**Maths Medium Term Planning**

**Year Six**

|  |  |
| --- | --- |
| **WR Block: Fractions A** | **Autumn Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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.
* 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.
 | * Equivalent fractions and simplifying
* Equivalent fractions on a number line
* Compare and order (denominator)
* Compare and order (numerator)
* Add and subtract simple fractions
* Add and subtract any two fractions
* Add mixed numbers
* Subtract mixed numbers
* Multi-step problems
 | **Y5*** Compare and order fractions whose denominators are all multiples of the same number.
* Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
* Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
* Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
* Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
* Read and write decimal numbers as fractions.
* 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.
* 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.
* Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5 and 4/5 and those fractions with a denominator of a multiple of 10 or 25.
 | **KS3*** Order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, >, ≤, ≥.
* Interpret and compare numbers in standard form A x 10n 1≤A<10, where n is a positive or negative integer or 0.
* Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 and 3/8).
* Define percentage as ‘number of parts per hundred’, interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express 1 quantity as a percentage of another, compare 2 quantities using percentages, and work with percentages greater than 100%.
* Interpret fractions and percentages as operators.

  |
| **Key Vocabulary****New Vocabulary:**No new vocabulary in Y6. | **Key Vocabulary:****Previous Year Group:**equivalent, reduced to, cancel | **Stem Sentences**Both the numerator and denominator can be divided by ...To simplify the fraction, I will divide the numerator and denominator by ...... in its simplest form is ...From my number line, I can see that ... is equivalent to ....When I count in eighths, I can change ... into ... because they are equivalent. I am comparing ... and ... I can use ... as the common denominator. If one denominator is not a multiple of the other, I need to find a ...I know ... is greater/ less than ... because...Fractions must have the same ... before they can be added or subtracted.The denominator has been multiplied by ..., so to make the equivalent fraction, multiply the numerator by ....When fractions have the same ..., to add or subtract them I just ... the ...The lowest common multiple of ... and ... is ...To add/ subtract the fractions, I could convert them both to ...Mixed numbers can be partitioned into a ... part and a ... part. A fraction is improper when the ... is greater than the ... |
| **Concrete, Pictorial, Abstract Models/ Calculations**  |