**Maths Medium Term Planning**

**Year Five**

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| **WR Block: Number: Fractions A** | | | | **Autumn Term** | |
| **National Curriculum Objectives** | | **Small Steps** | | **Prior Learning** | **Future Progression** |
| * 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 [for example, 2/5 + 4/5= 65 = 1 and 1/5 ]. * 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. | | * Find fractions equivalent to a unit fraction * Find fractions equivalent to a non-unit fraction * Recognise equivalent fractions * Convert improper fractions to mixed numbers * Convert mixed numbers to improper fractions * Compare fractions less than 1 * Order fractions less than 1 * Compare and order fractions greater than 1 * Add and subtract fractions with the same denominator * Add fractions within 1 * Add fractions with total greater than 1 * Add to a mixed number * Add two mixed numbers * Subtract fractions * Subtract from a mixed number * Subtract from a mixed number – breaking the whole * Subtract two mixed numbers | | **Y4:**   * Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. * Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. * Add and subtract fractions with the same denominator. * Recognise and write decimal equivalents of any number of tenths or hundredths. * Recognise and write decimal equivalents to ¼, ½, ¾. * 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 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. * Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 41 × 21= 81 ]. * Divide proper fractions by whole numbers [for example, 31 ÷ 2 = 61 ]. * 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. |
| **Key Vocabulary**  **New Vocabulary:**  equivalent, reduced to, cancel | **Key Vocabulary:**  **Previous Year Group:**  hundredths  decimal, decimal fraction, decimal point,  decimal place, decimal equivalent  proportion | | **Stem Sentences**  A fraction is a unit fraction if the ... is equal to ...  The numerator has been multiplied/ divided by ... so if the denominator is multiplied/ divided by ... then the fractions will be equivalent.  The denominator is ... times the numerator in both fractions, so the fractions are ....  I know that ... is equivalent to ... because...  ... is a common factor of the numerator and denominator, so I can divide both of these by ... to find an equivalent fraction.  The numerator/ denominator has been multiplied by ..., so the denominator/ numerator should also be ... by ....  There are ... in one whole, so there are ... in ... wholes.  I can regroup ... to make ... wholes with ... parts left over. As a mixed number, this is ... and ...  ... is greater than one half and ... is less than one half, so ... is greater than ...  When two fractions have the same denominator, the one with the ... numerator is the greater fraction.  When two fractions have the same numerator, the one with the ... denominator is the greater fraction.  ... fifths add/ subtract ... fifths is ... fifths.  When adding/ subtracting fractions with the same denominator I just add/ subtract the ...  Fractions must have the same ... to add/ subtract them.  The denominator has been multiplied by ...., so the numerator needs to be multiplied by ... for them to be equivalent.  A mixed number can be partitioned into a ... part and a ... part. | | |
| **Concrete, Pictorial, Abstract**  **Models/ Calculations** | | | | | |