**Maths Medium Term Planning**

**Year Six**

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| **WR Block: Place Value** | **Autumn Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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.
* Use negative numbers in context, and calculate intervals across zero.
* Solve number and practical problems that involve all of the above.
 | * Numbers to 1,000,000
* Numbers to 10,000,000
* Read and write numbers to 10,000,000
* Powers of 10
* Number line to 10,000,000
* Compare and order any integers
* Round any integers
* Negative numbers
 | **Y5*** 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.
 | **KS3*** Understand and use place value for decimals, measures and integers of any size.
* Order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, >, ≤, ≥.

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| **Key Vocabulary****New Vocabulary:**Recap vocabulary taught in previous year groups. | **Key Vocabulary:****Previous Year Group:**Factorise, prime factor, formuladivisibility, square number, prime numberascending/descending order≥ greater than or equal to≤ less than or equal to, cardinal number | **Stem Sentences**The value of the \_\_\_ in \_\_\_ is \_\_\_.The column before/ after the \_\_\_ column represents \_\_\_.\_\_\_ is 10 times the size of \_\_\_, so \_\_\_ is one tenth the size of \_\_\_. The previous multiple of 10/ 100/ 1,000 is \_\_\_. The next multiple of 10/ 100/ 1,000 is \_\_\_. \_\_\_ is less than/ greater than \_\_\_. I know this because \_\_\_. |
| **Concrete, Pictorial, Abstract Models/ Calculations**  |