Year 5 Spring 1: Week 1 Maths Planning				
Date	Learning Objective	Starter Activity	Main Teaching	Plenary Activity
05.01	✓ Can I order decimals? ✓ GD: Can I choose the larger out of 2.608 and 2.86 and find out the number halfway between them?	https://www.topmarks.co.uk/maths-games/daily10 Play the game to start with. Select Level 4, ordering then ones and tenths. HA – you could change to level 5.	Go into https://app.mymaths.co.uk/53-lesson/decimal-place-value This is a fantastic guide on decimals and should really aid your child's understanding (only work up to slide 6). Once your child has a better understanding of what tenths/hundredths and thousandths are they can begin looking at ordering them. Go into https://app.mymaths.co.uk/54-lesson/ordering-decimals Work through these slides encouraging lots of discussion.	Mark work with your child and give them an opportunity to self-assess. Do they feel their understanding of ordering decimals has improved?
06.01	✓ Can I compare decimals? ✓ GD: Can I choose the larger out of 2.608 and 2.86 and find out the number halfway between them?	https://app.mymaths.co.uk/5999-lesson/decimal-complements-to-1 This doesn't quite link with the lesson content but it covers valuable information about decimals. There are questions children could answer on paper.	Open the **PowerPoint** either LA/MA or HA. Run through the slides with your child. It should offer them a range of methods to use when ordering/comparing decimals. Use the '**symbol help'** sheet to support an activity of choice, depending on ability.	https://www.topmarks.co.uk/maths-games/daily10 Play the game to start with. Select Level 4, ordering then ones and tenths. HA – you could change to level 5.

07.01	✓ Can I round decimals? ✓ GD: Can I identify a number that rounds to 6.6 to 1DP and is the smallest number for which is true?	https://www.topmarks.co.uk/maths-games/daily10 Play the game to start with. Select Level 4, ordering then ones and tenths. HA – you could change to level 5.	https://app.mymaths.co.uk/1673-lesson/rounding-decimals This is an excellent guide on rounding decimals to the nearest whole number and to one decimal place. This is quite short so you may want to set 5 questions to assess your child's understanding. E.g. What is 1.4 rounded to the nearest whole number? What is 1.57 rounded to 1 decimal place? What is 0.623 rounded to 1 decimal place? There is a range of activities, which involve rounding. These are differentiated and should be challenging enough for the HA. LA/MA – You could have two difficulties available and let your children choose depending on their confidence. Ext/GD: There are rounding codebreaker activities the children could attempt. They're quite tricky though!	Mark through the work together with your child. **Finish with a test style question found in Lesson Three Resources Saved as plenary.** **This should cover the GD objective as well.**
08.01	✓ Can I add/subtract decimals? ✓ GD: Can I add/subtract decimals of different	Open up the PPT in lesson four named starter activity. This will recap rounding decimals.	https://app.mymaths.co.uk/1668-lesson/add-and-subtract-decimals The first 4 slides focus on addition, the later 4 look at subtraction.	Use this time to mark through the work and to allow your child to self-assess the work on decimals. They could comment on how they found each area.

	lengths and apply this to different contexts?		It goes through adding/subtracting decimals very clearly. It has practice questions that children could attempt to answer on paper. Use this as an opportunity to assess their understanding. There are 3 differentiated activities that involve adding and subtracting decimals. You may want to work through a couple of questions together. You could model column addition/subtraction again. Emphasise the importance of getting the numbers in the correct columns. The decimal should never move. **GD: These children can move onto the word problems.**	
Review Lesson	✓ Extend methods for whole-number calculations, for example to multiply a two-digit by a one-digit number (e.g. 12 × 9), to multiply by 25 (e.g. 16 × 25), to subtract one near-multiple of 1000 from another (e.g. 6070 - 4097)	Review any difficulties from this week's learning.	Use this time for consolidation of the week's learning. You could allow children to choose an activity they have not yet completed or move them onto a more challenging set of questions. The time could also be used for children to consolidate the times tables they've been learning in class.	Use any additional time to recap on any areas the children have struggled with this week.