**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 =, ≠, <, >, ≤, ≥. |
| **Key Vocabulary**  **New Vocabulary:**  Recap vocabulary taught in previous year groups. | **Key Vocabulary:**  **Previous Year Group:**  Factorise, prime factor, formula  divisibility, square number, prime number  ascending/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** | | | | |