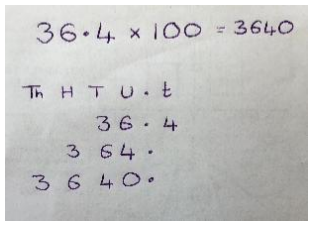
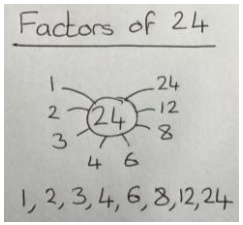
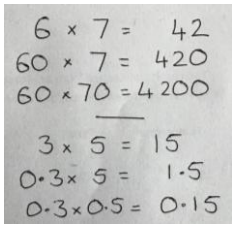
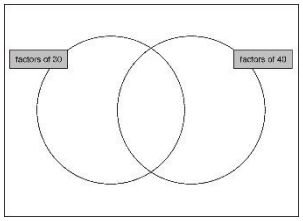
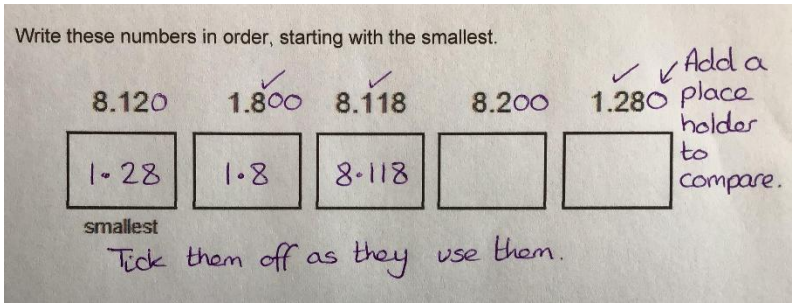
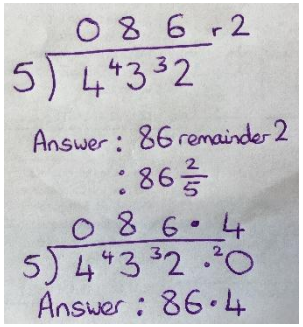
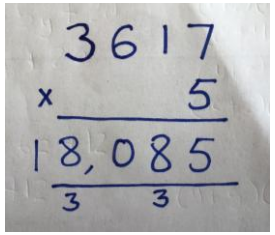
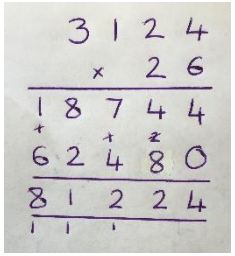
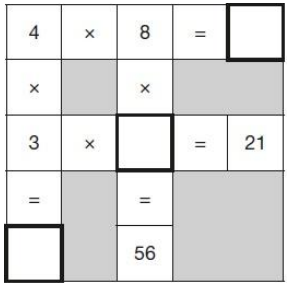
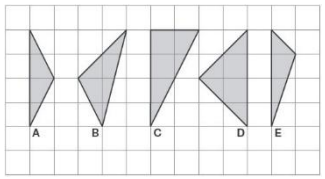
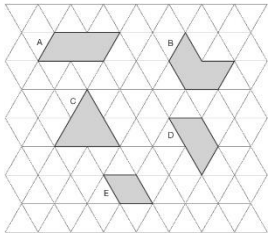
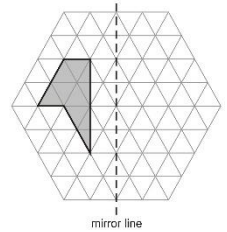
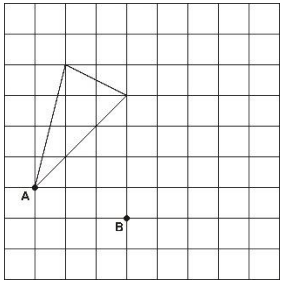
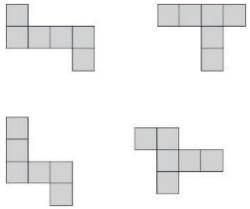
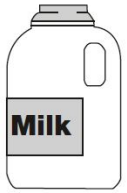
Key stage 2 Scheme of Work 2026-27 - Year 5
Autumn Term

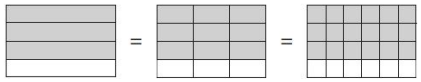
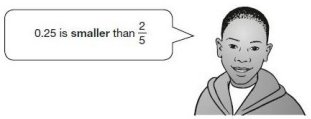
This table provides an overview of the curriculum for Year 5 for the Autumn Term. Pupils will be given the opportunity to master new methods and develop fluency through a range of problem solving lessons, calculation papers and times-tables challenges.

Week	Topic	Example Questions/Working
1-4 w/c 1/9 7/9 14/9 21/9	**Block 5A1 Number** – Place Value and mental calculation ***Deconstructing Word Questions – More Than, Less Than*** • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • solve number problems and practical problems that involve all of the above • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • multiply and divide numbers mentally, drawing upon known facts (Focus on knowledge of times tables and related division facts) • read, write, order and compare numbers with up to 3 decimal places (Use place value counters and bookmarks to understand the value of the digits) • solve problems involving number up to 3 decimal places • round decimals with 2 decimal places to the nearest whole number and to 1 decimal place (Place numbers on a number line and use this to help round numbers) • round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 Place the numbers on a number line and use this to help round the numbers) Prior Knowledge	   Write these numbers in the correct places on the diagram. **5 6 7 8**  Circle the number that is **10 times** greater than nine hundred and seven. 9,700 907 9,007 970 9,070 What number is 1,000 **less** than 9,072? Look at this number. 23,451.96 Write the **digit** that is in the hundreds place. Write the **digit** that is in the hundredths place.

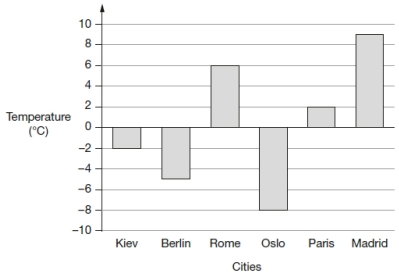
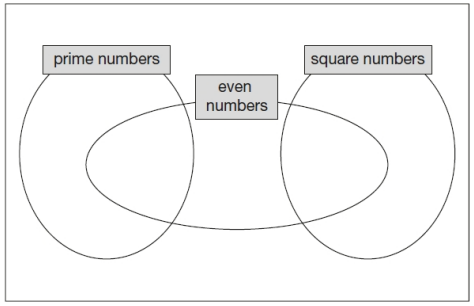
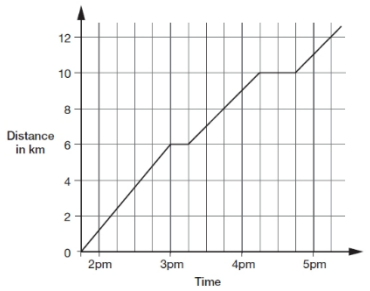
Week	Topic	Example Questions/Working
	• recall multiplication and division facts for multiplication tables to 12 x 12 *(Y4 POS)* • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) *(Y4 POS)* • *Order and compare numbers beyond 1000 (Y4 POS)* • round any number to the nearest 10, 100 or 1000 (Y4 POS) • round decimals with one decimal place to the nearest whole number (Y4 POS) • *find 1000 more or less than a given number (Y4 POS)* • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit (Block 5A1) • compare numbers with the same number of decimal places up to two decimal places. (Y4 POS)	What is the value of the digit 9 in the number 697,432 ? Circle the correct answer. **nine thousand** **nine hundred** **ninety thousand** **nine million** **nine hundred thousand** 
5-6 w/c 28/9 5/10	**Block 5A5 Calculation** ***Deconstructing Word Questions – Multistep Additive*** ➢ multiply and divide numbers mentally, drawing upon known facts ➢ multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 ➢ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ➢ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ➢ divide numbers up to 4 digits by a one-digit number using the formal written method of short	   Ken is playing a game. He has 4,289 points. Then he scores another 355 points. Ken's target is 6,000 points.

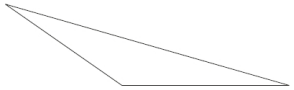
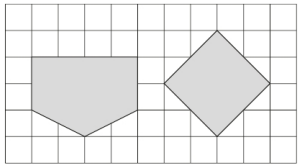
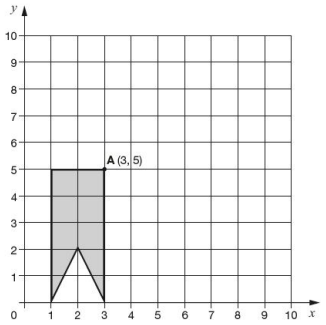
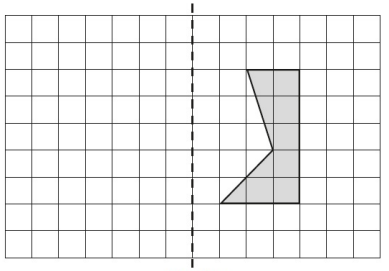
Week	Topic	Example Questions/Working
	division and interpret remainders appropriately for the context ➢ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Prior Knowledge • recall multiplication and division facts for multiplication tables to 12 x 12 *(Y4 POS*) • Add and subtract numbers with p to 4 digits using the formal written method (Y4 POS) • Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout (Y4 POS) • add and subtract numbers mentally with increasingly large numbers (5A1) • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) *(Y4 POS)*	How many **more** points does Ken need to reach his target? A toy shop orders 11 boxes of marbles. Each box contains 6 bags of marbles. Each bag contains 45 marbles. How many **marbles** does the shop order in total? In this grid, there are four multiplications. Write the **three** missing numbers. 
7-8 w/c 12/10 19/10	**Block 5A2 Shape** – Geometry - Properties, Position and Direction. ***Deconstructing Word Questions – The Sum, The difference*** *Spend time checking pupil's ability to name and describe the properties of 2D and 3D shapes.* • distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed *(When teaching reflection/*	Here are five shaded triangles on a square grid. Write the letter of each triangle that has a **right angle**. Write the letter of each triangle that has **two equal sides**. Name each type of triangle.   Here are five shapes made from equilateral triangles. Write the letter of the shape that is a **rhombus**. Write the letter of the shape that has only **one** pair of parallel sides.

Week	Topic	Example Questions/Working
	translation spend time revising the work covered in Y4, compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes) Prior Knowledge • identify and describe the properties of 2D and 3D shapes (edges, vertices and faces) *(Y4 POS)* • compare and classify geometric shapes including quadrilaterals and triangles based on their properties and sizes (Y4 POS) • *draw 2-D shapes (Y3 POS)* • *identify acute and obtuse angles and lines of symmetry (Y4 POS)* • *describe movements between positions as translations of a given unit to the left/right and up/down (Y4 POS)*	Draw the reflection of the shaded shape in the mirror line.   Here is a triangle on a square grid. The triangle is translated so that point **A** moves to point **B**. Draw the triangle in its new position. Use a ruler. Here are four diagrams. On each one put a tick (✔) if it is a net of a cube. Put a cross (✗) if it is not. 
9-10 w/c 2/11 9/11	**Block 5A3 Measures and problem solving** – ***Deconstructing Word Questions – Compare the Information*** ➢ convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] ➢ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ➢ read, write, order and compare numbers with up to 3 decimal places	Write the missing numbers. 60 months = ☐ years 72 hours = ☐ days 84 days = ☐ weeks A bottle contains 568 millilitres of milk. Jack pours out **half a litre**.  How much milk is left?

Week	Topic	Example Questions/Working
	➢ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling ➢ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number *(Revision from Y4 POS)* Finding fractions of measures Prior Knowledge ➢ convert between different units of measure (eg km to m) (Y4 POS) ➢ Use formal methods of calculation for all four operations (Block 5A3) ➢ compare numbers with the same numbers of decimal places up to 2 decimal places (Y4 POS)	Write these numbers in order of size, starting with the **smallest.** 1.9 0.96 1.253 0.328 ☐ ☐ ☐ ☐ **smallest** Here are four masses. 2 kilograms; 1 tonne; 800 grams; $\frac{1}{2}$ kilogram Write the masses in order, starting with the lightest. ☐ ☐ ☐ ☐ lightest Kate has a piece of ribbon **one metre** long. She cuts off 30 centimetres.  How many centimetres of ribbon are left?
11-12 w/c 16/11 23/11	**Block 5A4 Fractions, decimals & percentages** ***Deconstructing Word Questions – Scaling up*** Fractions of shapes – equivalents, adding & subtracting fractions, ordering and mixed numbers/improper fractions all taught through fractions of shapes and diagrams. ➢ compare and order fractions whose denominators are all multiples of the same number ➢ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ➢ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] ➢ read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] ➢ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	These diagrams show three equivalent fractions.  Write the missing values. $\frac{3}{4} = \frac{9}{\square} = \frac{\square}{24}$ Adam says,  Explain why he is correct. Here are three symbols. < > = Write one symbol in each box to make the statements correct. $\frac{7}{10}$ ☐ 0.07 $1\frac{3}{7} - \frac{4}{7} =$ $\frac{9}{11} - \frac{4}{11} =$ ☐

Week	Topic	Example Questions/Working
	➢ add and subtract fractions with the same denominator, and denominators that are multiples of the same number ➢ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number *(Revision from Y4 POS)* Prior Knowledge ➢ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators (Y3 POS) ➢ compare and order unit fractions and fractions with the same denominator (Y3 POS) ➢ Add and subtract fractions with the same denominator (Y4 POS) ➢ recognise and show, using diagrams, families of common equivalent fractions (Y4 POS) ➢ recognise and write decimal equivalents of any number of tenths or hundredths (Y4 POS)	

Week	Topic	Example Questions/Working
13 w/c 1/12	**Block 5A6 Problem Solving – Statistics** ➢ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs ➢ *interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (Y4)* ➢ *solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs (Y4)* Prior Knowledge • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. (Y4 POS) • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. (Y4 POS)	This table shows the number of people living in various towns in England. **Town** / **Population** Bedford 82,448 Carlton 48,493 Dover 34,087 Formby 24,478 Telford 166,640 What is the **total** of the numbers of people living in Formby and in Telford? What is the **difference** between the numbers of people living in Bedford and in Dover? Here is a diagram for sorting numbers. Write **one number** in each box. One is done for you. multiple of 5 / **not** a multiple of 5 multiple of 3: 30 / **not** a multiple of 3: / This graph shows the temperature in six cities on one day in January.  Which city was 4 degrees **warmer** than Kiev? What was the **difference** between the temperature in Oslo and the temperature in Berlin? °C Write each number in its correct place on the diagram. 16 17 18 19  This graph shows the distance Alfie and Chen walked in an afternoon. They started at 1:45pm and had two breaks.  How many kilometres did they walk **between** the first and second breaks?

Week	Topic	Example Questions/Working
13-15 w/c 30/11 7/12 14/12	**Block 5A7 Shape** – ***Deconstructing Word Questions – Interpreting Remainders*** Focus on drawing angles (Pupils become accurate in drawing lines with a ruler to the nearest millimetre and measuring with a protractor. They use conventional markings for parallel lines and right angles.) ➢ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Do through revising the names and properties of the triangles and quadrilaterals covered earlier in the term and during year 4) ➢ identify horizontal and vertical lines and pairs of perpendicular and parallel lines. (Revision Y3 POS) ➢ draw given angles, and measure them in degrees (°) ➢ identify: ○ angles at a point and 1 whole turn (total 360°) ○ angles at a point on a straight line and half a turn (total 180°) ○ other multiples of 90° ➢ describe positions on a 2-D grid as coordinates in the first quadrant (Revision Y4 POS) ➢ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed Prior Knowledge ➢ draw a line of a given measurement using a ruler correctly, accurately. ➢ Identify acute and obtuse angles and compare and order angles up to two right angles by size (Y4 POS)	Here is a triangle.  Measure the shortest side accurately, in centimetres. cm Measure the largest angle. ° Here are two shapes on a square grid. For each shape, write how many **right angles** it has.  K The shape is translated so that point **A** moves to (7, 8). Draw the shape in its new position. Use a ruler. E  Here is a shaded shape on a square grid. Reflect the shape in the mirror line. Use a ruler. 

Week	Topic	Example Questions/Working
	➢ Describe a position on a 2D grid as a coordinate in the first quadrant (Y4POS) ➢ Plot specified points and draw sides to complete a given polygon (Y4 POS) ➢ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed (Block 5A2)	