Year 5			Ma	thematics	Term Planner – Weste	Vestern Adelaide Region (Draft 15/10/13)			Term 1	
Big Ideas/ Topic focus	Strand/ Sub Strand	Achievement Standard	Content Descriptor(s)	Student Prior Knowledge	Suggested Teaching & Le	arning Experiences	Assessment Focus/ Task	Time Frame	Resources	Links to other learning areas
Week's 1& 2 – Revise basic number facts & check for understanding of mental computation strategies for addition, subtraction, multiplication & division. Consider using Peter Westwood's One Minute Maths Tests for diagnostic assessment.										
-It is important to work flexibly and efficiently with a range of numbers and explore generalisations (e.g. for 7 sixes - "I know that 5 sixes are 30 and 2 sixes are 12, therefore 7 sixes is 42") -Each operation has its appropriate use in solving a range of problems involving multiplication or division -Solutions to problems can be found and communicated in a variety of ways (e.g. using words, diagrams, tables, symbols, explanations)	Strand: Number & Algebra Sub-strand: Place Value	By the end of Year 5 students solve simple problems involving the four operations using a range of strategies Students check the reasonable- ness of answers using estimation and rounding	Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies Solve problems involving division by a one digit number, including those that result in a remainder Use efficient mental and written strategies and apply appropriate digital technologies to solve problems Use estimation and rounding to check the reasonableness of answers to calculations	 Place value to the millions Decimal place value Comparing, ordering, sequencing, renaming numbers Efficient strategies for problem solving using the four operations Recall of basic number facts Exploring multiplication patterns and number facts using basic arrays 	 Mental routines using a 100s chart to automaticity for the recall of number also use speed drills, personal bests competent, use this time to assist ott intervention Explore multiplication & number patter Explore arrays and regions, including are 12, I know that 2 threes are 6 and 32, 48) and explore fact family relatio arrays (e.g. 4 threes are 12, 3 fours a divided by 4 is 3); Identify arrays in the symbol, carton of eggs, muffin tin, co Arrays and regions games, such as Booker, Professor Dianne Siemon) Problem solving involving the four op equal groups and fair share situation Including students creating their own Use thinkboards/ whiteboards for recodivision problematised situations (e.g. some emus and wombats. I counted wombats might I have seen?) (Ann & Explore efficient strategies for computing algorithms, balance & compensate, numbers (Natural Maths – Middle Ye Find the missing number - such as: 'the answer is 57, what might the nur you use? (e.g. identifying balance & 	o develop fluency and facts for single-digit numbers; s for students who are more her students & provide erns using a 100s chart g generalisations (e.g. "4 threes d double 6 is 12") ys for different numbers (e.g. 24, onships & commutativity using are 12, 12 divided by 3 is 4, 12 he real world (e.g. Channel nine omputer icons) Multiplication Toss (George berations and including making s (e.g. money, Iollies) o problematised situations cording simple multiplication and g. At the nature reserve I saw 80 legs. How many emus and & Johnny Baker, Natural Maths) utation with 2 & 3 digit numbers i, open number lines, partial round & adjust, landmark ars Mental Computation) "When a number is added to 25 mber be? What strategies did compensate or round & adjust) our operations	Diagnostic Assessment Big Ideas in Number Test – Multiplicative Thinking (Professor Dianne Siemon) Formative Assessment Natural Maths Problem Solving Book 4; Natural Maths Strategies Book 3 Doug Clarke – 'Rich Assessment Tasks' (e.g. Cubes & Hoops, Booze Buses* – * can be easily adapted for more suitable title) Maths300 tasks (Education Services, Victoria) Summative Assessment Tasks (Western Adelaide Region) -5.1: Animal Parade	Term 1 (6 weeks) Ongoing throughout the year	 Counters- single coloured Number cards 0-9 0-6, 0-9, 1-10 dice Flashcards – number cards, simple addition & subtraction, arrays Subitising cards – 2 and 3 collections (Professor Di. Siemon) 1-100, 0-99 number charts Mixed counting games Thinkboards Mental routine boards Number stories Natural Maths Computation strategies posters 	 Literacy – creating narrated problem- atised situations; maths glossary of terms P.E – counting games, making groups
-Numbers have special properties that can be used to solve problems (e.g. factor, multiple, prime)	Strand: Number & Algebra Sub-strand: Place Value	By the end of Year 5, students identify and describe factors and multiples	Identify and describe factors and multiples of whole numbers and use them to solve problems	 Exploring multiplication patterns and number facts using basic arrays Making equal groups and fair shares Problem solving situations 	 Use a 100s chart to explore patterns and find common multiples Develop the vocabulary and exploring number concepts, including number properties (e.g. multiples, factor, lowest common multiple, highest common factor, lowest common (prime) factor, composite number) Explore commutativity using arrays and regions (concrete materials) Explore, create and deconstruct factor trees to identify multiples and factors. Use arrays models and fact families to assist students. Problematised situations involving multiplication and division (<i>Natural Maths</i>) Use calculators to assist with problem solving and division of numbers when making factor trees Arrays and regions games, such as Multiplication Toss (George Booker, Professor Dianne Siemon) Explore factors and multiples as a mental routine (<i>Natural Maths</i>) 		Formative Assessment Natural Maths Problem Solving Book 3 & 4; Natural Maths Strategies Book 3 Summative Assessment Tasks (Western Adelaide Region) -5.2: Factor Trees; Magic Number	Term 1 (2 weeks) Ongoing throughout the year	 Counters 1-100 number charts Thinkboards/ whiteboards Mental routine board 	 Literacy – creating narrated problem- atised situations; maths glossary of terms P.E – counting games, making groups
development, then begin a new unit on Fractions & Decimals or Patterns & Algebra. (see the Western Adelaide Region Year 5 Summative Assessment Tasks for ideas)				and is & Algebra. isks for ideas)	Future Learning Considerations	misconceptions did students have? Have these been adequately addressed? What are the next big ideas? What are the learning goals of my students? What assessment strategies will show me what students know?				