**Maths Medium Term Planning**

**Year Five**

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| **WR Block: Decimal and percentages** | | **Spring Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Read and write decimal numbers as fractions [for example, 0.71 = 100/ 71 ]. * Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. * Round decimals with two decimal places to the nearest whole number and to one decimal place. * Read, write, order and compare numbers with up to three decimal places. * Solve problems involving number up to three decimal places. * Solve problems which require knowing percentage and decimal equivalents of 1/2 , ¼,1/5, 2/5 and those fractions with a denominator of a multiple of 10 or 25. * recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal | * Decimals up to 2 decimal places * Equivalent fractions and decimals (tenths) * Equivalent fractions and decimals (hundredths) * Equivalent fractions and decimals * Thousandths as fractions * Thousandths as decimals * Thousandths on a place value chart * Order and compare decimals (same number of decimal places) * Order and compare any decimals with up to 3 decimal places * Round to the nearest whole number * Round to 1 decimal place * Understand percentages * Percentages as fractions * Percentages as decimals * Equivalent fractions, decimals and percentages | **Y4**   * Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. * Round decimals with one decimal place to the nearest whole number. * Compare numbers with the same number of decimal places up to two decimal places. * Solve simple measure and money problems involving fractions and decimals to two decimal places. | **Y6**   * Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. * Compare and order fractions, including fractions > 1. * Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. * Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, × = ]. * Divide proper fractions by whole numbers [for example, ÷ 2 = ]. * Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, ]. * Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. |
| **Key Vocabulary**  **New Vocabulary:**  Percentage, per cent, % | **Key Vocabulary:**  **Previous Year Group:**  decimal point, decimal place | **Stem Sentences**  \_\_\_\_\_ tenths/ hundredths are equivalent to \_\_\_\_ wholes/ tenths.  The value of the digit \_\_\_\_ in the number \_\_\_ is \_\_\_\_\_.  The fraction \_\_\_\_ is equivalent to the decimal \_\_\_\_.  The decimal \_\_\_\_ is equivalent to the fraction \_\_\_\_.  There are ten \_\_\_\_\_ in 1 whole.  There are \_\_\_\_ thousandths in \_\_\_\_\_\_.  \_\_\_ is ten times greater than \_\_\_\_.  The whole numbers either side of \_\_\_\_ are \_\_\_\_ and \_\_\_\_\_. \_\_\_\_ is closer to \_\_\_\_ than \_\_\_\_\_.  If the whole is shared into 100 equal parts, then each part represents \_\_\_\_ %. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |