DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could *I can:*	Evaluation
	Mental: Derive and recall all addition facts for each number to 20 Main: Order whole numbers to at least 1000 and position them on a number line A1001	Mental: Ask questions, using different vocabulary for addition on numbers up to 20. Children to write answers on whiteboards (WBs). HA can make up their own sums with the words, as calculations to 20 are too easy. Main: G + T attempt MA work without listening to my model. Use place value ITP available at http://www.edu.dudley.gov.uk/numeracy/ITPs/New%20shockwave%20ITPs/num_itp_placeValue_1_1.swf to demonstrate what each number in a 2 or 3 digit number represents. Go through a couple of examples of ordering numbers on a number line. Ask children to do some examples on their WBs LA and MA start work Check G + T were OK with MA work On a number line show negative numbers and explain in relation to temperature on a thermometer Introduce vocabulary of tenths, hundredths and thousandths to G + T. Explain that each place you move to the right of the decimal place is worth less. Go through a couple of examples of ordering numbers with decimal places on WBs. G + T start work	LA – order 2-digit numbers on an empty number line. MA – As above, but with 3-digit numbers. HA – As above, but with numbers to 1 decimal place and negative numbers Ext – As above, but with numbers to 2/3 decimal places	Each pupil writes a number on his or her WB. House competition – get into order from smallest to largest quickest	M: order numbers up to 100 S: order numbers up to 1,000 C: order negative numbers and those with decimal places	