

Summer Scheme of Learning

Year 5

#MathsEveryoneCan

2020-21

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## New for 2020/21

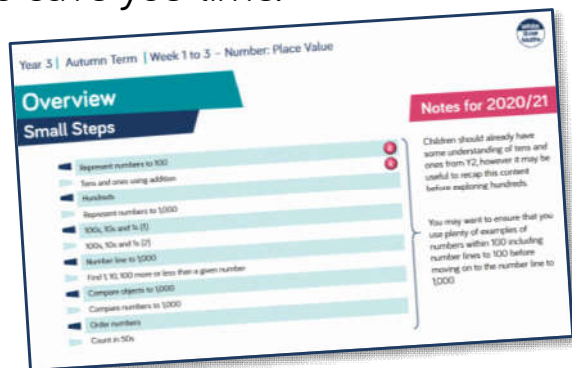
2020 will go down in history. The world has changed for all of us.

We want to do as much as we can to support children, teachers, parents and carers in these very uncertain times.

We have amended our schemes for 2020/21 to:

- ★ highlight key teaching points
- ★ recap essential content that children may have forgotten
- ★ flag any content that you might not have covered during the school closures period.

We hope these changes will add further value to the schemes and save you time.



## Lesson-by-lesson overviews

We've always been reluctant to produce lesson-by-lesson overviews as every class is individual and has different needs. However, many of you have said that if blended learning becomes a key feature of school life next year, a weekly plan with linked content and videos could be really useful.

As always, we've listened! We've now produced a complete lesson-by-lesson overview for Y1 to Y9 that schools can use or adapt as they choose. Each lesson will be linked to a free-to-use home learning video, and for premium subscribers, a worksheet. This means that you can easily assign work to your class, whether they are working at home or in school.

Inevitably, this lesson-by-lesson structure won't suit everyone, but if it works for you, then please do make use of this resource as much as you wish.

# Teaching for Mastery

These overviews are designed to support a mastery approach to teaching and learning and have been designed to support the aims and objectives of the new National Curriculum.

The overviews:

- have number at their heart. A large proportion of time is spent reinforcing number to build competency
- ensure teachers stay in the required key stage and support the ideal of depth before breadth.
- ensure students have the opportunity to stay together as they work through the schemes as a whole group
- provide plenty of opportunities to build reasoning and problem solving elements into the curriculum.

For more guidance on teaching for mastery, visit the NCETM website:

<https://www.ncetm.org.uk/resources/47230>

# Concrete - Pictorial - Abstract

We believe that all children, when introduced to a new concept, should have the opportunity to build competency by taking this approach.

**Concrete** – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

**Pictorial** – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

**Abstract** – both concrete and pictorial representations should support children's understanding of abstract methods.

Need some CPD to develop this approach? Visit [www.whiterosemaths.com](http://www.whiterosemaths.com) for find a course right for you.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division			Measurement: Perimeter and Area	
Spring	Number: Multiplication and Division			Number: Fractions						Number: Decimals and Percentages		Consolidation
Summer	Consolidation	Number: Decimals			Geometry: Properties of Shape			Geometry: Position and Direction		Measurement: Converting Units		Measurement: Volume

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Summer - Block 1

**Decimals**

# Overview

## Small Steps

### Notes for 2020/21

- Adding decimals within 1
- Subtracting decimals within 1
- Complements to 1
- Adding decimals - crossing the whole
- Adding decimals with the same number of decimal places
- Subtracting decimals with the same number of decimal places
- Adding decimals with a different number of decimal places
- Subtracting decimals with a different number of decimal places
- Adding and subtracting wholes and decimals
- Decimal sequences
- Multiplying decimals by 10, 100 and 1,000
- Dividing decimals by 10, 100 and 1,000

This block follows on from learning on decimals in the spring term.

Note that the block has been pushed back to start in the second week of the summer term. This allows the first week to be used to ensure that children are confident in the decimals work they have covered previously.

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Summer - Block 2

**Properties of Shape**



# Overview

## Small Steps

Notes for 2020/21

- Identify angles R
- Compare and order angles R
- Measure angles in degrees
- Measuring with a protractor (1)
- Measuring with a protractor (2)
- Drawing lines and angles accurately
- Calculating angles on a straight line
- Calculating angles around a point
- Triangles R
- Quadrilaterals R
- Calculating lengths and angles in shapes
- Regular and irregular polygons
- Reasoning about 3-D shapes

Learning on properties of shape may have been missed during lockdown or covered remotely.

Children should recap the essential prerequisite knowledge from year 4 before moving on to look at year 5 content.



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Summer - Block 3

**Position & Direction**

# Overview

## Small Steps

- Describe position R
- Draw on a grid R
- Position in the first quadrant
- Translation
- Translation with coordinates
- Lines of symmetry R
- Complete a symmetric figure R
- Reflection
- Reflection with coordinates

## Notes for 2020/21

Children have looked at plotting and reading coordinates in year 4 and this should be revisited before moving on to year 5 content.

You might notice that the order of reflection and translation has been changed, this is so clearer links can be made between reflection and previous learning on symmetry.

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Summer - Block 4

**Converting Units**

# Overview

## Small Steps

## Notes for 2020/21

- ▶ Kilometres R
- ▶ Kilograms and kilometres
- ▶ Millimetres and millilitres
- ▶ Metric units
- ▶ Imperial units
- ▶ Converting units of time
- ▶ Timetables

Children have converted between metres and kilometres in year 4 and now build on this to look at other conversions. It is a good idea to recap the small step on kilometres to reinforce the idea of the prefix 'kilo-' meaning 'thousand'.

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Summer - Block 5

**Volume**

# Overview

## Small Steps

### Notes for 2020/21

- ▶ What is volume?
- ▶ Compare volume
- ▶ Estimate volume
- ▶ Estimate capacity

Here children are reintroduced to the idea of volume but in a more formal way than they have seen previously.