**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. |
| **Key Vocabulary**  **New Vocabulary:**  Factorise, prime factor, formula  divisibility, 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** | | | |