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| Timing  Number of lessons or days/weeks | Objectives:  Curriculum Links (Include the wording, not just codes, so meaning is evident)  Clearly outline what you aim for your students to be able to achieve in your lessons. | | General Capabilities, Values, Metacognition, Life Skills:  Plan additional learning to content covered in the curriculum | | | Tasks Outline: Teaching Strategies, Note any key, instructions required, Note steps required, Key Questions , Possible reminders , Link in Resources, Develop critical thinking , Consider Bloom, Krathwohl, Multiple Intelligences throughout tasks as required | | | Resources: Be specific, E.g., Titles, Page numbers, Website links | | | Adaptions:  Ensure inclusivity. Plan how you will adapt lessons to respond to individual need  e.g., ESL, Special Needs, Strugglers, Extension, students who have been absent  Examples of ways to support: resources (texts, worksheets etc) to guide or prompt, support buddy, particular assistance from the teacher or EA  Examples of ways to extend: extra criteria, tasks or higher order questions | | | Assessment  Informal/Formal?  Formative/Summative?  What will be evaluated?  How? (e.g. collect work, over-the-shoulder, peer-marking, self-evaluation, performance, project, placemat task, online tasks, quiz, written test)  When?  What marking tools will be used? (e.g. marking key, checklist, rating scale, rubric)  Weighting? | |
| *Week 4:* | **Curriculum content description:** Connect three-dimensional objects with their nets and other two-dimensional representations [(ACMMG111)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG111).  **At the completion of this lesson students will be able to;** Revisiting 3 dimensional shapes and count the faces, the edges and the corners/vertices of 3 and dimensional shapes. Knowing the difference between 2d and 3d shapes.  **Why are we completing this lesson today?** Review and revise of 3 Dimensional shapes, mini quiz on 3 dimensional shapes and their properties to see what students have recollected and learn throughout the 4 weeks.  **Curriculum content description:** Connect three-dimensional objects with their nets and other two-dimensional representations [(ACMMG111)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG111).  **At the completion of this lesson students will be able to;** Revisiting 3 dimensional shapes and count the faces, the edges and the corners/vertices of 3 and dimensional shapes. Knowing the difference between 2d and 3d shapes.  **Why are we completing this lesson today?** Review and revise of 3 Dimensional shapes, mini quiz on 3 dimensional shapes and their properties to see what students have recollected and learn throughout the 4 weeks.  **Curriculum content description:** Choose appropriate units of measurement for length, area, volume, capacity and mass [(ACMMG108)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmmg108)  **At the completion of this lesson students will be able to;** recognising that some units of measurement are better suited for some tasks than others, for example kilometres rather than metres to measure the distance between two towns.  **Why are we completing this lesson today?** Units of measurement and which unit of measurement are suited for some task than others, for example kilometre rather than meters to measure distance between town and cities. | | **Thursday activity 1:**  Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  **Activity 1** – review and revise on 2d and 3d shapes and what students have learnt throughout the 4 weeks on 3 dimensional shapes.  **What they have learnt:**  Knowing the different between a 3d shape and a 2d shape, 3d Net, 3d shapes and their properties and the names of 3d shapes.  *NOTE: Ask questions and stop video during key moments:*  **Activity 2:**  2d and 3d shapes revision ready for the formative assessment test for tomorrows session.  Mini-quiz game to conclude the classroom activity and to get an idea of what they have remembered.  **Activity 3:**  Lesson conclusion, ask students what they have learnt in today’s lesson. What they found difficult, do questions on the board as a class to show understanding and to wrap up the lesson.  **Friday Activity 1:**  **Firstly/daily maths:** Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  Summative assessment  **ACTIVITY 2 :FINAL ASSESSMENT.**  **MULTIPLE CHOICE AND SHORT ANSWER TEST.**  **(40 min.)**  **Activity 2: CONCLUSION to the unit**  A quick recap of the unit and the material that was taught and learnt throughout term.  **Thursday Activity 1:**  Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  **Activity 1** - Students will also make a start on - Choose appropriate units of measurement for volume and capacity [(ACMMG108)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG108) - this can be linked back into the 2 dimensional shapes and 3 dimensional shapes.  Interactive form of discussion through khan academy website. – class discussion and interactive games and questions.  *NOTE: Ask questions and stop video during key moments:*  **Activity 2:**  Printed out questions to stick in their maths books, and students are to answer them below where they have stuck the questions. This is so they don’t lose worksheets.  **Activity 3:**  Lesson conclusion, ask students what they have learnt in today’s lesson. What they found difficult, do questions on the board as a class to show understanding and to wrap up the lesson. | | | **THURSDAY Questions:**  What new things have you learnt in today’s lesson?  Can you describe to me how you would subtract fractions, show working out.  Do you understand subtracting fractions, if yes could you show and give me an example?  WILF and WILF will be provided on the white board – this will be covered at the start of each lesson and at the end of each lesson.  What did the video say about subtracting fractions?  **Firstly/daily maths:** 20 metals maths questions/speed maths 50 questions.  **WALT/WILF**: students will be reviewing and revising what they have learnt this term on fractions, they will be completing a **summative assessment** on what they have covered over the past five weeks.  **Friday Questions:**  What new things have you learnt in today’s lesson?  Can you describe to me how you would subtract fractions, show working out.  Do you understand subtracting fractions, if yes could you show and give me an example?  WILF and WILF will be provided on the white board – this will be covered at the start of each lesson and at the end of each lesson.  What did the video say about subtracting fractions?  **Firstly/daily maths:** 20 metals maths questions/speed maths 50 questions.  **WALT/WILF**: students will be reviewing and revising what they have learnt this term on fractions, they will be completing a **summative assessment** on what they have covered over the past five weeks.  **Thursday Questions:**  What is measurement?  How can we use measurement?  recognising that some units of measurement are better suited for some tasks than others, for example kilometres rather than metres to measure the distance between two towns.  WILF and WILF will be provided on the white board – this will be covered at the start of each lesson and at the end of each lesson.  What did the video say about subtracting fractions?  **Firstly/daily maths:** 20 metals maths questions/speed maths 50 questions.  **WALT/WILF**: Choose appropriate units of measurement for volume and capacity. recognising that some units of measurement are better suited for some tasks than others. | | | **Resources used in the lesson:**   * Penicil /colour pencils * Ruler * eraser   Classroom discussion and a review and revise of the topic.  **Management of behaviour:**  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom.  **Resources used in the lesson:**   * Penicil /colour pencils * Ruler * eraser   Classroom discussion and a review and revise of the topic.  **Management of behaviour:**  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom.  **Resources used in the lesson:**   * YouTube * Khan academy * Pencils/erasers * Worksheets on adding fractions. * Interactive whiteboard * Mini white boards. * iPad – interacting games on adding and subtracting fractions.   **Management of behaviour:**  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom.  Identifying geometric solids - <https://www.khanacademy.org/math/basic-geo/basic-geometry-shapes/basic-geo-geometric-solids/e/identify-geometric-solids--3d-figures->  Classroom discussion and a review and revise of the topic.  YouTube – measurement for volume and capacity. | | | **Differentiation:**  **Low achievers:** Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  **High achievers:**  **-** Once students have completed their tests they can sit quietly/silent reading.  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  **-** Additional work will be assigned for the higher achieving student/ fast finisher.  **Differentiation:**  **Low achievers:** Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  **High achievers:**  **-** Once students have completed their tests they can sit quietly/silent reading.  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  **-** Additional work will be assigned for the higher achieving student/ fast finisher.  **Differentiation:**  **Low achievers:** Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  **High achievers:**  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  **-** Additional work will be assigned for the higher achieving student/ fast finisher. | | | **Summative Assessment:**  Teacher to reflect on the learning by asking questions throughout the conclusion. This will provide the evidence to see what students have learnt, and also what needs to be revisited, and revised.  **Summative Assessment:**  Observing student participation during learning activities  Mini white board games as a class to show learning and understanding. – used as a conclusion game.  iPad game/ assessment.  Recorded student progress on a checklist  Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  **Formative Assessment**: **Class discussions** - Each group will explain why the structures behaved the way they did. Recording observations from the activity.  **Formative Assessment:**  Teacher to reflect on the learning by asking questions throughout the conclusion. This will provide the evidence to see what students have learnt, and also what needs to be revisited, and revised.  **Summative ASSESSMENT:**  **ACTIVITY 2 :FINAL ASSESSMENT.**  **MULTIPLE CHOICE AND SHORT ANSWER TEST.**  **(40 min.)**  **Summative Assessment:**  Teacher to reflect on the learning by asking questions throughout the conclusion. This will provide the evidence to see what students have learnt, and also what needs to be revisited, and revised.  **Summative Assessment:**  Observing student participation during learning activities  Mini white board games as a class to show learning and understanding. – used as a conclusion game.  iPad game/ assessment.  Recorded student progress on a checklist  Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables. | |
| *Week 5:* | **Curriculum content description:** Choose appropriate units of measurement for length, area, volume, capacity and mass [(ACMMG108)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmmg108)  **At the completion of this lesson students will be able to;** recognising that some units of measurement are better suited for some tasks than others, for example kilometres rather than metres to measure the distance between two towns.  **Why are we completing this lesson today?** Review and revise units of measurement and which unit of measurement are suited for some task than others, for example kilometre rather than meters to measure distance between town and cities.  **Curriculum content description:** Choose appropriate units of measurement for length, area, volume, capacity and mass [(ACMMG108)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmmg108)  Calculate perimeter and area of rectangles using familiar metric units [(ACMMG109)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmmg109)  **At the completion of this lesson students will be able to;** this lesson students will be learning about the area of 2 dimensional shapes.  **Why are we completing this lesson today?** How to calculate and measure the area of different shapes. | | **Friday Activity 1:** Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  **Unit review and revise on types of measurement for length.**  **Activity 1** - Students will also make a start on - Choose appropriate units of measurement for volume and capacity [(ACMMG108)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG108) - this can be linked back into the 2 dimensional shapes and 3 dimensional shapes.  Interactive form of discussion through khan academy website. – class discussion and interactive games and questions.  *NOTE: Ask questions and stop video during key moments:*  **Activity 2:**  Printed out questions to stick in their maths books, and students are to answer them below where they have stuck the questions. This is so they don’t lose worksheets.  **Activity 3:**  Lesson conclusion, ask students what they have learnt in today’s lesson. What they found difficult, do questions on the board as a class to show understanding and to wrap up the lesson.  **Thursday Activity 1:** Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  **Unit review and revise on types of measurement for length.**  **Activity 1** – in this lesson students will be learning about area. – this can be linked back to 2d/3d shapes unit they have just completed.  Interactive form of discussion through khan academy website. – class discussion and interactive games and questions.  *NOTE: Ask questions and stop video during key moments:*  **Activity 2:**  Printed out questions to stick in their maths books, and students are to answer them below where they have stuck the questions. This is so they don’t lose worksheets.  **Activity 3:**  Lesson conclusion, ask students what they have learnt in today’s lesson. What they found difficult, do questions on the board as a class to show understanding and to wrap up the lesson. | | | **Friday Questions:**  What is measurement?  How can we use measurement?  recognising that some units of measurement are better suited for some tasks than others, for example kilometres rather than metres to measure the distance between two towns.  WILF and WILF will be provided on the white board – this will be covered at the start of each lesson and at the end of each lesson.  **WALT/WILF**: review and revise on choosing the appropriate units of measurement for volume and capacity. recognising that some units of measurement are better suited for some tasks than others.  **Thursday Questions:**  What is measurement?  How can we use measurement?  Measuring of shapes and using area to measure shapes size of shapes.  WILF and WILF will be provided on the white board – this will be covered at the start of each lesson and at the end of each lesson.  **Firstly/daily maths:** 20 metals maths questions/speed maths 50 questions.  **WALT/WILF**: how to calculate and measure the area of different shapes. | | | **Resources used in the lesson:**   * YouTube * Khan academy * Pencils/erasers * Worksheets on adding fractions. * Interactive whiteboard * Mini white boards. * iPad – interacting games on adding and subtracting fractions.   **Management of behaviour:**  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom.  Identifying geometric solids - <https://www.khanacademy.org/math/basic-geo/basic-geometry-shapes/basic-geo-geometric-solids/e/identify-geometric-solids--3d-figures->  Classroom discussion and a review and revise of the topic.  YouTube – measurement for length.  **Resources used in the lesson:**   * YouTube * Khan academy * Pencils/erasers * Worksheets on adding fractions. * Interactive whiteboard * Mini white boards. * iPad – interacting games on adding and subtracting fractions.   **Management of behaviour:**  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom.  Identifying geometric solids - <https://www.khanacademy.org/math/basic-geo/basic-geometry-shapes/basic-geo-geometric-solids/e/identify-geometric-solids--3d-figures->  Classroom discussion and a review and revise of the topic.  YouTube – measurement for length. | | | **Differentiation:**  **Low achievers:** Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  **High achievers:**  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  **-** Additional work will be assigned for the higher achieving student/ fast finisher.  **Differentiation:**  **Low achievers:** Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  **High achievers:**  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  **-** Additional work will be assigned for the higher achieving student/ fast finisher. | | | **Summative Assessment:**  Teacher to reflect on the learning by asking questions throughout the conclusion. This will provide the evidence to see what students have learnt, and also what needs to be revisited, and revised.  **Summative Assessment:**  Observing student participation during learning activities  Mini white board games as a class to show learning and understanding. – used as a conclusion game.  iPad game/ assessment.  Recorded student progress on a checklist  Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  **Summative Assessment:**  Teacher to reflect on the learning by asking questions throughout the conclusion. This will provide the evidence to see what students have learnt, and also what needs to be revisited, and revised.  **Summative Assessment:**  Observing student participation during learning activities  Mini white board games as a class to show learning and understanding. – used as a conclusion game.  iPad game/ assessment.  Recorded student progress on a checklist  Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables. | |
| *Week 6:* | | Curriculum content description: Choose appropriate units of measurement for length, area, volume, capacity and mass [(ACMMG108)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmmg108)  Curriculum content description: Choose appropriate units of measurement for length, area, volume, capacity and mass [(ACMMG108)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmmg108) | | Friday Activity 1: Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  Unit review and revise on types of measurement for length.  Activity 1 - Students will also make a start on - Choose appropriate units of measurement for volume and capacity [(ACMMG108)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG108) - this can be linked back into the 2 dimensional shapes and 3 dimensional shapes.  What is distance? Distance measures length. For example, the distance of a snake is how long the snake is.  *NOTE: Ask questions and stop video during key moments:*  Activity 2:  Printed out questions to stick in their maths books, and students are to answer them below where they have stuck the questions. This is so they don’t lose worksheets.  Activity 3:  Lesson conclusion, ask students what they have learnt in today’s lesson. What they found difficult, do questions on the board as a class to show understanding and to wrap up the lesson.  Thursday Activity 1: Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  Unit review and revise on types of measurement for length.  Activity 1 – volume: what is volume and how do we calculate volume, and what is the formula to calculate volume.  Interactive form of discussion through khan academy website. – class discussion and interactive games and questions.  *NOTE: Ask questions and stop video during key moments:*  Activity 2:  Printed out questions to stick in their maths books, and students are to answer them below where they have stuck the questions. This is so they don’t lose worksheets.  Activity 3:  Lesson conclusion, ask students what they have learnt in today’s lesson. What they found difficult, do questions on the board as a class to show understanding and to wrap up the lesson. | | | Friday Questions:  What is measurement?  How can we use measurement? How big are metric units of distance? A paper clip is about 1 **millimetre** thick.  A fingernail is about 1 **centimetre** wide.  The length of a guitar is about 1 **meter**.  A **kilometre** is equal to 1000 meters. It is a little over half of a mile.  WILF and WILF will be provided on the white board – this will be covered at the start of each lesson and at the end of each lesson.  WALT/WILF: review and revise on choosing the appropriate units of measurement for volume and capacity. recognising that some units of measurement are better suited for some tasks than others.  Thursday Questions:  What is measurement?  How can we use measurement?  What is volume?  How can we calculate volume, and the formula for calculating volume. Metric units of volume Volume measures capacity. For example, the volume of a bowl is the amount of space inside the bowl or how much water, for example it would take to fill the bowl. | | | | Resources used in the lesson:   * YouTube * Khan academy * Pencils/erasers * Interactive whiteboard * Mini white boards.   Management of behaviour:  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom.  YouTube – measurement for length.  <https://www.khanacademy.org/math/cc-fifth-grade-math/cc-5th-measurement-topic/cc-5th-unit-conversion/a/metric-units-of-length-review>  Resources used in the lesson:   * YouTube * Khan academy * Pencils/erasers * Volume work sheet. * Interactive whiteboard * Mini white boards.   Management of behaviour:  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom.  <https://www.khanacademy.org/math/basic-geo/basic-geo-volume-sa/volume-rect-prism/v/how-we-measure-volume> - introduction to volume  Classroom discussion and a review and revise of the topic.  <https://www.khanacademy.org/math/basic-geo/basic-geo-volume-sa/volume-rect-prism/e/volume_1> | | | Differentiation:  Low achievers: Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  High achievers:  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  - Additional work will be assigned for the higher achieving student/ fast finisher.  Differentiation:  Low achievers: Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  High achievers:  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  - Additional work will be assigned for the higher achieving student/ fast finisher. | | |
| *Week 7:* | | **Curriculum content Curriculum content description:** Choose appropriate units of measurement for length, area, volume, capacity and mass [(ACMMG108)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmmg108)  List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions [(ACMSP116)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmsp116)  Probability is simply how likely something is to happen.  Whenever we’re unsure about the outcome of an event, we can talk about the probabilities of certain outcomes—how likely they are. The analysis of events governed by probability is called statistics. | | **Thursday activity 1:**  **Firstly/daily maths:** Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  **Summative assessment:**  **ACTIVITY 2 :FINAL ASSESSMENT.**  **MULTIPLE CHOICE AND SHORT ANSWER TEST, on measurement and volume.**  **(40 min.)**  **Activity 2: CONCLUSION to the unit**  A quick recap of the unit and the material that was taught and learnt throughout term.  **Friday Activity 1:**  **Firstly/daily maths:** Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  Summative assessment  **ACTIVITY 2 :FINAL ASSESSMENT.**  **MULTIPLE CHOICE AND SHORT ANSWER TEST. On chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions**  **(20 min.)**  **Activity 2: chance and probability**  commenting on the likelihood of winning simple games of chance by considering the number of possible outcomes and the consequent chance of winning in simple games of chance such as jan-ken-pon (rock-paper-scissors) | | | **THURSDAY Questions:**  What is measurement?  How can we use measurement?  What is volume?  How can we calculate volume, and the formula for calculating volume.  **Firstly/daily maths:** 20 metals maths questions/speed maths 50 questions.  **WALT/WILF**: students will be reviewing and revising what they have learnt this term on fractions, they will be completing a **summative assessment** on what they have covered over the past five weeks.  **Friday Questions:**  What new things have you learnt in today’s lesson?  What is chance and probability, and how can we use it in everyday life.  Can you describe to me how you would subtract fractions, show working out.  Do you understand subtracting fractions, if yes could you show and give me an example?  WILF and WILF will be provided on the white board – this will be covered at the start of each lesson and at the end of each lesson.  **Firstly/daily maths:** 20 metals maths questions/speed maths 50 questions.  **WALT/WILF**: students will be reviewing and revising what they have learnt this term on fractions, they will be completing a **summative assessment** on what they have covered over the past five weeks.  [**https://www.khanacademy.org/math/probability/probability-geometry/probability-basics/a/probability-the-basics**](https://www.khanacademy.org/math/probability/probability-geometry/probability-basics/a/probability-the-basics)  [**https://www.khanacademy.org/math/probability/probability-geometry/probability-basics/e/probability\_1**](https://www.khanacademy.org/math/probability/probability-geometry/probability-basics/e/probability_1) | | | | **Resources used in the lesson:**   * Penicil /colour pencils * Ruler * eraser   Classroom discussion and a review and revise of the topic.  **Management of behaviour:**  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom.  **Resources used in the lesson:**   * Penicil /colour pencils * Ruler * eraser   Classroom discussion and a review and revise of the topic.  **Management of behaviour:**  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom. | | | **Differentiation:**  **Low achievers:** Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  **High achievers:**  **-** Once students have completed their tests they can sit quietly/silent reading.  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  **-** Additional work will be assigned for the higher achieving student/ fast finisher.  **Differentiation:**  **Low achievers:** Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  **High achievers:**  **-** Once students have completed their tests they can sit quietly/silent reading.  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  **-** Additional work will be assigned for the higher achieving student/ fast finisher. | | |
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| *Week 8:*  Curriculum content description: Choose appropriate units of measurement for length, area, volume, capacity and mass [(ACMMG108)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmmg108) | At the completion of this lesson; students will be able to add and subtract decimals numbers. And highlight the importance of lining up the decimal points when performing these calculations.  Correct the worksheets as a class. As the students correct their answers, encourage them to raise any queries or concerns.  **Curriculum content Curriculum content description:** Choose appropriate units of measurement for length, area, volume, capacity and mass [(ACMMG108)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmmg108) | | | | Thursday Activity 1: Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  Unit review and revise on types of measurement for length.  Activity 1 – volume: what is volume and how do we calculate volume, and what is the formula to calculate volume.  Interactive form of discussion through khan academy website. – class discussion and interactive games and questions.  *NOTE: Ask questions and stop video during key moments:*  Activity 2:  Printed out questions to stick in their maths books, and students are to answer them below where they have stuck the questions. This is so they don’t lose worksheets.  Activity 3:  Lesson conclusion, ask students what they have learnt in today’s lesson. What they found difficult, do questions on the board as a class to show understanding and to wrap up the lesson.  **Friday activity 1:**  **Firstly/daily maths:** Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  **Summative assessment:**  **ACTIVITY 2 :FINAL ASSESSMENT.**  **MULTIPLE CHOICE AND SHORT ANSWER TEST, on measurement and volume.**  **(40 min.)**  **Activity 2: CONCLUSION to the unit**  A quick recap of the unit and the material that was taught and learnt throughout term. | | | Thursday Questions:  What is measurement?  How can we use measurement?  What is volume?  How can we calculate volume, and the formula for calculating volume. Metric units of volume Volume measures capacity. For example, the volume of a bowl is the amount of space inside the bowl or how much water, for example it would take to fill the bowl.  <https://www.khanacademy.org/math/basic-geo/basic-geo-volume-sa/volume-rect-prism/v/how-we-measure-volume> - introduction to volume  Classroom discussion and a review and revise of the topic.  <https://www.khanacademy.org/math/basic-geo/basic-geo-volume-sa/volume-rect-prism/e/volume_1>  **THURSDAY Questions:**  What is measurement?  How can we use measurement?  What is volume?  How can we calculate volume, and the formula for calculating volume.  **Firstly/daily maths:** 20 metals maths questions/speed maths 50 questions. | | Resources used in the lesson:   * YouTube * Khan academy * Pencils/erasers * Volume work sheet. * Interactive whiteboard * Mini white boards.   Management of behaviour:  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom.  **Resources used in the lesson:**   * Penicil /colour pencils * Ruler * eraser   Classroom discussion and a review and revise of the topic.  **Management of behaviour:**  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom. | | | Differentiation:  Low achievers: Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  High achievers:  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  - Additional work will be assigned for the higher achieving student/ fast finisher.  **Differentiation:**  **Low achievers:** Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  **High achievers:**  **-** Once students have completed their tests they can sit quietly/silent reading.  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  **-** Additional work will be assigned for the higher achieving student/ fast finisher. | | | Formative Assessment:  Answering the worksheet, and marking the worksheet as a class, to conclude the lesson.  Formative Assessment:  Observing student participation during learning activities  Class brainstorm and discussion of chapter.  Collect work, over-the-shoulder, peer-marking.  **Summative assessment:**  **ACTIVITY 2 :FINAL ASSESSMENT.**  **MULTIPLE CHOICE AND SHORT ANSWER TEST, on measurement and volume.**  **(40 min.)** |

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| *Week 9:*  Recognise that the place value system can be extended beyond hundredths [(ACMNA104)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmna104) | Probability is simply how likely something is to happen.  Whenever we’re unsure about the outcome of an event, we can talk about the probabilities of certain outcomes—how likely they are. The analysis of events governed by probability is called statistics. | **Thursday - Friday Activity 1:**  **Firstly/daily maths:** Maths bingo as a daily maths activity. This will be on 2,3 and 5 times tables.  Summative assessment  **ACTIVITY 2 :FINAL ASSESSMENT.**  **MULTIPLE CHOICE AND SHORT ANSWER TEST. On chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions**  **(20 min.)**  **Thursday activity:** chance and probability – certain, even chance and impossible. Class activity where students are to move to the different spots when teacher shows a picture.  **Activity 2:** Then students will try this on their own. They will be given picture which they will have to cut out and stick on an A3 piece of paper. three heading certain, even chance and impossible.  **Friday Activity 2: chance and probability**  commenting on the likelihood of winning simple games of chance by considering the number of possible outcomes and the consequent chance of winning in simple games of chance such as jan-ken-pon (rock-paper-scissors) | **Friday Questions:**  What new things have you learnt in today’s lesson?  What is chance and probability, and how can we use it in everyday life.  WILF and WILF will be provided on the white board – this will be covered at the start of each lesson and at the end of each lesson.  **Firstly/daily maths:** 20 metals maths questions/speed maths 50 questions. | **Resources used in the lesson:**   * Penicil /colour pencils * Ruler * eraser   Classroom discussion and a review and revise of the topic.  **Management of behaviour:**  Using of dojos to manage behaviours problems. (take away is misbehaving, and reward if the students are doing well)  Moving students who are talking, and distracting others. (closer to the teacher so they stop misbehaving).  Time at recess if they waste time in class. (2-5 mins)  Counting down from 3, and when it hits 1 there should be no noise in the classroom. | **Differentiation:**  **Low achievers:** Visual and verbal cues demonstrated before students perform the task set to them.  -Visual and verbal cues given to students who are struggling.  If additional help is need, will have to sit down with the students.  -Lesson can be modified – repetitive instructions, repetitive examples, have instructions and examples on the board to help students.  **High achievers:**  **-** Once students have completed their tests they can sit quietly/silent reading.  - students can finish off unfinished work from other classes, they can do this in the middle area outside the classroom.  **-** Additional work will be assigned for the higher achieving student/ fast finisher. | Formative Assessment:  Answering the worksheet, and marking the worksheet as a class, to conclude the lesson.  Formative Assessment:  Observing student participation during learning activities  Class brainstorm and discussion of chapter.  Collect work, over-the-shoulder, peer-marking. |
| *Week 10:*  Recognise that the place value system can be extended beyond hundredths [(ACMNA104)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/year-5/acmna104) | * At the completion of this lesson; all students will know commenting on the likelihood of winning simple games of chance by considering the number of possible outcomes and the consequent chance of winning in simple games of chance such as jan-ken-pon (rock-paper-scissors) | Thursday and Friday – daily maths activity – 15 mins.  Firstly/daily maths: 20 metals maths questions/speed maths 50 questions  A mathematics investigation involving chance and data, embedded in a real-world context.  **An introduction to chance/probability.**  This open-ended [mathematics investigation](https://www.teachstarter.com/learning-area/numeracy/mathematics-investigations/) has been designed to deepen students’ understanding of [chance](https://www.teachstarter.com/learning-area/numeracy/chance/), data collection and [data representation](https://www.teachstarter.com/learning-area/numeracy/graphs-and-data/).  In this investigation, the students must conduct a comprehensive chance experiment to test the following statement:  **If you whisper** Roll me a six! **to a dice before rolling it, you have a higher chance of getting a six.**  **T**he students must collect data by rolling a dice 20 times, whispering Roll me a six! before each roll. They must then roll the dice 20 more times without whispering. The students must present and compare their data using frequency tables and a side-by-side column graph.  Display and discuss the answers to the review questions. As the students correct their answers, encourage them to raise any queries or concerns.Activity 3 - Conclusion: Share results/findings of their questions from the worksheet.Ask the students:  • What they learnt in today’s lesson? | What they learnt in today’s lesson?  What is a decimal?  How do we use decimals in everyday life?  Comparing and ordering decimals.  Rounding up decimals. | Resources:  <https://www.youtube.com/watch?v=lBR_N5o_gjs>  -Video explaining  -Worksheet  -Class brainstorm/discussion.  [**https://www.khanacademy.org/math/probability/probability-geometry/probability-basics/e/probability\_1**](https://www.khanacademy.org/math/probability/probability-geometry/probability-basics/e/probability_1) | Allow students who are finding the worksheets challenging to work in a small group with the support of a teacher or teacher aide. | Formative Assessment:  Answering the worksheet, and marking the worksheet as a class, to conclude the lesson.  Formative Assessment:  Observing student participation during learning activities  Class brainstorm and discussion of chapter.  Collect work, over-the-shoulder, peer-marking. |