Resources Base10, place value charts, place value counters, multiplication squares, physical objects, bar models, fraction walls,	Mastery: (where to find some resources) • Teaching for Mastery • White Rose • Mastery maths stickers • Nrich (curriculum mapping)	Links to prior learning/ objectives ~ Place value including decimal places. ~ Formal written methods for all 4 number operations. ~ Multiplication facts up to 12 x 12 and how to derive facts based on these. ~ Multiples and factors. ~ Understanding of a fraction and what it represents. ~ Understanding of multiplying and dividing by 10,100 and 100.

Dates Focus	Objectives	Vocabulary	Barriers to ARE (misconceptions)
24.2.20	Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average.	Interpret, construct, pie chart, line graph, intervals, mean, average	Children may struggle to interpret the graph. Children may not read the scale accurately. Children may not read the axis of the line graph accurately. Children may not recognise that the pie chart is the whole and is then divide proportionally based on the total of each option. Children may forget the steps needed to find the mean. Children may miscalculate when finding the mean.
2.3.20	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Factors, fractions, simplify, compare, order, express, multiples, common multiples, add, subtract, whole, part, equal, equivalent, multiplication facts, Denominator, numerator, mixed number	Children may struggle to know what a fraction represents. Children may not have sufficient multiplication knowledge to support simplification. Children may mistake the numerator and the denominator. Children may not recognise that the larger the denominator the more parts the whole is shared between. Children may think that they need to add and subtract the numerator and the denominator. Children may struggle to recognise that equivalences can be found when multiplying/dividing the numerator and denominator by the same amount. Children may struggle to visualise what happens to a fraction when multiplying and dividing.
9.3.20	Multiply simple pairs of proper fractions, writing the answer in its simplest form [for	Proper fractions, multiply, simplify, simplest form, divide, whole number,	

	example, 4 1 × 2 1 = 8 1] Divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1]	numerator, denominator, multiples, common	
16.3.20	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Fraction, division, part, whole, equivalent, compare, decimal, percentage, contexts, convert, multiply, divide, place value, power of ten	Children may struggle to see the relationship between fractions and decimals. Children may struggle to see the relationship between fractions, decimals and percentages. Children may struggle to identify the place value of a decimal. Children may make mistakes when multiplying and dividing by 10,100 and 1000.
23.3.20	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Unequal, sharing, division, divide, fractions, multiples, denominator, numerator,	Children may struggle with the idea of unequal sharing. Children may make mistakes when recalling multiples. Children may not understand what a fraction represents. Children may not recognise that an amount is divided by the denominator and then you have a certain number of those portions depending on the numerator.
30.3.20	Assessment week		