Cloudside Academy
MTP Year 5 Spring 1 2019-20

Cloudside Academy
A L.E.A.D. Academy

Resources	**Mastery: (where to find some resources)**	**Links to prior learning/ objectives**
Base ten, place value counters, place value sliders, money, measuring equipment, multiplication table.	• Teaching for Mastery • White Rose • Mastery maths stickers • Nrich (curriculum mapping)	~ Understanding of strategies for addition, subtraction, multiplication and division. ~ Multiplication facts up to 12 x 12. ~ Awareness of how to multiply and divide by 10, 100 and 1000. ~ Factors and multiples. ~ Using manipulatives to demonstrate mathematical concepts. ~ Mental strategies for calculation. ~ Understanding of units of measure and the conversion facts between them. ~ Knowledge of money and how to calculate with money. ~ Understanding of decimal place and how to read amounts that have decimal places.

Dates Focus	**Objectives**	**Vocabulary**	**Barriers to ARE (misconceptions)**
Wk1- 6.1.20	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Multiplication, multiply, formal method, long multiplication, multiplication facts, multiples.	Multiplication facts may be missing. Lack of place value understanding may lead to lining the digits up incorrectly and miscalculating. Addition skills may lead to inaccuracy when combing the multiplication of the ones and the tens answer. Children may not understand the need for the 0 when multiplying each digit by the tens digit.
Wk2- 13.1.20	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	Division, divide, formal method, bus shelter, short division, multiplication facts, remainder, decimal, fraction, context.	Multiplication knowledge may be poor, so they may struggle to use this to support division. Children may not understand what a remainder is and how it can relate to the context of the problem. Children may not have the place knowledge understanding to know that after a whole number is .000 etc which will be necessary when interpreting a remainder as a decimal. Children may struggle to identify what happens to the remainder when a divisor doesn't fit exactly into a digit that is within the whole number. Children may only pass a single reminder on rather than the whole amount that is left e.g. 68 ÷ 4 – there is one 4 within 6 and two

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			left over so the 8 ones become 28 ones.
Wk3- 20.1.20	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	Addition, subtraction, multiplication, division, add, sum, subtract, difference, multiply, times, divide, share, altogether, total, equals, +, -, X, ÷, =, multi-step, interpret, explain, justify	Children may have inaccuracy when completing calculations. Children may have a limited recall of multiplication facts. Place value understanding may result in inaccuracy when organising and using formal methods. Same as week 1 and 2.
Wk4- 27.1.20	Compare and order fractions whose denominators are all multiples of the same number.	Fractions, denominator, numerator, multiples, compare, order, equivalent, tenths, hundredths, identify, represent, pictorially,	Children may struggle to understand what a fraction represents. Children may struggle to apply their multiplication and division knowledge.
Wk5- 3.2.20	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Fractions, denominator, numerator, multiples, compare, order, equivalent, tenths, hundredths, identify, represent, pictorially,	Children may not be able to apply their understanding of multiplying and dividing by 10. Children may mispronounce tenths and hundredths forgetting the th. Children may struggle to see how two fractions could represent the same. Children may not be able to apply their knowledge of multiplication and division.
Wk6- 10.2.20	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 6= 1 1/5).	Fraction, improper fractions, mixed number fractions, numerator, denominator, whole, add, subtract, greater than, less than, equal to	Children may struggle to recognise what a mixed number or improper fraction represent. Children may struggle to see a fraction as part of a whole. Children may struggle to add and subtract fractions. Children may struggle to represent a fraction greater than a whole as a mixed number or improper fraction.