ to the nearest 10 ☐  Which 2 numbers **round to 5,600** when rounded to **the nearest hundred**? ☐ and ☐ 1 mark

Autumn 1 (8 weeks)	
Week 4: Monday	Week 4: Tuesday-Friday
Arithmetic: Y4 Recap: ♣ add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate. ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers	Flashback Focus: ♣ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ♣ **multiply and divide whole numbers and those involving decimals by 10, 100 and 1000** ♣ **multiply and divide whole numbers and those involving decimals by 10, 100 and 1000** Link to all White Rose Resources (if needed): Y5 Autumn Block 1 SOL13 Round within 1 Y5 Autumn Block 1 SOL12 Round to the r Y5 Autumn Block 1 SOL14 Round within 1 **Seventy-three** Look at these number cards. A 730 000 B 73 000 C 7 300 D 730 E 7.3 F 0.73 G 0.073 Write the letter of the card that is **ten times** as big as 73 _____ 1 mark **one thousand times** as big as 73 _____ 1 mark **one hundredth** of 73 _____ 1 mark A bag holds **2,500g** of rice. How many **100g** servings of rice are there in a bag? _____ 1 mark

Autumn 1 (8 weeks)	
Week 5: Monday	Week 5: Tuesday-Friday
Arithmetic: Y4 Recap: ♣ add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate. ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Flashback Focus: ♣ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 **♣ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)** **♣ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)** Link to all White Rose Resources (if needed): Y5 Autumn Block 2 SOL6 Multi step addit · Y5 Autumn Block 2 SOL5 Inverse operatic · Y5 Autumn Block 2 SOL3 Subtract whole i · Y5 Autumn Block 2 SOL2 Add whole num · Y5 Autumn Block 2 SOL8 Find missing nu 9,532 − ☐ = 5,726 1 mark ☐ + 278,129 = 900,105 1 mark

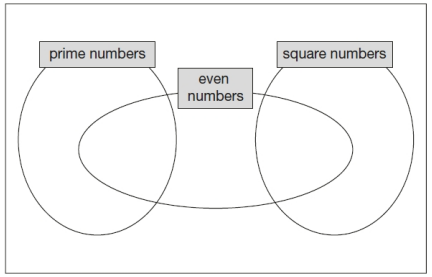
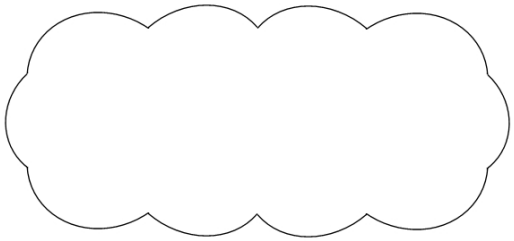
Autumn 1 (8 weeks)	
Week 6: Monday	Week 6: Tuesday-Friday
Arithmetic: ♣ add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate. ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Flashback Focus: ♣ **recall multiplication and division facts for multiplication tables up to 12 × 12** ♣ **add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)** ♣ **add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)** Y5 Autumn Block 2 SOL6 Multi step addit · Y5 Autumn Block 2 SOL5 Inverse operatic · Y5 Autumn Block 2 SOL3 Subtract whole i · Y5 Autumn Block 2 SOL2 Add whole num · Y5 Autumn Block 2 SOL8 Find missing nu Link to all White Rose Resources (if needed): At the start of the year, a club had **5,000** members. During the year: • **2,427** new members joined • **1,942** members left. How many members did the club have at the end of the year? Show your method 2 marks Write numbers in the circles to make the three numbers along **each line add up to 6780**  2 marks

Autumn 1 (8 weeks)	
Week7: Monday	Week 7: Tuesday-Friday
Arithmetic: ♣add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Flashback Focus: ♣ **recall multiplication and division facts for multiplication tables up to 12 × 12** ♣ **identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers** ♣ **identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers** Link to all White Rose Resources (if needed): Y5 Autumn Block 3 SOL3 Factors.pdf Y5 Autumn Block 3 SOL2 Common multip Y5 Autumn Block 3 SOL1 Multiples.pdf Y5 Autumn Block 3 SOL4 Common factor Write these numbers in the correct places on the diagram. 3 4 5 6  2 marks

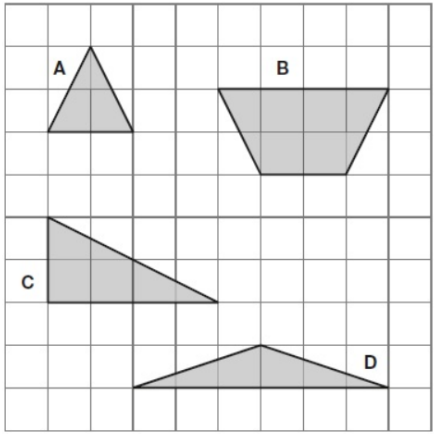
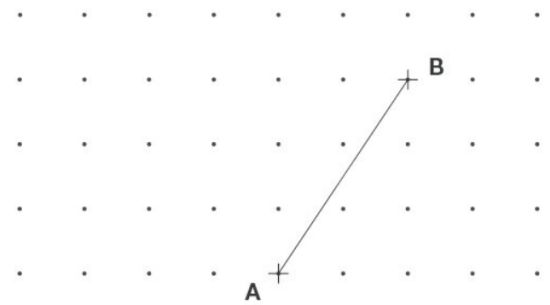
Autumn 1 (8 weeks)	
Week 8: Monday	Week 8: Tuesday-Friday
Arithmetic: ♣add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Flashback Focus: ♣ recall multiplication and division facts for multiplication tables up to 12 × 12 ♣ **know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers** ♣ **establish whether a number up to 100 is prime and recall prime numbers up to 19** ♣ **identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers** Link to all White Rose Resources (if needed): Y5 Autumn Block 3 SOL5 Prime numbers. Circle the **prime** number. 12 17 25 Explain how you know the other numbers are **not** prime.  1 mark Write the two other **prime numbers** to make the calculation correct. 5 × ☐ × ☐ = 105 1 mark

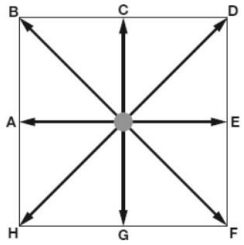
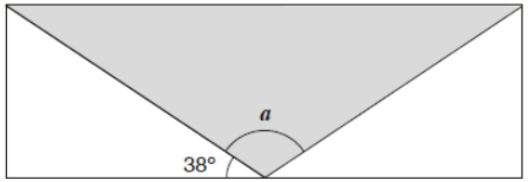
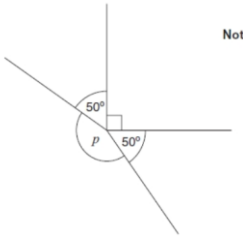
Autumn 2 (7 weeks)	
Week 1: Monday	Week 1: Tuesday-Friday
Arithmetic: ♣add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Flashback Focus: ♣ **know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers** ♣ **establish whether a number up to 100 is prime and recall prime numbers up to 19** ♣ **multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers** Link to all White Rose Resources (if needed): Y5 Spring Block 1 SOL Multiplication an · Y5 Spring Block 1 SOL5 Multiply a 4 dig · Y5 Spring Block 1 SOL4 Multiply a 3 dig · Y5 Spring Block 1 SOL3 Multiply a 2 dig · Y5 Spring Block 1 SOL1 Multiply up to a 2,538 × 34 = ☐ Show your method

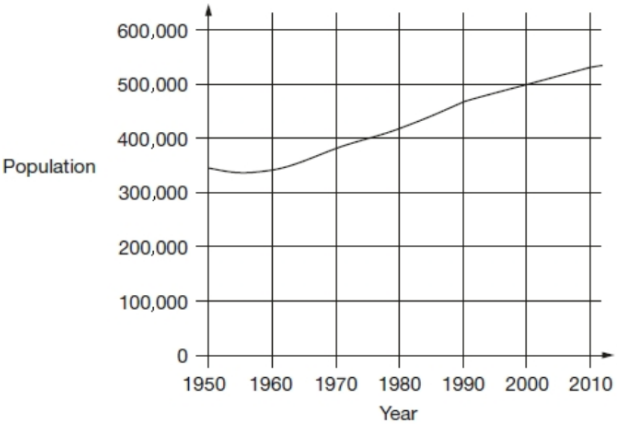
Autumn 2 (7 weeks)	
Week 3: Monday	Week 2: Tuesday-Friday
Arithmetic: ♣add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Flashback Focus: ♣ **multiply and divide whole numbers and those involving decimals by 10, 100 and 1000** ♣ **multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers** Link to all White Rose Resources (if needed): Y5 Spring Block 1 SOL Multiplication an · Y5 Spring Block 1 SOL5 Multiply a 4 dig · Y5 Spring Block 1 SOL4 Multiply a 3 dig · Y5 Spring Block 1 SOL3 Multiply a 2 dig · Y5 Spring Block 1 SOL1 Multiply up to a 2,538 × 34 = ☐ Show your method

Autumn 2 (7 weeks)	
Week 4: Monday	Week 3: Tuesday-Friday
Arithmetic: ♣add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ♣ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Flashback Focus: ♣ **multiply and divide whole numbers and those involving decimals by 10, 100 and 1000** ♣ **recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)** Link to all White Rose Resources (if needed): Y5 Autumn Block 3 SOL7 Cube numbers Y5 Autumn Block 3 SOL6 Square numbe Write each number in its correct place on the diagram. 16 17 18 19  2 marks 36 and 64 are both square numbers They have a sum of 100 Find two **square** numbers that have a sum of **130** and 1 mark Explain why **16** is a **square number.**  1 mark

Autumn 2 (7 weeks)	
Week 4: Monday	Week 4: Tuesday-Friday
Arithmetic: ♣add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ♣ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Flashback Focus: ♣ **multiply and divide whole numbers and those involving decimals by 10, 100 and 1000** **Assessment Week**

Autumn 2 (7 weeks)	
Week 5: Monday	Week 5: Tuesday-Friday
Arithmetic: ♣add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ♣ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Flashback Focus: ♣ **multiply and divide whole numbers and those involving decimals by 10, 100 and 1000** ♣ **know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles** ♣ **draw given angles, and measure them in degrees (o)** Link to all White Rose Resources (if needed): Y5 Summer Block 1 SOL Shape.pdf Here are four shapes on a grid.  Write the letters of **all** the shapes that have **only two** acute angles. Here is a grid of dots. Point **A** and point **B** are joined by a straight line. Draw a line to join point A to another dot on the grid so that the two lines make a right angle. Use a ruler. 

Autumn 2 (7 weeks)	
Week 6: Monday	Week 6: Tuesday-Friday
Arithmetic: ♣add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ♣ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Flashback Focus: ♣ **distinguish between regular and irregular polygons based on reasoning about equal sides and angles.** ♣ **identify:** • **angles at a point and one whole turn (total 360°)** • **angles at a point on a straight line and ½ a turn (total 180°)** • **other multiples of 90°** Link to all White Rose Resources (if needed): Y5 Summer Block 1 SOL Shape.pdf Stefan stands in the centre of this square.  Not actual size Stefan is facing towards **F**. He turns **anti-clockwise** to face **D**. What **angle** does Stefan turn through? A shaded **isosceles** triangle is drawn inside a rectangle.  Not to scale Calculate the size of angle a.  Not to scale Calculate the size of angle p in the diagram.

Autumn 2 (7 weeks)	
Week 7: Monday	Week 7: Tuesday-Friday
Arithmetic: ♣add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ♣ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Flashback Focus: ♣ **angles at a point on a straight line and ½ a turn (total 180°)** ♣ **solve comparison, sum and difference problems using information presented in a line graph** ♣ **complete, read and interpret information in tables, including timetables.** Link to all White Rose Resources (if needed): Y5 Spring Block 5 SOL Statistics.pdf William wants to travel to Paris by train. He needs to arrive in Paris by **5:30 pm**. Circle the **latest time** that William can leave London. **Leaves London** / **Arrives Paris** 12:01 / 15:22 12:25 / 15:56 13:31 / 16:53 14:01 / 17:26 14:31 / 17:53 15:31 / 18:53 16:01 / 19:20 This chart shows the population of Cornwall from 1950 to 2010.  Look at the chart. In which year did the population first reach 400,000?