GOLD

School name: **MATHS PLANNING YEAR A**

Teacher: **Class:** **Year: 5 & 6** **Term: Autumn 1** **Week Commencing: Week 5**

Topic Formal Division	NC Links: Pupils should be taught to: • 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 (Y5) • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context (Y6)

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	To be able to recall my 4x table and related division facts.	TMM	**L.O. To understand and recall rules of divisibility.** Success Criteria: 1. I must understand what division means and different words for it. 2. I should be able to say whether a number is divisible by another number. 3. I could spot patterns in divisibility and remember the rules.	Ask children what operation they have not yet studied this half term. Ask them to pair share different words for division. Take feedback. Ask them to pair share what divisibility means. How can we check a number is divisible by another number? For example, how do we know if a number is divisible by 2? Demonstrate that you can check whether a number is divisible by 3	Children complete a poster on divisibility to refer to throughout the topic.	Divide Division Share Divisibility Multiple Times table RUCSAC Word Problems Integer Remainder	White Rose Maths Hub Question	**Exceeding ARE:** **At ARE:** **Below ARE:** **Far Below:**

				because when you add all the digits together the total will be 3, 6 or 9. Recap other divisibility rules. Maths No problem and White Rose Maths Hub Questions.				

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Tues	To be able to recall my 4x table and related division facts.	TMM	**<u>L.O. To understand how to divide a number (up to 4 digits) by a single digit number.</u>** Success Criteria: 1. I must know my division facts for times tables up to 12x12. 2. I should be able to set out my short division using the 'bus stop' method. 3. I could accurately carry out the formal method of short division, representing remainders as required.	Recap what we learnt yesterday and children respond /reflect on feedback. Show the children a short division problem on the IWB. Ask them to pair share how they would work it out. Teacher models how to work out the calculation. Give the children some more examples and cutaway the more confident of children. Maths No problem and White Rose Maths Hub Questions.	Maths No Problem 5a p. 81-84 LA – Year 5 Target Your Maths p. 41, Section A MA - Year 5 Target Your Maths p. 41, Section B HA - Year 5 Target Your Maths p. 41, Section C	Divide Division Share Divisibility Multiple Times table RUCSAC Word Problems Integer Remainder	White Rose Maths Hub Question.	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Wed	To be able to recall my 4x table and related division facts.	TMM	**<u>L.O. To understand how to represent and interpret a remainder as a fraction or as a decimal, when dividing.</u>** Success Criteria: 1. I must know my division facts for times tables up to 12x12. 2. I should understand that when representing a remainder as a fraction that the remainder is the top of the fraction and the dividing number is the bottom. 3. I could covert fractions into decimals.	Recap what we learnt yesterday and children respond /reflect on feedback. Revise short multiplication. Show some examples. Give examples of remainders and converting them into fractions. Complete on mini whiteboards and teacher to go through. Maths No problem and White Rose Maths Hub Questions.	Maths No Problem 5a p. 85-86 LA – Year 5 Target Your Maths p. 47, Section A MA - Year 5 Target Your Maths p. 47, Section B HA - Year 5 Target Your Maths p. 47, Section C	Divide Division Share Divisibility Multiple Times table RUCSAC Word Problems Integer Remainder	White Rose Hub Maths Question.	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs	To be able to recall my 4x table and related division facts.	TMM	**<u>L.O. To understand how to formally divide whole and decimal numbers by a single digit number.</u>** Success Criteria: 1. I must know my division facts for times tables up to 12x12. 2. I should be able to set out my short division using the 'bus stop' method. 3. I could accurately carry out the formal method of short division, representing remainders as decimals.	Recap what we learnt last week and children respond /reflect on feedback. Recap division and different words for it. Remind children that the concept of division is sharing. Recap short division of whole numbers. Include a question where one of the answers has a remainder. Tell children that we can also write this as a decimal, model how to do this. Then show the children how to carry out short division of decimal numbers and go through some examples on the Smartboard.	Maths No Problem 6a p. 113 LA – Year 6 Target Your Maths, p. 16, Section A. MA – Year 6 Target Your Maths, p. 16, Section B. HA – Year 6 Target Your Maths, p. 16, Section C.	Divide Division Share Divisibility Multiple Times table RUCSAC Word Problems Integer Remainder Decimal	Child teaches the rest of the class what they have learnt. White Rose Hub Maths Question (differentiated).	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

				Maths – No Problem and White Rose Maths Hub Questions.				

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Fri			L.O. Success Criteria		SEN – L.O.			Exceeding ARE: At ARE: Below ARE: SEND PPG EAL