**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.
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| **Key Vocabulary****New Vocabulary:** factor pair | **Key Vocabulary:****Previous Year Group:**inversesquare, squaredcube, 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** |