Year 5 Spring 1													
Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7	
Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links
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 numbers up to 4 digits by a one-or how-dight number using a formal written method, including long multiplication for two-dight numbers multiplication for two-dight numbers multiplication for two-dight numbers mentally, drawing upon known facts divide numbers up to 4 digits by a one-dight number using the formal written method of short division and evaluate the method of short division and subsequent enranked as exploratively for of the formal written methods of short multiplication and short division that the short division of short multiplication and short division.		sobe problems involving multiplication and division, including using their knowledge of factors and multiplication, and extensive and cubes solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Pupils practice and extend their use of the formal written methods of short multiplication and short division and short division committees the presence of the formal written and short division committees the menory and use committees the menory and use		add and subtract fractions with the same denominator, and denominators that are multiples of the same number of multiply proper fractions and mixed multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a		connect equivalent fractions > 1 had simply to integre with division and other fractions > 1 to division with remainders, unlight post integres to to division with remainders, unlight present the connect multiplication by a fraction to uning fractions as operators (fractions of), and to division, building on work from previous years. This continue to develop their understanding of tractions as numbers, measures and operators by tending fractions of numbers and					
		apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger		them confidently to make larger									