## Block 1



## Baljaffray Primary School

Making Maths Memorable ( $\mathrm{M}^{3}$ )
Primary 5
Context:


## Baljaffray Primary School

Making Maths Memorable（ $\mathrm{M}^{3}$ ）
Primary 5
Context：

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Multipicication and Division <br> －Understand the process of multiplying and dividing by 2－12 <br> －Make the link between sharing，arrays and division | ＊ |  |  |  |
|  | t |  |  |  |
|  | 大才大 |  |  |  |
| Fractions，Decimals and Percentages <br> －Show equivalent fractions pictorially <br> －To identify and calculate equivalent <br> fractions <br> －Write decimal equivalents to simple <br> fractions <br> －Compare fractions using＞，＜ | ＊ |  |  |  |
|  | t＊ |  |  |  |
|  | 大＊大 |  |  |  |
| Money <br> －Solve money problems using mental strategies | t |  |  |  |
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## Baljaffray Primary School

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Time <br> - Tell the time to the minute <br> - Convert between 12 hour and 24 hour time |  |  |  |  |
| Measurement <br> Length, Mass, Perimeter,Area, Volume <br> - Measure \& estimate the length, width \& height of objects using $\mathrm{cm} / \mathrm{mm}$ <br> - Know that $1 / 2 \mathrm{~kg}=500 \mathrm{~g}$ <br> - Know perimeter is the distance round the outside <br> - Measure the area of regular shapes using $\mathrm{cm}^{2} / \mathrm{m}^{2}$ <br> - Read scales accurately using litres \& millilitres. |  |  |  |  |
| Patterns and Relationships <br> - Use well known number patterns such as multiples | 为 |  |  |  |




## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $5 \quad$ Context:

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation | Date Completed |
| :--- | :--- | :--- | :--- | :--- |
| Ideas of Chance and Uncertainty <br> - Predict and explain outcomes using <br> appropriate vocabulary; $50: 50$ equal <br> chance | A |  |  |  |
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## Block 2



## Baljaffray Primary School

Making Maths Memorable ( $\mathrm{M}^{3}$ )
Primary 5
Context:

| Area of Numeracy and <br> Maths |  | Differentiated Activities | Resources | Assessment and <br> Observation |
| :--- | :--- | :--- | :--- | :--- |
| Awareness of Number-Counting, <br> Quantities\& Number Structure <br> Quantities |  |  |  | Date Completed |



## Baljaffray Primary School

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Time <br> - Convert half an hour to 30 minutes <br> - Convert quarter of an hour to 15 minutes |  |  |  |  |
| Measurement <br> Length, Mass, Perimeter,Area, Volume <br> - Measure and estimate lengths <br> - in metres <br> - Know that $1 / 4 \mathrm{~kg}=250 \mathrm{~g}$ <br> - Measure accurately perimeter of regular shapes using cm . <br> - Measure the area of regular shapes using $1 / 2 \mathrm{~cm}^{2}$ <br> - Measure \& estimate using $1 / 4$ litre (250ml) |  |  |  |  |
| Patterns and Relationships <br> - Use well known number patterns such as multiples | 为 |  |  |  |




## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $5 \quad$ Context:

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation | Date Completed |
| :--- | :--- | :--- | :--- | :--- |
| Ideas of Chance and Uncertainty <br> - Predict and explain outcomes using <br> appropriate vocabulary; $50: 50$ equal <br> chance | A |  |  |  |
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## Block 3



## Baljaffray Primary School

Making Maths Memorable（ $\mathrm{M}^{3}$ ）
Primary 5
Context：

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Awareness of Number－Counting， Quantities\＆Number Structure Quantities <br> －Use pictorial representations to show different numbers | 大 |  |  |  |
|  | At |  |  |  |
|  | $x+x$ |  |  |  |
| Quantities\＆Number Structure Place Value <br> －Order numbers beyond 1000 <br> －Compare numbers beyond 1000 | K |  |  |  |
|  |  |  |  |  |
|  | 大人 |  |  |  |
| Addition and Subtraction <br> －Identify common misconceptions in addition and subtraction <br> －Round numbers to the nearest 10 ／ 100 | N |  |  |  |
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## Baljaffray Primary School

Making Maths Memorable ( $\mathrm{M}^{3}$ )
Primary 5
Context:

| Area of Numeracy and <br> Maths |  | Differentiated Activities | Resources | Assessment and <br> Observation |
| :--- | :--- | :--- | :--- | :--- |
| Multiplication and Division <br> - Multiply 2-digit number by 2 -digit <br> number <br> - Use the commutative law for <br> multiplication $2 \times 4=4 \times 2$ <br> - Use the distributive law $3 \times(2+4)=$ <br> $3 \times 2+3 \times 4$ Or $3 \times 204=3 \times 200+3 \times 4$ <br> - Use the associative law to multiply 3 <br> numbers $2 \times 3 \times 4=6 \times 4=24$ or <br> $2 \times 3 \times 4=2 \times 12=24$ |  |  |  |  |
| Fractions, Decimals and Percentages <br> - Calculate simple fraction of a quantity |  |  |  |  |

## Baljaffray Primary School

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and |
| :--- | :--- | :--- | :--- | :--- |
| Observation |  |  |  | (




## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $5 \quad$ Context:

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation | Date Completed |
| :--- | :--- | :--- | :--- | :--- |
| Ideas of Chance and Uncertainty <br> - Conduct experiments involving <br> chance and probability. Heads or <br> tails $/$ red or black | A |  |  |  |
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## Block 4



## Baljaffray Primary School

Making Maths Memorable ( $\mathrm{M}^{3}$ )
Primary 5
Context:

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Awareness of Number -Counting, Quantities\& Number Structure Quantities <br> - Match numerals to pictorial representations or concrete materials | - |  |  |  |
|  | $t x$ |  |  |  |
|  | $x t x$ |  |  |  |
| Quantities\& Number Structure Place Value <br> - Multiply and divide a one/two digit number by 10 and identify the value of the digits in the answer | A |  |  |  |
|  |  |  |  |  |
|  | 大人x |  |  |  |
| Addition and Subtraction <br> - Estimate \& use inverse to check answers <br> - Add and subtract decimals up to 2 decimal places | K |  |  |  |
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Primary 5
Context:


## Baljaffray Primary School

Making Maths Memorable ( $\mathrm{M}^{3}$ )
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Context:

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Time <br> - Use calendars and timetables to plan events |  |  |  |  |
| Measurement <br> Length, Mass, Perimeter,Area, Volume <br> - Convert between $/ \mathrm{m}$ and $\mathrm{mm} / \mathrm{cm}$ writing in decimal form to 1 d.p <br> - Estimate the weight of an object to $1 \frac{1}{2}$ and $1 / 4 \mathrm{~kg}$ <br> - Calculate accurately the perimeter of irregular shapes using cm <br> - Understand link between formula and known multiplication facts <br> - Measure volume of cubes /cuboids using concrete cubes |  |  |  |  |
| Patterns and Relationships <br> - Explain a rule and extend a sequence | 人 |  |  |  |



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Making Maths Memorable（ $\mathrm{M}^{3}$ ）
Primary 5
Context：

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Angles and Symmetry | ＊ |  |  |  |
| －Complete \＆create symmetrical shapes／patterns with vertical， horizontal \＆diagonal lines of symmetry <br> －Identify line symmetry on a wide range of 2 D shapes and completes symmetrical patterns with and without digital technology |  |  |  |  |
|  | 大 |  |  |  |
|  | 大大大 |  |  |  |
| Transformation <br> －Interpret a coordinate system to locate and plot a point on a grid | ＊ |  |  |  |
|  | 大＊ |  |  |  |
|  | 大 大 |  |  |  |
| Data Handling and Analysis | 大 |  |  |  |
| survey to gather informaioon required | t |  |  |  |
|  | 大才大 |  |  |  |

## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $5 \quad$ Context:

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation | Date Completed |
| :--- | :--- | :--- | :--- | :--- |
| Ideas of Chance and Uncertainty <br> - Conduct experiments involving <br> chance and probability. Heads or <br> tails $/$ red or black | A |  |  |  |
|  |  |  |  |  |

## Block 5

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Estimation and Rounding <br> - Understand value of tenths <br> - Round numbers with one decimal place to nearest whole number | $N$ |  |  |  |
|  | $5$ |  |  |  |
|  | 人N |  |  |  |
| Awareness of Number -Counting, Quantities\& Number Structure Counting <br> - Understand that zero is not the end point on the number line <br> - Count backwards and forwards through zero to include negative numbers using a number line | $1$ |  |  |  |
|  | K人 |  |  |  |
| Awareness of Number-Counting, Quantities\& Number Structure Numerals <br> - Describe and extend number sequences involving decimal fractions with one decimal place | $17$ |  |  |  |
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## Baljaffray Primary School

Making Maths Memorable ( $\mathrm{M}^{3}$ )
Primary 5
Context:

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Awareness of Number -Counting, Quantities\& Number Structure Quantities | t |  |  |  |
| - Estimate numbers using different representations | $5$ |  |  |  |
|  | $x t x$ |  |  |  |
| Quantities\& Number Structure Place Value |  |  |  |  |
| - Multiply and divide a one digit number by 100 and identify the value of the |  |  |  |  |
|  | $x t+$ |  |  |  |
|  | t |  |  |  |
|  |  |  |  |  |
|  | xts |  |  |  |

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Making Maths Memorable（ $\mathrm{M}^{3}$ ）
Primary 5
Context：

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Multiplication and Division <br> －Solve problems using scaling <br> －Solve two step word problem | ＊ |  |  |  |
|  | ＊ |  |  |  |
|  | 大t大 |  |  |  |
| Fractions，Decimals and Percentages <br> －Compare numbers with the same number of decimal places（up to 2 decimal places <br> －Link fractions，decimals and measures （using a number line） | ＊ |  |  |  |
|  | 大 |  |  |  |
|  | ＊＊ |  |  |  |
| Money <br> －Buying within a budget | ＊ |  |  |  |
|  | ＊ |  |  |  |
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## Baljaffray Primary School

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Time <br> - Introduce the links between speed, distance, time | $\square$ |  |  |  |
| Measurement <br> Length, Mass, Perimeter,Area, Volume <br> - Convert between / m and $\mathrm{mm} / \mathrm{cm}$ writing in decimal form to 1 d.p <br> - Choose appropriate unit of measure when estimating weight <br> - Draw different shapes with equal perimeters <br> - Draw different shapes with equal areas <br> - Know notation cubic $\mathrm{cm}\left(\mathrm{cm}^{3}\right)$ | $\square$ |  |  |  |
| Patterns and Relationships <br> - Applies knowledge to create a number pattern | 人 |  |  |  |



| Baljaffray Primary School | Making Maths Memorable（ $\mathrm{M}^{3}$ ） | Primary $5 \quad$ Context： |  | $2$ |
| :---: | :---: | :---: | :---: | :---: |
| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| Angles and Symmetry | t |  |  |  |
|  | xt |  |  |  |
|  |  |  |  |  |
| Transformation | ＋ |  |  |  |
|  |  |  |  |  |
|  | 「ススス |  |  |  |
| Data Handling and Analysis | 大 |  |  |  |
| information may affect the data collected |  |  |  |  |
|  | \|大天大 |  |  |  |

## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $5 \quad$ Context:

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation | Date Completed |
| :--- | :--- | :--- | :--- | :--- |
| Ideas of Chance and Uncertainty <br> - Conduct experiments involving <br> chance and probability. Heads or <br> tails $/$ red or black | A |  |  |  |
|  |  |  |  |  |

