

six hundred and twenty-three thousand, one hundred and forty-five

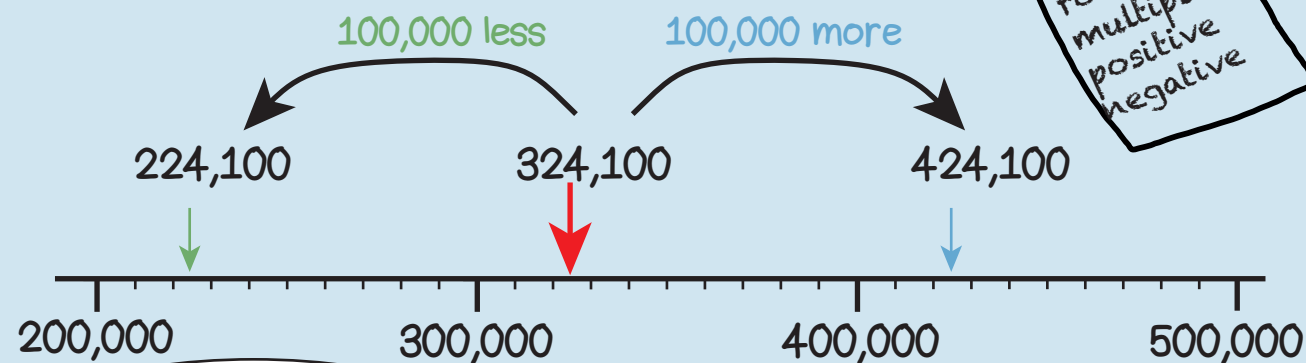
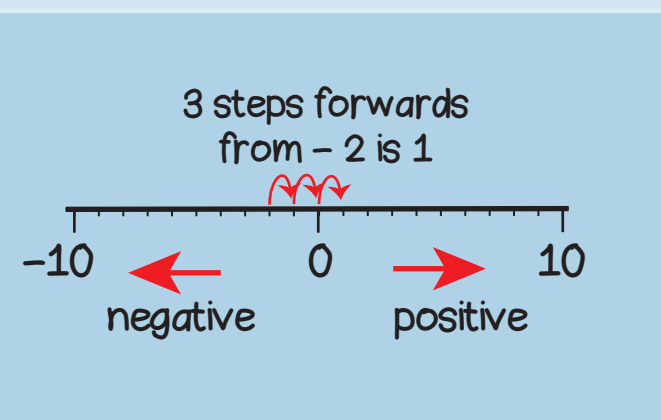
6 hundred thousands, 2 ten thousands, 3 thousands, 1 hundred, 4 tens and 5 ones

In order from smallest to largest

543,241 564,406 570,540

Stop and look.  
What do you notice?

thousands  
digit  
round  
multiple  
positive  
negative

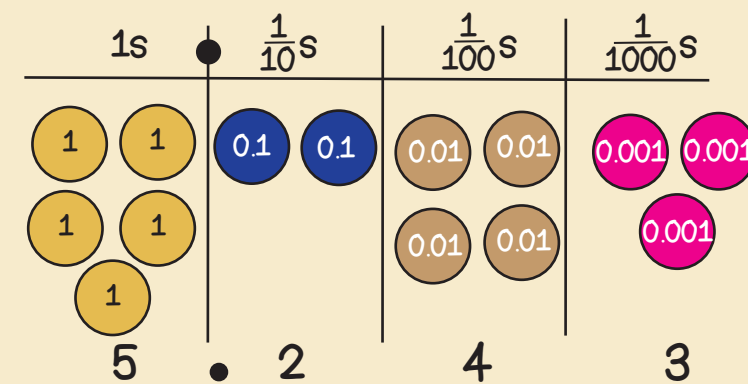


5 or more - round up  
4 or less - round down

Round to the nearest ten thousand



Round to the nearest hundred thousand



five point two, four, three  
5 ones, 2 tenths, 4 hundredths, 3 thousandths

Compare decimals

2.345 > 2.343

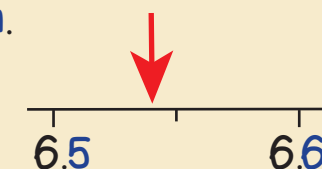
2.455 > 2.343

2.3 > 2.299

5 or more - round up  
4 or less - round down

Round to the nearest tenth.

6.53 → 6.5



Round to the nearest whole number

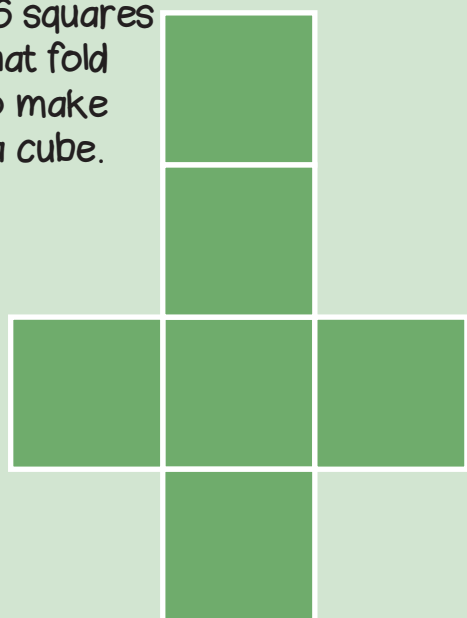
6.53 → 7



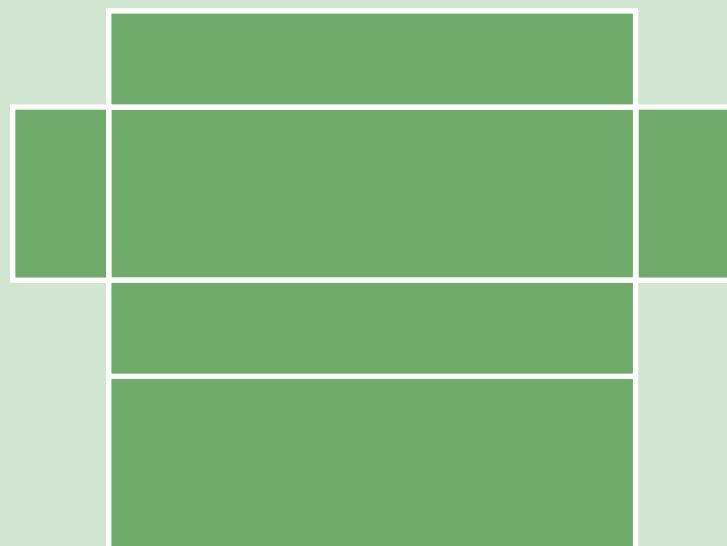
Year 5 Term 1



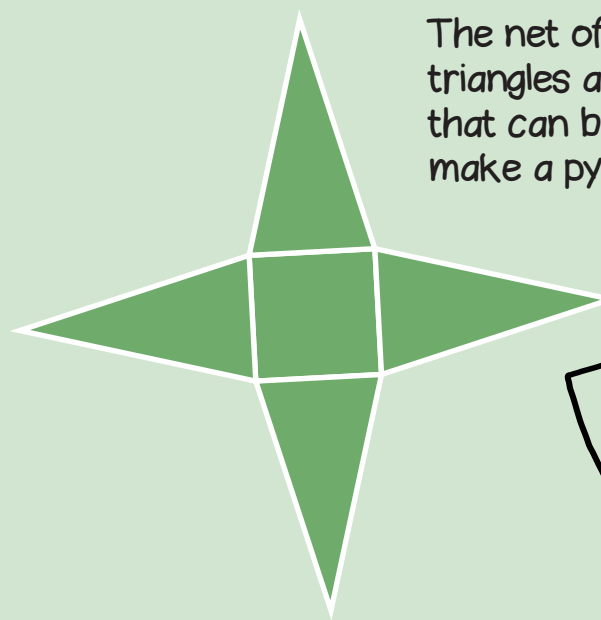
The net of a cube  
has 6 squares  
that fold  
to make  
a cube.



The net of a cuboid has  
6 rectangles that fold  
to make a cuboid.

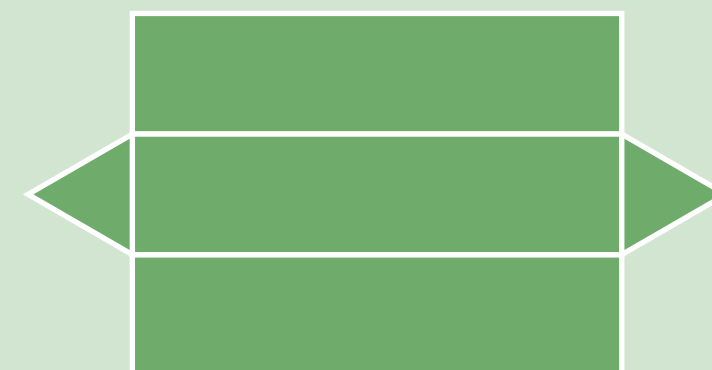


The net of a pyramid has  
triangles and a polygon  
that can be folded to  
make a pyramid.



prism  
pyramid  
net  
polygon

The net of a prism has  
rectangles and two identical  
polygons that can be folded  
to make a prism.



## Multiplying and dividing by 10, 100 and 1000

M	HTh	TTh	Th	100s	10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					1	3	6		
				1	3	6			
		1	3	6	0	0			
					2	4	7		
						2	4	7	
						0	2	4	7

Each digit is ten times greater.

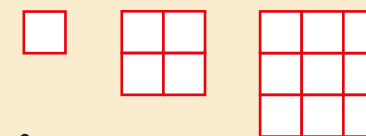
Each digit is ten times smaller.



$13.6 \times 10$   
move digits 1 column left  
 $13.6 \times 1000$   
move digits 3 columns left

$24.7 \div 10$   
move digits 1 column right  
 $24.7 \div 100$   
move digits 2 columns right

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



$$1^2 = 1 \times 1 = 1$$

$$2^2 = 2 \times 2 = 4$$

$$3^2 = 3 \times 3 = 9$$

A **square number** is the result of multiplying a number by itself.

$$1^3 = 1 \times 1 \times 1 = 1$$

$$2^3 = 2 \times 2 \times 2 = 8$$

$$3^3 = 3 \times 3 \times 3 = 27$$

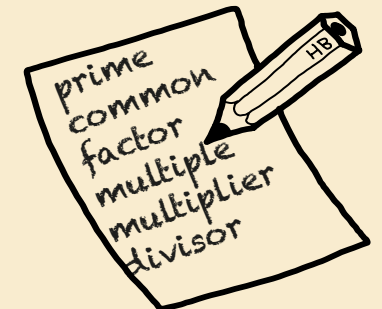
A **cube number** is the result of multiplying a whole number by itself, then by itself again.



If I know... then I also know... because...

Factors of 15 = {1, 3, 5, 15}  
Factors of 21 = {1, 3, 7, 21}  
1 and 3 are common factors of 15 and 21

Multiples of 3 are 3, 6, 9, 12  
Multiples of 4 are 4, 8, 12, 16  
12 is a common multiple of 3 and 4



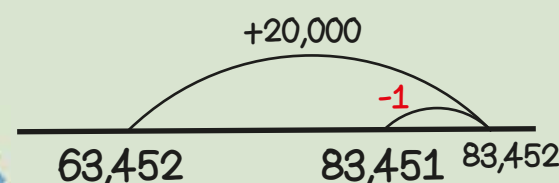
## Year 5 Term 2



63,452 + 19,999  
Round then adjust

10,000s	1000s	100s	10s	1s
10,000 10,000	1000 1000	100 100	10 10	1 1
10,000 10,000	1000	100 100	10 10	1
10,000 10,000			10	
10,000 10,000				

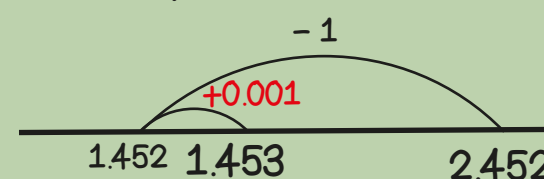
Add 20,000 then **subtract 1**



2.452 - 0.999  
Round then adjust

1s	$\frac{1}{10}$ s	$\frac{1}{100}$ s	$\frac{1}{1000}$ s
1 1	0.1 0.1	0.01 0.01	0.001 0.001
	0.1 0.1	0.01 0.01	
		0.01	0.001

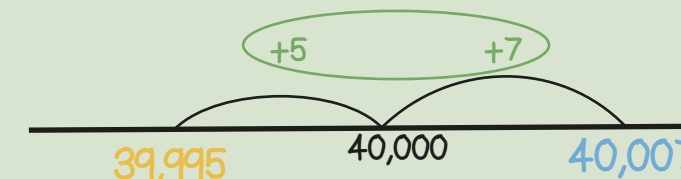
Take away 1 then **add 1 thousandth**



40,007 - 39,995  
Find the difference between two numbers

40,007
39,995
12

Count on 5 from 39,995 to 40,000, then 7 more so the difference between them is 12



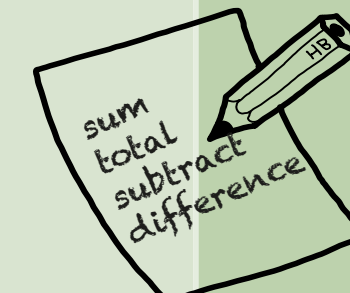
## Written methods

$$\begin{array}{r} 25,648 \\ + 42,524 \\ \hline 68,172 \end{array}$$

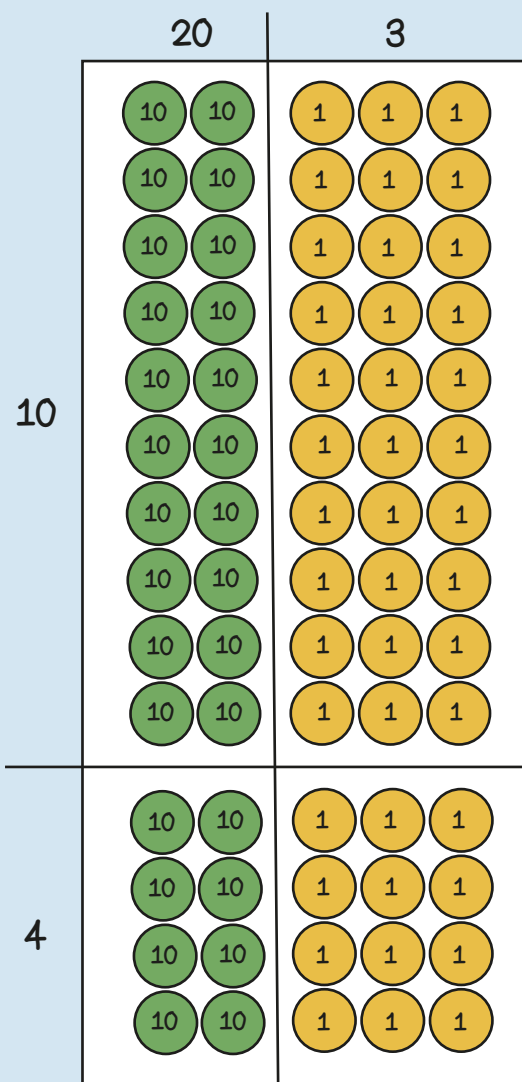
$$\begin{array}{r} 45,748 \\ - 26,374 \\ \hline 19,374 \end{array}$$

$$\begin{array}{r} 25.648 \\ + 42.524 \\ \hline 68.172 \end{array}$$

$$\begin{array}{r} 45.748 \\ - 26.374 \\ \hline 19.374 \end{array}$$



$$23 \times 14$$



10	20	3
	200	30
4	80	12

$$\begin{array}{r} 23 \\ \times 14 \\ \hline 92 \\ 230 \\ \hline 322 \end{array}$$

When I multiply the multiplicand by the tens digit of the multiplier I put a zero in the ones column.

$$\begin{array}{r} 623 \\ \times 67 \\ \hline 4361 \\ 37380 \\ \hline 41741 \end{array}$$

In my head?  
With jottings?  
Formal written method?

$$426 \times 50 = 426 \times 100 \div 2 \\ = 42600 \div 2 \\ = 21300$$

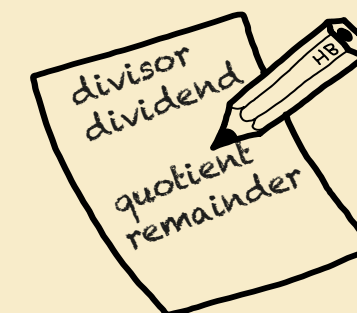
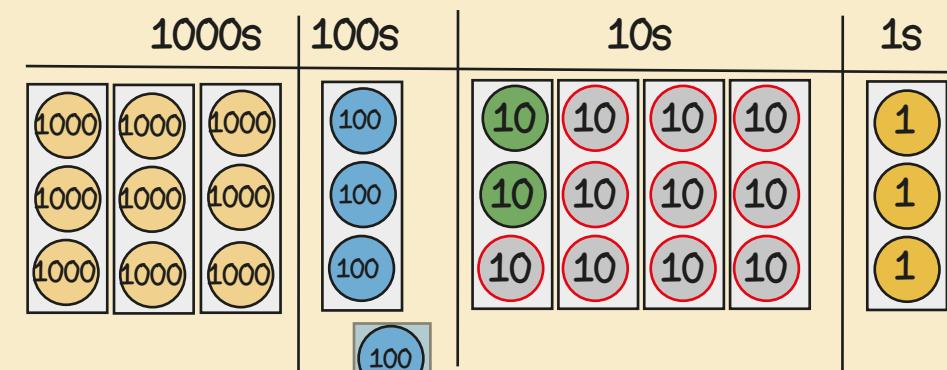
$$30 \times 99 = 30 \times 100 - 30 \times 1 \\ = 3000 - 30 \\ = 2970$$

$0.4 \times 7 = ?$   
If I know  $4 \times 7 = 28$   
then I also know that  $0.4 \times 7 = 2.8$   
because it is ten times smaller.

$2.4 \times 3 = ?$   
If I know  $24 \times 3 = 72$   
then I also know  $2.4 \times 3 = 7.2$   
because it is ten times smaller.

$$\begin{array}{r} 24 \\ \times 3 \\ \hline 72 \end{array}$$

$$9423 \div 3 \quad \begin{array}{r} 3141 \\ 3 \overline{)9423} \end{array}$$



If I know...  
then I also know...  
because...

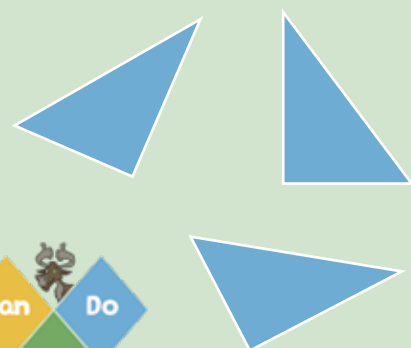
$$0576r1 \quad \begin{array}{r} 0576r1 \\ 6 \overline{)3437} \end{array}$$

1	6
2	12
4	24
5	30
8	48
10	60

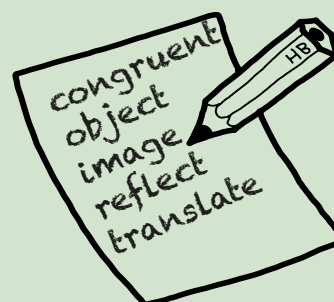
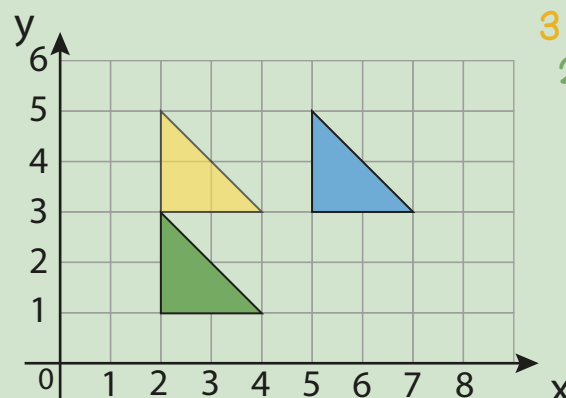
Year 5 Term 3



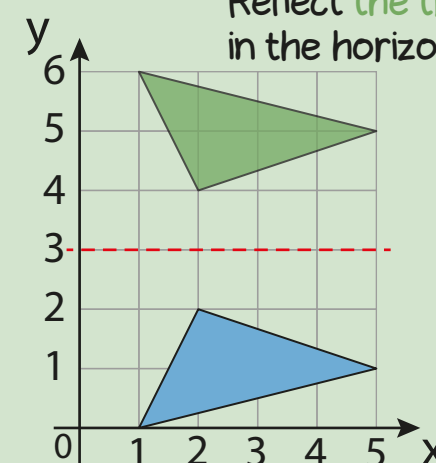
Congruent shapes are exactly the same shape and size.



Translate the triangle 3 squares left and 2 squares down.

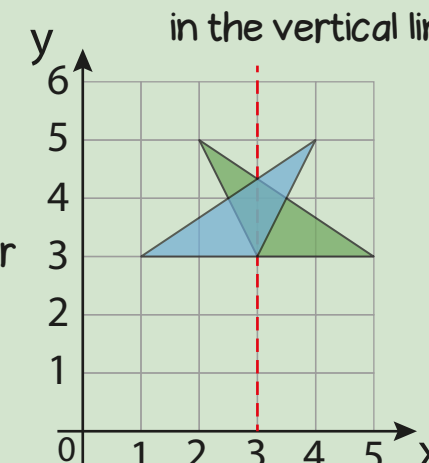


Reflect the triangle in the horizontal line.



The image is the same distance from the mirror line as the object.

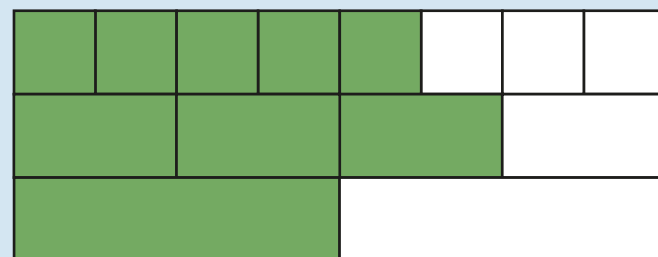
Reflect the triangle in the vertical line.





Use equivalence to compare

$$\frac{5}{8} \quad \frac{3}{4} \quad \frac{1}{2}$$

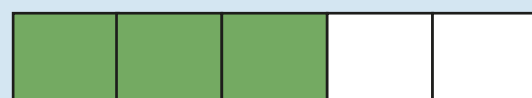


$$\frac{3}{4} = \frac{6}{8}$$

$$\frac{1}{2} = \frac{4}{8}$$

$$\frac{1}{2} < \frac{3}{4} < \frac{5}{8}$$

$$\frac{3}{5}$$

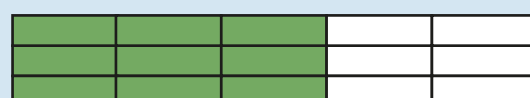


If there are 2 times as many equal parts, then there are 2 times as many shaded parts

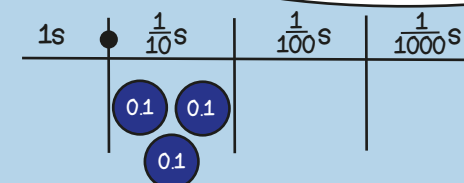
$$\frac{3}{5} = \frac{6}{10}$$



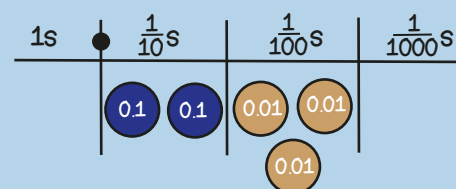
$$\frac{3}{5} = \frac{9}{15}$$



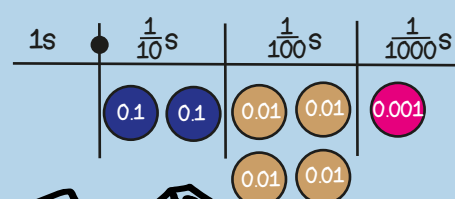
Decimals as fractions



$$0.3 = \frac{3}{10}$$

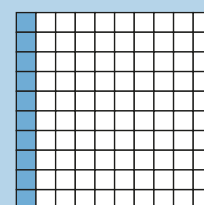


$$0.23 = \frac{23}{100}$$



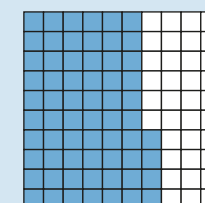
$$0.241 = \frac{241}{1000}$$

denominator  
numerator  
equivalence  
thousandths  
percentage

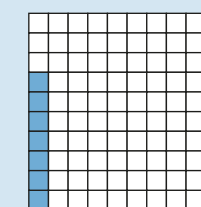


$$\frac{10}{100} = \frac{1}{10}$$

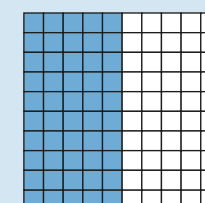
Percentage, decimal, fraction equivalence



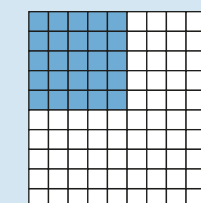
$$\frac{64}{100} = 0.64 = 64\%$$



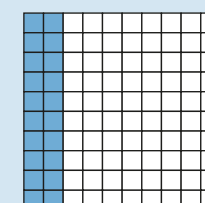
$$\frac{7}{100} = 0.07 = 7\%$$



$$\frac{1}{2} = \frac{50}{100} = 0.5 = 50\%$$



$$\frac{1}{4} = \frac{25}{100} = 0.25 = 25\%$$



$$\frac{1}{5} = \frac{20}{100} = 0.2 = 20\%$$

If I know  $\frac{1}{5} = 20\%$  then I also know... because...

Year 5 Term 4



Converting units by multiplying and dividing by 10, 100 and 1000

$$13.6 \times 10$$

move digits 1 place left

$$13.6 \times 1000$$

move digits 3 places left

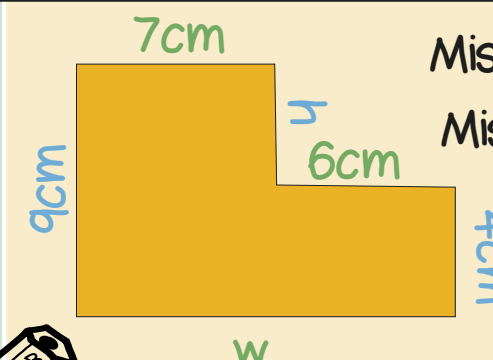
$$13.6 \div 10$$

move digits 1 place right

$$13.6 \div 100$$

move digits 2 places right

imperial  
metric  
convert  
perimeter  
rectilinear

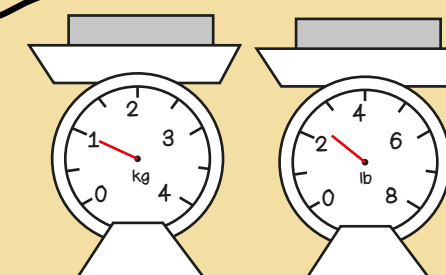
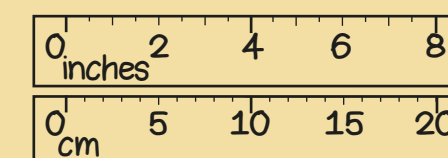


$$\text{Missing width} = w = 7 + 6 = 13\text{cm}$$

$$\text{Missing height} = h = 9 - 4 = 5\text{cm}$$

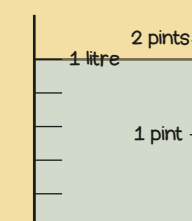
$$\text{Perimeter} = 9 + 7 + h + 6 + 4 + w = 44\text{cm}$$

$$2.5\text{cm} = \text{approximately } 1 \text{ inch}$$



$$1\text{kg} = \text{approximately } 2 \text{ pounds}$$

$$1 \text{ litre} = \text{approximately } 2 \text{ pints}$$



M	HTh	TTh	Th	100s	10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					1	3	6		
				1	3	6			
		1	3	6	0	0			
						1	3	6	
						0	1	3	6

Ten times greater

Ten times smaller

$$1\text{m} = 100 \text{ cm}$$

$$13.6 \times 100 = 1360$$

$$\text{so } 13.6\text{m} = 1360\text{cm}$$

$$1\text{km} = 1000 \text{ m}$$

$$13.6 \times 1000 = 13600$$

$$\text{so } 13.6\text{km} = 13,600\text{m}$$

$$1\text{l} = 1000 \text{ ml}$$

$$13600 \div 1000 = 13.6$$

$$\text{so } 13,600\text{ml} = 13.6\text{litres}$$

$$1\text{cm} = 10 \text{ mm}$$

$$13.6 \times 10 = 136$$

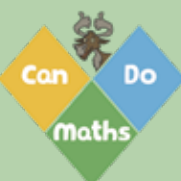
$$\text{so } 13.6\text{cm} = 136\text{mm}$$

When converting from a larger unit to a smaller unit, multiply because there will be more of them.

$$1\text{kg} = 1000 \text{ g}$$

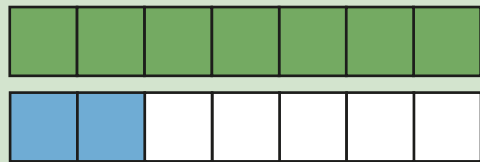
$$1360 \div 1000 = 1.36$$

$$\text{so } 1360\text{g} = 1.36\text{kg}$$



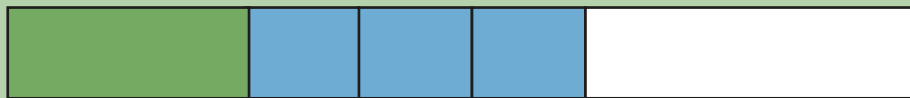
$$\frac{9}{7} = 1\frac{2}{7}$$

One and two sevenths  
is the whole  
One is a part  
Two sevenths is a part



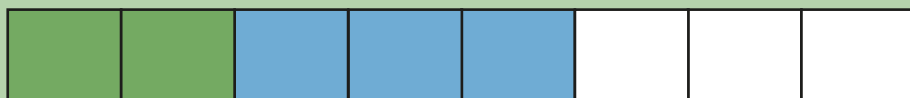
$$\frac{1}{4} + \frac{3}{8} =$$

I can't describe  
the sum!.



$$\frac{1}{4} = \frac{2}{8}$$

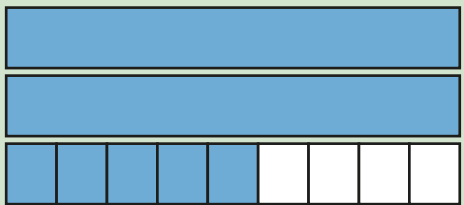
Find a common  
denominator.



$$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

I can add fractions  
with the same  
denominator.

$$2\frac{5}{9} + \frac{2}{9} =$$



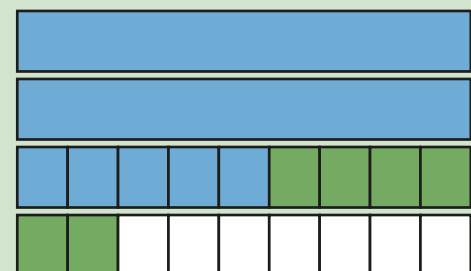
Add the fractions by finding  
a common denominator.

$$\frac{2}{9} = \frac{6}{27}$$



$$2\frac{5}{9} + \frac{6}{9} = 2\frac{11}{9}$$

$$= 3\frac{2}{9}$$



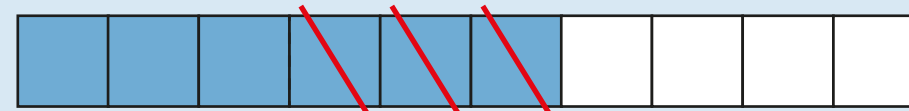
$$\frac{3}{5} - \frac{3}{10} =$$

How can I  
subtract  $\frac{3}{10}$ ?



$$\frac{3}{5} = \frac{6}{10}$$

Find a common  
denominator.



$$\frac{6}{10} - \frac{3}{10} = \frac{3}{10}$$

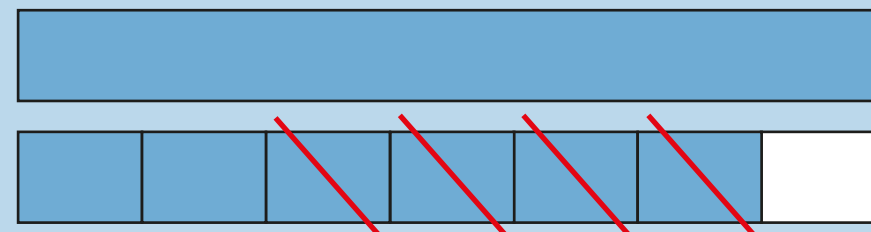
I can subtract  
fractions with the  
same denominator.

## Year 5 Term 5



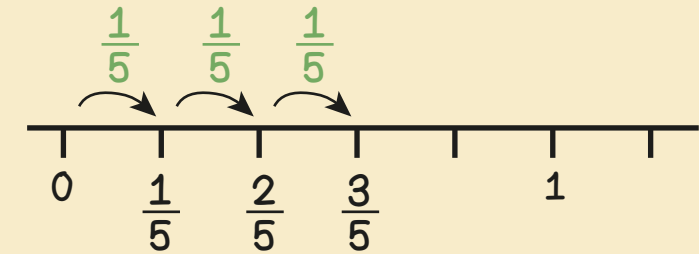
$$1\frac{6}{7} - \frac{4}{7} =$$

I can subtract  
fractions with the  
same denominator.



$$1\frac{6}{7} - \frac{4}{7} = 1\frac{2}{7}$$

$$\frac{1}{5} \times 3 = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{3}{5}$$

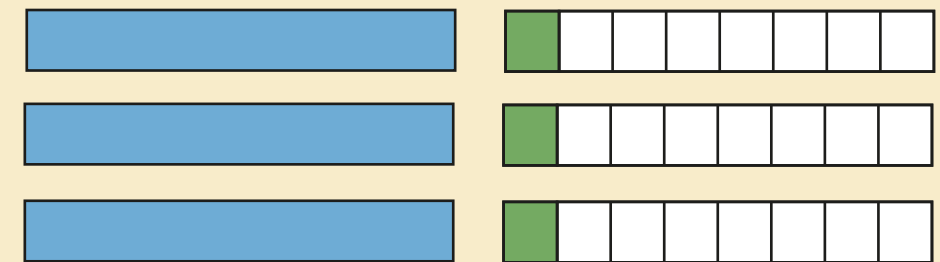


$$1\frac{1}{8} \times 3 =$$

$$1 \times 3$$

+

$$\frac{1}{8} \times 3$$



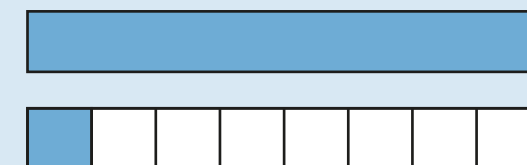
$$3 +$$

$$\frac{3}{8}$$

$$1\frac{1}{8} \times 3 = 3\frac{3}{8}$$

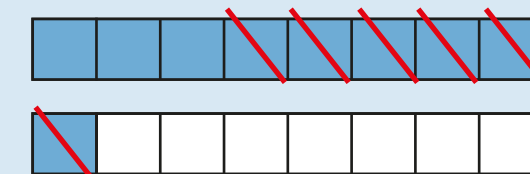
$$1\frac{1}{8} - \frac{3}{4} =$$

How can I  
subtract  $\frac{3}{4}$ ?



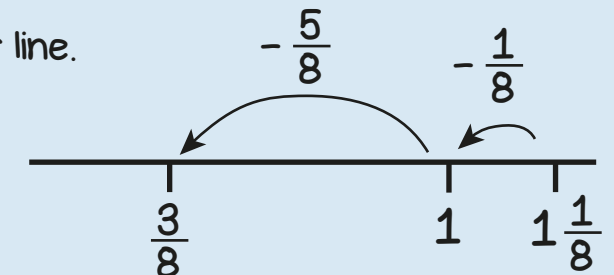
$$\frac{3}{4} = \frac{6}{8}$$

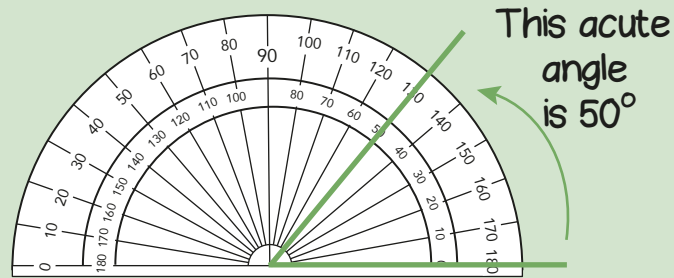
Find a common  
denominator.



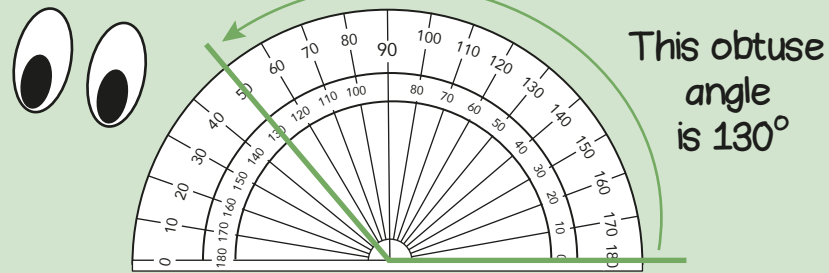
$$1\frac{1}{8} - \frac{6}{8} = \frac{3}{8}$$

Or on a number line.





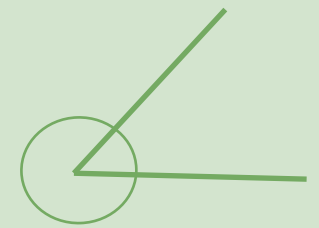
An acute angle is less than  $90^\circ$



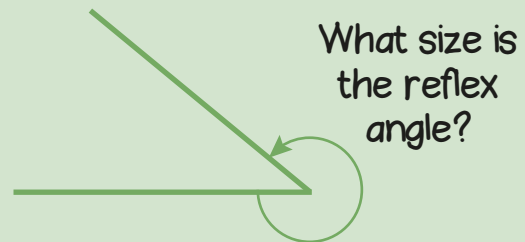
An obtuse angle is more than  $90^\circ$  and less than  $180^\circ$



The sum of the angles at a point on a straight line is  $180^\circ$



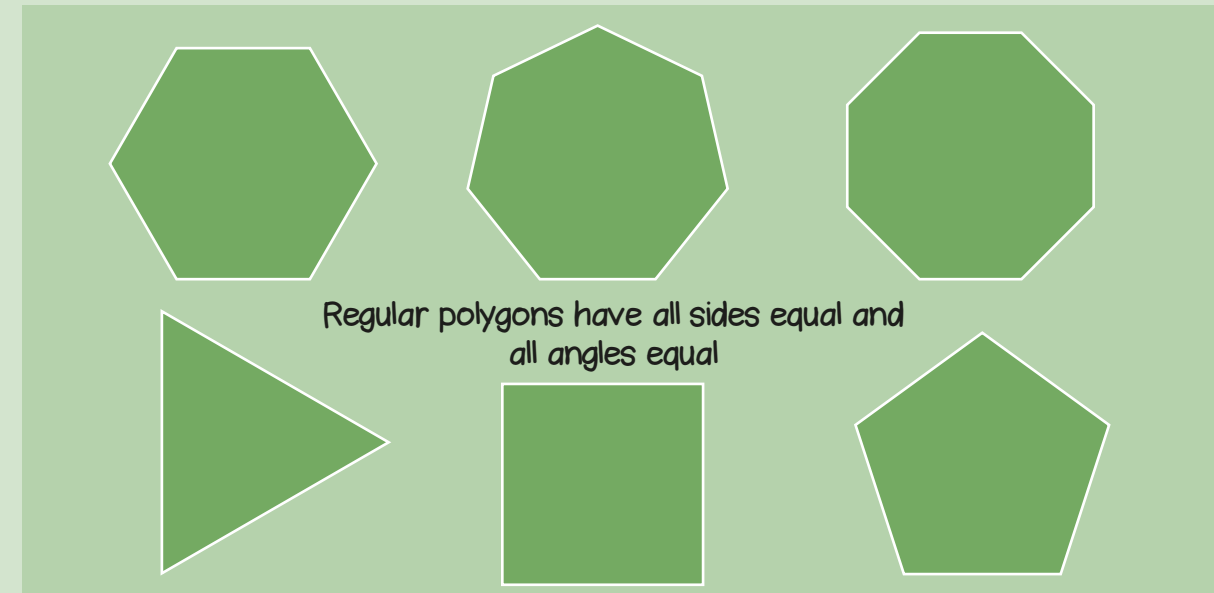
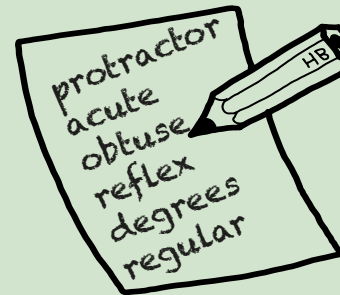
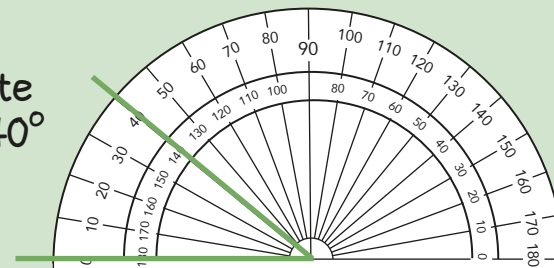
The sum of the angles at a point is  $360^\circ$



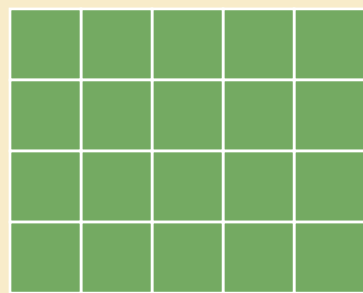
A reflex angle is more than  $180^\circ$  and less than  $360^\circ$

The acute angle is  $40^\circ$

The reflex angle is  $360^\circ - 40^\circ = 320^\circ$



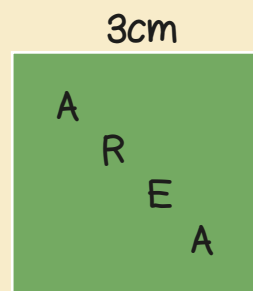
## Year 5 Term 6



4 rows of 5 = 20 squares



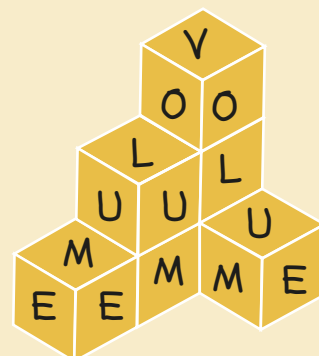
Area of rectangle = length x width  
 $= 5 \times 4$   
 $= 20\text{cm}^2$



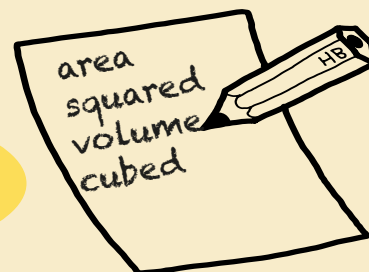
Area of the square =  $3^2$   
 $= 3 \times 3$   
 $= 9\text{cm}^2$

The area of a shape is the amount of space inside a shape

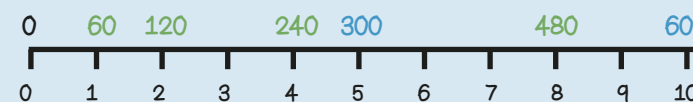
Volume is the amount of space a 3D shape takes up



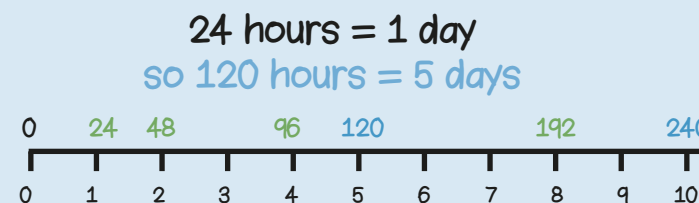
The volume is 7 cubes or  $7\text{cm}^3$



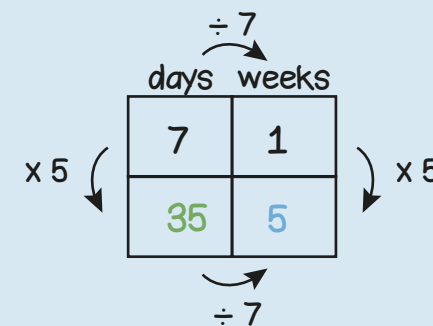
60 seconds = 1 minute  
 so 240 seconds = 4 minutes



60 minutes = 1 hour  
 so 240 minutes = 4 hours



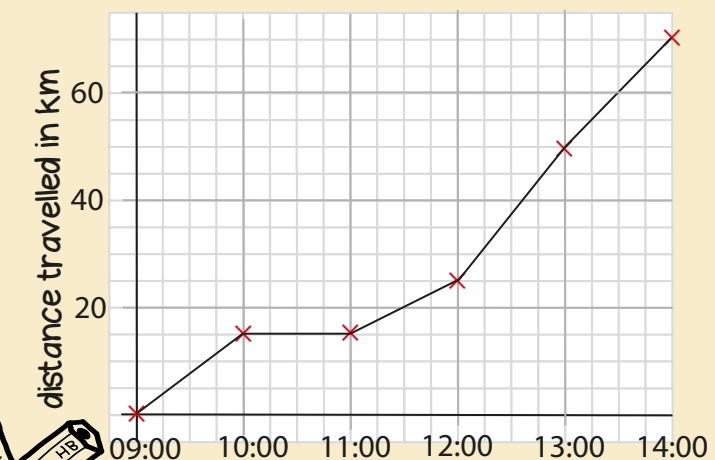
7 days = 1 week  
 35 days = 5 weeks



### Bus timetable

Ashley	09:30	11:50	16:15
Barton	10:10	12:30	17:00
Calford	10:52	13:12	17:44
Digley	11:08	13:28	18:02

The 11:50 bus from Ashley takes 1 hour and 22 minutes to reach Calford



From 11a.m. to 1p.m. they travelled 35km

