**Maths Medium Term Planning**

**Year Six**

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| **WR Block: Fractions B** | | **Autumn Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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. | * Multiply fractions by integers * Multiply fractions by fractions * Divide a fraction by an integer * Divide any fraction by an integer * Mixed questions with fractions * Fraction of an amount * Fraction of an amount- find the whole | **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**  To multiply a fraction by an integer, I need to multiply the numerator by ...  To multiply a mixed number by an integer, I can partition it into ... and ... and then multiply them both by the integer.  When multiplying a pair of fractions, I need to multiply the ... and the ...  If the divide ... into equal groups, then each group is ... because ...  The whole is divided into ... equal parts. Each part is worth ...  The numerator is ..., so the fraction is worth ...  If one fifth is equal to ..., then ... fifths are equal to ... | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |