

Cloudside Academy
MTP Year 5 Spring 2 2019-20



Resources Bar models, multiplication grids, number lines, counting sticks, place value grids		Mastery: (where to find some resources) <ul style="list-style-type: none"> Teaching for Mastery White Rose Mastery maths stickers Nrich (curriculum mapping) 	Links to prior learning/ objectives <ul style="list-style-type: none"> ~ Place value knowledge- working with decimals too. ~ 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. ~ Understanding of decimal place and how to read amounts that have decimal places. ~ Understanding of fractions (unit and no-unit fractions), what they represent and how to compare/order them. 	
Dates Focus	Objectives	Vocabulary	Barriers to ARE (misconceptions)	
24.2.20	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Add, subtract, fractions, pictorially, bar model, denominators, multiples.	Children may struggle to see how to add and subtract with fractions (especially if taught procedurally first). Children may not be able to apply their knowledge of multiplication and division. Children may miscalculate.	
2.3.20	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	Fraction, proper fraction, numerator, denominator, mixed number fractions, multiply,	Children may struggle to understand that multiplying means that you have that many 'lots of' the fraction. Children may struggle to recognise what a mixed number or improper fraction represent. Children may struggle to represent a fraction greater than a whole as a mixed number or improper fraction.	
9.3.20	Read, write, order and compare numbers with up to three decimal places Read and write decimal numbers as fractions [for example, $0.71 = 71/100$] Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	Fractions, decimals, equivalence, conversion, thousandths, hundredths, tenths,	Children may struggle to see the relationship between fractions and decimals. Children may struggle with their place value understanding. Children may not be able to apply their knowledge of multiplication and division.	

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16.3.20	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	Per cent, %, divide, one hundred, decimal, fraction, denominator,	Children may struggle to recognise that percent is out of 100. Children may struggle with their place value understanding. Children may not be able to apply their understanding of multiplying and dividing by 10 and 100.
23.3.20	Round decimals with two decimal places to the nearest whole number and to one decimal place Solve problems involving number up to three decimal places.	Round, decimals, decimal places, whole number, decimal notation,	Children may struggle with their knowledge of rounding. Children may struggle with their place value understanding. Children may struggle to apply their understanding.
30.3.20	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	Percentage, per cent, decimals, fractions, equivalence, multiples, convert	Same as above. Children may struggle to see the relationship between fractions, decimals and percentage.