Theme	Lesson 1 of 2 Roman Numerals To write Roman numerals to 1000	Lesson 2 of 2 Roman Numerals To write thousands numbers in Roman numerals	Lesson 1 of 12 CONSOLIDATION LESSON Formal methods Addition within 1,000,000
Factual fluency (to aid fluency)	Practise comparing numbers using multiplication **activity**	Practise choosing multiples **activity**	Practise multiplication patterns **activity**
Problem/ activity of the day **Remember, just like in class, you can still show the depth of your knowledge**	**(Lesson 1 resources below)** **MAKING LINKS:** Last week we solved problems involving volume. Today we will be writing Roman numerals up to 1000. **THINK: (support below)** Can you help me with this problem? My friend says all Roman numerals are based around just seven symbols, I, V, L, X, C, D and M. Is that true? Our problem is in the textbook on page 268. Look at it now.	**(Lesson 2 resources below)** **MAKING LINKS:** Yesterday we wrote Roman numerals up to 1000.Today we will be writing 1000s using Roman numerals. **THINK: (support below)** Can you help me with this problem? We sometimes see Roman numerals on buildings to show the year they were built. My friend saw this number, MDCCCXXV. Can you help him work out what year it shows? Our problem is in the textbook on page 271. Look at it now. **SEE: (model below)** Check the solutions for both methods on pages 271-272 of your textbook. **DO:** PART 1: Do questions on page 272 of the textbook. Check your answers below before moving on to: PART 2: Complete worksheet 2 Chapter 14, pages 182 - 183 of the workbook. If you would like further practice try these: https://www.knowtheromans.co.uk/roman-numerals/quiz/	**(Lesson 3 resources below)** **MAKING LINKS:** Earlier in the year we worked with formal addition methods. Today we will be continuing with that. **THINK: (support below)** Can you help me with this problem? My friend has digit cards: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. She makes two 5-digit numbers. What is the greatest sum, or total, she could make? What is the smallest total? *If you have online parent access this lesson is based on Year 5 textbook 5A, chapter 2, lesson 8.* **SEE: (model below)** Check here to recap the formal method from year 5 for **addition**. **DO:** PART 1: Complete the questions below. Remember to round each amount before you start. This will help you check that your answers make sense. Check your answers below before moving on to: PART 2: Complete the calculations below.
		Day 2 resources and answers (below)	**Day 3 resources and answers (below)**

DO: This is a progression of questions or activities for children to work through in two parts allowing children to complete one part and check their answers before moving onto the second part. If you have online parent access these questions can be found in the 'guided practice' section of the textbooks and in the online workbook. Questions should be tackled as independently as possible. However younger children may need continued support with, for example, reading.
In consolidation lessons some questions may be used from the online resources but generally the children are given different questions as the workbook questions have usually been attempted in previous lessons. However, having another attempt at these questions may allow a child to become more confident in concepts were they have previously struggled.

THEME: This tells us the main concept our children are learning and on what part of the concept they are focusing. Most learning builds on the previous session so it is ideal to work through them in order.
Where a lesson is consolidating existing learning it will be indicated here.

THINK: This is the main problem of the session. At school we call it the anchor task or 'In Focus'. The problem often reflects a real life situation that helps children relate to the maths concept. The 'In Focus' will be accessible in the online textbook.
The problem to 'THINK' about is presented in writing and sometimes as an image and, where appropriate, a video clip. Children will need some 'thinking time' to understand the problem and to take a look at the accompanying resources, images or video to help them to think about how they might solve it.
There *may* be an additional activity to support understanding.
Consolidation lessons may be adapted from previous lesson to embed a concept before moving into the next year group.
Where a previous lesson has been adapted the lesson will be indicated here.

SEE: This is a model of the method or strategy to solve the 'THINK' problem. It will continue to be shown on paper in the resources section of our home learning plans and may where necessary be accompanied by a video clip.
In the online textbook the 'SEE' is our home learning adaptation of the modelled examples shown in the 'Let's Learn'.
It is useful to give your children time to compare their solution with the model and to work through or watch the method again.
It is not essential but in consolidation lessons parents may want to guide their children to looking at the modelled examples in the 'Let's Learn' from the adapted lessons noted iin the 'THINK'.

For additional maths lessons, guidance and activities go to: https://mathsnoproblem.com/en/programs/school-at-home/
Please also read the online parent guidance notes from Maths No Problem on the Q1E website.

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