**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 =, ≠, <, >, ≤, ≥.

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| **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**   |