



School name: _____ MATHS PLANNING YEAR A



Teacher: _____

Class: _____

Year: 5 & 6

Term: Summer 2

Week Commencing: Week 1

Topic Revision		NC Links: Pupils should be taught to:						
		<ul style="list-style-type: none"> Across the revision sessions, a wide range of topics on the National Curriculum will be covered. See individual days for coverage. 						
Day	Mental/Oral Starter	Main Lesson				Plenary	Assessment	
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	To be able to recall my 5x table and related division facts.	TMM	<p><u>L.O. To understand how to determine the value of each digit in a number.</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 using column addition and subtraction. 	<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 value grid on their tables.</p> <p>White Rose Maths Hub and Maths No Problem questions.</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>CPG p. 7-8</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>	<p>Teacher to explain the value of decimal numbers.</p> <p>White Rose Maths Question Exit Pass</p>	<p>Exceeding ARE: At ARE: Below ARE: Far Below:</p>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Tues	To be able to recall my 5x table and related division facts.	TMM	<p><u>L.O. To understand how to count forwards or backwards in steps of powers of 10.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> I must understand the value of the number given. I should be able to identify what power of 10 to count up/down in. I could count up in larger powers of 10, bridging the next place value. 	<p>Recap the learning from yesterday.</p> <p>Allow children to spend time discussing the value of different digits in a number and give a couple of examples.</p> <p>Remind the children that 'powers of 10' just means 10, 100, 1000 etc. Display a number on the board: 1234. Ask them how they would count forward in 10s, what about 100s? 1000s?</p> <p>Display 54,678, how would the count backwards in 10s? 100s? 1000s?</p> <p>Children work with their learning partner to discuss a set on instructions for counting forwards/backwards in 10s, 100s, 1000s.</p> <p>White Rose Maths Hub and Maths No Problem questions.</p>	<p>LA – Year 5 Target Your Maths p. 6, Section A</p> <p>MA - Year 5 Target Your Maths p. 6, Section B</p> <p>HA - Year 5 Target Your Maths p. 6, Section C</p> <p>CPG p. 9</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>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Weds	To be able to recall my 5x table and related division facts.	TMM	<p><u>L.O. To 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 	<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 to round a number? Go through some more examples on the IWB. White Rose Maths Hub and Maths No Problem questions.</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>CPG p. 10, p. 15</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>

			keeps its value.					
--	--	--	---------------------	--	--	--	--	--

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs	To be able to recall my 5x table and related division facts.	TMM	<p><u>L.O. To investigate and apply my place value knowledge</u></p> <p>Success Criteria: 1. I must read and make sense of a problem. 2. I should correctly choose the recognise the mathematical method that is needed to solve this problem. 3. I could present results in a clear and organised way to solve the problem.</p>	<p>Ask children to pair share with their partner what we have learnt over the week.</p> <p>Go through some questions and clarify any misconceptions.</p> <p>Introduce problem solving activity. Separate children into pairs and tell them they are going to have a go at the place value board game. Children are then given 20 digits and have to make the given numbers according to the question. They will only have 5 minutes to do this.</p>	Children work in mixed ability pairs to complete the investigations.	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	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	
Fri			1.					<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>