**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. |
| **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** | | | |