

Cloudside Academy
MTP Year 5 Summer 1 2019-20



Resources Bar models, number lines, counting sticks, fraction walls, equivalent visuals		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"> ~ Knowledge of place value. ~ 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. ~ Knowledge of what a fraction is and how to compare, order, add and subtract with proper fractions. They will have worked with both unit fractions and non-unit fractions, focussing on denominators that are common multiples. 	
Dates Focus	Objectives	Vocabulary	Barriers to ARE (misconceptions)	
20.4.20	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.	
27.4.20	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	Same as above Money, decimal notation, place value, scaling.	Same as above. Understanding of what a decimal place represents and they may have a limited understanding of money/measure and how to record them with decimal notation. Children may not have the multiplication knowledge to support scaling and struggle see the relationship between two shapes that have been scaled.	
4.5.20	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations	2-d shapes, 3-D shapes, regular, irregular, properties, vertices, vertex, edges, sides, polygons, quadrilaterals, nets, faces,	Children may forget/ mix up the names for certain shapes- hexagon/ pentagon. Children may confuse or forget the name for certain properties of shape. Children may struggle to identify a shape that is irregular, deducing it from the properties. Children may struggle to visualise 3-D shapes from a 2-D representation.	
11.5.20	Know angles are measured in degrees:	Angles, obtuse, acute, right	Understanding of the key vocabulary/ mixing up what terminology	

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	<p>estimate and compare acute, obtuse and reflex angles</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p>	<p>angle, reflex, degrees, known facts, greater than, less than, properties, deduce, missing lengths,</p>	<p>means.</p> <p>Visualisation of angles and identifying whether they are greater than or less than given criteria for each type of angle.</p> <p>Knowledge of key properties of a rectangle.</p> <p>Accuracy with counting when identifying missing lengths and angles.</p>
18.5.20	<p>Draw given angles, and measure them in degrees ($^{\circ}$)</p> <p>Identify:</p> <p>~ angles at a point and one whole turn (total 360°)</p> <p>~ angles at a point on a straight line and a turn (total 180°)</p> <p>~ other multiples of 90°</p>	<p>Angles, measure, accuracy, degrees, point, whole turn, right angle, straight line, multiples,</p>	<p>Children may struggle to use a protractor- using the correct numbers, measuring the angles, using the correct 0 as a starting point.</p> <p>Children may not recall facts relating to angles.</p> <p>Children may not be able to use their multiples of 9/90 to find the total of angles around a point/ straight line/ quarter/ three quarters.</p> <p>Children may make errors with calculating.</p>