

EAGLE OWLS MATHS SUBJECT NARRATIVE SUMMER TERM 2024

NC OBJECTIVES RED Y5 BLUE Y6 13 weeks (SATS 1 WEEK) 11 WEEKS MATHS CURRICULUM	SEQUENCE OF LEARNING	KNOWLEDGE ORGANISER Facts and vocabulary
1 week: NUMBER - Fractions/Decimals/Percentages <ul style="list-style-type: none"> • read and write decimal numbers as fractions [for example, $0.71 = 71/100$] • solve problems involving number up to 3 decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction • 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 • use written division methods in cases where the answer has up to 2 decimal places • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison 	Variety of ICT starters and plenaries to support learning Equivalent fractions Fractions of amounts PERCENTAGES – be able to find 10% and then calculate different percentages with this information Mixed Numbers and Improper fractions Changing from a mixed number to an improper fraction and vice versa Changing fractions to their simplest form Multiplication of fractions Addition and Subtraction of fractions Division of fractions Recognise the relationship between Fractions and Decimals Introduce Percentages – relate to $\div 10$ and remind them that they can do this Find 10% first then use this information to find other percentages of amounts Find percentages of amounts Use all four operations with decimal calculations Revise rounding and apply to decimals	What 10% means and how to calculate Use 10% to then find other percentages of amounts Revise all four operations with decimals and fractions including reminding them to put in the place holder for numbers with different amounts of d/p – make the number the same size after the decimal point Remind them of PLACE VALUE and how numbers move along the place value chart depending on if they are divided or multiplied
1 week BIDMAS <ul style="list-style-type: none"> • use their knowledge of the order of operations to carry out calculations involving the 4 operations 	Explore the Order of Operations using brackets: for example $2 + 1 \times 3 = 5$ And $(2 + 1) \times 3 = 9$	Give several examples where the order of operations will change the outcome depending on the position of brackets etc

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<p>2 weeks REVISION Number and place value/ Statistics:</p> <ul style="list-style-type: none"> calculate and interpret the mean as an average. 	<p>Revision of Long Division and Long Multiplication Multiples and Factors Pupils know when it is appropriate to find the mean of a data set. Prime Numbers and Square Numbers SKITTLE MATHS – for average and mean</p>	<p>That mean and average are the same How to calculate mean by adding and then dividing – using Skittles – separating into colours per packet, then adding together all the same colour (eg red) and then dividing by how many packets there are in total to see the average or mean number of RED skittles in a packet of skittles.</p>
SATS 2023		
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<p>2 week: Statistics</p> <ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems 	<p>Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts. Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects. They should connect conversion from kilometres to miles in measurement to its graphical representation.</p>	<p>Understand how a pie chart works and when different graphs will suit different data</p>
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<p>3 weeks: Geometry -</p> <ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry. 	<p>Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).</p> <p>Decide if a polygon is regular or irregular.</p> <p>Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.</p>	<p>Use a combination of ICT and physical shapes from the box so that the pupils can make associations and develop further their naming of 2 and 3D shapes</p>

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1 WEEK Revision all four operations NUMBER		