Hampshire County Council
Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Year 5

HIAS Maths Team
September 2026
Final version

Overview

This document contains…
Long-term curriculum map for Year 5
Medium-term overview plans for Year 5 designed to support single age classes

Points to consider when using this resource
This medium-term plan outlines the 'I can' learning journey across the year for each content domain, showing how key objectives are progressively developed and built upon within each unit.

For more detail and a break-down of these objectives please refer to the relevant unit plan.
Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.
Appropriate models, images, concrete resources, and visual representations are an implicit element in all units.

The objectives set out for the summer term (Milestone 4) are the statutory end-of-year expectations from the National Curriculum. These should be used to ensure pupils have secured the required knowledge and understanding by the end of the academic year**.**

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis.

Long term curriculum map for Year 5

Year 5 – Yearly Overview

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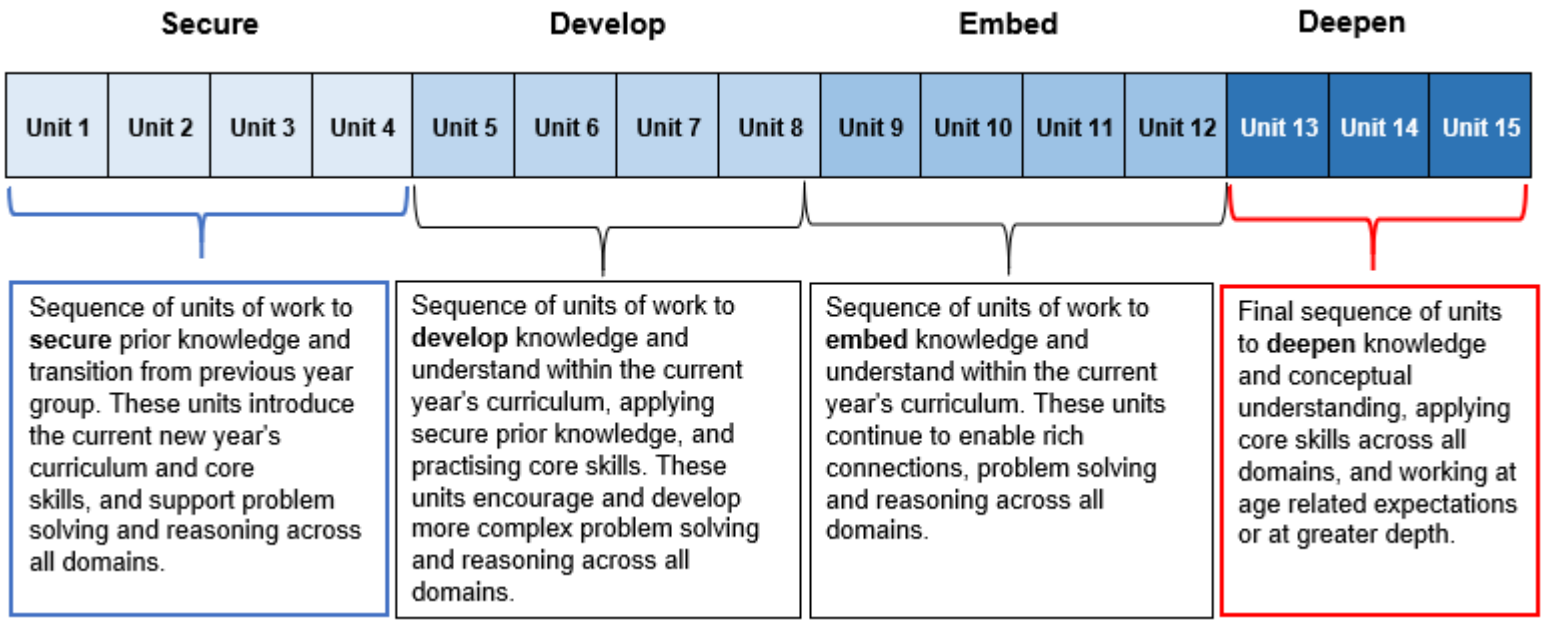
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Autumn	5.1 Number and Place Value Addition and Subtraction			5.2 Multiplication and Division		5.3 Measurement		5.4 Fractions		5.4 Geometry		5.5 Number and Place Value Addition and Subtraction		
Spring	5.6 Fractions		5.6 Geometry	5.7 Addition and Subtraction	5.7 Fractions	5.8 Statistics	5.9 Measurement		5.9 Fractions	5.10 Number and Place Value	5.11 Multiplication and Division			
Summer	5.12 Multiplication and Division	5.13 Geometry	5.14 Addition and Subtraction Measurement		5.15 Statistics	5.16 Fractions		5.16 Geometry	5.17 Multiplication and Division			5.18 Four Operations		

Overview of curriculum intent



Key for assessment bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	Assessment Milestone 2	Assessment Milestone 3	Assessment ARE

Learning Journey – Number and Place Value

Autumn unit 5.1 (1 week)	Autumn unit 5.5 (2 weeks)	Spring 5.10 (1 week)
I can read roman numerals to 1000. I can recognise years written in Roman numerals.		
I can count forwards and backwards in 10s from any given number up to 1 000 000. I can count forwards and backwards in 100s from any given number up to 1 000 000. I can count forwards and backwards in 1000s from any given number up to 1 000 000. I can count forwards and backwards in 10 000s from any given number up to 1 000 000. I can count forwards and backwards in 100 000s from any given number up to 1 000 000. I can read, write, order and compare numbers to at least 1000 and determine the value of each digit. I can read, write, order and compare numbers to at least 10 000 and determine the value of each digit. I can read, write, order and compare numbers to at least 100 000 and determine the value of each digit. I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	I can recognise the place value of each digit in a four-digit number. I can reason about the location of a four-digit number on a number line. I can recognise the place value of each digit in a five-digit number. I can reason about the location of a five-digit number on a number line. I can recognise the place value of each digit in a six-digit number. I can reason about the location of a six-digit number on a number line. I can round any number up to 1 000 000 to the nearest 10. I can round any number up to 1 000 000 to the nearest 100. I can round any number up to 1 000 000 to the nearest 1 000. I can round any number up to 1 000 000 to the nearest 10 000. I can round any number up to 1 000 000 to the nearest 100 000.	I can count forwards and backwards with positive and negative whole numbers, including through zero. I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. I can interpret negative numbers in context. I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. I can solve number problems and practical problems.

Learning Journey – Addition and Subtraction

Autumn unit 5.1 (2 weeks)

I can use inverse operations to check answers to a calculation.

I can add mentally using partitioning.

I can subtract mentally using partitioning.

I can add mentally using number bonds.

I can subtract mentally using number bonds.

I can solve problems using number facts (complements to 1000).

I can add up to 4 digits using formal written methods.

I can subtract with up to 4 digits using formal written methods.

I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Autumn unit 5.5 (1 week)

I can add numbers mentally with increasingly large numbers.

I can subtract numbers mentally with increasingly large numbers.

I can add whole numbers with more than 4 digits, including using formal written methods.

I can subtract whole numbers with more than 4 digits, including using formal written methods.

I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Spring unit 5.7 (1 week)

I can round to check answers and determine levels of accuracy.

I can add mentally using rounding and adjusting.

I can subtract mentally using rounding and adjusting.

Summer unit 5.14 (2 weeks)

Repeats in measurement learning journey

I can use all four operations to solve problems involving length, using decimal notation, including scaling.

I can use all four operations to solve problems involving mass, using decimal notation, including scaling.

I can use all four operations to solve problems involving volume, using decimal notation, including scaling.

I can use all four operations to solve problems involving money, using decimal notation, including scaling.

Summer unit 5.18 (3 weeks)

Repeated in Multiplication and Division

I can use rounding to check answers to calculations and determine levels of accuracy.

I can add and subtract numbers mentally with increasingly large numbers.

I can add and subtract whole numbers with more than 4 digits, including using formal written methods.

I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.

I can recognise prime numbers up to 100 and recall prime numbers up to 19.

I can solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.

I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

I can solve problems involving multiplication and division, including scaling, by simple fractions and problems involving simple rates.

Learning Journey – Multiplication and Division

Autumn unit 5.2 (2 weeks)	Spring unit 5.11 (2 weeks)	Summer unit 5.12 (1 week)	Summer unit 5.17 (2 weeks)	Summer unit 5.18 (3 weeks)
I can use place value, known and derived facts to multiply mentally. I can use place value, known and derived facts to divide mentally. I can solve problems using the distributive law to multiply one-digit numbers by one digit. I can solve problems using the distributive law to multiply two-digit numbers by one digit. I can solve scaling problems involving multiplication. I can solve scaling problems involving division. I can multiply and divide whole numbers and those involving decimals by 10. I can multiply and divide whole numbers and those involving decimals by 100. I can multiply and divide whole numbers and those involving decimals by 1000.	I can multiply a three-digit number by a one-digit number using the grid method. I can multiply a three-digit number by a one-digit number using short multiplication. I can multiply a four-digit number by a one-digit number using short multiplication. I can multiply a two-digit number by a two-digit number using long multiplication. I can multiply a three-digit number by a two-digit number using long multiplication. I can multiply a four-digit number by a two-digit number using long multiplication. I can divide three-digit numbers by one-digit numbers using short division. I can divide four-digit numbers by one-digit numbers using short division.	I can identify multiples. I can identify factors, including find all factor pairs of a number. I can find common factors of two numbers. I can use the vocabulary of prime numbers, prime factors and composite numbers. I can recall prime numbers up to 19. I can recognise and use square numbers and the notation for squared. I can recognise and use cube number and notation for cubed.	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers I can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers I can recognise prime numbers up to 100 and recall prime numbers up to 19. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 I can multiply and divide numbers mentally drawing upon known facts. I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method. I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division I can interpret remainders appropriately for the context.	I can use rounding to check answers to calculations and determine levels of accuracy. I can add and subtract numbers mentally with increasingly large numbers. I can add and subtract whole numbers with more than 4 digits, including using formal written methods. I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. I can recognise prime numbers up to 100 and recall prime numbers up to 19. I can solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. I can solve problems involving multiplication and division, including scaling, by simple fractions and problems involving simple rates.

Learning Journey – Fractions

Autumn unit 5.4 (2 weeks)

I can count up and down in tenths; recognise that tenths arise from dividing an objects into 10 equal parts and in dividing one-digit numbers or quantities by 10.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and when dividing tenths by ten.

I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

I can read, write, order and compare numbers with up to three decimal places.

I can solve problems involving numbers up to three decimal places.

I can recognise and write decimal equivalents of any number of tenths and hundredths.

I can read and write decimal numbers as fractions.

I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

I can recognise the per cent symbol and understand that percent relates to number of parts per hundred and write percentages as a fraction with denominator 100.

I can recognise the per cent symbol and understand that percent relates to number of parts per hundred and write percentages as a decimal.

Spring unit 5.6 (2 weeks)

I can round decimals with two decimal places to the nearest whole number and to one decimal place.

I can find decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and $\frac{4}{5}$.

I can find decimal equivalents of fractions with a denominator of a multiple of 10 or 25.

I can find percentage equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and $\frac{4}{5}$

I can find percentage equivalents of fractions with a denominator of a multiple of 10 or 25.

I can compare and order fractions whose denominators are all multiples of the same number.

I can add fractions with the same denominator.

I can subtract fractions with the same denominator.

I can add fractions with denominators that are multiples of the same number.

I can subtract fractions with denominators that are multiples of the same number

Spring unit 5.7 (1 week)

I can recognise and show, using diagrams, mixed numbers.

I can recognise and show, using diagrams, improper fractions.

I can convert mixed numbers to improper fractions.

I can convert improper fractions to mixed numbers.

Spring unit 5.9 (1 week)

I can solve problems involving fractions to calculate quantities.

I can multiply proper fractions by whole numbers.

I can multiply mixed numbers by whole numbers.

Summer unit 5.16 (2 weeks)

I can compare and order fractions who denominators are all multiples of the same number.

I can identify, name and write equivalent fractions of a given fraction.

I can recognise mixed numbers and improper fractions and convert from one form to the other.

I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.

I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

I can solve problems involving numbers up to three decimal places.

I can recognise the per cent symbol and understand that percent relates to number of parts per hundred and write percentages as a fraction with denominator 100, and as a decimal.

I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Learning Journey – Measurement

Autumn unit 5.3 (2 weeks)	Spring unit 5.9 (2 weeks)	Summer unit 5.14 (2 weeks)
I can read and write the time on an analogue and a digital clock (12-hour). I can read and write the time on an analogue and a digital clock (24- hour). I can convert time between analogue and digital 12- and 24- hour clocks. I can solve problems involving converting between units of time. I can find end times, start times, and durations of time. I can convert between different units of metric measure (length). I can convert between different units of metric measure (mass). I can convert between different units of metric measure (capacity and volume). I can estimate volume. I can understand and use approximate equivalences between metric units and common imperial units.	I can measure the perimeter of a rectilinear figure in centimetres and metres. I can calculate the perimeter of a rectilinear figure in centimetres and metres. I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. I can find the area of rectilinear shapes by counting squares. I can calculate and compare the area of rectangles including squares. I can estimate the area of irregular shapes. I can convert between different units of metric measure. I can add and subtract amounts to money to give change. I can use all four operations to solve problems involving money.	*Repeats in addition and subtraction learning journey* I can use all four operations to solve problems involving length, using decimal notation, including scaling. I can use all four operations to solve problems involving mass, using decimal notation, including scaling. I can use all four operations to solve problems involving volume, using decimal notation, including scaling. I can use all four operations to solve problems involving money, using decimal notation, including scaling. I can solve problems involving converting between units of time. I can compare durations of events.

Learning Journey – Geometry (properties of shape and position and direction)			
Autumn unit 5.4 (2 weeks)	**Spring unit 5.7 (1 week)**	**Summer unit 5.13 (1 week)**	**Summer unit 5.16 (1 week)**
I can compare and classify geometric shapes. I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations. I can identify horizontal and vertical lines, and pairs of perpendicular and parallel lines. I can identify lines of symmetry in 2-D shapes presented in different orientations. I can estimate and compare acute, obtuse and reflex angles. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles	I can draw given angles in degrees. I can measure angles in degrees. I can identify angles at a point and one whole turn (360°) I can identify angles at a point on a straight line and half a turn (180°) I can identify other multiples of 90°.	I can complete a simple symmetric figure with respect to a specific line of symmetry. I can use the properties of rectangles to deduce related facts and find missing lengths. I can use the properties of rectangles to deduce related facts and find missing angles.	I can draw given angles and measure them in degrees. I can identify angles at a point and one whole turn (360°) I can identify angles at a point on a straight line and half a turn (180°) I can identify other multiples of 90°. I can use the properties of rectangles to deduce related facts and find missing lengths and angles. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
I can describe positions on a 2-D grid as coordinates in the first quadrant. I can describe movements between positions as translations of a given unit to the left/right and up/down. I can plot specified points and draw sides to complete a given polygon.		I can identify, describe and represent the position of a shape following a reflection.	I can identify, describe and represent the position of a shape following a translation.

Learning Journey – Statistics

Spring unit 5.8 (1 week)	Summer unit 5.15 (1 week)
I can read and interpret information in timetables. I can interpret and present discrete data using appropriate graphical methods. I can interpret and present continuous data using appropriate graphical methods.	I can solve comparison, sum and difference problems using information presented in bar charts. I can solve comparison, sum and difference problems using information presented in tables. I can solve comparison, sum and difference problems using information presented in line graphs.

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