**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 Y5  Convert 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-Sp1  Bl 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 scheme  6 – Remodel above if chn struggled (3/20 = ?/100 = ?%)  7 – Focus on the quality of vocab in answers  8 – Model equiv fractions over 100. Focus on vocab in answers  9 – Model blue portion (4/20). Chn need to draw 5x10 grid (HAVE A FEW PRINTED). EXT = R+PS – discuss answers  10 – Variety of answers, take chance for children to verbalise strategies  11 + 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 questions  How 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? |