**Maths Medium Term Planning**

**Year Five**

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| **WR Block 1: Place Value** | **Autumn Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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.
* Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
* Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
* Solve number problems and practical problems that involve all of the above.
* Read Roman numerals 10 1000 (M) and recognise years written in Roman numerals.
 | * Roman numerals to 1,000
* Numbers to 10,000
* Numbers to 100,000
* Numbers to 1,000,000
* Read and write numbers to 1,000,000
* Powers of 10
* 10/ 100/ 1,000/ 10,000/ 100,000 more or less
* Partition numbers to 1,000,000
* Number line to 1,000,000
* Compare and order numbers to 100,000
* Compare and order numbers to 1,000,000
* Round to the nearest 10, 100 or 1,000
* Round within 100,000
* Round within 1,000,000
 | **Y4*** Recognise the place value of each digit in a four-digit number.
* Order and compare numbers beyond 1000.
* Round any number to the nearest 10,100 and 1000.
 | **Y6*** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
* Round any whole number to a required degree of accuracy.
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| **Key Vocabulary****New Vocabulary:**Factorise, prime factor, formuladivisibility, square number, prime number, ascending/descending order≥ greater than or equal to≤ less than or equal to, cardinal number | **Key Vocabulary:****Previous Year Group:**ten thousand, hundred thousand, million, sixes, sevens, nines, twenty-fives, next, consecutive, integer, positive, negative, above/below zero, minus, negative numbers, one thousand more, one thousand less | **Stem Sentences**The letter \_\_\_ represents \_\_\_ (when using Roman Numerals). \_\_\_ is greater than/ less than \_\_\_. I know this because \_\_\_.The value of the \_\_\_ digit is \_\_\_\_. There are \_\_\_ hundreds in one thousand, so there are \_\_\_\_ hundreds in \_\_\_.The numbers before the comma represents the \_\_\_\_.\_\_\_ more/ less than \_\_\_ is \_\_\_.\_\_\_ is equal to \_\_\_ thousands, \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones. The difference between the start and end points on the number line is \_\_\_. There are \_\_\_ intervals. Each interval represents. The previous multiple of 10/ 100/ 1,000 is \_\_\_. The next multiple of 10/ 100/ 1,000 is \_\_\_. The number is closer to \_\_\_\_. So \_\_\_ rounded to the nearest 10/ 100/ 1,000 is \_\_\_.  |
| **Concrete, Pictorial, Abstract Models/ Calculations**  |