**Maths Medium Term Planning**

**Year Five**

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| **WR Block: Decimal and percentages** | **Summer 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.
 | * Use known facts to add and subtract decimals within 1
* Complements to 1
* Add and subtract decimals across 1
* Add decimals with the same number of decimal places
* Subtract decimals with the same number of decimal places
* Add decimals with different numbers of decimal places
* Subtract decimals with different numbers of decimals places
* Efficient strategies for adding and subtracting decimals
* Decimal sequences
* Multiply by 10, 100 and 1 000
* Divide by 10, 100 and 1 000
* Multiply and divide decimals – missing values
 | **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\_\_\_ ones + \_\_\_ ones = \_\_\_\_ ones1 = \_\_\_ tenths = \_\_\_ hundredths = \_\_\_\_ thousandths\_\_\_\_ can be partitioned into \_\_\_\_\_ and \_\_\_\_\_When adding two decimal numbers, I need to keep \_\_\_\_ in lineTo multiply by 10/ 100/ 1000 I move the digits \_\_\_\_ places to the left To divide by 10/ 100/ 1000 I move the digits \_\_\_ places to the right |
| **Concrete, Pictorial, Abstract Models/ Calculations**  |