**Maths Planning at College Town**

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| **Year Group: 6 Class: Red Kites Week Beginning: 15/6/20****Term: Summer 2**  |
| **Beginning:**MS – **PP/SEN**AW | **Working Within:**HG, JT – **SEN, BN**,  | **Secure:**SY, SR,  |
| **NC Objectives from WRM:****Small Steps:** | **Notes and guidance from WRM: (Rationale)**Children need to know % = out of 100 (Latin: per = by the, cent = 100)Recall equivs from Y5Convert between FDP (start simple – equivs to 100th)Find simple amounts using division (and later div and mult)Employ use of bar models to demo %s (and sets of)Employ different strat to solve % problems**Mathematical Vocabulary:** percentage, out of 100, one hundredth, or amount, equivalents, convert, order and compare, ascending and descending, multiples |

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| **Day**  | **Flashback 4 Starter** | **Key Teaching and Differentiated Learning linked to PPT**(Mathematical Talk, Varied Fluency, Reasoning and Problem Solving) | **True or False (AfL)** |
| M | Y6-Sp1Bl 1-FB4 1 (slide 1)Model and discuss Note any misconceptions (and names) on FB sheet | **LO – To find equivalent fractions and %s**1 – Array question: how do we know how many are in the array, qs about denominator and numerator. Extend – simplify fractions? Can you find equivs? 2 – Converting fractions into %. Qs about usefulness of den 100. Why does it help? Extend - % match to make 100, why? 3 + 4 – Chn need to draw 10x10 grid (HAVE A FEW PRINTED) Q to MS re why 10x10?5 – Model 2/5 = ?/100 = %. Extend with WR q from scheme6 – Remodel above if chn struggled (3/20 = ?/100 = ?%)7 – Focus on the quality of vocab in answers8 – Model equiv fractions over 100. Focus on vocab in answers9 – Model blue portion (4/20). Chn need to draw 5x10 grid (HAVE A FEW PRINTED). EXT = R+PS – discuss answers10 – Variety of answers, take chance for children to verbalise strategies11 + 12 – Discussion Problems from CS – whole class ext | 27/50 = 54%Prove it.Chn to give example of their own (must be true)¼ = ?% (chn to describe their strategy, not answer the question!  |
| **Additional Questioning:****BIG question** – Why do % and fractions always have equivalents? Target **MS** re tt questionsHow do we find equiv fractions = ?/100? Why is it useful to find ?/100ths when comparing fractions and %? Have you answered in a full sentence? X said blah, has anyone got anything to add to that idea? If a diagram is 5x10, what would the denominator be when considering it a fraction? How do we find the equiv over/100?  |