**Maths Medium Term Planning**

**Year Five**

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| **WR Block: Addition and Subtraction** | **Autumn Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
* Add and subtract numbers mentally with increasingly large numbers.
* Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
* Solve multi-step problems in contexts, deciding which operations and methods to use and why.
 | * Mental strategies
* Add whole numbers with more than four digits
* Subtract whole numbers with more than four digits
* Round to check answers
* Inverse operations (addition and subtraction)
* Multi-step addition and subtraction problems
* Compare calculations
* Find missing numbers
 | **Y4*** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
* Estimate and use inverse operations to check answers to a calculation.
* Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
 | **Y6*** Perform mental calculations, including with mixed operations and large numbers.
* Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
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| **Key Vocabulary****New Vocabulary:**No new vocabulary introduced during this unit. Please refer to whole school vocabulary progression document to ensure all previous vocabulary is incorporated in teaching of this block.  | **Key Vocabulary:****Previous Year Group:** inverse | **Stem Sentences**The sum of \_\_\_ ones and \_\_\_ ones is \_\_\_, so the sum of \_\_\_ thousands and \_\_\_ thousands is \_\_\_\_. I can partition the number into \_\_\_\_, \_\_\_\_ and \_\_\_\_\_and add the parts separately.In column addition, we start with the \_\_\_ column.In column subtraction, we start with the \_\_\_ column.There are not enough \_\_\_, so I need to exchange 1 \_\_\_ for 10 \_\_\_.The previous multiple of \_\_\_ is \_\_\_\_. The next multiple of \_\_\_ is \_\_\_\_\_. \_\_\_\_ rounded to the nearest \_\_\_\_ is \_\_\_\_. The approximate answer is \_\_\_\_.  |
| **Concrete, Pictorial, Abstract Models/ Calculations** |
| **Addition** |
| **Subtraction** |