Curriculum Provision

<u>Subject –Maths KS2</u>

Key Stage 2	
Year 5	Year 6
Year 5 and 6 are taught in unit blocks throughout the year.	
Autumn Term	
<u>Number</u> is divided into five different topic areas with each topic revisited throughout the year. Pupils will extend their understanding and knowledge of place value by explaining what each digit represents in numbers up to one million. They will partition, round and order whole and decimals numbers. Pupils will use decimal notation in context such as money and measure. Their knowledge of number is used to do inverse operations to estimate and check calculations. Pupils will continue to learn times table facts and mental strategies. **<u>Addition and subtraction/Multiplication and division</u>**: concentrates on the calculation methods being used for all operations which will lead to the formal standard method. Pupils will increase their knowledge of the methods, giving them confidence to use decimal numbers up to 3 decimal places.	**<u>Number and the Number System</u>**: Pupils use knowledge of place value to multiply and divide integers and decimals by 10, 100, 1000. They use known times table factors, derive related multiplications and division facts, involving decimals. Pupils use efficient written methods for all four operations to include decimals. They order a mixed set of numbers including decimals. Pupils find equivalent fractions and fractions of numbers and shapes. Pupils find simple percentages of whole numbers. They begin to solve problems involving ratio and proportion. **<u>Shape, Space and Measure</u>**: Pupils select and use standard metric units and convert between units using decimals to 2 place. They describe, identify and visualise parallel and perpendicular edges or faces, using these properties to classify 2 D and 3 D shapes. Pupils solve multi-step problems involving measures; choosing and using appropriate calculations strategies at each stage, which includes calculator skills.
Spring Term	

FDP - Fractions/Decimals/Percentages: these units cover all aspects related to FDP. In the first two terms, pupils will concentrate on fractions, then decimals, and in the third term look at the connections between FDP. The skills will include ordering, quantities of number related to FDP, adding and subtracting fractions and equivalent fractions, looking at common denominators. **Geometry:** pupils will recognise shapes from their properties and understand how shapes are grouped together i.e. quadrilaterals. Pupils read and plot co-ordinates in the first quadrant and recognise parallel and perpendicular lines in grids and shapes.	Handling Data: Pupils suggest, plan and develop lines of enquiry. They construct frequency tables, bar charts with grouped discrete data and line graphs. They interpret results, draw conclusions and review methods, identifying further questions to ask. Pupils find the mode, median and mean of a set of data and use the vocabulary of probability.
Summer Term	
Geometry: Pupils identify names of angles and understand the numbers of degrees in angles, as well as full and half turns. They will identify missing angles in triangles, straight lines and full turns. **Measure**: pupils understand and calculate area and perimeter of shape using the appropriate units of measurement. Later in the year they will be introduced to calculating the volume of 3d shapes. Pupils will learn skills to convert between measures which will include imperial to metric. Also, pupils will use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.	**Using and Applying**: The emphasis is on further developing the skills of problem-solving. Pupils identify and use appropriate operations, including combinations of these, to solve word problems in a variety of contexts. In Year 6, pupils tabulate systematically the information in a problem or puzzle, identifying and recording the steps or calculations needed to solve it, using symbols where appropriate. They intercept solutions in the original context of a problem and check their accuracy.