

Curlew Maths Medium term Plans for Summer 2018

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
1	<p>Number and place value</p> <p>Day 1: Compare and order negative numbers</p> <p>Day 2: Count back in steps through zero</p> <p>Day 3: Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from six-digit numbers</p> <p>Day 4: Place 6-digit numbers on landmarked lines and empty lines</p> <p>Day 5: Round 6-digit numbers to the nearest 1000, 10,000, and 100,000</p>	<p>Day 1: Count back through zero in ones</p> <p>Day 2: Count on and back in steps of 25</p> <p>Day 3: Place value in 6-digit numbers</p> <p>Day 4: Compare pairs of 3-digit numbers</p> <p>Day 5: Round 3-digit numbers to the nearest 100</p>	<p>Number and place value</p> <p>Day 1: Outcomes: 1. Compare and order negative numbers</p> <p>Day 2: Outcomes: 1. Count back in steps through zero</p> <p>Day 3: Outcomes: 1. Add and subtract multiples of 1, 10, 100, 1000, 10,000 and 100,000 to/from six-digit numbers</p> <p>Day 4: Outcomes: 1. Place 6-digit numbers on landmarked lines and empty lines</p> <p>Day 5: Outcomes: 1. Round 6-digit numbers to the nearest 1000, 10,000, and 100,000</p>
2	<p>Number and place value</p> <p>Day 1: Read and write Roman numerals to 1000 (M)</p> <p>Day 2: Recognise years written in Roman numerals</p> <p>Day 3: Revise 2-place decimals</p> <p>Day 4: Introduce 3-place decimals</p> <p>Day 5: Multiply and divide by 10, 100, 1000</p>	<p>Day 1: Read the time on a clock with Roman numerals</p> <p>Day 2: Write numbers less than 100 using Roman numerals</p> <p>Day 3: Count in steps of 0.01</p> <p>Day 4: Count back in 2s through 0</p> <p>Day 5: Convert between m and cm</p>	<p>Number and place value</p> <p>Day 1: Outcomes: 1. Read and write Roman numerals to 1000 (M)</p> <p>Day 2: Outcomes: 1. Recognise years written in Roman numerals</p> <p>Day 3: 1. Say what each digit represents in a number with 2 decimal places. 2. Round numbers with 2 decimal places to the nearest whole or tenth. 3. Say a number in between a pair of numbers with 2 decimal places.</p> <p>Day 4: Outcomes: 1. Say what each digit represents in a number with 3 decimal places. 2. Write place value additions and subtractions.</p> <p>Day 5: 1. Multiply and divide by 10, 100 and 100 to give answers with 1, 2 or 3 decimal places.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
3	<p>Multiplication, division and percentages</p> <p>Day 1: Multiply and divide numbers mentally drawing upon known facts</p> <p>Day 2: Solve word problems needing mental multiplication or division</p> <p>Day 3: Introduce percentages</p> <p>Day 4: Know equivalence between percentages and fractions</p> <p>Day 5: Use equivalence with fractions to find percentages</p>	<p>Day 1: 7 times table</p> <p>Day 2: 8 times table</p> <p>Day 3: Multiply 3 numbers together</p> <p>Day 4: Divide by 10, 100 and 1000</p> <p>Day 5: Percentages.</p>	<p>Multiplication, division and percentages</p> <p>Day 1: Outcomes: 1. Multiply and divide numbers mentally drawing upon known facts. 2. Express remainders as fractions</p> <p>Day 2: Outcomes: 1. Solve word problems using mental multiplication or division</p> <p>Day 3: Outcomes: 1. Begin to understand percentages as part out of 100</p> <p>Day 4: Outcomes: 1. Know common equivalence between fraction and percentages</p> <p>Day 5: Outcomes: 1. Use equivalence with fractions to find percentages</p>
4	<p>Angles and polygons</p> <p>Day 1: Measure and draw angles using a protractor</p> <p>Day 2: Recognise acute, obtuse and reflex angles</p> <p>Day 3: Know that angles on a straight line add up to 180°; use this to find missing angles</p> <p>Day 4: Know that angles on a straight line add up to 360° and use this to find missing angles</p> <p>Day 5: Draw polygons to given dimensions and angles</p>	<p>Day 1: 24-hour clock</p> <p>Day 2: Quickly find complements to 100</p> <p>Day 3: Find the complement to 180</p> <p>Day 4: Properties of 2D shapes</p> <p>Day 5: All times tables</p>	<p>Angles and polygons</p> <p>Day 1: Outcomes: 1. Measure and draw angles using a protractor to the nearest degree.</p> <p>Day 2: Outcomes: 1. Recognise acute, right, obtuse and reflex angles..</p> <p>Day 3: Outcomes: 1. Use a pair of compasses to draw circle. 2. Know that angles in straight line add up to 180° and use this to work out missing angles. 3. Use a protractor to measure angles.</p> <p>Day 4: Outcomes: 1. Know that angles in straight line add up to 360° and use this to work out missing angles.</p> <p>Day 5: Outcomes: 1. Draw polygons to given dimensions and angles</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
5	<p>Fractions and subtraction</p> <p>Day 1: Use equivalence to compare and order fractions; Convert improper fractions to mixed numbers</p> <p>Day 2: Revise adding and subtracting fractions with related denominators</p> <p>Day 3: Add and subtract mixed numbers with related denominators</p> <p>Day 4: Revise column subtraction of 5-digit numbers</p> <p>Day 5: Choose counting up (Frog), counting back or column subtraction</p>	<p>Day 1: Equivalent fractions</p> <p>Day: Count in steps of 1/8</p> <p>Day 3: Fractions with a total of 1</p> <p>Day 4: Quick subtraction facts to 20</p> <p>Day 5: Complements to 1000s.</p>	<p>Fractions and subtraction</p> <p>Day 1: Outcomes: 1. Use equivalence to compare and order fractions. 2. Convert improper fractions to mixed numbers</p> <p>Day 2: Outcomes: 1. Add and subtract fractions with related denominators.</p> <p>Day 3: Outcomes: 1. Add and subtract mixed numbers with related denominators.</p> <p>Day 4: Outcomes: 1. Use column subtraction to subtract pairs of 5-digit numbers.</p> <p>Day 5: Outcomes: 1. Choose counting up (Frog), counting back or column subtraction</p>
6	<p>Multiplication and division</p> <p>Day 1: Find common multiples and common factors.</p> <p>Day 2: Solve problems requiring scaling by simple fractions.</p> <p>Day 3: Recognise and use square numbers and cube numbers.</p> <p>Day 4: Use short division to divide 4-digit numbers by single-digit numbers, including those which leave a remainder.</p> <p>Day 5: Use short division to divide 4-digit numbers by single-digit numbers, expressing the remainders as fraction.</p>	<p>Day 1: All times tables</p> <p>Day 2: Find unit fractions of amounts within tables.</p> <p>Day 3: Halve 2-digit numbers</p> <p>Day 4: Times table bingo</p> <p>Day 5: Division facts for the 6 times table</p>	<p>Multiplication and division</p> <p>Day 1: Outcomes: 1. Find common multiples of single-digit numbers and common factors of 2-digit numbers</p> <p>Day 2: Outcomes: 1. Solve problems requiring scaling by simple fractions</p> <p>Day 3: Outcomes: 1. Find square numbers to at least 10^2 and cube numbers to at least 10^3.</p> <p>Day 4: Outcomes: 1. Use short division to divide 4-digit numbers by single-digit numbers, including those which leave a remainder</p> <p>Day 5: Outcomes: 1. Use short division to divide 4-digit numbers by single-digit numbers, expressing remainders as fractions</p>

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7	<p>Written multiplication</p> <p>Day 1: Use short multiplication to multiply 4-digit numbers by single-digit numbers.</p> <p>Day 2: Use grid method to multiply 2-digit numbers by 2-digit numbers.</p> <p>Day 3: Use grid method to multiply 3-digit numbers by 2-digit numbers.</p> <p>Day 4: Use long multiplication to multiply pairs of 2-digit numbers (one number less than 20).</p> <p>Day 5: Use long multiplication to multiply 3-digit numbers by 2-digit numbers (where the 2-digit number is less than 20).</p>	<p>Day 1: Double and halve 3-digit numbers.</p> <p>Day 2: Multiply multiples of ten by single-digit numbers.</p> <p>Day 3: Multiply multiples of 10 by multiples of 100.</p> <p>Day 4: Multiply by 20.</p> <p>Day 5: Roman numerals.</p>	<p>Written multiplication</p> <p>Day 1: 1. Use short multiplication to multiply 4-digit numbers by single-digit numbers.</p> <p>Day 2: 1. Use grid method to multiply 2-digit numbers by 2-digit numbers.</p> <p>Day 3: 1. Use grid method to multiply 3-digit numbers by 2-digit numbers.</p> <p>Day 4: 1. Use long multiplication to multiply pairs of 2-digit numbers (one number less than 20).</p> <p>Day 5: 1. Use long multiplication to multiply 3-digit numbers by 2-digit numbers (where the 2-digit number is less than 20).</p>
8	<p>Measures, data and time</p> <p>Day 1: Read timetables using the 24-hour clock; calculate time intervals.</p> <p>Day 2: Calculate time intervals and find a time a given number of minutes or hours and minutes later.</p> <p>Day 3: Draw and interpret line graphs and read intermediate points.</p> <p>Day 4: Draw and interpret line graphs and read intermediate points; Introduce rate.</p> <p>Day 5: Solve problems involving rate.</p>	<p>Day 1: Units of time.</p> <p>Day 2: Pairs to 60.</p> <p>Day 3: Bar charts.</p> <p>Day 4: Reading scales (temperature)</p> <p>Day 5: Equivalent fractions, decimals and percentages.</p>	<p>Measures, data and time</p> <p>Day 1: 1. Read timetables using the 24-hour clock. 2. Calculate time intervals.</p> <p>Day 2: 1. Calculate time intervals and find a time a given number of minutes or hours and minutes later.</p> <p>Day 3: 1. Draw and interpret line graphs and read intermediate points.</p> <p>Day 4: 1. Draw and interpret line graphs and read intermediate points. 2. Begin to understand the concept of a constant rate.</p> <p>Day 5: 1. Solve problems involving rate.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
9	<p>Place value and Subtraction</p> <p>Day 1: Revise place value in numbers with three decimal places; Convert between kilograms and grams, litres and millilitres, metres and kilometres.</p> <p>Day 2: Compare and order numbers with three decimal places and place on a line.</p> <p>Day 3: Revise using counting up (Frog) to subtract pairs of numbers with two decimal places.</p> <p>Day 4: Revise using counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2); Solve subtraction word problems.</p> <p>Day 5: Use counting up to find change and differences between prices; Check subtraction with addition.</p>	<p>Day 1: Count on and back in steps of 0.001.</p> <p>Day 2: Round numbers with 2 decimal places to the nearest whole.</p> <p>Day 3: Find complement to the next whole.</p> <p>Day 4: Subtract any pair of 2-digit numbers mentally.</p> <p>Day 5: Find the change from £10.</p>	<p>Place value and Subtraction</p> <p>Day 1: 1. Understand place value in numbers with three decimal places. 2. Convert between kilograms and grams, litres and millilitres, metres and kilometres.</p> <p>Day 2: 1. Compare and order numbers with three decimal places and place on a line.</p> <p>Day 3: 1. Use counting up (Frog) to subtract pairs of numbers with two decimal places.</p> <p>Day 4: 1. Use counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2). 2. Solve subtraction word problems.</p> <p>Day 5: 1. Use counting up (Frog) to find change from £100. 2. Use counting up (Frog) to find the difference between 4-digit prices. 3. Check subtraction by using addition.</p>
10	<p>Written multiplication and multiplication of fractions</p> <p>Day 1: Use long multiplication to multiply pairs of 2-digit numbers together where one < 30.</p> <p>Day 2: Use long multiplication to multiply pairs of 2-digit numbers together where one number is less than 30.</p> <p>Day 3: Use long multiplication to multiply a 3-digit number by a 2-digit number less than 30; Use rounding to estimate answers.</p> <p>Day 4: Revise multiplying fractions by whole numbers; Simplify answers.</p> <p>Day 5: Multiply mixed numbers by whole numbers.</p>	<p>Day 1: Multiplication facts.</p> <p>Day 2: Division facts.</p> <p>Day 3: Multiply multiples of 10 by multiples of 100.</p> <p>Day 4: Convert improper fraction to mixed numbers.</p> <p>Day 5: Equivalent fractions, decimals and percentages.</p>	<p>Written multiplication and multiplication of fractions</p> <p>Day 1: 1. Use long multiplication to multiply pairs of 2-digit numbers together where one < 30.</p> <p>Day 2: 1. Use long multiplication to multiply pairs of 2-digit numbers together where one < 30.</p> <p>Day 3: 1. Use long multiplication to multiply a 3-digit number by a 2-digit number less than 30. 2. Use rounding to estimate answers.</p> <p>Day 4: 1. Multiply fractions by whole numbers. 2. Simplify fraction answers.</p> <p>Day 5: 1. Multiply mixed numbers by whole numbers. 2. Use brackets.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
11	<p>Calculation</p> <p>Day 1: Revise column addition of whole numbers, decimals and measures including money.</p> <p>Day 2: Revise column subtraction of whole numbers and counting up (Frog) to subtract decimals and measures including money; choose a method.</p> <p>Day 3: Revise short division of 4-digit numbers, expressing remainders as fractions.</p> <p>Day 4: Solve single and multi-step problems, working out which calculation(s) are necessary.</p> <p>Day 5: Understand and use equivalence.</p>	<p>Day 1: Negative numbers.</p> <p>Day 2: Place value in numbers with three decimal places.</p> <p>Day 3: Division facts.</p> <p>Day 4: 24 hour clock.</p> <p>Day 5: Double and halve numbers with 1 decimal place.</p>	<p>Calculation</p> <p>Day 1: 1. Use column addition to add 4 and 5-digit whole numbers, decimals and measures including money.</p> <p>Day 2: 1. Use column subtraction of whole numbers and counting up (Frog) to subtract decimals and measures including money. 2. Choose which method to use.</p> <p>Day 3: 1. Use short division to divide 4-digit numbers, expressing remainders as fractions.</p> <p>Day 4: 1. Solve single and multi-step problems, working out which calculation(s) are necessary.</p> <p>Day 5: 1. Work out missing numbers in equations and write their own equations.</p>
12	<p>Revise and assess</p>		