

Cloudside Academy
MTP Year 5 Summer 2 2019-20



Resources 2-D shapes, 3-D shapes, axis, co-ordinate grids, tracing paper. Shapes, cubes, protractor, angles,		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"> ~ Understanding of strategies for addition, subtraction, multiplication and division. ~ Multiplication facts up to 12 x 12. ~ Multiples knowledge. ~ Knowledge of how to find the area of a shape. ~ Squared and cubed numbers. ~ Estimation skills. ~ Knowledge of angles and how to identify them and their properties. ~ Know about shapes and their properties. ~ Experienced co-ordinate grids before- focusing mainly on one quadrant. 	
Dates Focus	Objectives	Vocabulary	Barriers to ARE (misconceptions)	
1.6.20	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	Multiplication, division, multiply, divide, scale, scaling, scale factor, fractions	Children may not be able to apply their multiplication knowledge to identify how a number has been scaled. Children may struggle with applying their fraction knowledge. Children may struggle to explain	
8.6.20	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language with only small inaccuracies in positioning.	Same as above Reflection, translation, position, describe, identify, represent	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 understand what reflection and translation mean. Children may struggle to remember and complete strategies to support reflection and translation (tracing paper or counting the square in the background).	
15.6.20	Multiply and divide whole numbers and	Place value, multiplying, dividing, decimals, left,	Children may struggle with their place value understanding and the fact that our number system works on a base ten system.	

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	<p>those involving decimals by 10, 100 and 1000.</p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.</p>	<p>right, larger, smaller, convert, conversion, metric, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre</p>	<p>Children may struggle to recognise that when dividing an amount will decrease in size whereas when multiplying an amount will increase in size.</p> <p>Children may not know the conversion facts between units of measure.</p> <p>Children may not understand what a unit of measure is.</p>
22.6.20	<p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>	<p>Approximate, metric, imperial, conversion, inches, pounds, pints, equivalence, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre</p>	<p>Children may not understand what a unit of measure is.</p> <p>Children may not know the conversion facts between units of measure.</p> <p>Children may not understand the terminology of metric and imperial.</p>
29.6.20	<p>Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p>	<p>Volume, cube, cuboids, capacity, cubed,</p>	<p>Children may struggle with the concept of volume.</p> <p>Children may confuse volume with area.</p> <p>Children may forget to use cubed when writing the volume.</p> <p>Children may struggle to recognise the difference between the volume and the capacity.</p>
6.7.20	<p>Assessment week</p>		
13.7.20	<p>Consolidation- cover any objectives that the children are not secure with in preparation for year 6.</p>		