

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could / can:	Evaluation
	<p>Mental: Sequencing</p> <p>Main: Finding one more / less or ten more / less than a number</p> <p>Yr1014</p>	<p>Mental: Ask children to organise themselves in to a line of boy-girl, boy-girl, timing them to see how quickly they can do this. When they have done it, explain that this is an example of a <b>pattern</b> or a <b>sequence</b>, getting them to repeat these two key words. See if can beat time record from previous day.</p> <p>Main: TA to take LA children and revise how to find 1 more or less than a number on a number line.</p> <p>Teacher to take rest of class and revise how a hundred square allows us to add or subtract 10 more quickly by just moving up or down a row. Note how only the digit in the tens column changes, but the digit in the units column stays the same. Revise how to count on one and how each row has ten numbers in it in a hundred square. Teach children saying and actions of:</p> <ul style="list-style-type: none"> <li>• To add one (put one finger up), we move forward (point to the side)</li> <li>• To add ten (put ten fingers up), we move down a row (point down)</li> <li>• To take away one (put one finger up), we move back (point to the side)</li> <li>• To take away ten (put ten fingers up), we move back up a row (point up)</li> </ul> <p>Children to complete worksheet on: LA – finding one more on a number line (up to 10) MA – finding one more on a hundred square (up to 30) (check that children understand how to find one more on a number line. If they do not, work on this before using 100 square) HA – finding one or ten more than a number on a hundred square (up to 100) G+T – find multiples of ten (e.g. 50) more than a number on a hundred square</p> <p>Extension for all groups – Have cards available from previous lesson (Yr1009 Activity 3) on matching cards to make subtraction bonds to 20. Give children pupil WB and pen to write some subtracting number sentences with</p> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	<p>Revise saying and actions from start of lesson. Ask question for blue (LA) partners on adding / subtracting 1 on a hundred square. Ask blue partners to tell green partners the answer and how they worked it out. Ask question for green (HA) partners on adding / subtracting 10 on a hundred square. Ask green partner to tell blue partner the answer and how they worked it out</p>	<p>M: find one more / less than a number on a number line</p> <p>S: find one or ten more / less than a number on a hundred square</p> <p>C: find multiples of ten more / less than a number on a hundred square</p>	