

Last term (Y5)

Match the Roman numerals to the numbers.

DC	460
CD	950
CCCXX	400
DXC	590
CML	600
CDLX	320

Previous learning...

Write <, > or = to make the statements correct.

62,520 ○ 602,250

3,218,000 ○ 399,875

426,000 ○ forty-four thousand

990,099 ○ one million

We are currently learning...

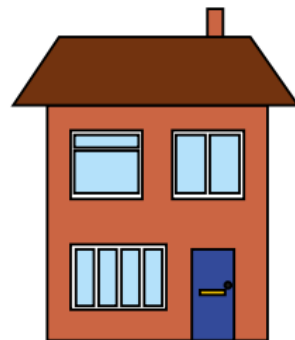
In April 2021, the average price of a house in England was £273,486

Round this price to the nearest £100,000

Round this price to the nearest £10,000

Round this price to the nearest £1,000

Which do you think is the most appropriate number to round the price to?



We are learning next...

The table shows the temperatures in four places on a day in January.

Bradford	2 °C
Harlow	-3 °C
Aberdeen	-7 °C
Southampton	4 °C

Which place has the lowest temperature?

Work out the difference between the temperature in Harlow and the temperature in Southampton.

The next day the temperature in Bradford dropped by 6 °C. Work out the new temperature in Bradford.

Last term (Y5)

$$460 \div 10$$

$$5,300 \div 100$$

$$62,000 \div 1,000$$

Divide each number by 10, 100 and 1,000

$$80,000$$

$$300,000$$

$$547,000$$

Previous learning...

Fill in the missing numbers.

$$824,309 = 800,000 + \underline{\quad} + 4,000 + 300 + 9$$

$$6,413,085 = \underline{\quad} + 80$$

$$58,904 = 50,000 + \underline{\quad} + 4$$

$$947,812 - 400,000 = \underline{\quad}$$

$$947,812 - 4,000 = \underline{\quad}$$

$$947,812 - 400 = \underline{\quad}$$

$$5,198,264 - \underline{\quad} = 5,098,264$$

$$5,198,264 - \underline{\quad} = 5,191,264$$

We are currently learning...

Work out the additions.

$$\begin{array}{r} 6 2 3 \\ + 3 5 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 6 4 7 \\ + 8 6 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 4 6 0 8 \\ + 2 9 0 8 7 \\ \hline \end{array}$$

Work out the subtractions.

$$\begin{array}{r} 7 5 2 \\ - 3 1 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 1 6 \\ - 5 3 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 4 6 0 8 \\ - 1 2 7 2 7 \\ \hline \end{array}$$

We are learning next...

List the factors of 24

List the factors of 36

What are the common factors of 24 and 36?

- Here is a table for sorting numbers.

Write one number in each box.

	Multiple of 8	Not a multiple of 8
Multiple of 5		
Not a multiple of 5		

Compare answers with a partner.

Last term (Y5)

A square number is found by multiplying a number by itself.

$5^2 = 5 \times 5$ and is said as "5 squared".

What is the value of 5^2 ?

Work out the values of the square numbers.

4^2	9^2	10^2	8^2	7^2
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Previous learning...

Write the numbers in numerals.

two million, eighty-three thousand and twelve

two million, eight hundred and three thousand and twenty

two million, eight hundred and twenty-three thousand and twelve

Write 500,000 in words.

Write the number "three and a half million" in numerals.

We are currently learning...

Decide if each statement is true or false.

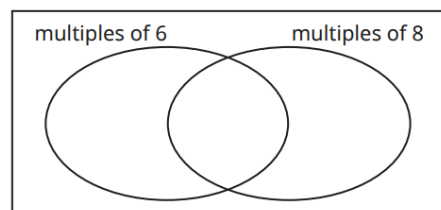
5 is a factor of both 95 and 75

3 is a common factor of 45 and 54

4 is not a common factor of 56 and 80

Write the numbers in the sorting diagram.

12 18 40 6 48 24 16 42 56 54 30



We are learning next...

- What is a prime number?
- What is a composite number?
- How many factors does a prime number have?
- Why is 1 not a prime number?
- How can you find the prime factors of a number?
- Are the multiples of prime numbers also prime?

Which of these numbers are prime and which are composite?

30	31	32	33	34
35	36	37	38	39

Last term (Y5)

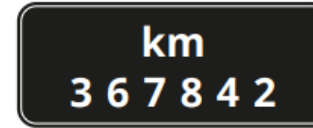
▶ $\frac{2}{5} \times 4$ ▶ $2 \times \frac{3}{5}$ ▶ $\frac{3}{10} \times 5$ ▶ $\frac{2}{9} \times 9$

Complete the multiplications.
Give your answers as mixed numbers.

▶ $\frac{3}{13} \times 5$ ▶ $6 \times \frac{5}{7}$ ▶ $\frac{6}{11} \times 9$ ▶ $8 \times \frac{7}{12}$

Previous learning...

The meter shows the number of kilometres a car has travelled.



Ron writes the number as 3,678,42

Explain Ron's mistake.

Are the statements true or false?

Adding ten thousand to a number only ever changes the digits in exactly one column.

The number consisting of 70 thousands and 400 ones is 700,400

3 ten-thousands is the same as 30 thousands.

400 hundreds is the same as 4 ten-thousands.

A large number added to a large number is always a large number.

A large number subtracted from a large number is always a large number.

We are currently learning...

Write >, < or = to make the statements correct.

3^3 ○ 4^2

8^2 ○ 4^3

11^2 ○ 5^3

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

Shade all the square numbers.
Use a different colour to shade the multiples of 4
What do you notice?

We are learning next...

Complete the calculations.

$$\begin{array}{r} \\ \\ \times \\ \hline \\ + \\ \hline \end{array}$$

(23 × 4)
(23 × 60)

$$\begin{array}{r} \\ \\ \times \\ \hline \\ + \\ \hline \end{array}$$

(312 × 3)
(312 × 20)

Work out the multiplications.

$$\begin{array}{r} \\ \\ \times \\ \hline \\ \\ \hline \end{array}$$

$$\begin{array}{r} \\ \\ \times \\ \hline \\ \\ \hline \end{array}$$

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Previous learning...

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$$947,812 - 400,000 = \underline{\hspace{2cm}}$$

$$947,812 - 4,000 = \underline{\hspace{2cm}}$$

$$947,812 - 400 = \underline{\hspace{2cm}}$$

We are currently learning... equivalent fractions

▶ $\frac{4}{5} = \frac{\square}{20}$ ▶ $\frac{4}{5} = \frac{20}{\square}$ ▶ $\frac{\square}{7} = \frac{9}{21}$ ▶ $\frac{4}{7} = \frac{\square}{21}$

Use division to write the fractions in their simplest form.

▶ $\frac{12}{15} = \frac{4}{\square}$ ▶ $\frac{12}{20} = \frac{\square}{5}$ ▶ $\frac{16}{24} = \frac{2}{\square}$

▶ $\frac{10}{12} = \frac{\square}{\square}$ ▶ $\frac{6}{30} = \frac{\square}{\square}$ ▶ $\frac{24}{40} = \frac{\square}{\square}$

We are learning next... adding and subtracting simple fractions



$$\frac{1}{3} + \frac{5}{12}$$

Work out the additions.

▶ $\frac{1}{3} + \frac{1}{12}$ ▶ $\frac{1}{3} + \frac{7}{12}$ ▶ $\frac{2}{3} + \frac{1}{12}$

Work out the subtractions.

▶ $\frac{2}{3} - \frac{2}{9}$ ▶ $\frac{1}{3} - \frac{2}{9}$ ▶ $\frac{2}{3} - \frac{5}{9}$

Last term (Y5)

Which numbers round to 4,600 to the nearest 100?

4,620

4,605

4,590

4,545

4,499

4,650

Previous learning...

- Write the numbers in ascending order.

6,503,102

651,300

6,550,021

690,210

- Which calculation has the greater answer?

600,000 + 50,000 + 7,000

400,000 + 256,000

We are currently learning...

$\frac{1}{4} + \frac{2}{3}$

$\frac{1}{4} + \frac{1}{5}$

$\frac{1}{4} + \frac{3}{5}$

- What common denominator would you use to add each pair of fractions?

$\frac{2}{4}$ and $\frac{1}{5}$

$\frac{1}{6}$ and $\frac{2}{5}$

$\frac{1}{3}$ and $\frac{5}{7}$

$\frac{3}{8}$ and $\frac{4}{7}$

Find the sum of each pair.

We are learning next...

- What method would you use to work out the additions?

$3\frac{2}{7} + 4$

$3\frac{2}{7} + \frac{4}{7}$

$3\frac{2}{7} + 4\frac{4}{7}$

$1\frac{2}{7} + 3\frac{2}{7}$

$3\frac{2}{7} + 1\frac{4}{7}$

$2\frac{1}{7} + 3\frac{5}{7}$

$2\frac{1}{7} + 3\frac{6}{7}$

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$$80,000$$

$$300,000$$

$$547,000$$

We are currently learning...

$$2\frac{5}{6} \times 3$$

$$1\frac{3}{7} \times 5$$

$$3 \times 2\frac{2}{3}$$

$$1\frac{1}{6} \times 4$$

$$2\frac{2}{5} \times 3$$

$$1\frac{5}{7} \times 3$$

$$2 \times 1\frac{3}{4}$$

$$1\frac{1}{6} \times 2$$

Previous learning...

-



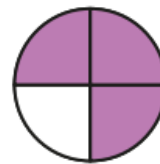
My number rounds to 38,000 to the nearest thousand.

What is the greatest possible value of Dexter's number?

What is the smallest possible value of Dexter's number?

We are learning next...

- Use the diagrams to help you work out the divisions.



$$\frac{3}{4} \div 3 = \underline{\quad}$$



$$\frac{4}{7} \div 4 = \underline{\quad}$$



$$\frac{4}{7} \div 2 = \underline{\quad}$$

Last term (Y5)

A square number is found by multiplying a number by itself.

$5^2 = 5 \times 5$ and is said as "5 squared".

What is the value of 5^2 ?

Work out the values of the square numbers.

4²
9²
10²
8²
7²


Previous learning...

- Complete the number sequences.

▶ 8, 5, 2, ,

▶ -11, , -3, 1,

A company has plans to construct a building with floors above and below ground.



If we build from floor -10 to floor 10, we will have 20 floors in total.

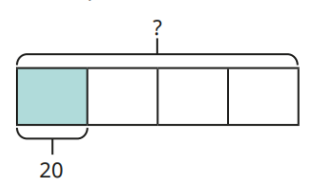
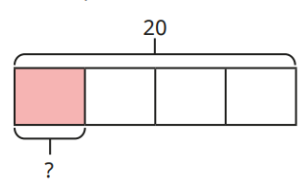
Do you agree? Explain your answer.

We are currently learning...

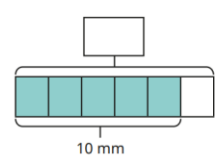
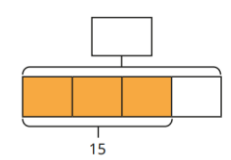
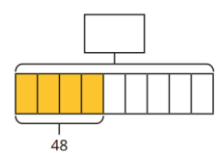
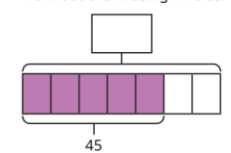
Complete the calculations.

$\frac{1}{4}$ of 20 = _____

$\frac{1}{4}$ of _____ = 20



- Work out the missing wholes.



We are learning next...

Sort the units of measurement into the table.

km
l
kg
mm
tonnes
g
cm
ml
m

Length	Mass	Capacity

Last term (Y5) Write $<$, $>$ or $=$ to compare the calculations.

5 squared 4 cubed

5^3 8^2

1^2 1^3

45 squared 45 cubed

Previous learning...

- Use ticks and crosses to complete the table.

	Is the number divisible by ...?				
	3	4	6	9	11
87					
96					
99					
216					
702					

We are currently learning...

- Esther drinks 250 ml of juice.
Kim drinks 3 times as much.
 - How much does Kim drink?
Give your answer in litres.
 - How much do Esther and Kim drink in total?



- Brett has a piece of ribbon measuring 1.75 m.
He is given a second piece of ribbon.
Now he has 296 cm of ribbon in total.
How long is the second piece of ribbon in centimetres?



We are learning next...

There are 1,000 g in 1 kg and 1,000 kg in 1 tonne.

Use this fact to complete the tables.

g	kg
3,000	
	4
2,500	

kg	tonnes
7,000	
	8
9,500	

Last term (Y5)

A prime number has exactly two factors: 1 and itself.

A composite number has more than two factors.

Sort the numbers into the table.

12 2 7 20 9 15 3 17 21

	Prime	Composite
Even		
Odd		

Previous learning...

Write $>$, $<$ or $=$ to make the statements correct.

$$3^3 \bigcirc 4^2$$

$$8^2 \bigcirc 4^3$$

$$11^2 \bigcirc 5^3$$

We are currently learning...

• Use the fact 5 miles \approx 8 km to complete the conversions.

▶ 10 miles \approx _____ km ▶ 32 km \approx _____ miles

▶ 15 miles \approx _____ km ▶ 40 km \approx _____ miles

▶ 25 miles \approx _____ km ▶ 64 km \approx _____ miles

We are learning next...

Sort the units of measurement into the table.

millilitre centimetre mile gram litre

stone inch metre millimetre tonne

gallon ounce pound foot kilometre

	Length	Mass	Capacity
Metric			
Imperial			

Last term (Y5)

▶ $3\frac{4}{9} + 2\frac{1}{9}$ ▶ $1\frac{2}{7} + 4\frac{3}{7}$ ▶ $5\frac{11}{15} + 3\frac{2}{15}$

Now – remember to change the denominator so they are the same

▶ $3\frac{1}{4} + 2\frac{3}{8}$ ▶ $4\frac{1}{9} + 3\frac{2}{3}$ ▶ $2\frac{5}{12} + 2\frac{1}{3}$

We are currently learning...

1 inch ≈ 2.5 cm

1 foot = 12 inches

Use these key facts to complete the conversions.

- ▶ 2 inches ≈ _____ cm
- ▶ _____ inches ≈ 7.5 cm
- ▶ _____ inches ≈ 25 cm
- ▶ 12 inches ≈ _____ cm
- ▶ 2 feet = _____ inches
- ▶ 5 feet = _____ inches
- ▶ 20 feet = _____ inches
- ▶ 100 feet = _____ inches

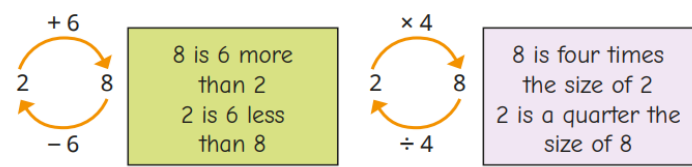
Previous learning.

- Five boxes of toy trains cost £120
Each box contains 6 trains.
How much does each train cost?
- Dr Patel can type 40 words a minute.
How many words can she type in an hour?
How long does it take Dr Patel to type 1,000 words?
- A headteacher has £2,000 to spend on new furniture.
He wants to buy 15 desks for £79 each and 30 chairs for £29 each.
Does he have enough money?



We are learning next...ratio

- The relationship between 2 and 8 can be described as additive or multiplicative.



Complete the models to show the additive and multiplicative relationships.

