Orton Wistow Primary School – Curriculum Plan **Unit : Number and Place Value** Year: 6 Subject : Maths Vocabulary **Knowledge** Understandina Skills What children will know What children will understand What children will be able to do Define the word and include Learnina Teachina Assessment Learnina Teaching Assessment Learnina Teachina Assessment etymology if useful. Remembering Telling Practising Coaching Observing Reflecting Facilitating Evaluating Testing \geq greater than or equal to Pupils know the value of each digit • Pupils understand the importance Can use negative numbers in • • \leq less than or equal to in a number up to 10 000 000 of the placeholder in numbers context and calculate intervals Roman numerals Know why it is helpful to round Pupils understand which place • across zero integer, positive, negative numbers, e.g. when estimating value column to look at when Can read, write, compare and • calculations or when working with rounding numbers order numbers up to 10 000 000 above/below zero, negative numbers very large numbers such as Pupils understand which two Can round any number to a formula - a mathematical rule written populations. numbers a given number lies required degree of accuracy using symbols, usually as an equation • Know where to put commas or between when rounding. describing a certain relationship separators when writing numbers • Pupils understand the convention of rounding up if numbers are between quantities. greater than 10 000 **Divisibility -** can be divided evenly Pupils will know the inequality exactly halfway • without leaving a remainder. symbols < and > Pupils understand where negative • factorise - the reverse of expanding numbers are used in real life brackets. **Stem Sentences** contexts prime factor - a prime number that • divides exactly into another given One million is one thousand thousands. number. ascending/descending order The represents . digit total - the sum of all the digits in a The value of the _____ is _____. number, e.g. the digit total of 364 is 3+6+4 = 13**a** is between _____ and _____. The previous multiple of one million is _____. The next multiple of one million is . **a** is nearest to

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| Vocabulary | Knowledge What children will know | | | Understanding What children will understand | | | Skills | | |
| | | | | | | | What children will be able to do | | |
| Define the word and include | Learning | Teaching | Assessment | Learning | Teaching | Assessment | Learning | Teaching | Assessment |
| etymology if useful. | Remembering | Telling | Testing | Practising | Coaching | Observing | Reflecting | Facilitating | Evaluating |
| | a is nearest millio | _ when round | ed to the | | | | | | |

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



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|---|---|---|------------------------------------|---------------------|-----------------|------------|--|---|--|--|
| Subject : Maths | | Year : | 5 /6 | | | Unit :/ | Addition and Subtraction | | | |
| Vocabulary | Knowledge | | | | | ng | Skills | | | |
| | What | children wil | l know | What ch | nildren will ur | nderstand | What children will be able to | | | |
| Define the word and include | Learning | Teaching | Assessment | Learning | Teaching | Assessment | Learning | Teaching | Assessment | |
| 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 | Pupils will value to more that Pupils will exchang Pupils known in order t Pupils known number to nearest 1 Pupils known done in a cannot Stem Sentend If one adden amount and decreased b sum remains | I know how to line up numb an 4 digits acc I know when le is and isn't ow how to ro to estimate ow the most of to round to, e 0, 100 or 100 ow that addir any order but ces d is increased the other ad y the same of the same. | d by an dend is immount, the | Pupils un holder | nderstand '0' | as a place | Use mail represent how to operation Add and larger n Use form and sub than 4-c Use rout check c Solve ad muti-ste | hipulatives an ntations to de add and subt add and subt aubtract inc umbers menten nal written me otract number digits nding to estimanswers ddition and su p problems | d pictorial monstrate ract :reasingly ally thods to add s greater ate and ubtraction | |



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|---|---|----------|------------|---|----------|------------|---|----------|------------|
| Vocabulary | Knowledge What children will know | | | Understanding What children will understand | | | Skills What children will be able to do | | |
| Define the word and include | Learning | Teaching | Assessment | Learning | Teaching | Assessment | Learning | Teaching | Assessment |
| Missing number Tens boundary / Hundreds boundary 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. $a \times b = b \times a$. Approximate - something is almost, but not completely, accurate or exact; roughly | | | | | | | | | |

