

St Nicholas' CE (VA) Primary School

2023-2024 Medium Term Planning – Maths

Term 4: Year 5

Number Facts: *Times Table consolidation and Prime Numbers consolidation*

Date w/c	Strand	Learning Objectives
1 19.2.24	NCETM Curriculum Prioritisation: Short Multiplication and Short Division	To divide a two-digit number by a single-digit number using short division (with exchanging) To divide a two-digit number by a single-digit number using short division (with exchanging and remainders) To divide a three-digit number by a single-digit number using partitioning and representations (no exchanging, no remainders) To divide a three-digit number by a single-digit number using partitioning and representations (one exchange, no remainders) To divide a three-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)
2 26.2.24	NCETM Curriculum Prioritisation: Short Multiplication and Short Division	To divide a three-digit number by a single-digit number using short division. To divide a three-digit number by a single-digit number using short division (with exchanging and remainders). To solve short division problems accurately when the hundreds digit is smaller than the divisor. To use efficient strategies of division to solve problems To multiply a 2 digit by 2 digit using area model
3 4.3.24	NCETM Curriculum Prioritisation: Fractions	To multiply 2 digit by 2 digit To multiply 3 digit by 2 digit (introduction) To multiply 3 digit by 2 digit (consolidation) To consolidate multiplication skills To explain the relationship between repeated addition of a proper fraction and multiplication of fractions (unit fractions)
4 11.3.24	All strands	NTS Mathematics Arithmetic NTS Mathematics Paper 1 NTS Mathematics Paper 2 Evaluate papers (2 lessons)
5 18.3.24	NCETM Curriculum Prioritisation: Fractions	To explain the relationship between repeated addition of a proper fraction and multiplication of fractions (non-unit fractions) To multiply a proper fraction by a whole number (within a whole) To multiply a proper fraction by a whole number (greater than a whole) To multiply an improper fraction by a whole number

		To multiply a mixed number by a whole number (product is within a whole)
6 25.3.24 (1 day)	NCETM Curriculum Prioritisation: Fractions	To multiply a mixed number by a whole number (product is greater than a whole)