Crosby Primary School	Mathematics Medium Term Plan Year 5 Summer Term	Unit 4 Decimals (3 Weeks)

National Curriculum
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places

Ready to Progress
- 5NPV–1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.
- 5NPV–3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- 5MD–1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.

Times Tables
- Consolidate and practice all multiplication and division facts to 12x12 – any order, missing numbers, fractions.
- Use multiplication and division facts to derive associated facts.
- Develop multiplicative reasoning - links between multiplication, division and fractions

Ready to Progress
- 5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.

Concept Sequence

- Use known facts to ass/subtract decimals within 1– use counters/place value charts and stem sentences.
- Complements to 1 – up to 3 decimal places. Use number bonds (to 10, 100, 1000) rather than formal written methods.
- Add and subtract decimals across 1 – use known facts where appropriate.
- Add decimals with the same number of decimal places – use formal written methods.
- Subtract decimals with same number of decimal places – use formal written methods.
- Add crossing the whole.
- Add/Subtract same decimal places – problem solving.
- Adding decimals with different number of decimal places.
- Subtract decimals with different number of decimal places.
- Efficient strategies for adding and subtracting decimals – compare mental strategies with formal written methods. Look at compensation and number lines.
- Add/Subtract different decimals places problem solving
- Decimal sequences – care when crossing integer boundaries.
- Multiply by 10,100, 1000
- Divide by 10, 100, 1000
- Multiply and divide decimals – missing values.

$4.23 \times _____ = 42.3$

Vocabulary
Parts of a whole, Tenths, Hundredths, Thousandths, Decimal, decimal fraction, decimal point
Decimal place, decimal equivalent, proportion, Ascending, descending

Planning Links
White Rose Schemes of Work:
https://assets.whiterosemaths.com/new-schemes/Year%205%20Summer%20Block%203%20SOL%20Decimals.pdf
NCETM:
https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/fractions/
Maths No Problem, White Rose, Aspire Maths, Power Maths

Resources
100 square, base ten, counters, place value grid, Gattengo charts
Gordons Maths Games, Mathletics, TTRockstars
BBC Super Movers:
https://www.bbc.co.uk/teach/supermovers/ks2-collection/zr4ky9q

Mo is using a Gattegno chart to work out 4.9×10

1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09