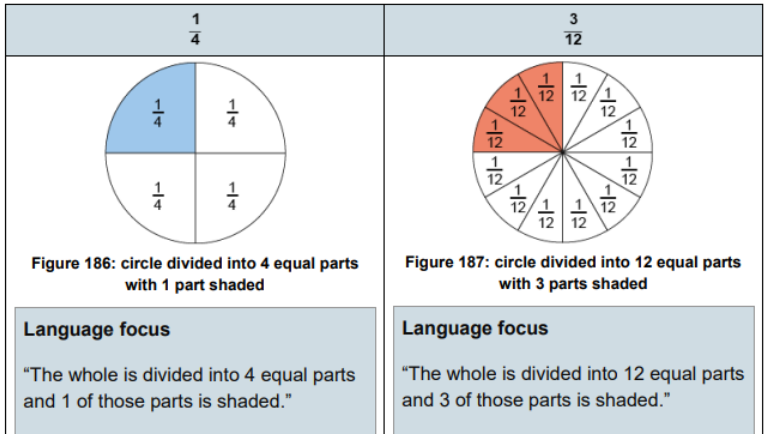
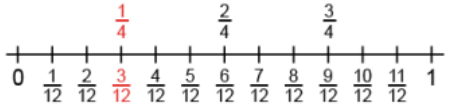
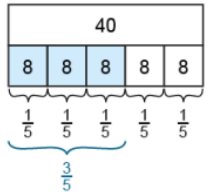
Key stage 2 Curriculum 2025-26 - Year 5
Spring Term

This table provides an overview of the curriculum for Year 6 for the Autumn Term and some examples of questions. The links provided are to enable you to choose the most appropriate lessons for your child. Pupils also have access to the Mymaths website where they can select lessons appropriate to the topic we are covering that week. They can also access Times Table Rockstars and Sumdog websites.

Week	Topic	Example Questions/Working
1-2 w/c 5/1 12/1	Place Value – inc rounding ➢ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ➢ read, write, order and compare numbers with up to three decimal places ➢ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ➢ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ➢ round decimals with two decimal places to the nearest whole number and to one decimal place ➢ solve number problems and practical problems that involve all of the above Prior Knowledge • 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) • count backwards through zero to include negative numbers (Y4 POS) • round any number to the nearest 10, 100 or 1000 (Y4 POS)	Pupils should be able to identify the place value of each digit in numbers with up to 2 decimal places. They must be able to combine units of hundredths, tenths, ones, tens, hundreds and thousands to compose numbers, and partition numbers into these units. Pupils need to experience variation in the order of presentation of the units, so that they understand that $0.4+3+0.02+50$ is equal to 53.42, not 43.25.   **Figure 159: 2 representations of the place-value composition of 53.42** Complete the table. | | Round 39,476 | | to the nearest 10,000 | | | to the nearest 1,000 | | | to the nearest 100 | | This table shows the temperature at 9 am on three days in January. | 1st January | 8th January | 15th January | | +5°C | –4°C | +1°C | What is the difference between the temperature on 1st January and the temperature on 8th January? °C Write these numbers in order of size, starting with the **smallest**. 1.9 0.96 1.253 0.328 smallest 22nd January the temperature was 7 degrees lower than on 15th January. at was the temperature on 22nd January? °C

Week	Topic	Example Questions/Working
2-3 w/c 12/1 19/1	Fractions, Decimals and Percentages - Understanding Equivalence ➢ compare and order fractions whose denominators are all multiples of the same number ➢ read and write decimal numbers as fractions [for example, 0.71 = 100 71] ➢ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ➢ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ➢ solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. ➢ Pupils continue to develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities. Prior Knowledge • recognise and write decimal equivalents of any number of tenths or hundredth (Y4 POS) • recognise and write decimal equivalents to ¼ , 1/2, ¾ (Y4 POS) • recognise and show, using diagrams, families of common equivalent fractions (Y4 POS)	 Figure 186: circle divided into 4 equal parts with 1 part shaded Language focus "The whole is divided into 4 equal parts and 1 of those parts is shaded." Figure 187: circle divided into 12 equal parts with 3 parts shaded Language focus "The whole is divided into 12 equal parts and 3 of those parts is shaded." Pupils should learn that 2 different fractions describing the same portion of the whole share the same position on a number line, have the same numerical value and are called equivalent fractions.  Figure 190: number line showing that $\frac{1}{4}$ and $\frac{3}{12}$ are equivalent  Figure 184: bar model to support finding three-fifths of 40 $40 \div 5 = 8$ So, $\frac{1}{5}$ of $40 = 8$ $8 \times 3 = 24$ So, $\frac{3}{5}$ of $40 = 24$

Pupils should also be able to construct their own bar models to solve more complex problems related to fractions of quantities. For example:

Miss Reeves has some tangerines to give out during break-time. She has given out $\frac{5}{6}$ of the tangerines, and has 30 left. How many tangerines did Miss Reeves have to begin with?

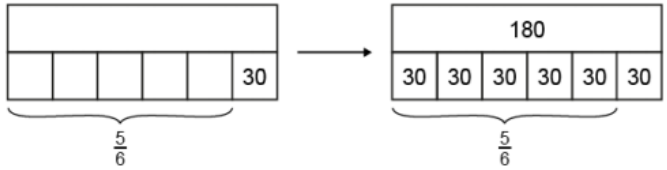


Figure 185: using a bar model to solve more complex problems related to fractions of quantities

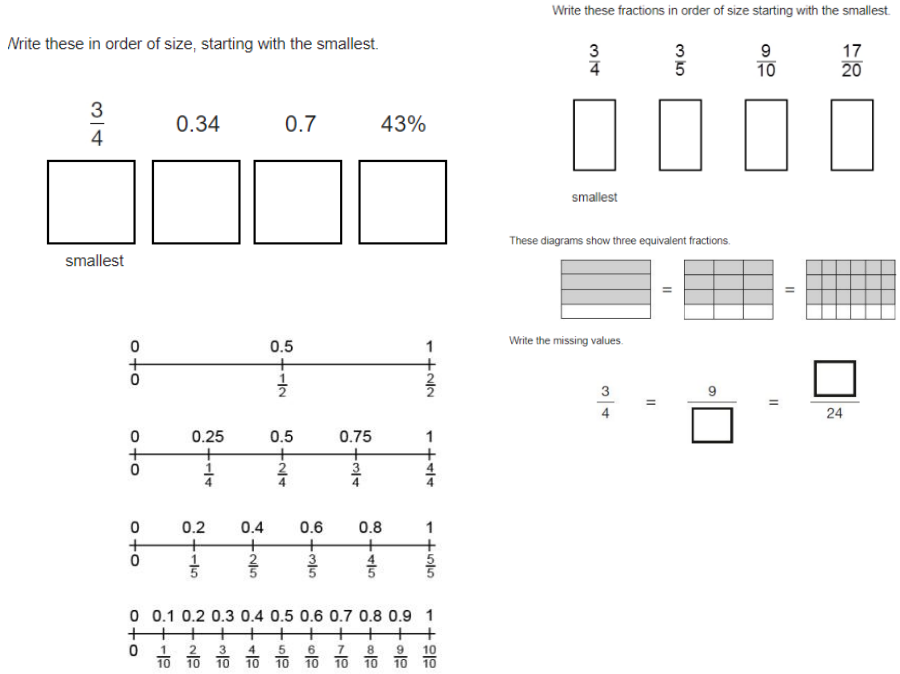
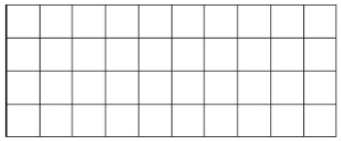
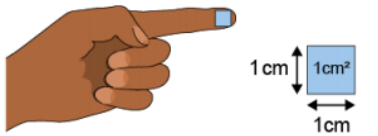
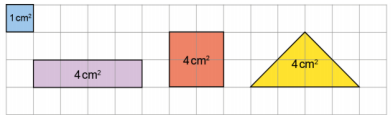
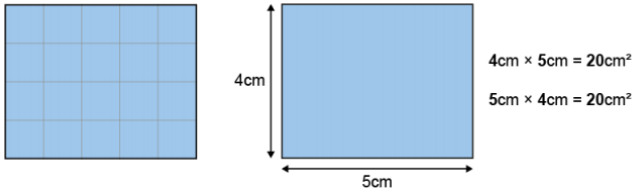
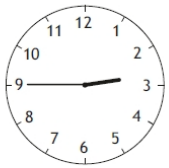


Figure 193: 0 to 1 number lines illustrating common proper fraction – decimal fraction equivalents

Week	Topic	Example Questions/Working
4-5 w/c 26/1 2/2	Measurement – Area, Perimeter and Volume • *measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres(Y4 POS)* • *find the area of rectilinear shapes by counting squares (Y4 POS)* • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes. • estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling Prior Knowledge • *find the area of rectilinear shapes by counting squares (Y4 POS)* • *measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (Y4 POS)*	Here is a centimetre square grid. On the grid draw a **shape** which has an **area** of **10** square centimetres.  On the grid below draw a **rectangle** which has a **perimeter** of **10** centimetres.   **Figure 199: a square centimetre**  **Figure 200: a rectangle, square and triangle with equal areas** *Drawn to actual size.* The area of a rectangle is 16 cm². One of the sides is 2 cm long What is the perimeter of the rectangle?  **Figure 201: the area of a rectangle can be calculated by multiplying the length by the width** *Drawn to actual size.* **Language focus** "To find the area of a rectangle, multiply the length by the width."

Week	Topic	Example Questions/Working
6 w/c 9/2	Measurement and Statistics – Time and Timetables ➢ *read, write and convert time between analogue and digital 12- and 24-hour clocks (Y4 POS)* ➢ *solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. (Y4 POS)* ➢ solve problems involving converting between units of time ➢ complete, read and interpret information in tables, including timetables. Prior Knowledge • read, write and convert time between analogue and digital 12- and 24-hour clocks (Y4 POS) • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (Y4 POS)	How many days are there in September, October and November altogether? **days** A clock shows this time twice a day.  Write the missing numbers. 60 months = ____ years 72 hours = ____ days 84 days = ____ weeks Tick the two digital clocks that show this time. 03:45 02:45 09:45 21:45 14:45 Here is part of the morning bus timetable from Winton to Yansley. |				
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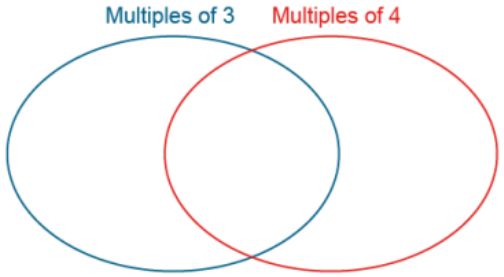
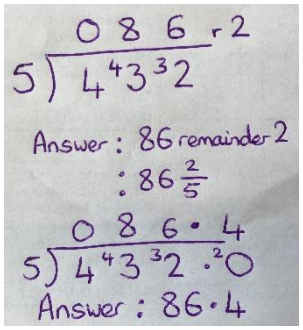
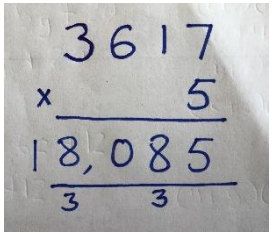
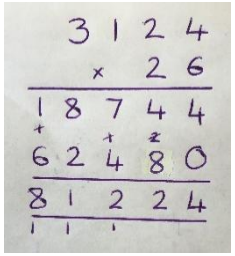
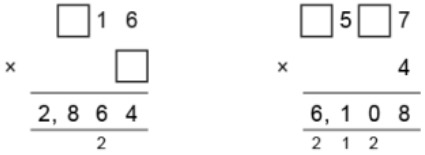
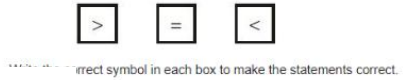
Winton	9:35	9:55	10:15	10:35
Ingham	9:45	10:05	10:25	10:45
Carston	10:01	10:21	10:41	11:01
Dubley	10:23	10:43	11:03	11:23
Yansley	10:55	11:15	11:35	11:55	 How many minutes does the bus take to get from Ingham to Dubley? **minutes** Megan is in Carston. She wants to be in Yansley before 11:30 What is the time of the latest bus she can take from Carston? :

Week	Topic	Example Questions/Working
7 w/c 23/2	Number Facts – Properties of Numbers ➢ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). ➢ know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. ➢ establish whether a number up to 100 is prime and recall prime numbers up to 19. ➢ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Prior Knowledge • recognise and use factor pairs and commutativity in mental calculations (Y4 POS) • recall multiplication and division facts for multiplication tables up to 12 × 12 (Y4 POS)	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 | | | A **square** number and a **prime** number have a total of 22 What are the two numbers? ____ + ____ = 22 square number prime number 36 and 64 are both square numbers They have a sum of 100 Find two **square** numbers that have a sum of **130** ____ and ____ 1. Write all of the numbers from 1 to 30 in the correct places on this Venn diagram.  2. Circle any number that is a multiple of both 3 and 7. 42 43 47 49

Week	Topic	Example Questions/Working
8-9 w/c 2/3 9/3	Calculation – Formal Methods and problem solving ➢ 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. ➢ multiply and divide numbers mentally drawing upon known facts ➢ divide numbers up to 4 digits by a one-digit number using the formal written method of short 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. ➢ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Prior Knowledge • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate (Y4 POS) multiply two-digit and three-digit numbers by a one-digit number using formal written layout (Y4 POS)	   **Identifying core number facts: short multiplication** 342 × 7 = 2,394 Figure 170: short multiplication of 342 by 7 **Identifying core number facts: short division** 4,952 ÷ 8 = 619 Figure 171: short division of 4,952 by 8

Week	Topic	Example Questions/Working
		9. Fill in the missing numbers.  10. Liyana writes: $9{,}565 \div 7 = 1{,}365$ Use short multiplication to check whether Liyana's equation is correct.  Amina posts three large letters. The postage costs the same for each letter. She pays with a £ 20 note. Her change is £14.96 What is the cost of posting **one** letter?

10
w/c
16/3

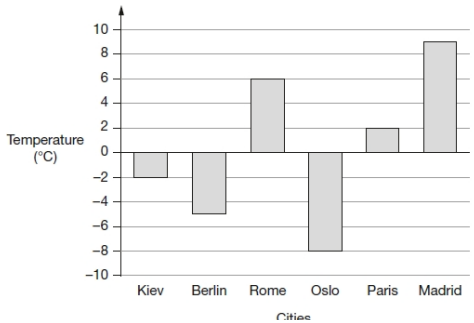
Statistics – Line Graphs and Charts

- ➢ solve comparison, sum and difference problems using information presented in a line graph

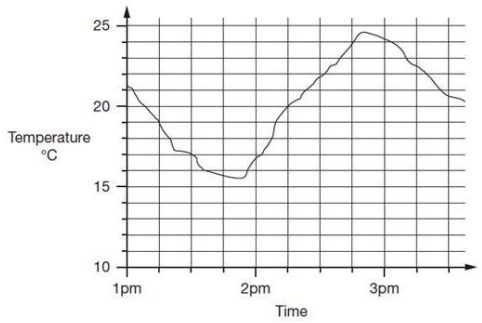
Prior Knowledge

- 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 graph shows the temperature in six cities on one day in January.



This graph shows how the temperature changed in Liam's room one afternoon.



Estimate the temperature at 3:15pm.

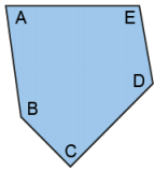
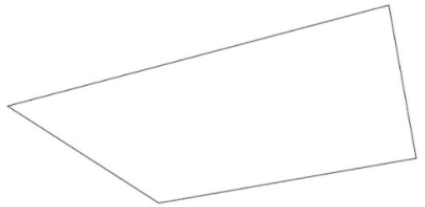
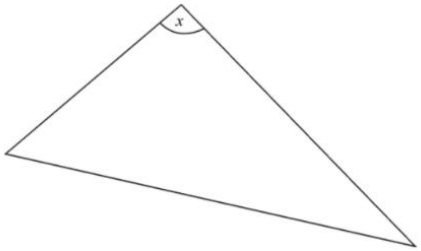
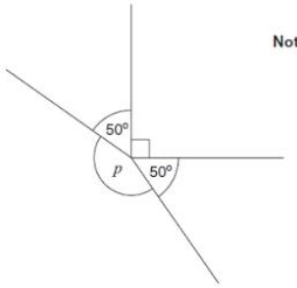
°C

Estimate the time when the temperature was highest.

pm

How much did the temperature change from 2pm to 2:30pm? Give your answer to the **nearest degree**.

degrees

Week	Topic	Example Questions/Working
11 w/c 23/3	Geometry – Drawing Angles and Angle Facts ➢ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ➢ draw given angles, and measure them in degrees (°) ➢ identify: ○ angles at a point and one whole turn (total 360°) ○ angles at a point on a straight line and 1/2 a turn (total 180°) ○ other multiples of 90° Prior Knowledge • identify acute and obtuse angles and compare and order angles up to two right angles by size (Y4 POS)	. Here is an irregular pentagon.  a. Which is the largest angle in this pentagon? b. Which is the smallest angle? c. Which angle is 100°? In this shape, one of the angles is **obtuse**. Tick (✓) the obtuse angle.   Measure angle x accurately. Use a protractor (angle measurer). Not to scale  Calculate the size of angle p in the diagram. Do **not** use a protractor (angle measurer).