**Maths Medium Term Planning**

**Year Five**

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| **WR Block: Number: Multiplication and Division B** | | **Spring Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Multiply numbers up to 4 digits by a one-digit number using a formal written method, including long multiplication for two-digit numbers. * Multiply and divide numbers mentally drawing upon known facts. * 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. * Solve problems involving addition, subtraction, multiplication and division and a combination of these including understanding the meaning of the equal sign. | * Multiply up to a 4-digit number by a 1-digit number * Multiply a 2-digit number by a 2-digit number (area model) * Multiply a 2-digit number by a 2-digit number * Multiply a 3-digit number by a 2-digit number * Multiply a 4-digit number by a 2-digit number * Solve problems with multiplication * Short division * Divide a 4-digit number by a 1- digit number * Divide with remainders * Efficient division * Solve problems with multiplication and division | **Y4**   * Recall multiplication and division facts for multiplication tables up to 12x12. * Multiply two-digit and three-digit numbers by a one-digit number using formal written layouts. * Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | **Y6**   * Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication. * Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. * Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context. * Use their knowledge of the order of operations to carry out calculations involving the four operations. * Solve problems involving addition, subtraction, multiplication and division. * Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. |
| **Key Vocabulary**  **New Vocabulary:**  factor pair | **Key Vocabulary:**  **Previous Year Group:**  inverse  square, squared  cube, cubed | **Stem Sentences**  \_\_\_ ones/ tens/ hundreds/ thousands x \_\_\_ = \_\_\_ ones and \_\_\_ tens.  The products in my area model are \_\_\_, \_\_\_\_, \_\_\_\_ and \_\_\_\_, so the total product is \_\_\_\_ + \_\_\_\_ + \_\_\_\_+ \_\_\_\_\_ = \_\_\_\_\_.  First, I multiply \_\_\_ by \_\_\_\_ ones, then I multiply \_\_\_ by \_\_\_ tens. Finally, I add together \_\_\_\_ and \_\_\_\_.  The most efficient way to calculate \_\_\_ is \_\_\_\_.  \_\_\_\_ hundreds divided by \_\_\_ is equal to \_\_\_ hundreds with a remainder of \_\_\_.  To use a formal method of division, I start with the digit on the \_\_\_ and work from \_\_\_ to \_\_\_.  There are \_\_\_\_ groups of \_\_\_ thousands/ hundreds/ tens/ ones in \_\_\_ thousands/ hundreds/ tens/ ones.  When dividing by \_\_\_, the greatest possible remainder is \_\_\_. | | |
| **Concrete, Pictorial, Abstract Models/ Calculations**  **Multiplication** | | | | |
| **Division** | | | | |