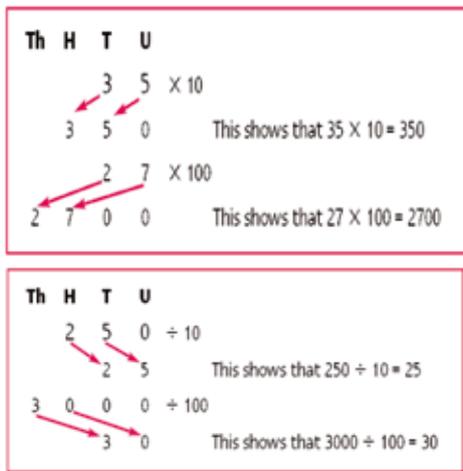# Year 5 – Block D

The models, images and practical resources detailed below will support the teaching of this Block. The text in italics relates directly to the learning overview of each Unit in the Block – this is accessed using the planning tab in the Framework. Select Planning–Year group–Block then click on the Unit tabs.
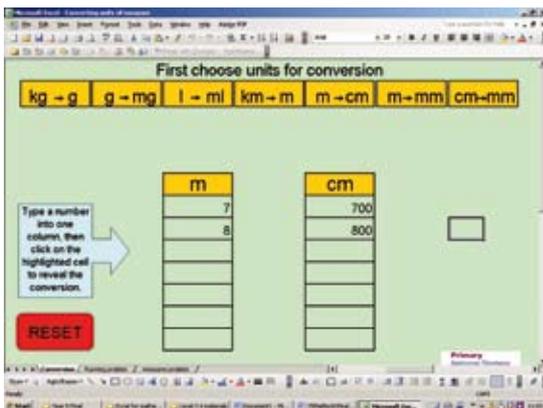

Moving digits interactive teaching program

*Children **multiply and divide whole numbers by 10, 100 and 1 000**. They answer questions like:*

- *How many times bigger than 60 is 6 000?*
- *How many times smaller than 5000 is 5?*
- *What did I multiply 6 by to get 600?*
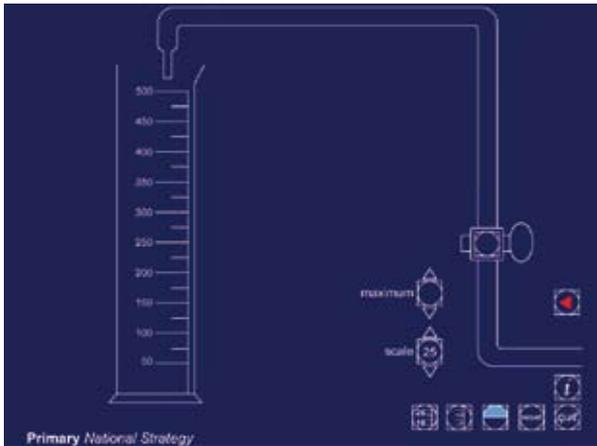- *What did I divide 7 500 by to get 75?*

The program illustrated is Moving digits interactive teaching program. It can be found in the library section of the Primary Framework.
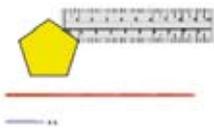

Measuring cylinder interactive teaching program

*Children see the effect of these operations. They combine this knowledge with their knowledge of relationships between units of measurement to **convert units of length**. They respond to questions such as:*

- *How many centimetres are there in 7 metres?*
- *How many metres are there in 8 kilometres?*
- *How many centimetres is 50 millimetres?*
- *How many kilometres is 10 000 metres?*

| | They **read unnumbered divisions on measuring scales**, for example on a ruler marked in millimetres and numbered every centimetre.

The programs illustrated are Measuring cylinder interactive teaching program and Converting measures spreadsheet. They can be found in the library section of the Primary Framework. |
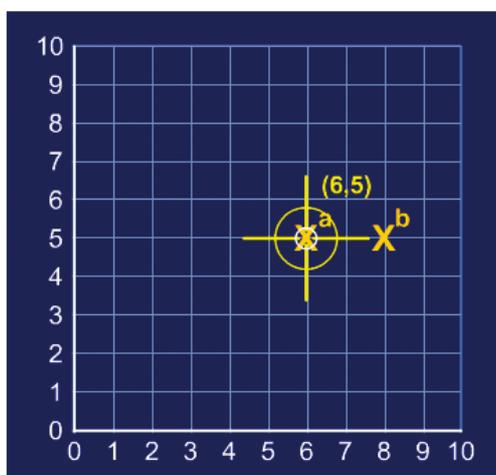
| | Children measure the sides of regular and irregular polygons and **calculate the perimeter**, either by totalling the sides or, for regular polygons, multiplying the length of one side. |

Tell time interactive teaching program
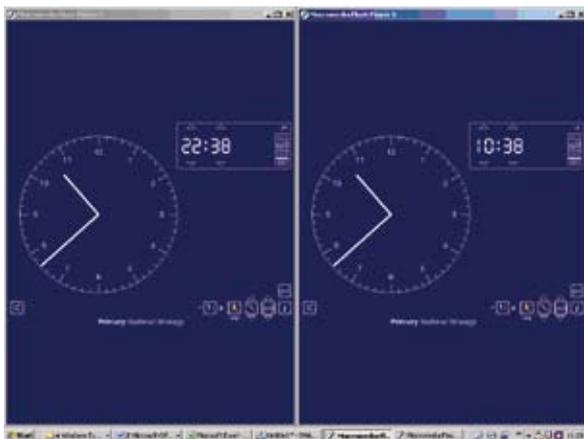
| | Children use **24-hour clock times**. They recognise the difference between am times from midnight to before noon and pm times from noon to before midnight, and they convert these to 24-hour clock times.

The program illustrated is Tell the time interactive teaching program. In this example it is displayed twice to make comparisons. It can be found in the library section of the Primary Framework. |

| | Children read and plot coordinates in the first quadrant. They explain why the point (4, 1) is not the same as (1, 4). Given some of the vertices of squares or rectangles, they plot the missing points, recognising that there may be more than one solution to the problem. For example, if (6, 5) and (8, 5) are two vertices of a square, they find all three possibilities for the pair of missing vertices.

The program illustrated is Coordinates interactive teaching program. It can be found in the library section of the Primary Framework. |