



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: 5 & 6

Term: Autumn 1

Week Commencing: Week 6

<b>Topic</b> Formal Long Division	<b>NC Links:</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (Y5)</li> <li>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context (Y6)</li> </ul>
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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 8x table and related division facts.	TMM	<u><b>L.O. To understand how to formally divide whole numbers by a two digit number.</b></u>  Success Criteria: 1. I should be able to write a 'multiplication fact box' to help me with my problem. 2. I could sensibly choose which number to multiply by. 3. I could accurately subtract to obtain the correct answer.	Recap work from last week.  Children complete a couple of short division questions on their whiteboards. Teacher to model long division, using a two digit number. Allow the children to try some questions in pairs. Teacher to use cutaway depending on the ability of the children.  Maths – No Problem and White Rose	Maths No Problem 6a p. 31-33.  LA – Year 6 Target Your Maths, p. 18, Section A.  MA – Year 6 Target Your Maths, p. 18, Section B.  HA – Year 6 Target Your Maths, p. 18, Section C.	Divide Division Share Divisibility Multiple Times table RUCSAC Word Problems Integer Remainder Decimal	White Rose Hub Maths Question.	Exceeding ARE:  At ARE:  Below ARE:  Far Below:

				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 8x table and related division facts.	TMM	<p><b><u>L.O. To understand how to divide whole and decimal numbers by a two digit number.</u></b></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> <li>1. I should be able to write a 'multiplication fact box' to help me with my problem.</li> <li>2. I could sensibly choose which number to multiply by.</li> <li>3. I could accurately subtract to obtain the correct answer.</li> </ol>	<p>Recap what we learnt yesterday and children respond /reflect on feedback.</p> <p>Allow children to explain to their partner how to carry out long division, displaying an example on the board to help.</p> <p>Teacher to model the 'chunking' example and use it to show how to divide decimal numbers by numbers with two digits.</p> <p>Maths – No Problem and White Rose Maths Hub Questions.</p>	<p>Maths No Problem 6a p. 34-36.</p> <p>LA – Year 6 Target Your Maths, p. 19, Section A.</p> <p>MA – Year 6 Target Your Maths, p. 19, Section B.</p> <p>HA – Year 6 Target Your Maths, p. 19, Section C.</p>	<p>Divide Division Share Divisibility Multiple Times table RUCSAC Word Problems Integer Remainder Decimal</p>	White Rose Hub Maths Question.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Wed	To be able to recall my 8x table and related division facts.	TMM	<p><b><u>L.O. To practise the written method for short and long division.</u></b></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> <li>1. I must know my division facts for times tables up to 12x12.</li> <li>2. I should be able to set out my division using the formal method.</li> <li>3. I could accurately carry out the formal method division, representing remainders as decimals.</li> </ol>	<p>Recap what we learnt yesterday and children respond/reflect on feedback.</p> <p>Teacher to model another example of each type of division question.</p> <p>Give them some questions to complete on their whiteboards</p> <p>Maths – No Problem and White Rose Maths Hub Questions.</p>	<p>LA – Year 6 Target Your Maths, p. 20, Section A.</p> <p>MA – Year 6 Target Your Maths, p. 20, Section B.</p> <p>HA – Year 6 Target Your Maths, p. 20, Section C.</p>	<p>Divide</p> <p>Division</p> <p>Share</p> <p>Divisibility</p> <p>Multiple</p> <p>Times table</p> <p>RUCSAC</p> <p>Word Problems</p> <p>Integer</p> <p>Remainder</p> <p>Decimal</p>	White Rose Hub Maths Question.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs			1.					<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

