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|  | Context for learning - Question | Activity  |
| Day one**Learning Focus**: Finding the perimeter. | Arrange the triangle and the rectangle to make a figure. Find the perimeter of the figure. (See MNP TB: 5B- p.194). Is there more than one way to make a figure? Will the perimeter change? | Group 1:Pupils will measure the perimeter of different shapes including composite rectilinear shapes (differentiated) using a ruler in centimetres and millimetres and also using scale drawings to measure in metres. They will then be tasked with drawing shapes and composite rectilinear shapes with a given perimeter.**Application Challenge:** Can pupils find more than one way of drawing a shape or composite rectilinear shape for a given perimeter? |
| Group 2:Pupils will measure the perimeter of different shapes including composite rectilinear shapes (differentiated) using a ruler in centimetres. **Application Challenge:** Can pupils draw shapes and composite rectilinear shapes with a given perimeter? |
| Day two**Learning Focus:**  Finding the perimeter. | ‘Mr Worthington, Miss Welsh, Mrs Scarisbrick and Mrs Barron have 12 paper strips, each 1 metre long. They think it is possible to make polygons with the same perimeter but with different shapes. Is this possible? (See MNP TB: 5B- p.200) | Group 1:Pupils will find the perimeter of composite rectilinear shapes where they are given some of the measurements but have to use related facts to find out the missing lengths (shapes not drawn to scale)- differentiated by difficulty.**Application Challenge:**  Can pupils begin to evaluate whether or not certain shapes are fit for purpose based on their perimeter i.e. ‘A farmer needs a fence with a perimeter of 100 metres which shape (A,B,C, D) should he use?’ etc. |
| Group 2:Pupils will find the perimeter of composite rectilinear shapes where they are given some of the measurements but have to use related facts to find out the missing lengths (shapes not drawn to scale)- differentiated by difficulty.**Application Challenge:** Can pupils begin to explain how they find missing lengths on composite rectilinear shapes? |
| Day three**Learning Focus:** Finding Area  | ‘Think of different ways to find the area of this figure. (See MNP TB: 5B- p.216) | Group 1:Pupils will find the area of composite rectilinear shapes by breaking them down into different parts and using the formula A= l x w.**Application Challenge:**  Can pupils begin to draw shapes with a given area? Are there more than one way of doing this? |
| Group 2:Pupils will find the area of simple shapes by first counting squares and then using the formula: A= l x w.**Application Challenge:** Can pupils begin to find the area of composite rectilinear shapes by counting squares and then breaking them down into different parts? |
| Day four**Learning Focus:**Comparing Area.  | ‘Find the area of these composite rectilinear shapes (See image MNP TB 5B- p.226) Put them in order from smallest to largest. | Group 1:Pupils will compare the area of multiple composite rectilinear shapes by breaking them down into different parts and using the formula A= l x w.**Application Challenge:** Can pupils begin to find a quicker way to work out the area of composite rectilinear shapes by cutting and rearranging them to make rectangles? |
| Group 2:Pupils will compare the area of simple shapes by first counting squares and then using the formula: A= l x w.**Application Challenge:** Can pupils begin to compare the area of composite rectilinear shapes? |
| Day five**Learning Focus:** Estimating Area. | This is a map of an island (See MNP TB 5B- p.230). Estimate the area of the island. | Group 1:Pupils will estimate the area of irregular shapes by counting whole and half squares and by also drawing rectangles around the shape where possible to use the formula:A = l x w.**Application Challenge:** Can pupils begin to draw irregular shapes in order to estimate given areas? |
| Group 2:Pupils will estimate the area of irregular shapes by counting whole and half squares (differentiated by shapes).**Application Challenge:** Can pupils begin to check the accuracy of their estimations by drawing rectangles around the shape where possible to use the formula: A = l x w? |
| Evaluation/Reflection/Intervention (To be completed in PPA) |