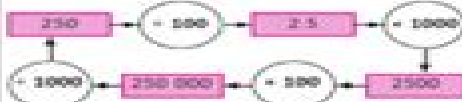


		Answer	Assessment Focus	Possible Misconceptions with download links to evidence-based interventions																								
1.	2 marks 1 mark for all numbers in the correct order in (a). 1 mark for all four numbers correctly placed in (b).	a) <table><tr><td>17 000</td><td>304 985</td><td>512 700</td><td>700 001</td></tr></table> b) Several answers possible. For example: <table><tr><td>17 000</td><td>=</td><td>512 700</td></tr><tr><td>700 001</td><td>=</td><td>304 985</td></tr></table>	17 000	304 985	512 700	700 001	17 000	=	512 700	700 001	=	304 985	Order and compare numbers to 1 000 000. (NC: Number – Number and Place Value)	Children may not be able to identify how many thousands or ten thousands are equivalent to one hundred thousand. Year 5 Maths Same-Day Intervention Plan: Exploring 1000, 10 000, and 100 000 Children may be unsure which digit to look at when comparing numbers with the same amount of digits. Year 5 Maths Same-Day Intervention Plan: Comparing Three- and Six-Digit Numbers Using the < and > Symbols														
17 000	304 985	512 700	700 001																									
17 000	=	512 700																										
700 001	=	304 985																										
2.	1 mark	<table><tr><td></td><td>9</td><td>0</td><td>3</td><td>5</td><td>4</td></tr><tr><td>+</td><td>4</td><td>5</td><td>7</td><td>3</td><td>7</td></tr><tr><td>1</td><td>3</td><td>6</td><td>0</td><td>9</td><td>1</td></tr><tr><td></td><td></td><td>1</td><td></td><td>1</td><td></td></tr></table>		9	0	3	5	4	+	4	5	7	3	7	1	3	6	0	9	1			1		1		Add whole numbers with more than 4 digits using the formal written method of columnar addition. (NC: Number – Addition and Subtraction)	Children may misalign the digits or may not add the regrouped digit. Year 5 Maths Same-Day Intervention Plan: Using Column Addition of Five- and Six-Digit Numbers with Regrouping
	9	0	3	5	4																							
+	4	5	7	3	7																							
1	3	6	0	9	1																							
		1		1																								

		Answer	Assessment Focus	Possible Misconceptions with download links to evidence-based interventions
3.	2 marks 1 mark for two or three correct answers. 2 marks for all four correct answers.	$\frac{5}{8} + \frac{2}{8} = \frac{7}{8}$ $\frac{5}{8} + \frac{7}{8} = 1\frac{1}{8}$ $\frac{4}{9} - \frac{3}{9} = \frac{1}{9}$ $2\frac{4}{9} - \frac{7}{9} = 1\frac{5}{9}$	Add and subtract fractions with the same denominator. (NC: Number – Fractions (including Decimals and Percentages))	Children may try to use an inefficient method, when adding a proper fraction to a mixed number. Year 5 Maths Same-Day Intervention Plan: Adding a Proper Fraction to a Mixed Number with the Same Denominator Children may try to use an inefficient method, when subtracting a proper fraction from a mixed number. Year 5 Maths Same-Day Intervention Plan: Subtracting a Proper Fraction from a Mixed Number with the Same Denominator Children may add the denominators or not find a common denominator. Year 5 Maths Same-Day Intervention Plan: Adding Fractions Where the Sum is Greater than 1 Children may not know how to use partitioning to help them. Year 5 Maths Same-Day Intervention Plan: Subtracting a Proper Fraction from a Mixed Number – Rounding the Whole
4.	1 mark		Multiply and divide whole numbers and those involving decimals by 100 and 1000. (NC: Number – Multiplication and Division)	Children may have learnt to add zeros and could face difficulties with decimals. Year 5 Maths Same-Day Intervention Plan: Multiplying by 10, 100 and 1000 Children may miss digits in the final answer or attempt to use written methods. Year 5 Maths Same-Day Intervention Plan: Dividing by 10, 100 and 1000
5.	1 mark	$\boxed{MDCC}$ $\boxed{MCM}$ $\boxed{MDCCX}$ $\boxed{MDCCCL}$ ordinal → $\rightarrow$ total	Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. (NC: Number – Number and Place Value)	Children may not know how to use and apply the conventions of using Roman numerals. Year 5 Maths Same-Day Intervention Plan: Reading and Writing Roman Numerals to 1000

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Anthony S. Fauci



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