

Power Maths Year 5, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|--|---|------|-------------------------------------|-------------------|
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value within 100,000 | 8 |
| | Number – number and place value | 2 | Place value within 1,000,000 | 8 |
| | Number – addition and subtraction | 3 | Addition and subtraction | 10 |
| | Statistics | 4 | Graphs and tables | 5 |
| | Number – multiplication and division | 5 | Multiplication and division (1) | 10 |
| | Measurement | 6 | Measure – area and perimeter | 7 |
| Textbook B / Practice Book B (Term 2) | Number – multiplication and division | 7 | Multiplication and division (2) | 11 |
| | Number – fractions (including decimals and percentages) | 8 | Fractions (1) | 8 |
| | Number – fractions (including decimals and percentages) | 9 | Fractions (2) | 12 |
| | Number – fractions (including decimals and percentages) | 10 | Fractions (3) | 7 |
| | Number – fractions (including decimals and percentages) | 11 | Decimals and percentages | 12 |
| Textbook C / Practice Book C (Term 3) | Number – fractions (including decimals and percentages) | 12 | Decimals | 15 |
| | Geometry – properties of shapes | 13 | Geometry – properties of shapes (1) | 7 |
| | Geometry – properties of shapes | 14 | Geometry – properties of shapes (2) | 5 |
| | Geometry – position and direction | 15 | Geometry – position and direction | 4 |
| | Measurement | 16 | Measure – converting units | 10 |
| | Measurement | 17 | Measure – volume and capacity | 4 |

Power Maths Year 5, Textbook 5A (Term I) Overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---------------------------------|----------|--------|----------------------------|---------------|---|--|---|----------------|
| Number – number and place value | | Unit 1 | Place value within 100,000 | 1 | Numbers to 10,000 | Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 | |
| Number – number and place value | | Unit 1 | Place value within 100,000 | 2 | Rounding to the nearest 10, 100 and 1,000 | Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 | | |
| Number – number and place value | | Unit 1 | Place value within 100,000 | 3 | 10,000s, 1,000s, 100s, 10s and 1s (1) | Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | | |
| Number – number and place value | | Unit 1 | Place value within 100,000 | 4 | 10,000s, 1,000s, 100s, 10s and 1s (2) | Solve number problems and practical problems that involve all of the above | | |
| Number – number and place value | | Unit 1 | Place value within 100,000 | 5 | The number line to 100,000 | Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | | |
| Number – number and place value | | Unit 1 | Place value within 100,000 | 6 | Comparing and ordering numbers to 100,000 | Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-----------------------------------|----------|--------|------------------------------|---------------|---|--|--|----------------|
| Number – number and place value | | Unit 1 | Place value within 100,000 | 7 | Rounding numbers within 100,000 | Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 | | |
| Number – number and place value | | Unit 1 | Place value within 100,000 | 8 | Roman numerals to 10,000 | Read roman numerals to 1,000 (m) and recognise years written in roman numerals | | |
| Number – number and place value | | Unit 2 | Place value within 1,000,000 | 1 | 100,000s, 10,000s, 1,000s, 100s, 10s and 1s (1) | Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | | |
| Number – number and place value | | Unit 2 | Place value within 1,000,000 | 2 | 100,000s, 10,000s, 1,000s, 100s, 10s and 1s (2) | Solve number problems and practical problems that involve all of the above | | |
| Number – number and place value | | Unit 2 | Place value within 1,000,000 | 3 | Number line to 1,000,000 | Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | | |
| Number – number and place value | | Unit 2 | Place value within 1,000,000 | 4 | Comparing and ordering numbers to 1,000,000 | Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | | |
| Number – number and place value | | Unit 2 | Place value within 1,000,000 | 5 | Rounding numbers to a 1,000,000 | Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 | | |
| Number – number and place value | | Unit 2 | Place value within 1,000,000 | 6 | Negative numbers | Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | | |
| Number – number and place value | | Unit 2 | Place value within 1,000,000 | 7 | Counting in 10s, 100s, 1,000s, 10,000s | Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 | | |
| Number – number and place value | | Unit 2 | Place value within 1,000,000 | 8 | Number sequences | Solve number problems and practical problems that involve all of the above | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 1 | Adding whole numbers with more than 4 digits (1) | Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 2 | Adding whole numbers with more than 4 digits (2) | Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 3 | Subtracting whole numbers with more than 4 digits (1) | Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 4 | Subtracting whole numbers with more than 4 digits (2) | Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 5 | Using rounding to estimate and check answers | Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 6 | Mental addition and subtraction (1) | Add and subtract numbers mentally with increasingly large numbers | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 7 | Mental addition and subtraction (2) | Add and subtract numbers mentally with increasingly large numbers | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|--------------------------------------|----------|--------|---------------------------------|---------------|--|--|--|--|
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 8 | Using inverse operations | Estimate and use inverse operations to check answers to a calculation | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 9 | Problem solving – addition and subtraction (1) | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 10 | Problem solving – addition and subtraction (2) | Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | | |
| Statistics | | Unit 4 | Graphs and tables | 1 | Interpreting tables | Complete, read and interpret information in tables, including timetables | | |
| Statistics | | Unit 4 | Graphs and tables | 2 | Two-way tables | Complete, read and interpret information in tables, including timetables | | |
| Statistics | | Unit 4 | Graphs and tables | 3 | Interpreting line graphs (1) | Solve comparison, sum and difference problems using information presented in a line graph | | |
| Statistics | | Unit 4 | Graphs and tables | 4 | Interpreting line graphs (2) | Solve comparison, sum and difference problems using information presented in a line graph | | |
| Statistics | | Unit 4 | Graphs and tables | 5 | Drawing line graphs | Solve comparison, sum and difference problems using information presented in a line graph | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 1 | Multiples | Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers | Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 2 | Factors | Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 3 | Prime numbers | 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 | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 4 | Using factors | Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 5 | Squares | Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) | Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 6 | Cubes | Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) | Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers | Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 7 | Inverse operations | Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|--------------------------------------|----------|--------|---------------------------------|---------------|--|---|---|----------------|
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 8 | Multiplying whole numbers by 10, 100 and 1,000 | Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 9 | Dividing whole numbers by 10, 100 and 1,000 | Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 | Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 10 | Multiplying and dividing by multiples of 10, 100 and 1,000 | Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 | | |
| Measurement | | Unit 6 | Measure – area and perimeter | 1 | Measuring perimeter | Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres | | |
| Measurement | | Unit 6 | Measure – area and perimeter | 2 | Calculating perimeter (1) | Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres | | |
| Measurement | | Unit 6 | Measure – area and perimeter | 3 | Calculating perimeter (2) | Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres | | |
| Measurement | | Unit 6 | Measure – area and perimeter | 4 | Calculating area (1) | Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes | | |
| Measurement | | Unit 6 | Measure – area and perimeter | 5 | Calculating area (2) | Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes | | |
| Measurement | | Unit 6 | Measure – area and perimeter | 6 | Comparing area | Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes | | |
| Measurement | | Unit 6 | Measure – area and perimeter | 7 | Estimating area | Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes | | |

Power Maths Year 5, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|---|---|------|-------------------------------------|-------------------|
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value within 100,000 | 8 |
| | Number – number and place value | 2 | Place value within 1,000,000 | 8 |
| | Number – addition and subtraction | 3 | Addition and subtraction | 10 |
| | Statistics | 4 | Graphs and tables | 5 |
| | Number – multiplication and division | 5 | Multiplication and division (1) | 10 |
| | Measurement | 6 | Measure – area and perimeter | 7 |
| Textbook B / Practice Book B (Term 2) | Number – multiplication and division | 7 | Multiplication and division (2) | 11 |
| | Number – fractions (including decimals and percentages) | 8 | Fractions (1) | 8 |
| | Number – fractions (including decimals and percentages) | 9 | Fractions (2) | 12 |
| | Number – fractions (including decimals and percentages) | 10 | Fractions (3) | 7 |
| | Number – fractions (including decimals and percentages) | 11 | Decimals and percentages | 12 |
| Textbook C / Practice Book C (Term 3) | Number – fractions (including decimals and percentages) | 12 | Decimals | 15 |
| | Geometry – properties of shapes | 13 | Geometry – properties of shapes (1) | 7 |
| | Geometry – properties of shapes | 14 | Geometry – properties of shapes (2) | 5 |
| | Geometry – position and direction | 15 | Geometry – position and direction | 4 |
| | Measurement | 16 | Measure – converting units | 10 |
| | Measurement | 17 | Measure – volume and capacity | 4 |

Power Maths Year 5, Textbook 5B (Term 2) Overview

| Strand 1 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|--------------------------------------|--------|---------------------------------|---------------|---|--|----------------|
| Number – multiplication and division | Unit 7 | Multiplication and division (2) | 1 | Multiplying numbers up to 4 digits by a 1-digit number | 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 | |
| | Unit 7 | Multiplication and division (2) | 2 | Multiplying 2-digit numbers (1) | Multiply and divide numbers mentally drawing upon known facts | |
| | Unit 7 | Multiplication and division (2) | 3 | Multiplying 2-digit numbers (2) | Multiply and divide numbers mentally drawing upon known facts | |
| | Unit 7 | Multiplication and division (2) | 4 | Multiplying 2-digit numbers (3) | 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 | |
| | Unit 7 | Multiplication and division (2) | 5 | Multiplying a 3-digit number by a 2-digit number | 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 | |
| | Unit 7 | Multiplication and division (2) | 6 | Multiplying a 4-digit number by a 2-digit number | 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 | |
| | Unit 7 | Multiplication and division (2) | 7 | Dividing up to a 4-digit number by a 1-digit number (1) | Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | |
| | Unit 7 | Multiplication and division (2) | 8 | Dividing up to a 4-digit number by a 1-digit number (2) | Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | |

| Strand 1 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|--------|---------------------------------|---------------|--|--|--|
| Number – multiplication and division | Unit 7 | Multiplication and division (2) | 9 | Division with remainders (1) | Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | |
| Number – multiplication and division | Unit 7 | Multiplication and division (2) | 10 | Division with remainders (2) | Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | |
| Number – multiplication and division | Unit 7 | Multiplication and division (2) | 11 | Problem solving – division with remainders | Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | |
| Number – fractions (including decimals and percentages) | Unit 8 | Fractions (1) | 1 | Equivalent fractions | Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths | |
| Number – fractions (including decimals and percentages) | Unit 8 | Fractions (1) | 2 | Converting improper fractions to mixed numbers | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] | |
| Number – fractions (including decimals and percentages) | Unit 8 | Fractions (1) | 3 | Converting mixed numbers to improper fractions | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] | |
| Number – fractions (including decimals and percentages) | Unit 8 | Fractions (1) | 4 | Number sequences | Compare and order fractions whose denominators are all multiples of the same number | |
| Number – fractions (including decimals and percentages) | Unit 8 | Fractions (1) | 5 | Comparing and ordering fractions (1) | Compare and order fractions whose denominators are all multiples of the same number | |
| Number – fractions (including decimals and percentages) | Unit 8 | Fractions (1) | 6 | Comparing and ordering fractions (2) | Compare and order fractions whose denominators are all multiples of the same number | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 8 | Fractions (1) | 7 | Fractions as division (1) | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] | |
| Number – fractions (including decimals and percentages) | Unit 8 | Fractions (1) | 8 | Fractions as division (2) | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] | |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 1 | Adding and subtracting fractions with the same denominator | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 2 | Adding and subtracting fractions (1) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 3 | Adding and subtracting fractions (2) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 4 | Adding fractions (1) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 5 | Adding fractions (2) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |

| Strand 1 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---------|--------------------------|---------------|---|---|--|
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 6 | Adding fractions (3) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 7 | Subtracting fractions (1) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 8 | Subtracting fractions (2) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 9 | Subtracting fractions (3) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 10 | Subtracting fractions (4) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 11 | Problem solving – mixed word problems (1) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | |
| Number – fractions (including decimals and percentages) | Unit 9 | Fractions (2) | 12 | Problem solving – mixed word problems (2) | Add and subtract fractions with the same denominator and denominators that are multiples of the same number | |
| Number – fractions (including decimals and percentages) | Unit 10 | Fractions (3) | 1 | Multiplying fractions (1) | 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 mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 10 | Fractions (3) | 2 | Multiplying fractions (2) | 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 mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 10 | Fractions (3) | 3 | Multiplying fractions (3) | 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 mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 10 | Fractions (3) | 4 | Multiplying fractions (4) | 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 mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 10 | Fractions (3) | 5 | Calculating fractions of amounts | Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | |
| Number – fractions (including decimals and percentages) | Unit 10 | Fractions (3) | 6 | Using fractions as operators | 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 mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] |
| Number – fractions (including decimals and percentages) | Unit 10 | Fractions (3) | 7 | Problem solving – mixed word problems | Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 1 | Writing decimals (1) | Read, write, order and compare numbers with up to three decimal places | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 2 | Writing decimals (2) | Read, write, order and compare numbers with up to three decimal places | |

| Strand 1 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---------|--------------------------|---------------|--|---|--|
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 3 | Decimals as fractions (1) | Read and write decimal numbers as fractions [for example, $= \frac{71}{100}$] | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 4 | Decimals as fractions (2) | Read and write decimal numbers as fractions [for example, $= \frac{71}{100}$] | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 5 | Understanding thousandths | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 6 | Writing thousandths as decimals | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 7 | Ordering and comparing decimals (1) | Read, write, order and compare numbers with up to three decimal places | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 8 | Ordering and comparing decimals (2) | Read, write, order and compare numbers with up to three decimal places | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 9 | Rounding decimals | Round decimals with two decimal places to the nearest whole number and to one decimal place | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 10 | Understanding percentages | Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 11 | Percentages as fractions and decimals | Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal | |
| Number – fractions (including decimals and percentages) | Unit 11 | Decimals and percentages | 12 | Equivalent fractions, decimals and percentages | Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 | Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths |

Power Maths Year 5, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|--|---|------|-------------------------------------|-------------------|
| | | Unit | Unit | |
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value within 100,000 | 8 |
| | Number – number and place value | 2 | Place value within 1,000,000 | 8 |
| | Number – addition and subtraction | 3 | Addition and subtraction | 10 |
| | Statistics | 4 | Graphs and tables | 5 |
| | Number – multiplication and division | 5 | Multiplication and division (1) | 10 |
| | Measurement | 6 | Measure – area and perimeter | 7 |
| Textbook B / Practice Book B (Term 2) | Number – multiplication and division | 7 | Multiplication and division (2) | 11 |
| | Number – fractions (including decimals and percentages) | 8 | Fractions (1) | 8 |
| | Number – fractions (including decimals and percentages) | 9 | Fractions (2) | 12 |
| | Number – fractions (including decimals and percentages) | 10 | Fractions (3) | 7 |
| | Number – fractions (including decimals and percentages) | 11 | Decimals and percentages | 12 |
| Textbook C / Practice Book C (Term 3) | Number – fractions (including decimals and percentages) | 12 | Decimals | 15 |
| | Geometry – properties of shapes | 13 | Geometry – properties of shapes (1) | 7 |
| | Geometry – properties of shapes | 14 | Geometry – properties of shapes (2) | 5 |
| | Geometry – position and direction | 15 | Geometry – position and direction | 4 |
| | Measurement | 16 | Measure – converting units | 10 |
| | Measurement | 17 | Measure – volume and capacity | 4 |

Power Maths Year 5, Textbook 5C (Term 3) Overview

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | NC Objective 3 |
|---|----------|---------|---------------|--------------|-------------------------------------|--|----------------|----------------|
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 1 | Adding and subtracting decimals (1) | Solve problems involving number up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 2 | Adding and subtracting decimals (2) | Solve problems involving number up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 3 | Adding and subtracting decimals (3) | Solve problems involving number up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 4 | Adding and subtracting decimals (4) | Solve problems involving number up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 5 | Adding and subtracting decimals (5) | Solve problems involving number up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 6 | Adding and subtracting decimals (6) | Solve problems involving number up to three decimal places | | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | NC Objective 3 |
|---|----------|---------|-------------------------------------|--------------|---|--|---|--|
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 7 | Adding and subtracting decimals (7) | Solve problems involving number up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 8 | Adding and subtracting decimals (8) | Solve problems involving number up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 9 | Decimal sequences | Read, write, order and compare numbers with up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 10 | Problem solving – decimals (1) | Solve problems involving number up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 11 | Problem solving – decimals (2) | Solve problems involving number up to three decimal places | | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 12 | Multiplying decimals by 10 | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | Solve problems involving number up to three decimal places | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 13 | Multiplying decimals by 10, 100 and 1,000 | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | Solve problems involving number up to three decimal places | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 14 | Dividing decimals by 10 | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | Solve problems involving number up to three decimal places | |
| Number – fractions (including decimals and percentages) | | Unit 12 | Decimals | 15 | Dividing decimals by 10, 100 and 1,000 | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | Solve problems involving number up to three decimal places | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes (1) | 1 | Measuring angles in degrees | Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> $\frac{1}{2}$ a turn (total 180°) –other multiples of 90° | Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes (1) | 2 | Measuring with a protractor (1) | Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles | Draw given angles, and measure them in degrees (°) | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes (1) | 3 | Measuring with a protractor (2) | Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> $\frac{1}{2}$ a turn (total 180°) –other multiples of 90° | Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles | Draw given angles, and measure them in degrees (°) |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes (1) | 4 | Drawing lines and angles accurately | Draw given angles, and measure them in degrees (°) | | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes (1) | 5 | Calculating angles on a straight line | Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> $\frac{1}{2}$ a turn (total 180°) –other multiples of 90° | | |
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes (1) | 6 | Calculating angles around a point | Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> $\frac{1}{2}$ a turn (total 180°) –other multiples of 90° | | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | NC Objective 3 |
|-----------------------------------|----------|---------|-------------------------------------|--------------|--|--|--|----------------|
| Geometry – properties of shapes | | Unit 13 | Geometry – properties of shapes (1) | 7 | Calculating lengths and angles in shapes | Use the properties of rectangles to deduce related facts and find missing lengths and angles | | |
| Geometry – properties of shapes | | Unit 14 | Geometry – properties of shapes (2) | 1 | Recognising and drawing parallel lines | Use the properties of rectangles to deduce related facts and find missing lengths and angles | Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> $\frac{1}{2}$ a turn (total 180°) –other multiples of 90° | |
| Geometry – properties of shapes | | Unit 14 | Geometry – properties of shapes (2) | 2 | Recognising and drawing perpendicular lines | Use the properties of rectangles to deduce related facts and find missing lengths and angles | Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> $\frac{1}{2}$ a turn (total 180°) –other multiples of 90° | |
| Geometry – properties of shapes | | Unit 14 | Geometry – properties of shapes (2) | 3 | Reasoning about parallel and perpendicular lines | Draw given angles, and measure them in degrees (o) | Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and <stacked fraction> $\frac{1}{2}$ a turn (total 180°) –other multiples of 90° | |
| Geometry – properties of shapes | | Unit 14 | Geometry – properties of shapes (2) | 4 | Regular and irregular polygons | Distinguish between regular and irregular polygons based on reasoning about equal sides and angles | | |
| Geometry – properties of shapes | | Unit 14 | Geometry – properties of shapes (2) | 5 | Reasoning about 3D shapes | Identify 3D shapes, including cubes and other cuboids, from 2D representations | | |
| Geometry – position and direction | | Unit 15 | Geometry – position and direction | 1 | Reflection | Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed | | |
| Geometry – position and direction | | Unit 15 | Geometry – position and direction | 2 | Reflection with coordinates | Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed | | |
| Geometry – position and direction | | Unit 15 | Geometry – position and direction | 3 | Translation | Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed | | |
| Geometry – position and direction | | Unit 15 | Geometry – position and direction | 4 | Translation with coordinates | Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed | | |
| Measurement | | Unit 16 | Measure – converting units | 1 | Metric units (1) | Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) | | |
| Measurement | | Unit 16 | Measure – converting units | 2 | Metric units (2) | Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) | | |
| Measurement | | Unit 16 | Measure – converting units | 3 | Metric units (3) | Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling | Convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | NC Objective 3 |
|-------------|----------|---------|-------------------------------|--------------|----------------------------|--|--|----------------|
| Measurement | | Unit 16 | Measure – converting units | 4 | Metric units (4) | Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling | Convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) | |
| Measurement | | Unit 16 | Measure – converting units | 5 | Imperial units of length | Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints | | |
| Measurement | | Unit 16 | Measure – converting units | 6 | Imperial units of mass | Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints | | |
| Measurement | | Unit 16 | Measure – converting units | 7 | Imperial units of capacity | Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints | | |
| Measurement | | Unit 16 | Measure – converting units | 8 | Converting units of time | Solve problems involving converting between units of time | | |
| Measurement | | Unit 16 | Measure – converting units | 9 | Timetables | Solve problems involving converting between units of time | | |
| Measurement | | Unit 16 | Measure – converting units | 10 | Problem solving – measure | Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling | | |
| Measurement | | Unit 17 | Measure – volume and capacity | 1 | What is volume? | Estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water] | | |
| Measurement | | Unit 17 | Measure – volume and capacity | 2 | Comparing volumes | Estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water] | | |
| Measurement | | Unit 17 | Measure – volume and capacity | 3 | Estimating volume | Estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water] | | |
| Measurement | | Unit 17 | Measure – volume and capacity | 4 | Estimating capacity | Estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water] | | |