

Plan: Abacus Year 5 **Term:** Summer 2 **School Name:** Seaton Sluice Middle School

| Wk | Weekly Summary | Strands | Objectives |
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| 26 | Identify factors and multiples, find factor pairs; revise equivalent fractions; compare and order fractions with related denominators; add fractions with same or related denominators, then convert answer into a mixed number; subtract fractions with same and related denominators, revise multiplying fractions by whole numbers | Mental multiplication and division (MMD) | MMD.61 Identify factors and multiples, and begin to find common factors |
| | | Problem solving, reasoning and algebra (PRA) | PRA.71 Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes PRA.72 Pursue a line of enquiry |
| | | Fractions, ratio and proportion (FRP) | FRP.60 Recognise the equivalence of simple fractions and decimals FRP.68 Use equivalence to compare and order fractions that don't have the same denominator but are related FRP.69 Use equivalence to add and subtract related fractions FRP.65 Multiply fractions by whole numbers FRP.66 Use the grid method to multiply mixed numbers by integers |
| 27 | Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers | Written multiplication and division (WMD) | WMD.62 Use short division to divide 3-digit by 1-digit numbers with integer remainders WMD.67 Use short division to divide 4-digit by 1-digit numbers (harder numbers) with integer remainders WMD.69 Understand that division can result in integer remainders, mixed numbers (e.g. $34 \frac{1}{4}$), or answers accurate to one or two decimal places WMD.65 Begin to use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers WMD.66 Begin to use long multiplication to multiply 4-digit numbers by teens numbers |
| 28 | Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry; estimate and find the area of irregular shapes; calculate the perimeter and area of | Problem solving, reasoning and algebra (PRA) | PRA.68 Solve problems involving addition, subtraction, multiplication and division and a combination of these PRA.72 Pursue a line of enquiry |
| | | Measurement (MEA) | MEA.66 Calculate and compare areas of squares and rectangles using standard units MEA.67 Measure and calculate the perimeter of composite rectilinear shapes in m/cm MEA.68 Estimate the area of irregular shapes using standard units MEA.70 Recognise and estimate volume and capacity using ccs and ml |

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| | composite shapes; use the relations of area and perimeter to find unknown lengths; begin to understand the concept of volume; find the volume of a cube or cuboid by counting cubes; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes | | |
| 29 | Understand what percentages are, relating them to hundredths; know key equivalences between percentages and fractions, finding percentages of amounts of money; find equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents; write dates using Roman numerals | Decimals, percentages and their equivalence to fractions (DPE) | DPE.67 Recognise the % symbol; understand what percentage means (fraction with a denominator of 100) DPE.71 Relate percentages to fractions and find 10%, 20% and other easy percentages of whole numbers or amounts of money (whole pounds) DPE.73 Understand equivalence between fractions, percentages and decimals e.g. $13\% = 0.3 = 13/100$ |
| | | Fractions, ratio and proportion (FRP) | FRP.60 Recognise the equivalence of simple fractions and decimals |
| | | Number and place value (NPV) | NPV.69 Read Roman numerals to 1000 (M) and recognise dates |
| 30 | Find cubes of numbers to 10; draw and interpret line graphs showing change in temperature over time; begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; solve | Number and place value (NPV) | NPV.70 Find square and cube numbers, and use the notation for squared and cubed |
| | | Statistics (STA) | STA.61 Interpret and present continuous data using line graphs STA.71 Solve comparison, sum and difference problems using information presented in line graphs STA.60 Use a line graph to compare changes in temperature over time STA.62 Solve comparison and difference problems using information presented in line graphs STA.65 Complete, read and interpret information in timetables |
| | | Measurement (MEA) | MEA.52 Compare durations of events to calculate the time taken by particular events or tasks |

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| problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure | Written multiplication and division (WMD) | WMD.68 Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates |
| | Problem solving, reasoning and algebra (PRA) | PRA.73 Use all four operations to solve problems involving measure using decimal notation, including scaling PRA.71 Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes |
| | Mental multiplication and division (MMD) | ASSESSMENTS – SUMMER END OF TERM TEST IN ARITHMETIC, PROBLEM SOLVING AND REASONING |