

HIAS MOODLE+ RESOURCE

Year 5 Unit Plan 5.3

Autumn Term

HIAS Maths Team
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Final version

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Overview

In this document

Year 5 Unit Plans linked to Medium Term Overview

Points to consider when using this resource

These unit plans provide an example of how medium term planning could be developed into units of work. These unit plans will need to be adapted to meet the needs of pupils. The unit plan provides an outline of a possible learning journey with suggestions of types of tasks that could be used. They also identify key prior learning; some common misconceptions and an indication of number fluency pupils need to develop towards automaticity. It is assumed that pupils will have access to appropriate concrete resources to support conceptual understanding and that teachers will use a CPA (concrete, pictorial and abstract) approach to teaching.

Year 5 Unit 5.3 Plan – Fractions

This short unit on fractions leads into unit 5.4 which links fractions to measurement and geometry. It is important to identify misconceptions here so these may be addressed quickly so a firm foundation can be established for later work.

Session	Unit Objectives	Types of task
1-5	- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. - Add and subtract fractions with the same denominator - Compare and order fractions whose denominators are all multiples of the same number	Pictorial representations: It is important that children develop further their understanding of fractions as positions on number lines and that they link these to equivalent fractions. A 0 to 2 number line helps children to see that fractions can be greater than 1 and to think about mixed numbers and improper fractions. Tenths and hundredths of a metre could be shown on a metre stick. Key facts focus: Beginning to learn the fraction equivalences eg $3 \div 10 = 3/10 = 0.3$ (these facts could be displayed too on number lines) The work on adding and subtracting fractions whose denominators are all multiples of the same number provides an opportunity to link the work in the previous unit on multiples and factors. Solving problems Three friends share a bar of chocolate. The first eats $3/18$, the second $1/3$ and the third $2/9$. How much chocolate is left? “Show how $7/8 - 3/8$ can be solved using a number line, a bar model a drawing of a pizza ...”

Check and refresh	Watch out for...	Building fluency
Counting forwards and backwards using simple fractions and decimals noting equivalences.	Children who have little idea of the correct relative position of fractions and decimals on the number line. Pupils who might still think that $\frac{1}{8}$ is greater than $\frac{1}{4}$ because 8 is greater than 4.	Frequent opportunities to consolidate: Check and revise as necessary the year 4 expectations for fractions (see the Hampshire maths team's Number Facts Documents). Beginning to learn the fraction equivalences eg $3 \div 10 = \frac{3}{10} = 0.3$ the year 5 expectations for fractions (see the Hampshire maths team's Number Facts Documents).

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