**Maths Medium Term Planning**

**Year Six**

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| **WR Block: Decimals** | | **Spring Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 83 ]. * 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. | * Place value within 1 * Place value-integers and decimals * Round decimals * Add and subtract decimals * Multiply by 10, 100 and 1,000 * Divide by 10, 100 and 1,000 * Multiply decimals by integers * Divide decimals by integers * Multiply and divide decimals in context | **Y5**   * 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. | **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:**  No new vocabulary in Y6 | **Key Vocabulary:**  **Previous Year Group:**  Percentage, per cent, % | **Stem Sentences**  There are \_\_\_ tenths, \_\_\_ hundredths and \_\_\_\_ thousandths. The number is \_\_\_.  There are \_\_\_ in \_\_\_\_.  \_\_\_\_ is 10 times/ one-tenth the size of \_\_\_.  \_\_\_ is 10/ 100/ 1,000 times the size of \_\_\_.  The previous/ next multiple of \_\_\_ is \_\_\_\_. \_\_\_\_ is closer to \_\_\_\_ than \_\_\_\_. So it rounds to \_\_\_.  To multiply by/ divide by \_\_\_, I move the digits \_\_\_\_ places to the \_\_\_\_.  I need to exchange ten \_\_\_ for one \_\_\_\_. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |