

KS4 Maths

Number- Multiplication, division and fractions

Subject curriculum intent:	<p>We want our pupils to be able to develop functional number skills so that they can be as independent as possible in their adulthood. Depending on the cognitive ability of the pupil, our intention is that pupils are able to use and apply their multiplication, division and fraction skills within every day contexts. For example, altering recipes, calculating items needed, solving problems etc</p> <p>We want our pupils to...</p> <ol style="list-style-type: none">1. develop fluency in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate strategies to manipulate numbers including mental methods, underpinned by mathematical concepts2. can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios3. can reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language. <p>In all math lessons, teachers plan engaging lessons with the aim that pupils:</p> <ul style="list-style-type: none">• master skills in maths which they are then able to apply to a range of contexts within the school and home context• embed their new skills and understanding to a range of contexts; thus supporting application and progress in learning• acquire core mathematical skills to support their independence as they progress through the school• are able to apply their understanding; supporting them in other areas of the curriculum	
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome
Students will be introduced to the key vocabulary around multiplication and division. Students will be taught to group items to match a multiplication sentence and will be taught to share items into groups to develop division skills. Students will be able to use shapes to recognise common fractions including halves and quarters.	Students will continue to build on their learning from KS3. Students will continue to group or share items to match multiplication and division sentences. Students will begin to use arrays to complete multiplication and division calculations. Students will begin to use fractions in practical settings, using their understanding of fractions when baking for the community café of calculating number of products needed using multiplication/division skills.	Students will continue to build on their KS4 knowledge. Students will apply their knowledge of multiplication and division to real life situations. Students will use skills and apply multiplication or division skills when calculating and amending ingredients in a recipe, grouping laundry or items of clothing, portioning food as well as using and applying to money skills when in a shop.
Intent for this topic:	This half term, pupils will continue to build on their knowledge from KS3. Starting from their last learning point, students will read and calculate multiplication and division calculations. Students will begin to make and solve arrays to become more independent with multiplication and students will be able to share items independently between groups to divide independently. Students will become more familiar with	

language linked to fractions and will be able to use this language in a number of everyday situations E.g. when baking for the community café.

Key vocabulary taught within this topic: Times tables, equal, unequal, multiplication, share, divide, multiply, groups, 2 times tables, 3 times table, 4 times tables, 5 times tables, 6 times tables, 7 times tables, 8 times tables, 9 times tables, 10 times tables, 11 times tables, 12 times tables, whole, half, quarters, fraction

Links to other subjects:

- Cook-It / Café baking
- PSHCE

Links to equality and diversity

- Sharing equally
- Being fair

KS3- Multiplication and Division

	<u>B2 progression step 5</u>	<u>B2 progression step 6-8</u>	<u>B2NC step 1c-1b</u>	<u>B2NC Step 1b-2c</u>	<u>B2NC Step 2c-2a</u>	<u>B2NC Step 2a-3a</u>
<u>Subject specific knowledge</u>	<u>To know</u> the word 'share' and respond appropriately.	<u>To know</u> words 'share', 'half' and 'equal'	<u>To know</u> the word 'double' and connect to multiplying by 2.	<u>To know</u> times tables 2s and 10s	<u>To know and use</u> multiplication facts for 2,5 and 10	<u>To know</u> and recall multiplication and division facts for 3, 4 and 8
What do pupils need to know?		<u>To know</u> method 'one for you, one for me'	<u>To know</u> doubles to the total of 20 and recall confidently	<u>To know</u> what an 'array' is and how to use it.	<u>To know</u> the multiplication of 2 numbers can be done in any order	<u>To know</u> how to use formal written methods for multiplying 2-digit numbers
		<u>To know</u> sharing needs to be equal and 'fair'	<u>To know</u> key words : multiply and divide		<u>To know</u> what a factor and multiple is	
		<u>To know</u> cutting objects in half need to be in equal pieces	<u>To know</u> symbols: \times and \div			
		<u>To know</u> the word 'double' and connect to repeated addition.	<u>To know</u> multiplying is linked to repeated addition			
			<u>To know</u> division is linked to sharing			

		To know doubles to the total of 10 and recall confidently				
<p><u>Subject specific skills</u></p> <p>What do pupils need to be able to do?</p>	<p><u>Is able to pass / share objects amongst peers in response to being asked to 'share'</u></p> <p><u>Is beginning to group objects in 2s and 3s</u></p>	<p><u>Is able to use vocabulary: share and half in structured and unstructured conversations</u></p> <p><u>Is able to share objects between two people using correct method.</u></p> <p><u>Is able to double quantities to the sum of 10 (first using concrete resources, then jottings and then recall.</u></p>	<p><u>Is able to double quantities to the sum of 20 (first using concrete resources, then jottings and then recall.</u></p> <p><u>Is able to represent the multiplication of 2s and 5s using concrete objects</u></p> <p><u>Is able to represent simple multiplication as a number sentence</u></p> <p><u>Is able to represent simple division as a number sentence</u></p> <p><u>Is able to represent division by sharing objects in 2s</u></p>	<p><u>Is able to represent the multiplication of 2, 5 and 10 using arrays</u></p> <p><u>Is able to explore number patterns for multiplication (number square etc)</u></p> <p><u>Is able to share any given amount equally using concrete objects</u></p> <p><u>Is beginning to solve one step division and multiplication problems using arrays with support from an adult</u></p>	<p><u>Is able to calculate and write multiplication number sentences using \times, \div and $=$</u></p> <p><u>Is able to solve contextual multiplication and division problems using a range of resources</u></p>	<p><u>Is able to use an array to give creative multiplication or division number sentences for a multiple</u></p> <p><u>Is able to multiply 2-digit numbers by 1-digit numbers using facts they already know</u></p> <p><u>Is able to solve problems involving multiplication and division; including scaling</u></p>
<p><u>Suggested teaching activities</u></p> <p>How should I teach this?</p>	<p>Have sweets/classroom objects to share during a party/celebration - passing to peers in the room</p> <p>Share things grown from allotment</p> <p>Share use of ball suction tube with turn taking</p>	<p>Cut things grown/bought into two</p> <p>Share food onto set number of plates/people</p>	<p>Share food onto set number of plates/people</p>	<p>Multiplication songs</p> <p>Arrays</p> <p>Number square - colouring squares to represent patterns</p> <p>Share food/things grown between people equally</p> <p>Cut food into $\frac{1}{4}$</p> <p>Give colours / shape a specific value. Catch in a net and calculate</p>	<p>Arrays</p> <p>Number square - colouring squares to represent patterns</p> <p>Share food/things grown between people equally</p> <p>Cut food into $\frac{1}{4}$</p> <p>Give colours / shape a specific value. Catch in a</p>	

				e.g. if green = 2 and 5 were 'caught' = 10	net and calculate e.g. if green = 2 and 5 were 'caught' = 10	
--	--	--	--	--	---	--

KS3- Fractions

	B2 progression step 5	B2 progression step 6-8	B2NC step 1c-1b	B2NC Step 1b-2c	B2NC Step 2c-2a	B2NC Step 2a-3a
<p>Subject specific knowledge</p> <p>What do pupils need to know?</p>	<p><u>To know</u> cutting an object creates more smaller pieces</p>	<p><u>To know</u> when two pieces haven't been cut fairly - equally</p> <p><u>To know</u> where to cut / draw a line to represent 2 equal parts - halves</p> <p><u>To know</u> key words: half, equal, same and fair.</p>	<p><u>To know</u> key word: fraction</p> <p><u>To know</u> representations of $\frac{1}{2}$ via images, resources and words (half)</p>	<p><u>To know</u> representations of $\frac{1}{4}$ via images, resources and words (quarter)</p> <p><u>To know</u> half of even numbers to 10</p> <p>To know to use 'sharing model' to find $\frac{1}{4}$ of numbers/objects e.g. 4 plates, share 16 apples.</p>	<p><u>To know</u> half of numbers to 20</p> <p>To know representations of $\frac{1}{3}$ and $\frac{1}{8}$ via images, resources and words (third/eighths)</p> <p><u>To know</u> the equivalence of $\frac{2}{8}$ and $\frac{1}{4}$</p>	<p><u>To know</u> and read all fractions represented as numbers</p> <p><u>To know</u> key word: denominator</p> <p><u>To know</u> the denominator represents the number of equal pieces the whole has been split into</p>
<p>Subject specific skills</p> <p>What do pupils need to be able to do?</p>	<p><u>Is able to</u> experience cutting food into pieces</p>	<p><u>Is able to</u> roughly cut a piece of food in half</p> <p><u>Is able to</u> say why something hasn't been cut into equal pieces</p> <p><u>Is able to</u> independently use key words 'equal' and 'fair' in structured and unstructured setting e.g. play</p>	<p><u>Is able to</u> recognise and name $\frac{1}{2}$ as two EQUAL parts</p> <p><u>Is able to</u> correctly use the terminology 'Equal pieces'</p> <p><u>Is able to</u> find $\frac{1}{2}$ of a shape or quantity</p>	<p><u>Is able to</u> recognise and name $\frac{1}{4}$ and 1 of 4 equal parts</p> <p><u>Is able to</u> find $\frac{1}{4}$ of an object, shape or quantity</p>	<p><u>Is able to</u> recognise, find, name and write fractions : $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape/set of objects</p> <p><u>Is able to</u> calculate simple fractions of number e.g. $\frac{1}{2}$ of 6 = 3</p>	<p><u>Is able to</u> count up and down in tenths by dividing an objects into 10 equal parts</p> <p><u>Is able to</u> recognise and use fractions as numbers</p>

						<p>Is able to show, using diagrams, equivalent fractions with small denominators</p> <p>To be able to add and subtractions with the same denominator</p> <p>To be able to compare and order fractions with the same denominator</p>
<p><u>Suggested teaching activities</u></p> <p>How should I teach this?</p>	<ul style="list-style-type: none"> • Cut up food • Cut up playdough 	<ul style="list-style-type: none"> • Cut up food/playdough • Talk about fair - fair story 	<ul style="list-style-type: none"> • Fair/equal story • Cut shapes into half - could weigh pieces to see if they are roughly equal • Have shapes made out of playdough and cut using knife 	<ul style="list-style-type: none"> • Cut bread into $\frac{1}{4}$ (can be things grown) • Cut playdough into $\frac{1}{4}$ - could weigh pieces to see if they are roughly equal • Connect to position and direction - quarter turns to move around the soft play room 	<ul style="list-style-type: none"> • Place number of pieces into a fraction of a shape e.g fit two $\frac{1}{4}$ pieces into a half block to represent equivalent fractions • Fraction wall • Lego pieces to represent fractions and equivalent fractions • Connect to position and direction - quarter, half, three-quarter turns when moving around soft play area 	