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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus**:  Dividing to make Fractions | ‘Mrs Scarisbrick, Mrs Daley, Mrs Barron and Miss Welsh are sharing apples. Each of them get the same amount. If there are 11 apples, how many do they get each?’ | Group 1:  Pupils will divide to make fractions by first using visual representations of the amounts they are dividing i.e. circles split into 6 pieces when dividing by 6 etc. They will then move onto a more conceptual understanding that the divisor becomes the denominator in our fraction, and that the answer can be both a whole number and remainder expressed as a mixed number i.e. 11 ÷ 4 = 2 r3 which = 2 ¾ etc.  **Application Challenge:** Can pupils begin to solve reasoning problems which require them to divide in order to find fractions? |
| Group 2:  Pupils will divide to make fractions by using visual representations of the amounts they are dividing i.e. circles split into 6 pieces when dividing by 6 etc.  **Application Challenge:** Can pupils develop a more conceptual understanding that the divisor becomes the denominator in our fraction, and that the answer can be both a whole number and remainder expressed as a mixed number i.e. 11 ÷ 4 = 2 r3 which = 2 ¾ etc. without visual aids. |
| Day two  **Learning Focus:**  Finding Equivalent Fractions | Show the pupils a cake (See MNP TB: 5A- p.237) Mr Worthington says cut ½ the cake into 4 equal pieces. ½ = 4/ . Miss Welsh says cut ½ the cake into 5 equal pieces. ½ = 5/ . Mrs Scarisbrick says cut ½ the cake into one hundred pieces. ½ =  / 100.’ | Group 1:  Pupils will identify equivalent fractions for different complex fractions (numerators and denominators from 2 to 10 and multiples of 25 i.e. 25, 50, 100, 1000 etc.)  **Application Challenge:**  Can pupils begin to solve reasoning problems such as ‘which one is the odd one out?’ from a set of equivalent fractions where one is not equivalent? |
| Group 2:  Pupils will identify equivalent fractions for different simple fractions (numerator: 1 and denominators from 2, 3, 4, 5 and 10)  **Application Challenge:** Can pupils begin to find equivalent fractions for more complex fractions (numerators 2 to 10 and denominators from 6 to 9)? |
| Day three  **Learning Focus:**  Comparing and ordering Fractions | ‘Mr Worthington cut a cake into 4 equal pieces. He took a piece. Miss Welsh cut the other 3 pieces into 6 equal pieces. She took 3 pieces. Who took more cake? (See MNP TB: 5A- p.240) | Group 1:  Pupils compare and order fractions which have denominators which are multiples of eachother i.e. (2, 4, 8 etc.) by finding equivalent fractions- and use this to solve reasoning questions.  **Application Challenge:**  Can pupils begin to compare and order fractions with denominators which are not multiples of eachother? |
| Group 2:  Pupils compare and order fractions which have denominators which are multiples of eachother i.e. (2, 4, 8 etc.) by finding equivalent fractions.  **Application Challenge:** Can pupils begin use comparing and ordering fractions to solve reasoning problems? |
| Day four  **Learning Focus:**  Comparing and Ordering fractions. | The amount of water in each bottle is different: 1 and 3/10 l, 1 and 2/5 l and 2 and 1/5 l. Which bottle has the least water? ‘Each roll is cut into 6 equal pieces. I take 7. Each roll is cut into 9 equal pieces. I take 10 | Group 1:  Pupils compare and order mixed numbers and improper fractions which have denominators which are multiples of eachother i.e. (2, 4, 8 etc.) by finding equivalent fractions- and use this to solve reasoning questions.  **Application Challenge:**  Can pupils begin to compare and order mixed numbers and improper fractions with denominators which are not multiples of eachother? |
| Group 2:  Pupils compare and order mixed numbers and improper fractions which have denominators which are multiples of eachother i.e. (2, 4, 8 etc.) by finding equivalent fractions.  **Application Challenge:**  Can pupils begin use comparing and ordering mixed numbers and improper fractions to solve reasoning problems? |
| Day five  **Learning Focus:**  Comparing and Ordering Fractions | ‘Each roll is cut into 6 equal pieces. I take 7. Each roll is cut into 9 equal pieces. I take 10. Who took more?’ | Group 1:  Pupils compare and order mixed numbers and improper fractions which have denominators which are not multiples of eachother finding equivalent fractions- and use this to solve reasoning questions.  **Application Challenge:**  Can pupils write a set of instructions for how to compare and order fractions with different denominators? |
| Group 2:  Pupils compare and order simple fractions which have denominators which are not multiples of eachother finding equivalent fractions.  **Application Challenge:**  Can pupils use compare and ordering simple fractions which have denominators which are not multiples of eachother to solve reasoning questions? |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |