



SILVER

School name: _____ MATHS PLANNING YEAR A



Teacher: _____

Class: _____

Year: _____

Term: Spring 2

Week 5

Topic: Measurement: Fractions	<p>NC Links</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Make equal parts • Recognise half • Find a half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Unit Fractions • Non- Unit Fractions • Equivalent Fractions • Find Three Quarters • Count in Fractions
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	To be able to recall my 10 times tables	TMM Children to complete activities linked to 10 times tables (See Slides)	<p>L.O. To understand equal parts.</p> <p>I must be able to represent fractions using objects.</p> <p>I should be able to explain equal and unequal parts using concrete materials.</p> <p>I should be able to discuss how to divide up the materials.</p>	<p>Explain to the children that in order to understand fractions we must begin to look at equal parts. What is an equal part? Look at the IWB. Are the parts equal or unequal? How do you know? Show the children the video and explain each time how the parts are equal. Model with cake</p>	<p>BARE: All children to have a cupcake. Children to cut the cake into two equal parts. Children to discuss if their parts are equal.</p> <p>ARE: All children to have a cupcake. Children to cut the cake into two equal parts. Children to discuss if their parts are equal.</p>	<p>Half Quarter Third Equivalent Fraction Three quarters Non- unit fraction Unit fraction Equal parts.</p>	<p>Can you now think about how we could show one half of the shape on the IWB. Does it need to be equal? Why?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p>

				showing how the parts are equal.	AARE: All children to have a cupcake. Children to cut the cake into two equal parts. Children to discuss if their parts are equal. Children to talk about what fraction they have cut.			PPG EAL
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Tues	To be able to recall my doubles	Children to complete activities linked to doubles (See Slides)	<p>L.O. To be able to recognise and find half/quarter/three quarter and one third of a shape.</p> <p>I must be able to identify different shapes.</p> <p>I should begin to identify a fraction of a shape.</p> <p>I could discuss the order of the fractions.</p>	<p>Explain to the children that we will be looking at fractions of non-units. We will begin by looking at shapes. Ask the children to look at the IWB and to find half of the fraction. Work through the slide together. Children to move onto quarter, three quarter and thirds.</p>	<p>BARE: Children to be able to identify half of a shape.</p> <p>ARE: Children to be able to find half of a shape and quarter of a shape. Page 20 Target your Maths</p> <p>AARE: Children to be able to find half, quarter of a shape and three quarters of a shape. Page 50 Target your Maths</p>	<p>Half Quarter Third Equivalent Fraction Three quarters Non- unit fraction Unit fraction Equal parts.</p>	<p>What shapes did you identify? Were the shapes equal or unequal?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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Wed	To be able to recall my halves	Children to complete activities linked to halves (See Slides)	<p>L.O. To be able to recognise and find half/quarter/three quarter and one third of quantities.</p> <p>I must be able to count accurately.</p> <p>I should be able to spilt quantities into equal groups.</p> <p>I could discuss what fraction of a group I have made.</p>	<p>Explain to the children that we will be looking at fractions of numbers. We will begin by looking at different amounts of symbols. Ask the children to look at the IWB and to find half of the fraction. Work through the slide together.</p> <p>Children to move onto quarter, three quarter and thirds.</p>	<p>BARE: Children to be able to identify half of a number.</p> <p>ARE: Children to be able to find half of a shape and quarter of a number. Page 67 Target your Maths</p> <p>AARE: Children to be able to find half, quarter of a shape and three quarters of a number. Page 51 Target your Maths</p>	<p>Half Quarter Third Equivalent Fraction Three quarters Non- unit fraction Unit fraction Equal parts.</p>	<p>Show me 20 sweets. Now explain to me how I can find halve of these sweets? Repeat this activity with more sweets.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs	<u>To be able to recall my 2 times tables</u>	Children to complete activities linked to 2 times tables (See Slides)	<p>L.O. To understand fractions as a unit.</p> <p>I must be able to count accurately.</p> <p>I should be able to spilt quantities into equal groups.</p> <p>I could discuss what fraction of a group I have made.</p>	<p>Explain to the children that we will begin to understand fraction as a unit.</p> <p>Explain that this can be tricky.</p> <p>Model the fraction and explain the different parts of the fraction.</p> <p>Some children may attempt to order the fractions.</p>	<p>BARE: Children to complete cut and stick Fractions template.</p> <p>ARE: Children to complete cut and stick Fractions template.</p> <p>AARE: Children to complete cut and stick Fractions template.</p> <p>Children to begin to order the fractions.</p>	<p>Half Quarter Third Equivalent Fraction Three quarters Non- unit fraction Unit fraction Equal parts.</p>	<p>Look at the fractions on the board. Which fraction is the biggest fraction? Why? Can you explain your answer?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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Fri	<u>To be able to recall my 5 times tables</u>	Children to complete activities linked to 5 times tables (See Slides)	<p><u>L.O. To be able to count in fractions</u></p> <p>I must be able to count accurately.</p> <p>I should be able to discuss the different fractions on the number line.</p> <p>I could talk about what comes next or before.</p>	<p>Explain to the children that today we are going to count in fractions. Show children a number line with the fractions on. What do you think this missing number could be? Why? Children to fill in the missing numbers.</p>	<p>BARE: Children to complete counting in Fractions Halves.</p> <p>ARE: Children to complete counting in fractions quarters.</p> <p>AARE: Children to complete Page 87 of Target your Maths</p>	<p>Half Quarter Third Equivalent Fraction Three quarters Non- unit fraction Unit fraction Equal parts.</p>	<p>Look at the number line on the board. Is it correct? Why? Why not?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>