



Orton Wistow Primary School – Curriculum Plan



Subject : Maths

Year :5 /6

Unit :Addition and Subtraction



Vocabulary

Define the word and include etymology if useful.

Addition

Add, more, and, make, sum, total, altogether

Double

Near double

Half, halve

One more, two more... ten more

Addends – the numbers added together to make the sum

Subtraction

Take away, minus, fewer, less, difference between

One less, two less... ten less

Minuend – a quantity or number from which another is to be subtracted

Subtrahend - a quantity or number to be subtracted from another.

Equals

Is equal to, is the same as

Number bonds

Number pair

Number facts

Part, part, whole

Partition

Recombine

Missing number

Tens boundary / Hundreds boundary



Knowledge

What children will know

Learning

Remembering

Teaching

Telling

Assessment

Testing

- Pupils will know how to use place value to line up numbers with more than 4 digits accurately
- Pupils will know when an exchange is and isn't needed
- Pupils know how to round numbers in order to estimate
- Pupils know the most appropriate number to round to, e.g. the nearest 10, 100 or 1000
- Pupils know that addition can be done in any order but subtraction cannot

Stem Sentences

If one addend is increased by an amount and the other addend is decreased by the same amount, the sum remains the same.



Understanding

What children will understand

Learning

Practising

Teaching

Coaching

Assessment

Observing

- Pupils understand '0' as a place holder



Skills

What children will be able to do

Learning

Reflecting





Teaching

Facilitating

Assessment

Evaluating

- Use manipulatives and pictorial representations to demonstrate how to add and subtract
- Add and subtract increasingly larger numbers mentally
- Use formal written methods to add and subtract numbers greater than 4-digits
- Use rounding to estimate and check answers
- Solve addition and subtraction multi-step problems

									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Commutative - involving the condition that a group of quantities connected by operators gives the same result whatever the order of the quantities involved, e.g. $a \times b = b \times a$.</p> <p>Approximate - something is almost, but not completely, accurate or exact; roughly</p>									



Orton Wistow Primary School – Curriculum Plan



Subject : Maths

Year : 5

Unit : Number and Place Value



Vocabulary

Define the word and include etymology if useful.

Millions

Factor pair - a pair of numbers multiplied together form another number called their product.

Powers of 10 – A power of 10 is the number 10 multiplied by itself a number of times.

≥ - Greater than or equal to

≤ - Less than or equal to

≈ - Approximately

Divisibility - can be divided evenly without leaving a remainder.

Square number - a number that results from multiplying an integer by itself which can be represented in the shape of a square.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

- Pupils know Roman numerals up to 1000
- Pupils know which place value column to look at when round numbers to the nearest 10, 100, 1000 and 10 000
- Pupils know to focus on the column with the highest place value when comparing numbers
- Pupils know to include the zero when counting up or back through zero

Stem Sentences

Ten one thousands make ten thousand.

One hundred hundreds make ten thousand.

Ten ten thousands make one hundred thousand.

One hundred one thousands make one hundred thousand.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

- Children understand what is happening in the place value columns when adding 10, 100 and 1000
- Pupils understand what is the same and what is different about our number system and the Roman numeral system
- Pupils understand which two numbers a given number lies between when rounding.
- Pupils understand the convention of rounding up if numbers are exactly halfway
- Pupils understand when rounding is valuable, e.g. populations of countries or when packing 53 items into boxes of 10 you need 6 boxes
- Pupils understand negative numbers in context, such as temperature







Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

- Count forward and back in steps of powers of 10 for any given number up to 1,000,000
- Interpret negative numbers in context
- Count forwards and backwards with positive and negative whole numbers, including through zero
- Read, write, order and compare numbers up to 1,000,000 and determine the value of each digit
- Use concrete materials and pictorial representations when representing numbers up to 1,000,000
- Round any number up to 1,000,000 to the nearest 10,100,1000, 10 000 and 100 000
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- Recognise square numbers and cube numbers



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Prime number - a number that has exactly two factors. It can only be divided evenly by itself and one.</p>	<p>_____ is less than _____, so _____ thousand is less than _____ thousand. Negative numbers are less than zero. Negative numbers are below zero. Positive numbers are greater than zero. Positive numbers are above zero. For both negative and positive numbers, the larger the value of the number, the further it is away from zero.</p>								

The NCETM have designed materials to support teachers to develop their subject knowledge and understand the learning steps required in order to successfully teach for mastery. The curriculum has been split into a number of areas called 'spines'.

Each spine has a series of Teacher Guidance documents and a PowerPoint containing the relevant representations which should be used to teach that area of maths. Please refer to these documents alongside this Curriculum Plan.

These Spines can be found on Google Drive:

<https://drive.google.com/drive/u/0/folders/1Atxv73hPmXLKfm1tKtm3EHOq5h1UW9kX>

White Rose Maths Resources can be found on Google Drive:

<https://drive.google.com/drive/u/0/folders/1-SLs60Nea84ECjPB5P1vDqzR9tQ57FCh>

