



Teacher: _____

Class: _____

Year: 5 & 6

Term: Autumn 1

Week Commencing: Week 1

<p><u>Topic</u> Place Value and Rounding</p>	<p style="text-align: center;"><u>NC Links:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (Y6). <ul style="list-style-type: none"> • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (Y5) • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (Y5) <ul style="list-style-type: none"> • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 (Y5) <ul style="list-style-type: none"> • round any whole number to a required degree of accuracy (Y6)
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	To be able to recall my 2x table and related division facts.	TMM	<p><u>L.O. To understand how to determine the value of each digit in a number up to 1,000,000.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> I must be able to understand a place value chart. I should understand that 0 can be a place holder. I could demonstrate my knowledge of larger numbers by placing each digit in the 	<p>Show children a number on the board e.g. 2346. Ask the children how we know what each digit is worth and get them to discuss this with their learning partner. Show the children a place value grid and talk them through what each value is worth (up to 1,000,000).</p> <p>Show them a variety of numbers and then on mini whiteboards, children write the value of the digit shown. LA children will need a place</p>	<p>Maths No Problem 5a p. 2-4.</p> <p>LA – Year 5 Target Your Maths p. 5, Section A</p> <p>MA - Year 5 Target Your Maths p. 5, Section B</p> <p>HA - Year 5 Target Your Maths p. 5, Section C</p>	<p>Million Hundred Thousand Ten Thousand Thousand Hundred Ten Unit Decimal Point Tenths Hundredths Thousandths Zero Place Holder Digit Integer Whole Number Count Up Forwards/backwards</p>	White Rose Maths Hub Question	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>Far Below:</p>

			correct column.	value grid on their tables. Allow the children to complete some Maths No Problem and White Rose Maths Hub questions.				
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Tues	To be able to recall my 2x table and related division facts.	TMM	<p><u>L.O. To understand how to read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must have a secure knowledge of a place value chart. 2. I should be able to understand the place value of decimals. 3. I could use my knowledge to order and compare large numbers and decimals. 	<p>Recap the learning from yesterday.</p> <p>Recap the place value of digits up to 1,000,000. Extend the children's knowledge by showing them numbers up to 10,000,000 and show them the role of the decimal point and how to determine the value of each digit after the decimal point (up to thousandths).</p> <p>Show them a variety of numbers and then on mini whiteboards, children write the value of the digit shown. LA children will need a place value grid on their tables.</p> <p>Maths No Problem and White Rose</p>	<p>Maths No Problem 6a p. 3-7.</p> <p>LA – Year 6 Target Your Maths, p. 5, Section A.</p> <p>MA – Year 6 Target Your Maths, p. 5, Section B.</p> <p>HA – Year 6 Target Your Maths, p. 5, Section C.</p>	<p>Million Hundred Thousand Ten Thousand Thousand Hundred Ten Unit Decimal Point Tenths Hundredths Thousandths Zero Place Holder Digit Integer Whole Number Count Up Forwards/backwards</p>	White Rose Hub Maths Question.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				Maths Hub Questions.				
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Wed	To be able to recall my 2x table and related division facts.	TMM	<p>L.O. To <u>understand how to round a number to the nearest power of 10.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must be able identify which number needs to be rounded. 2. I should be able to look to the number to the right of the rounded number and I know that the number ends in 1, 2, 3, 4 round down. If the number ends in 5, 6, 7, 8 round up. 3. I could recognise the value 0 as a place holder, and turn the remaining numbers to 0 so that the number keeps its value. 	<p>Recap the learning from the week.</p> <p>Ask the children to say a number and the rest of the class write down that number in digits. Show them, a number on the IWB and ask the children what number it is. Then ask them to count forward in 10s, then 100s, then 100s.</p> <p>Repeat this with a different number and ask them to count backwards.</p> <p>Show the children a number: 5678. Tell them that I want to round this number to the nearest 10, what do I do? What about to the nearest hundred? What is the rule when looking round a number? Go through some more examples on the IWB.</p> <p>Maths No Problem and White Rose Maths Hub Questions.</p>	<p>Maths No Problem 5a p. 19-22.</p> <p>LA – Year 5 Target Your Maths p. 7, Section A</p> <p>MA - Year 5 Target Your Maths p. 7, Section B</p> <p>HA - Year 5 Target Your Maths p. 7, Section C</p>	<p>Million Hundred Thousand Ten Thousand Thousand Hundred Ten Unit Decimal Point Tenths Hundredths Thousandths Zero Place Holder Digit Integer Whole Number Count Up Forwards/backwards Estimate Approximately Reasonable Positive Negative Minus</p>	White Rose Hub Maths Question.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs	To be able to recall my 2x table and related division facts.	TMM	<p><u>L.O. To understand how to use rounding to estimate effectively.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must be able to identify which number needs rounding. 2. I should be able to look to the right of it and I know that the number ends in 1, 2, 3, 4 round down. If the number ends in 5, 6, 7, 8 round up. 3. I could round to a sensible degree of accuracy depending on the context of the question. 	<p>Recap yesterday's work.</p> <p>What do we need to remember when rounding?</p> <p>Introduce decimals.</p> <p>Go through some examples on the Whiteboard.</p> <p>Ask children to pair share what we mean by estimating and why is it important to do so. Ask in real life when we might need to estimate.</p> <p>Show problems – teacher to model first and then children to calculate the next few.</p> <p>Remind the children that we should always estimate in maths, regardless of the question.</p> <p>Maths No Problem and White Rose Maths Hub Questions.</p>	<p>LA – Year 6 Target Your Maths p. 6, Section A</p> <p>MA - Year 6 Target Your Maths p. 6, Section B</p> <p>HA - Year 6 Target Your Maths p. 6, Section C</p>	<p>Million Hundred Thousand Ten Thousand Thousand Hundred Ten Unit Decimal Point Tenths Hundredths Thousandths Zero Place Holder Digit Integer Whole Number Count Up Forwards/backwards Estimate Approximately Reasonable Positive Negative Minus</p>	White Rose Hub Maths Question.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

