**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 fractionsin the same denomination.
* Compare and order fractions, including fractions > 1.
* Add and subtract fractions with different denominators and mixed numbers, using theconcept 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 [forexample, 0.375] for a simple fraction [for example, ].
* Identify the value of each digit in numbers given to three decimal places and multiplyand divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
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| **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**   |