

Driver: History

Main learning Challenge: Who had to Keep Calm and Carry on?

	Week 1 (Judaism week) Division Can you explore the story of Judaism?	Week 2 4 operations How can football unite nations?	Week 3 FDP How can football unite nations?	Week 4 Data and statistics Who was Rose Blanche?	Week 5 4 operations (Enigma code) Who was Rose Blanche?	Week 6 Position and direction Identifying turns Who had to keep calm and carry on?	Week 7 Rationing activity: measures/money Who had to keep calm and carry on?
Maths Learning Challenge	<p>Y6 Can you divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division?</p> <p>Y5 Can you divide numbers up to 3 digits by a one-digit number using a written method and including remainders appropriately for the context?</p>	<p>Y6 Carry out calculations involving the four operations</p> <p>Y5 - Can you multiply and divide whole numbers and those involving decimals by 10, 100 and 1000?</p> <p>Can you multiply numbers up to 4 digits by a one-digit number using a formal written method?</p> <p>Can you divide numbers up to 3</p>	<p>Y6 Can you recall and use equivalence between simple fractions, decimals and percentages, including in different contexts?</p> <p>Y5 Can you identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths?</p> <p>Can you read and write decimal numbers as fractions?</p>	<p>Y6 Can you interpret and construct pie charts and line graphs and use these to solve problems?</p> <p>Can you calculate and interpret the mean as an average?</p> <p>Y5 Can you solve comparison, sum and difference problems using information presented in a line graph?</p>	<p>Y6 Carry out calculations involving the four operations</p> <p>Y5 - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Can you multiply numbers up to 4 digits by a one-digit number using a formal written method Can you divide</p>	<p>Y6 Can you draw and translate simple shapes on the coordinate plane, and reflect them in the axes? Can you describe positions on the full coordinate grid (all four quadrants)?</p> <p>Y5 Can you identify, describe and represent the position of a shape following a reflection or translation,</p>	<p>Y6 Can you solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate?</p> <p>Can you use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to</p>

		<p>digits by a one-digit number using a written method and including remainders appropriately for the context?</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>		<p>Can you complete, read and interpret information in tables, including timetables?</p>	<p>numbers up to 3 digits by a one-digit number using a written method and including remainders appropriately for the context</p>	<p>using the appropriate language, and know that the shape has not changed?</p>	<p>up to three decimal places?</p> <p>Y5 Can use all four operations to solve problems involving money using decimal notations, including scaling?</p>
<p>Basic Skills Focus</p>	<p>Multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places</p> <p>Knowledge of multiplication facts to 12x12.</p> <p>Knowledge of multiplication facts and inverse (fact families)</p>	<p>Missing number problems</p> <p>Use of inverse</p>	<p>Equivalence between simple fdp</p> <p>Converting into 'out of 100'</p> <p>Understanding of word %</p>	<p>Reading scales, graphs, timetables etc</p>	<p>Use of BODMAS</p>	<p>Y6 - Position and directional language, co-ordinates, use of all 4 quadrants, translation and reflection of shapes.</p> <p>Y5 - Positional language Reflection and translation of a shape</p>	<p>Y6 - inverse number facts/machines</p> <p>x/ 10, 100,1000</p> <p>Y5 - Money</p>
<p>Number</p>	<p>Division facts</p> <p>Missing number facts</p>	<p>Mental addition and subtraction</p> <p>Multiplication facts</p>	<p>HCF/LCM</p> <p>Finding common denominators</p>	<p>Y5 - time focus (units of time/telling time)</p>	<p>Simple mental calculations</p> <p>Missing numbers 'I start with a</p>	<p>Use of negative numbers and reading scales</p> <p>Multiplication</p>	<p>Y6 - x / 10, 100, 1000</p> <p>Y5 - x / by 100.</p>

		Place value	Converting different fractions to 'out of 100'.		number...' Y5 - vocab associated with 4 operations Revise 4 operations and use of inverse	facts from 12x12	Converting £ to pence
Calculation	Y5 - Divide 3d by 1d with remainders Y6 - Divide 4d by 2d using long division Interpret remainders/decimals/fractions	Y6 - Use of 4 operations to find inverse Y5 - multiplication and division methods recapped	Y6 - comparing/ordering /converting fdp Y5 - decimals into fractions (begin to think about simplest form)	Y6 - Simple calculations based on graph data Finding mean of a set of data Y5 - Find the difference calculations Calculations with time	Y5 - Recap written methods for 4 operations Y6 - BODMAS calculations	4 operations (link to pervious week) Y6 - all 4 operations using inverse/missing numbers, etc. Y5 - range of different multi-step word problems in context.	Y5 - Calculations involving money Y6 - Recognising and converting between units of measure
Shape and Measure				Reading and understanding graphs and tables		Y6 - Drawing and translating simple shapes. Y5 - Describe positions of shapes after a reflection or translation.	Units of measure
Problem solving	Y5 - <i>Focus Page 93</i> <i>GDS - Focus</i>	Y6 - World war 2 worded problems	Y5 - >=< symbols to compare Fractions and decimals. Justifying	Y6 - SATS style word problems	Y6 - SATS style word problems	Y6 - SATS style problems	Y6 - Rationing questions from WW2

	<p>Page 94</p> <p>Y6 - SATs style questions < > = division statements</p>	<p>Y5 - Using the inverse to solve other problems</p>	<p>and explaining reasons for answers Y6 - Spot the mistake and correct it</p>	<p>Gather own data</p> <p>Y5 - Write own questions for the data/statistics.</p> <p>Y5 GDS - Create timetable for Y5 and Y6 using information provided.</p>	<p>Code cracking</p> <p>Y5 - Missing number problems</p>	<p>Y5 - What's gone wrong? (translations/reflections)</p>	<p>SATs style questions</p> <p>Y5 - Rationing word problems about WW2</p> <p>Challenge: Write own word problems for calculations provided.</p>
<p>Generalising/Reasoning</p>	<p>Y5 : Met - Write a 'How to guide' for the bus stop method.</p> <p>GDS - Open ended maths problem/Brain academy</p> <p>Y6 - Spot the mistake</p> <p>GDS - Given answer, what's the questions?</p>	<p>Y5 - Always, sometimes and never statements.</p> <p>Y5 GDS - Mark the word of a pupil and give feedback for each question.</p> <p>Y6 - SATs style questions</p> <p>GDS - Convince me</p>	<p>Y5 - 'How to guide' for a new Y5</p> <p>Y5 GDS - Explain why the 'How to guide' is incorrect.</p> <p>Y6 - Justify a fact e.g '0.65 is the same as 65/100' Prove how they know.</p>	<p>Y5 - What is the wrong with the answers? Y5 GDS - What's the story of the graph?</p> <p>Y6 - Reasoning mastery document on server (Spring, Pg.30)</p> <p>GDS: Use data provided to write detailed analysis of the impact of WW2 on different countries.</p>	<p>Y5 - Rising Stars</p> <p>Y5 - GDS - Peculiar, obvious and general. (Rising stars p.30).</p> <p>Y6 - Create own missing number problems and write a guide for how to tackle them GDS: Focus p142</p>	<p>Y6 - Prove it statements. Y5 - True or false statements - explain why. Y5 GDS - Explain how to translate/reflect shapes.</p>	<p>Y5 - Rationing activity</p> <p>GDS - IF this is the answer, what is the question? Related to rationing, money and measure.</p> <p>Y6 - Em - match the imperial to metric Met-imperial/metric measures < > GDS - Write own < > = number sentences using measurement.</p>
<p>Key Vocabulary</p>	<p>divide, division, share, equally, remainder, decimal point, place value.</p>	<p>Denominator, numerator, fractions, common multiples.</p>	<p>Equivalent, denominator, numerator, hcf, lcm, out of 100, percent, fraction, decimal, place value</p>	<p>Graph, scale, time table, interval, axis, chart, degree, mean, average</p>		<p>Translation, reflection, rotation, axis, co-ordinate, origin, x</p>	<p>Units, conversion, mass, length, weight, measure, unit</p>

						axis, y axis, grid	
Wider curriculum opportunities/links							
Pre teaching	Use of times tables Y6 - ensure solid understanding of bus stop method	Recap mental methods and how to use inverse to solve problems. Number fact triangles	Y5 - % means 'out of 100' Decimals less than 1 can be represented as 'out of 100' Y6 - Refresh simple equivalence and 'how do you know?'	Reading scales accurately Calculating with time	Y5 - recap area of rectangle using 1 digit x 1 digit Y6 - Recap how to find area of rectangle. Begin to use formula to find this.		

