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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus**:  Writing Improper Fractions and Mixed Numbers | ‘Write each number on the number line as fifths:  1/10, 6/10, 1 and 1/5 and 3.’  (See image in MNP TB: 5A- p.235) | Group 1:  Pupils will convert between mixed numbers and improper fractions (all different denominators).  **Application Challenge:** Can pupils begin to solve reasoning problems which require them to convert between mixed numbers and improper fractions? |
| Group 2:  Pupils will convert between mixed numbers and improper fractions- using visual representations of the fractions for support.  **Application Challenge:** Can pupils begin to convert between mixed numbers and improper fractions without visual aids? |
| Day two  **Learning Focus:**  Adding Fractions | ‘Mr Worthington ordered 2 pizzas- Ham and Pineapple and Spicy Chicken. He ate 1/3 of the Ham and Pineapple Pizza and 1/6 of the Spicy Chicken Pizza. How much did Mr Worthington eat altogether? | Group 1:  Pupils will add fractions (within one whole) with different denominators which are all multiples of each other by first converting one of the fractions to an equivalent fraction i.e. 1/3 + 1/6 becomes 2/6 + 1/6 etc.- differentiated by addition calculations and denominations of fraction- in order to solve word problems.  **Application Challenge:**  Can pupils begin to add fractions with denominators which are not multiples of each other? |
| Group 2:  Pupils will add fractions (within one whole) with different denominators which are all multiples of each other by first converting one of the fractions to an equivalent fraction i.e. 1/3 + 1/6 becomes 2/6 + 1/6 etc- differentiated by addition calculations and denominations of fraction.  **Application Challenge:** Can pupils begin to add fractions in order to solve word problems? |
| Day three  **Learning Focus:**  Adding Fractions | ‘There was ¾ kg of rice in a container. Find the weight of the rice in the container after another 1/3 kg is added.’ | Group 1:  Pupils will add fractions (with answers which might give rise to improper fractions and mixed numbers) with different denominators which are not multiples of each other by first converting both the fractions to an equivalent fraction i.e. 3/4 + 1/3 becomes 9/12 + 4/12 etc. - differentiated by addition calculations and denominations of fraction- in order to solve word problems.  **Application Challenge:**  Can pupils begin to add mixed numbers in order to solve word problems? |
| Group 2:  Pupils will add fractions (with answers which might give rise to improper fractions and mixed numbers) with different denominators which are not multiples of each other by first converting both the fractions to an equivalent fraction i.e. 3/4 + 1/3 becomes 9/12 + 4/12 etc. - differentiated by addition calculations and denominations of fraction.  **Application Challenge:** Can pupils begin to add fractions in order to solve word problems? |
| Day four  **Learning Focus:**  Subtracting Fractions. | Mr Worthington eats ¼ of a pizza. Miss Welsh eats 1/8 of it. How much of the pizza is left over? | Group 1:  Pupils will subtract fractions (within one whole) with different denominators which are all multiples of each other by first converting one of the fractions to an equivalent fraction i.e. ¾ - 1/8 becomes 6/8 - 1/8 etc.- differentiated by subtraction calculations and denominations of fraction- in order to solve word problems.  **Application Challenge:**  Can pupils begin to subtract fractions with denominators which are not multiples of each other? |
| Group 2:  Pupils will subtract fractions (within one whole) with different denominators which are all multiples of each other by first converting one of the fractions to an equivalent fraction i.e. ¾ - 1/8 becomes 6/8 - 1/8 etc. - differentiated by subtraction calculations and denominations of fraction.  **Application Challenge:**  Can pupils begin to subtract fractions in order to solve word problems? |
| Day five  **Learning Focus:**  Subtracting Fractions | Mrs Scarisbrick used 1 and ¼ lbs of a 2 and ½ lb bag of flour. Mrs Barron used 7/8 lbs of a 2 and ½ lb bag of flour. How much flour is left in each bag? | Group 1:  Pupils will subtract fractions (across one whole using mixed numbers and improper fractions) with different denominators which are all multiples of each other- differentiated by subtraction calculations and denominations of fraction- in order to solve word problems.  **Application Challenge:**  Can pupils subtract fractions with denominators which are not multiples of each other? |
| Group 2:  Pupils will subtract fractions (across one whole using mixed numbers and improper fractions) with different denominators which are all multiples of each other- differentiated by subtraction calculations and denominations of fraction.  **Application Challenge:**  Can pupils subtract fractions in order to solve word problems? |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |