



Maths objective (LO)	Differentiation		Key Skills	Comments
	SEN	Challenge		
<p>LO: Y5 Pre-assessment</p> <p>LO: Y4 Recap: To identify the place value of 1000s, 100s, 10s and 1s.</p>	<p>Reinforce counting with the support of the number discs. Pupils to use the place-value chart to record the number first,</p> <p>Pupils to represent large numbers using at least the number discs and place-value charts</p> <p>Represent the numbers using number discs with complete values on them (10 000 discs, 1000 discs, etc).</p> <p>Compare numbers using place-value cards. Explaining where the larger digit should go in a larger number etc.</p>	<p>Create some problems and answer them incorrectly intentionally. Answer and pick out where the mistake was made and explain why it is a mistake.</p> <p>Create number riddles for the class or for a friend, i.e. 'I am thinking of some numbers</p> <p>White rose challenge</p> <p>Create a number story where comparing large numbers would be reasonable (house prices, expensive car prices, etc).</p>	<p>Fluent in 5 – mental arithmetic practice</p> <p>TTrockstars – daily times table practice</p>	
<p>LO: To identify the place value of numbers to 10,000</p> <p>Y4 Recap: To be able to round numbers to the nearest 10.</p> <p>Y4 Recap: To be able to round numbers to the nearest 100.</p> <p>LO: To be able to round</p>	<p>Focus on creating numbers that have the same number of digits</p> <p>Build the numbers up by starting from 2-digit numbers. Have them compare 20 and 30. How can they find 10? Then move on to larger numbers, gradually building to numbers greater than 100 000.</p>	<p>NCETM/ rich problem</p> <p>Pupils write out a succinct procedure for how to compare numbers to 100 000 that they can give to learners in Year 4.</p>	<p>Fluent in 5 – mental arithmetic practice</p> <p>TTrockstars – daily times table practice</p>	

<p>numbers to the nearest 10, 100 and 1000.</p> <p>LO: To identify the place value of numbers up to 100,000.</p>	<p>Assist pupils in constructing bar models and number lines</p> <p>Gradually build up the number patterns using multiples of 10, 100, 1000</p> <p>Introduce reduction by using multiples of 100 000 – only introduce digits once secure.</p>	<p>Opportunities to apply both methods.</p> <p>NCETM/ nrich problem</p> <p>NCETM/ nrich problem</p>		
<p>LO: To compare and order numbers to 100,000</p> <p>LO: To be able to round numbers within 100,000</p> <p>LO: To identify the place value of numbers up to a million.</p> <p>LO: To be able to count in powers of 10, 100, 1000, 10,000, and 100,0000.</p> <p>LO: To compare and order numbers to one million.</p>	<p>Pupils provided with number lines with increments already on and larger bar graphs</p> <p>Number line with increments of 100,000 marked on</p> <p>Three number lines prepared so they are able to round to the nearest 100, 1000 and 10 000</p> <p>Consolidation activities to secure place value knowledge. Move onto simple word problems and reasoning activities when ready.</p>	<p>NCETM/ nrich problem</p> <p>White Rose Maths - Reasoning and problem solving questions.</p> <p>Ask children to develop a method of rounding using physical apparatus. E.g 174 in number discs – what do we do physically to round to the nearest 100?</p> <p>Children given a range of questions which require reasoning and problem solving skills to be applied alongside place value knowledge</p> <p>NCETM/ nrich problem solving and reasoning</p>	<p>Fluent in 5 – mental arithmetic practice)</p> <p>TTrockstars – daily times table practice</p>	

<p>LO: To be able to round numbers to a million.</p> <p>LO: To understand negative numbers</p> <p>LO: To know and use roman numerals</p> <p>End of unit assessment: Place Value</p>	<p>Begin by using concrete materials to physically add on</p> <p>Begin by using number discs to remove</p> <p>Round using number line</p> <p>Use number discs to represent amounts</p>	<p>NCETM/ rich problem</p> <p>Create numbers to 1 000 000 with discs that would be problematic for other learners to write in numerals and provide an explanation as to why there might be an error</p> <p>Draw a diagram of</p>	<p>Fluent in 5 – mental arithmetic practice</p> <p>TTrockstars – daily times table practice</p>	
<p>Y5 pre-assessment</p> <p>Y4 recap: To be able to add two 4-digit numbers with one exchange</p> <p>Y4 recap: To be able to add two 4-digit numbers with more than one exchange</p> <p>LO: To add whole numbers with more than 4 digits using the column method</p> <p>Y4 recap: To be able to subtract two 4-digit numbers with one exchange</p> <p>Y4 recap: To be able to subtract two 4-digit numbers with more than one exchange</p>	<p>Begin adding numbers using number discs and the column method that do not require regrouping or renaming</p> <p>Pupils to begin with amounts that end in 000. Use number discs to support subtraction.</p> <p>Use number bonds to break apart numbers to help with subtraction. Start with simple examples (within 100) before moving onto larger amounts.</p> <p>Differentiation through questioning and range of tasks</p>	<p>Compare different stadium capacities e.g. Wembley and Etihad</p> <p>Develop as many methods for answering each question as possible. Create their own questions.</p>	<p>Fluent in 5 – mental arithmetic practice</p> <p>TTrockstars – daily times table practice</p>	

d	<p>LO: To subtract whole numbers with more than 4 digits using the column method.</p> <p>LO: To be able to use rounding to estimate and approximate</p> <p>LO: To use the inverse operation (addition and subtraction)</p> <p>LO: To use addition and subtraction skills to calculate multi-step problems (2 days)</p>	<p>SEN learners remain to tables that show data in increments of 2,5 or 10.</p> <p>Scaffold/ Visual reminders of X and y axis.</p>	<p>White Rose Maths - Reasoning and problem solving questions.</p> <p>Create own questions about the tables, graphs and charts</p>	<p>Fluent in 5 – mental arithmetic practice</p> <p>TTrockstars – daily times table practice</p>	
	<p>Y5 End of unit assessment: addition and subtraction</p> <p>Y5 Pre assessment: Statistics</p> <p>Y4 recap: To use bar charts, pictograms and tables to interpret data</p> <p>Y4 recap: To be able to solve comparison, sum and difference problems using discrete data and a range of scales.</p> <p>Y4 Recap: To use knowledge of scales to read time graphs accurately</p>		<p>How could we measure the temperature/ time of.... how would we gather the data? How would we present the data?</p>	<p>Fluent in 5 – mental arithmetic practice)</p> <p>TTrockstars – daily times table practice</p>	

<p>LO: To read and interpret line graphs using horizontal and vertical axes.</p> <p>LO: To use knowledge of scales and coordinates to represent data in a line graph</p> <p>LO: To be able to use line graphs to solve problems</p> <p>LO: To read tables to extract information and answer questions</p> <p>LO: To be able to read a range of two-way table and interpret information by using addition and subtraction skills.</p>	<p>Which column do I need to look In to find the information?</p> <p>SEN learners remain to tables that show a single set of data</p>	<p>White Rose Maths - Reasoning and problem solving questions.</p> <p>Create own questions about the tables, graphs and charts</p>	<p>Fluent in 5 – mental arithmetic practice</p> <p>TTrockstars – daily times table practice</p>	
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