**Maths Medium Term Planning**

**Year Five**

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| **WR Block: Number: Multiplication and Division A** | **Autumn Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Identify multiples and factors, including finding all factor pairs of a number, andcommon factors of two numbers.
* Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.
* Establish whether a number up to 100 is prime and recall prime numbers up to 19.
* Multiply numbers up to 4 digits by a one-digit number using a formal written method, including long multiplication for two-digit numbers.
* Multiply and divide numbers mentally drawing upon known facts.
* Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
* Solve problems involving addition, subtraction, multiplication and division and a combination of these including understanding the meaning of the equal sign.
 | * Multiples
* Common multiples
* Factors
* Common factors
* Prime numbers
* Square numbers
* Cube numbers
* Multiply by 10, 100 and 1,000
* Divide by 10, 100 and 1,000
* Multiples of 10, 100 and 1,000
 | **Y4*** Recall multiplication and division facts for multiplication tables up to 12x12.
* Multiply two-digit and three-digit numbers by a one-digit number using formal written layouts.
* Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
 | **Y6*** Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication.
* Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
* Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context.
* Use their knowledge of the order of operations to carry out calculations involving the four operations.
* Solve problems involving addition, subtraction, multiplication and division.
* Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
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| **Key Vocabulary****New Vocabulary:**factor pair | **Key Vocabulary:****Previous Year Group:**Inverse, square, squaredcube, cubed | **Stem Sentences**A multiple is the result of multiplying a number by …The first multiple of a number is always…… is a multiple of … because ….. x …. = ….The first common multiple of … and … is …… is a factor of … because … x …. = ….A square number is the result of multiplying a number by ….The cube of a number is the result of multiplying a number by ... and then by ... again.... multiplied by 10/ 100/ 1,000 is equal to ...... is 10/ 100/ 1,000 times the size of ...There were ... ones and tens, now there are ... tens and hundreds.Multiplying by 100 is the same as multiplying by ... twice.... divided by 10/ 100/ 1,000 is equal to ...... is one tenth/ one hundredth/ one thousandth the size of ...  |
| **Concrete, Pictorial, Abstract Models/ Calculations**  |