



## Year 5 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Phase 1	Number and Place Value			Addition and Subtraction			Multiplication and division			Measures Time	
Phase 2	Fractions			Geometry Shape, symmetry, position and direction			Fractions Decimals				
Phase 3	Measures Converting measures	Measures Length and perimeter		Geometry Angles	Fractions Percentages			Measures Volume			
Phase 4 (EoY)	Statistics	Number Prime numbers									

Ongoing throughout the year:

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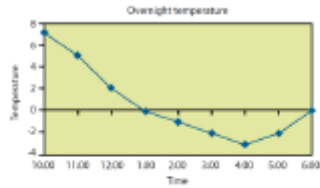
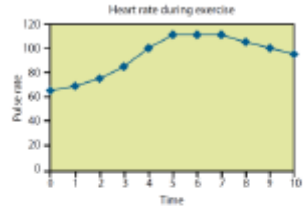
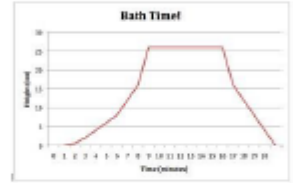
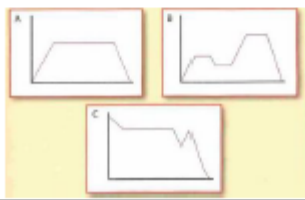
## Year 5 Phase 4 Objectives

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Main Sessions</b>	<u>Statistics</u> Solve comparison, sum and difference problems using information presented in a line graph.	<u>Number: prime numbers</u> Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.  Establish whether a number up to 100 is prime and recall prime numbers up to 19		<u>Consolidation</u>	



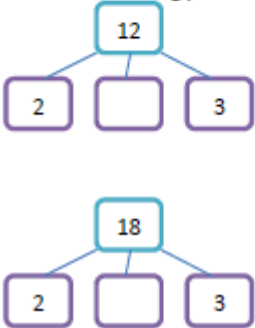
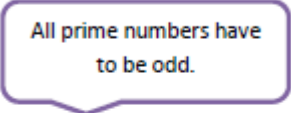
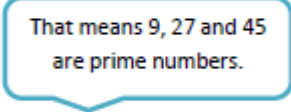
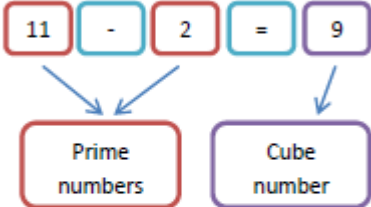


<b>S &amp; D Sessions</b>	
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## Year 5 MTP – Phase 4 EoY

Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving
Statistics	Solve comparison, sum and difference problems using information presented in a line graph.	<p>Use the line graph to answer the following questions:</p>  <ul style="list-style-type: none"> <li>• What was the highest/lowest temperature? What time did they occur?</li> <li>• What is the difference between the highest and lowest temperature?</li> <li>• How long did the temperature stay at freezing point or less?</li> </ul>	<p>Use the line graph to answer the following questions:</p>  <ul style="list-style-type: none"> <li>• How long did it take for the pulse rate to reach the highest level? Explain using the graph to help.</li> <li>• When do you think the person stopped exercising? Convince me.</li> <li>• Estimate what the pulse rate was after 2 and a half minutes. How did you get an accurate estimate?</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out your own exercise experiment and record your heart rate on a graph like the one shown. How does it compare?</li> <li>• Here is a line graph showing a bath time. Can you write a story to explain what is happening in the graph?</li> </ul>  <ul style="list-style-type: none"> <li>• Can you write a story for the three graphs below?</li> </ul> 



Domain	NC Objectives	Example tasks fluency	Example tasks Reasoning	Example tasks problem solving
<b>Number: Prime numbers</b>	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	<ul style="list-style-type: none"> <li>What is special about these numbers?   </li> <li>Put these numbers into 2 groups. Label the groups.   </li> <li>Find the missing prime factors.   </li> </ul>	<ul style="list-style-type: none"> <li>Explain why 1 isn't a prime number.</li> <li>Katie says,              Do you agree? Convince me.             Her friend, Abdul, says,               Explain Abdul's mistake and correct it.</li> <li>Always, sometimes, never            When you add 2 prime numbers together the answer will be even.</li> </ul>	<ul style="list-style-type: none"> <li>How many cube numbers can you make by either adding two prime numbers together or by subtracting one prime number from another e.g.   </li> <li>Investigate how many prime numbers are between 2 consecutive multiples of 10. Include 0 and 10. Is there a pattern?</li> </ul>



Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving																		
<p><b>Number: Prime numbers</b></p>	<p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p>	<ul style="list-style-type: none"> <li>Fill in the missing prime numbers  <table border="1" data-bbox="577 395 887 432"> <tr> <td>2</td> <td>3</td> <td></td> <td>7</td> <td>9</td> <td></td> </tr> </table> <table border="1" data-bbox="577 456 887 493"> <tr> <td>19</td> <td></td> <td>13</td> <td></td> <td>9</td> <td>7</td> </tr> </table> </li> <li>Find all the prime numbers between 60 and 80.</li> <li>What is the 16<sup>th</sup> prime number?</li> </ul>	2	3		7	9		19		13		9	7	<ul style="list-style-type: none"> <li>Fill in the missing numbers so that the calculation creates a prime number.  <math>19 - \square = \square</math>            Is this the only option?            Andy says,  <div data-bbox="1070 587 1346 762" style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;">             I subtracted an odd number to find a prime number.           </div>             Is this possible? How many ways could he have done this?            Explain your answer.         </li> <li>What number am I?            I am a prime number. I am a 2 digit number.            Both my digits are the same.            Explain why there is only one option.         </li> </ul>	<ul style="list-style-type: none"> <li>On a set of flashcards, write a different number on each. Ask a partner to do the same. Shuffle them and take half each. Take turns to turn them over. Say either 'prime' or 'not prime' when a number is turned over. Whoever ends with the most cards, wins.</li> <li>Prime factors are the prime numbers that multiply together to make a number e.g.  <div data-bbox="1603 695 1861 826" style="text-align: center;"> <table border="1"> <tr> <td colspan="3">12</td> </tr> <tr> <td>2</td> <td>3</td> <td>3</td> </tr> </table> </div>             Is it possible to make every number by multiplying prime numbers together?         </li> </ul>	12			2	3	3
2	3		7	9																		
19		13		9	7																	
12																						
2	3	3																				



**Berrywood**  
Primary School

Mastery Mathematics  
Medium Term Planning  
**Year 5 PHASE 4 EoY**