EXTRACT FROM THE DIDACTIC CURRICULUM OF MATHS FOR YEAR 5 OF PRIMARY SCHOOL

1. CONTENT TIMING AND SEQUENCING

1st TERM

Learning situation	Basic knowledge
1. Investigating space **2. Multiples and divisors**	A. Number sense . 1. Counting. - A variety of counting strategies, systematic counting and adapting counting to the size of numbers in everyday situations. 2. Quantity. - Strategies and techniques for interpreting and manipulating the order of magnitude of numbers. Reasoned estimates and approximations of quantities in problem-solving contexts. Reading, representation (including on the number line and with manipulatives), composition, decomposition and recomposition of natural and decimal numbers. Sense of operations. - Strategies for mental arithmetic with natural numbers, fractions and decimals. Strategies for recognising which simple or combined operations (addition, subtraction, multiplication, division) are useful for solving contextualised situations. 4. Relationships. - Relationships between arithmetic operations: application in everyday contexts. Divisibility relationships: multiples and divisors. B. Sense of measurement. 2. Measurement. - Instruments (analogue or digital) and units suitable for measuring lengths, objects, angles and time: selection and use. C. Spatial sense. 1. Two- and three-dimensional geometric shapes. - Geometric vocabulary: verbal description of the elements and properties of geometric figures. Elaboration of conjectures about geometric properties, using drawing instruments (compass and protractor) and dynamic geometry programmes. F. Socio-affective sense. 2. Teamwork, inclusion, respect and diversity. - Application of simple techniques for teamwork in mathematics, and strategies for conflict management, promotion of empathetic and inclusive behaviour and acceptance of the diversity present in the classroom and in society.

2nd TERM

Learning situation	Basic knowledge
3. Fractions. **4. Decimal numbers**	A. Number sense. 1. Counting. - Varied counting strategies, systematic counting and adapting counting to the size of numbers in everyday situations. -Fractions and decimals to express quantities in everyday contexts and choice of the best representation for each situation or problem. 2. Quantity. - Reading, representation (including on the number line and with manipulatives), composition, decomposition and recomposition of natural numbers and decimals to thousandths, in the different orders of units, recognising and using their notation appropriately. - Fractions and decimals to express quantities in everyday contexts and choosing the best representation for each situation or problem. 4. Relationships . - Base ten numbering system (natural numbers and decimals to thousandths): application of the relations it generates in operations. Multiplication by the unit followed by zeros and its relationship with dividing by the unit. - Natural numbers, fractions and decimals to thousandths in everyday contexts: comparison and ordering. - Relationship between simple fractions, decimals and percentages. D. Algebraic sense. 1. Patterns. - Strategies for identifying, representing (verbally or by means of tables, graphs and invented notation) and reasoned prediction of terms from regularities in a collection of numbers, figures or pictures. - Equality and inequality relationships and use of < and > signs. Determination of unknown facts (represented by a letter or symbol) in simple expressions related by these signs and the signs = and ≠D. Algebraic sense. 1. Patterns. - Strategies for identifying, representing (verbally or by means of tables, graphs and invented notation) and reasoned prediction of terms from regularities in a collection of numbers, figures or pictures. - Equality and inequality relationships and use of < and > signs. Identify unknown data (represented by a letter or symbol) in simple expressions related by these signs and the = and ≠ signs.

3rd TERM

Learning situation	Basic knowledge
5. Operations with decimal numbers **6. Percentages**	A. Number sense. 2. Quantity. - Strategies and techniques for interpreting and manipulating the order of magnitude of numbers. - Fractions and decimals to express quantities in everyday contexts and choice of the best representation for each situation or problem. 3. Sense of operations. - Mental calculation strategies with natural numbers, fractions and decimals. - Strategies for solving arithmetic operations (with natural numbers, decimals and fractions) with flexibility and sense: mentally, in writing or with calculator; usefulness in contextualised situations and properties. 4. Relationships. - Base ten numbering system (natural numbers and decimals to thousandths): application of the relations it generates in operations. - Natural numbers, fractions and decimals to thousandths in everyday contexts: comparison and ordering. - Relationships between arithmetic operations: application in everyday contexts. 5. Proportional reasoning. - Solving problems of proportionality, percentages and scales of everyday life, by means of equality between ratios, reduction to unity or the use of proportionality coefficients. E. Stochastic sense. 1. Organisation and analysis of data. - Statistical data sets and graphs of everyday life: description, interpretation and critical analysis. - Simple statistical graphs (bar chart, pie chart, histogram, etc.): representation of data using traditional and technological resources and selection of the most suitable one. .

CROSS CURRICULAR VALUES TO WORK ALONG THE SCHOOL YEAR.

BRITISH VALUES	PROTECTED CHARACTERISTICS
• **Democracy:** • **The rule of law** • **Individual Liberty** • **Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith**	• **Sex** • **Race** • **Religion or belief** • **Disability** • **Gender reassignment** • **Pregnancy and maternity** • **Disability**

2. Assesment

2.1 EVALUATION TOOLS

Within each procedure we will find the following evaluation instruments.

WRITTEN	ORAL	ATTITUDE
- Various tasks of the student carried out in the daily activity of the class. - Diverse activities of evaluation of the pupil (book, photocopiable cards, written test...). - Group work. - ICT activities: interactive. • Notebook	Individual and collective questions. Dialogue. Oral presentation. ndividual oral tesT	-Observation and assessment of the degree of participation of each pupil and the quality of their interventions. - Order, cleanliness, quality. - Compliance with the rules. - Attitude in class.

2.2. QUALIFICATION CRITERIA

The qualification will be related to the degree of acquisition of the basic competences of the student body.

	QUALIFICATION PERCENTAGE
Oral and written texts	50%
Mental Maths	10%
Individual or team work	20%
Student's notebook	20%
Overall	**100%**

3. METHODOLOGY

A methodology will be followed in which the work will be oriented towards creating suitable learning situations for the students to learn. It will be an active and student-centred methodology, integrating all the elements of the curriculum, proposing activities, tasks and projects that will help students develop mathematical competence and the rest of key competences. They will start from previous mathematical knowledge and experience to build new concepts, procedures and strategies, which can be applied in solving problems of daily life and will lay the foundations for further learning. The use of symbolic notions will be introduced when students show an understanding of mathematical concepts. We will start from the concrete and practical to reach the abstract and formal.

The manipulation of materials will be a constant in the daily mathematical activity, likewise, the game will be used as a motivating element and a learning tool, as well as the technological tools that allow access to the information necessary to solve certain questions, to carry out calculations, to expose the projects carried out, to communicate and to communicate about the research processes.

The use of the calculator deserves separate mention for the convenience of starting its use as a tool to work the calculation, taking into account the need to learn to make proper use of it is also a learning in itself.

Students will be encouraged to understand the usefulness and necessity of Mathematics through situations that allow them to experience the taste and satisfaction of solving tasks successfully and correctly, thus achieving a positive attitude towards Mathematics that will facilitate their learning and increase interest in this area.

The individual work together with the collaborative work will guide among others the way of working in the classroom, bearing in mind that the learning like Mathematics, which in this stage are cyclical, will require an individualized attention on the part of the teachers to establish solid bases for future learning.