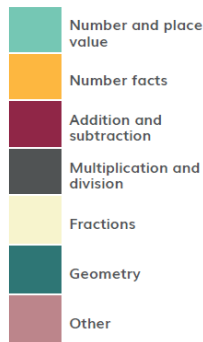


# Year 5 NCETM Curriculum Map 2021



Assessment Questions for Y5 from the DFE Guidance

<https://www.ncetm.org.uk/media/uyomny2v/cp-rtp-assessment-year-5.zip>

<b>Unit 1</b>	<b>Decimal Fractions (5 weeks)</b>																																															
RtPs	<p>5NPV–1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.</p> <p>5NPV–2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.</p> <p>5NPV–3 Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</p> <p>5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</p>																																															
	<p><b>5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).</b></p>																																															
NCETM spine ref.	<p><b>1.23 Composition and calculation: tenths</b></p> <p><b>1.24 Composition and calculation: hundredths and thousandths</b></p>																																															
Small step learning outcomes	<table border="0" style="width: 100%;"> <tr><td style="width: 20px;">1</td><td>Pupils identify tenths as part of a whole</td></tr> <tr><td>2</td><td>Pupils describe and represent tenths as a decimal fraction</td></tr> <tr><td>3</td><td>Pupils count in tenths in different ways</td></tr> <tr><td>4</td><td>Pupils describe and write decimal numbers with tenths in different ways</td></tr> <tr><td>5</td><td>Pupils compare and order decimal numbers with tenths</td></tr> <tr><td>6</td><td>Pupils explain that decimal numbers with tenths can be composed additively</td></tr> <tr><td>7</td><td>Pupils explain that decimal numbers with tenths can be composed multiplicatively</td></tr> <tr><td>8</td><td>Pupils use their knowledge to calculate with decimal numbers within and across one whole</td></tr> <tr><td>9</td><td>Pupils use their knowledge to calculate with decimal numbers using mental methods</td></tr> <tr><td>10</td><td>Pupils use their knowledge to calculate with decimal numbers using column addition and subtraction</td></tr> <tr><td>11</td><td>Pupils use representations to round a decimal number with tenths to the nearest whole number</td></tr> <tr><td>12</td><td>Pupils identify hundredths as part of a whole</td></tr> <tr><td>13</td><td>Pupils describe and represent hundredths as a decimal fraction</td></tr> <tr><td>14</td><td>Pupils describe and write decimals numbers with hundredths in different ways</td></tr> <tr><td>15</td><td>Pupils compare and order decimal numbers with hundredths</td></tr> <tr><td>16</td><td>Pupils explain that decimal numbers with hundredths can be partitioned in different ways</td></tr> <tr><td>17</td><td>Pupils use their knowledge of decimal place value to convert between and compare metres and centimetres</td></tr> <tr><td>18</td><td>Pupils explain that different lengths can be composed additively and multiplicatively</td></tr> <tr><td>19</td><td>Pupils use their knowledge of decimal place value to solve problems in different contexts</td></tr> <tr><td>20</td><td>Pupils use their knowledge to calculate with decimal numbers up to and bridging one tenth</td></tr> <tr><td>21</td><td>Pupils use their knowledge to calculate with decimal numbers using column addition and subtraction</td></tr> <tr><td>22</td><td>Pupils round a decimal number with hundredths to the nearest tenth</td></tr> <tr><td>23</td><td>Pupils round a decimal number with hundredths to the nearest whole number</td></tr> </table>		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 decimals 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
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	24 Pupils read and write numbers with up to 3 decimal places 25 Pupils compare and order numbers with up to 3 decimal places
Download Links	<p><b>Classroom Slides</b>  <a href="https://www.ncetm.org.uk/media/vv0fdypj/cp-year-5-unit-1-decimal-fractions.pptx">https://www.ncetm.org.uk/media/vv0fdypj/cp-year-5-unit-1-decimal-fractions.pptx</a></p> <p><b>Specific RtP Link</b>  <a href="#">5NPV-1 Page 212</a>  <a href="#">5NPV-2 Page 216</a>  <a href="#">5NPV-3 Page 219</a>  <a href="#">5NPV-4 Page 225</a>  <a href="#">5NF-2 Page 236</a></p> <p><b>Spine Materials Teacher Guidance</b>  1.23 <a href="https://www.ncetm.org.uk/media/fhcpc0am/ncetm_mm_sp1_y4_se23_teach.pdf#page=4">https://www.ncetm.org.uk/media/fhcpc0am/ncetm_mm_sp1_y4_se23_teach.pdf#page=4</a>  1.24 <a href="https://www.ncetm.org.uk/media/4cafhhxl/ncetm_mm_sp1_y4_se24_teach.pdf#page=4">https://www.ncetm.org.uk/media/4cafhhxl/ncetm_mm_sp1_y4_se24_teach.pdf#page=4</a></p>

<b>Unit 2</b>	<b>Money (2 weeks)</b>
<b>RtPs</b>	<b>No RtP</b>
NCETM spine ref.	<b>1.25 Addition and subtraction: money</b>
Small step learning outcomes	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
Download Links	<p><b>Classroom Slides</b>  <a href="https://www.ncetm.org.uk/media/px4pkjbr/cp-year-5-unit-2-money.pptx">https://www.ncetm.org.uk/media/px4pkjbr/cp-year-5-unit-2-money.pptx</a></p> <p><b>Specific RtP Link</b>  No RtP</p> <p><b>Spine Materials Teacher Guidance</b>  <a href="https://www.ncetm.org.uk/media/2vflmixq/ncetm_mm_sp1_y4_se25_teach.pdf#page=5">https://www.ncetm.org.uk/media/2vflmixq/ncetm_mm_sp1_y4_se25_teach.pdf#page=5</a></p>

<b>Unit 3</b>	<b>Negative numbers (2 weeks)</b>
<b>RtPs</b>	<b>No RtP</b>
NCETM spine ref.	<b>1.27 Negative numbers: counting, comparing and calculating</b>
Small step learning outcomes	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
Download Links	<p><b>Classroom Slides</b>  <a href="https://www.ncetm.org.uk/media/v0bp4ret/cp-year-5-unit-3-negative-numbers.pptx">https://www.ncetm.org.uk/media/v0bp4ret/cp-year-5-unit-3-negative-numbers.pptx</a></p> <p><b>Specific RtP Link</b>  No RtP</p> <p><b>Spine Materials Teacher Guidance</b>  <a href="https://www.ncetm.org.uk/media/q1cf4wj0/ncetm_mm_sp1_y5_se27_teach.pdf#page=4">https://www.ncetm.org.uk/media/q1cf4wj0/ncetm_mm_sp1_y5_se27_teach.pdf#page=4</a></p>

<b>Unit 4</b>	<b>Short multiplication and short division (6 weeks)</b>	
<b>RtPs</b>	<b>5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.</b> <b>5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.</b>	
NCETM spine ref.	<b>2.14 Multiplication: partitioning leading to short multiplication</b> <b>2.15 Division: partitioning leading to short division</b>	
Small step learning outcomes	1	Pupils multiply a two-digit number by a single-digit number using partitioning and representations (no regroupings)
	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 regroupings)
	4	Pupils multiply a two-digit number by a single-digit number using partitioning
	5	Pupils multiply a two-digit number by a single-digit number using expanded multiplication (no regroupings)
	6	Pupils multiply a two-digit number by a single-digit number using short multiplication (no regroupings)
	7	Pupils multiply a two-digit number by a single-digit number using expanded multiplication (regrouping ones to tens)
	8	Pupils multiply a two-digit number by a single-digit number using short multiplication (regrouping ones to tens)
	9	Pupils multiply a two-digit number by a single-digit number using expanded multiplication (regrouping tens to hundreds)
	10	Pupils multiply a two-digit number by a single-digit number using short multiplication (regrouping tens to hundreds)
	11	Pupils multiply a two-digit number by a single-digit number using both expanded and short multiplication (two regroupings)
	12	Pupils use estimation to support accurate calculation
	13	Pupils multiply a three-digit number by a single-digit number using partitioning and representations
	14	Pupils multiply a three-digit number by a single-digit number using partitioning
	15	Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (no regroupings)
	16	Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (one regroup)
	17	Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (multiple regroupings)
	18	Pupils use estimation to support accurate calculation
	19	Pupils divide a two-digit number by a single-digit number using partitioning and representations (no remainders, no exchanging)
	20	Pupils divide a two-digit number by a single-digit number using partitioning and representations (with exchanging)
	21	Pupils divide a two-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)
	22	Pupils divide a two-digit number by a single-digit number using short division (no exchanging, no remainders)
	23	Pupils divide a two-digit number by a single-digit number using short division (with exchanging)
	24	Pupils divide a two-digit number by a single-digit number using short division (with exchanging and remainders)
	25	Pupils divide a three-digit number by a single-digit number using partitioning and representations (no exchanging, no remainders)
	26	Pupils divide a three-digit number by a single-digit number using partitioning and representations (one exchange, no remainders)
	27	Pupils divide a three-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)
	28	Pupils divide a three-digit number by a single-digit number using short division
	29	Pupils divide a three-digit number by a single-digit number using short division (with exchanging and remainders)
	30	Pupils solve short division problems accurately when the hundreds digit is smaller than the divisor
	31	Pupils will use efficient strategies of division to solve problems
Download Links	<b>Classroom Slides</b> <a href="https://www.ncetm.org.uk/media/angc5q52/cp-year-5-unit-4-short-multiplication-and-short-division.pptx">https://www.ncetm.org.uk/media/angc5q52/cp-year-5-unit-4-short-multiplication-and-short-division.pptx</a>	

	<p><b>Specific RtP Link</b>  <a href="#">5MD-3 Page 248</a>  <a href="#">5MD-4 Page 252</a></p> <p><b>Spine Materials Teacher Guidance</b>  2.14 <a href="https://www.ncetm.org.uk/media/0jwnh1yk/ncetm_spine2_segment14_y4.pdf#page=4">https://www.ncetm.org.uk/media/0jwnh1yk/ncetm_spine2_segment14_y4.pdf#page=4</a>  2.15 <a href="https://www.ncetm.org.uk/media/cu1an3e2/ncetm_spine2_segment15_y4.pdf#page=4">https://www.ncetm.org.uk/media/cu1an3e2/ncetm_spine2_segment15_y4.pdf#page=4</a></p>
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<b>Unit 5</b>	<b>Area and scaling (5 weeks)</b>
<b>RtPs</b>	<b>5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.</b>
NCETM spine ref.	<p><b>2.16 Multiplicative contexts: area and perimeter 1</b>  <b>2.17 Structures: using measures and comparison to understand scaling</b></p>
Small step learning outcomes	<ol style="list-style-type: none"> <li>1 Pupils explain what area is and can measure using counting as a strategy (1)</li> <li>2 Pupils explain what area is and can measure using counting as a strategy (2)</li> <li>3 Pupils explain how to make different shapes with the same area</li> <li>4 Pupils explain how to compare the area of different shapes</li> <li>5 Pupils measure the area of flat shapes area using square centimetres</li> <li>6 Pupils measure the area of flat shapes area using square metres</li> <li>7 Pupils calculate the area of a rectangle using multiplication</li> <li>8 Pupils calculate the area of rectilinear shapes</li> <li>9 Pupils use their knowledge of area to solve problems</li> <li>10 Pupils compare and describe lengths by using their knowledge of multiplication</li> <li>11 Pupils use their knowledge of multiplication to solve comparison and change problems</li> <li>12 Pupils compare and describe lengths by using their knowledge of division</li> <li>13 Pupils use their knowledge of division to solve comparison and change problems</li> <li>14 Pupils compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time) (1)</li> <li>15 Pupils compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time) (2)</li> <li>16 Pupils describe the changes in measurements using their knowledge of multiplication and division</li> <li>17 Pupils use their knowledge of multiplication and division to solve comparison and change problems</li> </ol>
Download Links	<p><b>Classroom Slides</b>  <a href="https://www.ncetm.org.uk/media/ttbdv1oc/cp-year-5-unit-5-area-and-scaling.pptx">https://www.ncetm.org.uk/media/ttbdv1oc/cp-year-5-unit-5-area-and-scaling.pptx</a></p> <p><b>Specific RtP Link</b>  <a href="#">5G-2 Page 269</a></p> <p><b>Spine Materials Teacher Guidance</b>  2.16 <a href="https://www.ncetm.org.uk/media/dbwkd5mv/ncetm_spine2_segment16_y4.pdf#page=22">https://www.ncetm.org.uk/media/dbwkd5mv/ncetm_spine2_segment16_y4.pdf#page=22</a>  2.17 <a href="https://www.ncetm.org.uk/media/xega5ms1/ncetm_spine2_segment17_y4.pdf#page=3">https://www.ncetm.org.uk/media/xega5ms1/ncetm_spine2_segment17_y4.pdf#page=3</a></p>

<b>Unit 6</b>	<b>Calculating with decimal fractions (3 weeks)</b>
<b>RtPs</b>	<b>5MD–1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.</b>
NCETM spine ref.	<p><b>2.19 Calculation: <math>\times/\div</math> decimal fractions by whole numbers</b>  <b>2.29 Decimal place-value knowledge, multiplication and division</b></p>
Small step learning outcomes	<ol style="list-style-type: none"> <li>1 Pupils explain the effect of multiplying and dividing a number by 10, 100 and 1,000 (1)</li> <li>2 Pupils explain the effect of multiplying and dividing a number by 10, 100 and 1,000 (2)</li> <li>3 Pupils explain how to multiply and divide a number by 10, 100 and 1,000 (first 'number' two or more non-zero digits)</li> <li>4 Pupils use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (length)</li> <li>5 Pupils use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (mass and capacity)</li> <li>6 Pupils explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (tenths)</li> </ol>

	<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>
Download Links	<p><b>Classroom Slides</b>  <a href="https://www.ncetm.org.uk/media/4psbwdzs/cp-year-5-unit-6-calculating-with-decimal-fractions.pptx">https://www.ncetm.org.uk/media/4psbwdzs/cp-year-5-unit-6-calculating-with-decimal-fractions.pptx</a></p> <p><b>Specific RtP Link</b>  <a href="#">5MD-1 Page 241</a></p> <p><b>Spine Materials Teacher Guidance</b>  2.19 <a href="https://www.ncetm.org.uk/media/lqpag5fw/ncetm_spine2_segment19_y5.pdf#page=5">https://www.ncetm.org.uk/media/lqpag5fw/ncetm_spine2_segment19_y5.pdf#page=5</a>  2.29 <a href="https://www.ncetm.org.uk/media/grmpyc0z/ncetm_spine2_segment29_y6.pdf#page=4">https://www.ncetm.org.uk/media/grmpyc0z/ncetm_spine2_segment29_y6.pdf#page=4</a></p>

<b>Unit 7</b>	<b>Factors, multiples and primes (4 weeks)</b>
<b>RtPs</b>	<b>5MD–2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.</b>
NCETM spine ref.	<p>2.20 Multiplication with three factors and volume</p> <p>2.21 Factors, multiples, prime numbers and composite numbers</p>
Small step learning outcomes	<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> <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>
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<b>Unit 8</b>	<b>Fractions (7 weeks)</b>
RtPs	<b>5NPV-5 Convert between units of measure, including using common decimals and fractions.</b> <b>5F-1 Find non-unit fractions of quantities.</b> <b>5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.</b> <b>5F-3 Recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10, and for multiples of these proper fractions.</b>
NCETM spine ref.	3.6 Multiplying whole numbers and fractions 3.7 Finding equivalent fractions and simplifying fractions 3.10 Linking fractions, decimals and percentages
Small step learning outcomes	<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> <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 (1/4 and 3/12)</p> <p>21 Pupils use representations to describe and compare two fractions (1/5 and 5/10)</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 (1/5, 1/3 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 (1/5, 1/3 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>
Download Links	<p><b>Classroom Slides</b>  <a href="https://www.ncetm.org.uk/media/5rqnojoj/cp-year-5-unit-8-fractions.pptx">https://www.ncetm.org.uk/media/5rqnojoj/cp-year-5-unit-8-fractions.pptx</a></p> <p><b>Specific RtP Link</b>  <a href="#">5NPV-5 Page 229</a>  <a href="#">5F-1 Page 255</a>  <a href="#">5F-2 Page 258</a>  <a href="#">5F-3 Page 262</a></p> <p><b>Spine Materials Teacher Guidance</b>  3.6 <a href="https://www.ncetm.org.uk/media/cupj1pd1/ncetm_spine3_segment06_y4.pdf#page=5">https://www.ncetm.org.uk/media/cupj1pd1/ncetm_spine3_segment06_y4.pdf#page=5</a>  3.7 <a href="https://www.ncetm.org.uk/media/d45jqjsc/ncetm_spine3_segment07_y5.pdf#page=6">https://www.ncetm.org.uk/media/d45jqjsc/ncetm_spine3_segment07_y5.pdf#page=6</a>  3.10 <a href="https://www.ncetm.org.uk/media/bjbla4ci/ncetm_spine3_segment10_y6.pdf#page=3">https://www.ncetm.org.uk/media/bjbla4ci/ncetm_spine3_segment10_y6.pdf#page=3</a></p>

<b>Unit 9</b>	<b>Converting units (2 weeks)</b>	
<b>RtPs</b>	<b>5NPV–5 Convert between units of measure, including using common decimals and fractions.</b>	
NCETM spine ref.	<b>No spine</b>	
Small step learning outcomes	1	Pupils apply memorised unit conversions to convert between units of measure (larger to smaller units - whole number conversions)
	2	Pupils apply memorised unit conversions to convert between units of measure (smaller to larger units - whole number conversions)
	3	Pupils convert from and to fraction and decimal fraction quantities of larger units
	4	Pupils derive common conversions over 1
	5	Pupils carry out conversions that correspond to 100 parts
	6	Pupils solve measures problems involving different units
	7	Pupils understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
	8	Pupils convert between miles and kilometres
	9	Pupils solve problems involving converting between units of time
Download Links	<b>Classroom Slides</b> <a href="https://www.ncetm.org.uk/media/5yxd5m1h/cp-year-5-unit-9-converting-units.pptx">https://www.ncetm.org.uk/media/5yxd5m1h/cp-year-5-unit-9-converting-units.pptx</a>  <b>Specific RtP Link</b> <a href="#">5NPV-5 Page 229</a>  <b>Spine Materials Teacher Guidance</b> No Spine	

<b>Unit 10</b>	<b>Angles (3 weeks)</b>	
<b>RtPs</b>	<b>5G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.</b>	
NCETM spine ref.	<b>No spine</b>	
Small step learning outcomes	1	Pupils compare the size of angles where there is a clear visual difference
	2	Pupils use the terms acute, obtuse and reflex when describing the size of angles or amount of rotation with relation to right angles
	3	Pupils use a unit called degrees (°) as a standard unit to measure angles
	4	Pupils estimate the size of angles in degrees using angle sets
	5	Pupils measure the size of angles accurately using a protractor
Download Links	<b>Classroom Slides</b> <a href="https://www.ncetm.org.uk/media/jcalyt34/cp-year-5-unit-10-angles.pptx">https://www.ncetm.org.uk/media/jcalyt34/cp-year-5-unit-10-angles.pptx</a>  <b>Specific RtP Link</b> <a href="#">5G-1 Page 265</a>  <b>Spine Materials Teacher Guidance</b> No spine for geometry	