**School name: MATHS PLANNING YEAR A**

**GOLD**

**Teacher: Class: Year: 5 & 6 Term: Autumn 1 Week Commencing: Week 3**

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| Topic  Multiplying and Dividing by 10, 100 and 1000 | | | NC Links:  Pupils should be taught to:   * multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 (Y5) * 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 (Y6) | | | | | | |
| **Day** | **Mental/Oral Starter** | | | **Main Lesson** | | | | **Plenary** | **Assessment** |
|  | **Objectives** | **Activity** | | **Objectives** | **Teaching** | **Activities** | **Key Vocabulary** | **Activity** |  |
| **Mon** | To be able to recall my 4x table and related division facts. | TMM | | **L.O. To understand how to use place value to multiply and divide whole numbers by 10, 100 or 1000.**  Success Criteria:   1. I must understand the value of each digit and know how to draw a place value grid. 2. I should know how many places to move the number. 3. I could understand which way to move the number to make it bigger or smaller. 4. I could understand the importance of a place holder. | Write 26, 260, 26 000 on board. Pair share: What is the relation between them? Use p/v grid to explain how numbers are made of **digits** that occupy **places** according to **value**.  Discuss what happens if multiply by 10. It looks as if we add a 0 because all the digits have moved along 1 place to the left. Teach the children “we don’t change the digits, we just move them along.”  Show how this is the same when we multiply by 100/1000. Remind the children that when we multiply the number must get BIGGER. Give them some examples to try on their mini white boards.  Ask the children what they think happens when they divide a number by 10, 100 or 1000. Demonstrate that the number will get smaller.  Maths No Problem and White Rose Maths Hub questions. | LA – Year 5 Target Your Maths, p. 33, Section A.  MA – Year 5 Target Your Maths, p. 33, Section B.  HA – Year 5 Target Your Maths, p. 33, Section C.  Allow children the opportunity to choose which section to complete, according to confidence | multiplication  division units  tens  hundreds thousands  10 thousand 100 thousand  millions, tenths  hundredths thousandths decimals decimal point  digits  place value | White Rose Hub Maths Question. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **Far Below:** |

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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 4x table and related division facts. | TMM | **L.O. To understand how to use place value to multiply and divide decimal numbers by 10 or 100.**  Success Criteria:   1. I must understand the value of each digit and know how to draw a place value grid. 2. I should know how many places to move the number. 3. I could understand which way to move the number to make it bigger or smaller. 4. I could understand the importance of a place holder. | Recap work from yesterday.  Recap what we learnt yesterday, ask the children: what must we remember when multiplying by 10, 100 or 1000?  Use p/v grid with H, T, U, t, h. Model multiplying £3.46 by 100. Write *£3.46* on p/v grid and fill in answer (move each digit 2 places to left = £346). Record the ×. Rpt for £12.83 × 100. Put *£2.89* × *10* on board and 3 possible answers. Chn pick one and show on grid. Repeat for £9.10 × 100.  Maths No Problem and White Rose Maths Hub questions | LA – Year 6 Target Your Maths, p. 53, Section A.  MA – Year 6 Target Your Maths, p. 53, Section B.  HA – Year 6 Target Your Maths, p. 53, Section C.  Allow children the opportunity to choose which section to complete, according to confidence | multiplication  division units  tens  hundreds thousands  10 thousand 100 thousand  millions, tenths  hundredths thousandths decimals decimal point  digits  place value | White Rose Hub Maths Question. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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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 4x table and related division facts. | TMM | **L.O. To understand how to use place value to multiply and divide decimal numbers by 10, 100 or 1000.**    Success Criteria:   1. I must understand the value of each digit and know how to draw a place value grid. 2. I should know how many places to move the number. 3. I could understand which way to move the number to make it bigger or smaller. 4. I could understand the importance of a place holder. | Recap work from yesterday.  Recap what we learnt yesterday, ask the children: what must we remember when multiplying by 10, 100 or 1000?  Use p/v grid with H, T, U, t, h. Recap multiplying and dividing decimal numbers by 10 or 100 and then move the children on to demonstrate multiplying and dividing by 1000.  Maths No Problem and White Rose Maths Hub questions. | LA – Year 6 Target Your Maths, p. 54, Section A.  MA – Year 6 Target Your Maths, p. 54, Section B.  HA – Year 6 Target Your Maths, p. 54, Section C.  Allow children the opportunity to choose which section to complete, according to confidence | multiplication  division units  tens  hundreds thousands  10 thousand 100 thousand  millions, tenths  hundredths thousandths decimals decimal point  digits  place value | White Rose Hub Maths Question. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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| **Day** | **Mental/Oral Starter** | | **Main Lesson** | | | | **Plenary** | **Assessment** |
|  | **Objectives** | **Activity** | **Objectives** | **Teaching** | **Activities** | **Key Vocabulary** | **Activity** |  |
| **Thurs** | To be able to recall my 4x table and related division facts. | TMM | **L.O. To understand the skills required to solve word problems involving addition and subtraction**  Success Criteria   1. I must be able to recall my addition and subtraction knowledge and read and make sense of the question. 2. I should be able to underline the important information and choose the correct method to solve the problem.   I could solve the question correctly and check my answer. | Revise the what we have learnt this week.  Ask the children what we need to remember when answering word problems.  Show the children a word problem on the board. Give them time to discuss it with their partner.  Model how to answer the question.  Complete some more questions on the IWB.  Maths No Problem and White Rose Maths Hub Questions.  If children are confident, allow them to move on to multi-step problems. | Maths No Problem! 5a P. 38, 39 and 35.  If confident – p. 21 of Year 5 Maths on Target (Section B OR C). | Add  Addition  Plus  Together  Altogether  More  Increase  Subtract  Subtraction  Less Than  Fewer  Decrease  Minus  Take Away  Column  Formal | White Rose Hub Maths Question. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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| **Day** | **Mental/Oral Starter** | | **Main Lesson** | | | | **Plenary** | **Assessment** |
|  | **Objectives** | **Activity** | **Objectives** | **Teaching** | **Activities** | **Key Vocabulary** | **Activity** |  |
| **Fri** |  |  | **L.O.**  **Success Criteria** |  | **SEN – L.O.** |  |  | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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