

Tu		Carry on with Monday's lesson to rotate groups around all activities			
We + Th	Naming numbers Yr1002	<p>Show children number flash cards with number, number word and dice pattern, having them say the number name as they see it. (Laminate these before lesson). Open hundred square on IWB. Children to count with teacher from 11 to 20. Explain that the way to read the tricky 'teen' words is to sound out the first couple of letters and use this to help e.g. sounding out 'tw' in 'twelve'. Count down the tens column on the hundred square (ten, twenty, thirty etc) and explain how to read 2-digit numbers by looking at the tens number first and saying it e.g. thirty, then saying the units number. Explain activities, modelling each one.</p> <p>Activity 1 – Children to complete worksheet on drawing a line between a number and its name LA – select a number name e.g. four to go with a number (numbers 1 to 6) MA – draw a line between each number and the number word e.g. 2 and two (up to 20) HA – as MA, but numbers up to 100 G+T – write number names for 3-digit numbers e.g. four hundred and seventy two</p> <p>Activity 2 – Need to laminate 2 sets of each number / word sheet. One of these should be sliced up for the game, the other should be kept as a whole sheet for the children to refer to. Go Fish with: LA – numbers 1 to 10 MA – numbers 11 to 20 HA – numbers 20 to 100 To play 'Go Fish' the numbers need to be laid out face down in one group and the number words need to be laid out face down in another group. Children take it in turns to try to pick a matching pair e.g. six and 6. If they get a matching pair, they keep it. If they pick a pair that does not match, they put them back. The winner is the person with the most pairs at the end.</p> <p>Activity 3 – Children work together in pairs to use play dough to make the number and the number word. Give them same prompt sheets as for 'Go Fish' to use for this. Give house points to pair in each group who make the most. Take photos of children with the numbers that they have made</p> <p>Activity 4 – Play game on IWB / laptops at: http://www.sheppardsoftware.com/mathgames/earlymath/fruitShootNumbersWords.htm: LA – numbers 1 to 10 MA – numbers 11 to 20 HA – numbers 20 to 100 G+T – numbers up to 1,000 If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	Give each child a number or a number word. Children need to find the person who has their corresponding number / number word e.g. 6 and six (use number / number names sheets for 'Go Fish')	M: identify number names up to 10 S: identify number names up to 20 C: identify number names up to 100	
Th		Carry on with Wednesday's lesson to rotate groups around all activities			

F	Forming numbers correctly Yr1003	<p>Show children rhymes for learning to form numbers available at: http://www.communication4all.co.uk/Numeracy/Number%20Formation%20Rhyme%20Cards.pdf (If the link doesn't work Google 'communication4all number formation rhymes'). Laminate these and display them somewhere prominent for this lesson at least.</p> <p>Have children sky-write the numbers (with their fingers in the air), saying the rhyme as we write them.</p> <p>Explain choices on ways to practice forming numbers.</p> <p>Tell children they need to work with their talk partner (these are mixed ability). Green partner (more able) to have a turn for 3 minutes. Blue partner to check that they are forming their numbers correctly. Swap over for 3 minutes. Children need to move to a different activity to form their numbers.</p> <p>One group working with TA to complete worksheet on number formation. Worksheet available at: http://www.twinkl.co.uk/resource/t-n-544-number-formation-worksheet (if the link doesn't work Google 'twinkl number formation'). Add Date and Target / Learning Objective to sheet before photocopying it.</p> <p>Teacher to supervise other children, who will have a choice of ways to learn to write the numbers:</p> <ul style="list-style-type: none"> • take it in turns on the whiteboard • in chalk on blackboards • in crayon / colouring pencil • in sand • by making a collage • by painting them 	<p>Have children all write each number at the same time, saying the rhyme for the number as they do so, on individual WBs.</p>	<p>M: form most numbers correctly</p> <p>S: form all numbers correctly</p> <p>C: help their less able partner to form numbers correctly</p>	
---	---	--	--	---	--

Year 1, Week 2, Autumn 1, – Ordering / Comparing Numbers and Addition

Class: Year 1	Year:	Term: Autumn 1	Week 2 (to)	Teacher:
---------------	-------	----------------	---------------	----------

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could I can:	Evaluation
Mon + Tue	Ordering and comparing numbers Y1004	<p>Use Place Value ITP available at: http://www.taw.org.uk/lic/itp/itps/placeValue_1_1.swf (if this link does not work just Google 'Place Value ITP) to explain hundreds, tens and units. Cover 0 as a place value holder e.g. we need the 0 in 30 to show that it is not 3. Explain how we need to look at the first digit first as this is in the tens column e.g. 45 is more than 27 because it has 4 tens, whereas 27 only has 2 tens. Similarly with 3 digit numbers, we need to look at the hundreds first. Explain how to complete activities. In ability groups children rotate around activities over two days.</p> <p>Activity 1 – Children to complete worksheet on ordering numbers. If complete sheet for their group easily, do sheet for next group: LA – only numbers 1 to 10 (Have children use cubes to make the numbers and order the cubes) MA – only numbers from 1 to 20 (as for LA with cubes) HA – numbers from 1 to 100 (use tens and units blocks to make numbers if need to) G+T – numbers up to 1,000 (Extension o numbers up to 10,000)</p> <p>Activity 2 – Children to play counting / place value game on IWB / laptops counting from http://www.sheppardsoftware.com/math.htm#earlymath LA – Play 'Order numbers 1-10' MA – Play 'Order numbers 1 to 100' HA – Play 'Order numbers 1 to 1,000' If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Have a range of numbers on the table, all face down. Each child to take turns to select a number. The child who has the highest number is the winner. Put numbers back face down. Repeat, keeping score after each round: LA – only numbers 1 to 10 MA – only numbers from 1 to 20 HA – numbers from 1 to 100 G+T – numbers up to 1,000</p> <p>Activity 4 – Have competition to see who can order numbers the quickest. Have some laminated numbers jumbled up on the carpet. Each child takes it in turn to put the numbers in order as quickly as possible. Have an easy-to-operate stopwatch or a timer on a laptop / PC for the children to time how long each person takes. Record each child's time on a pupil whiteboard. LA – only numbers 1 to 10 MA – only numbers from 1 to 20 HA – numbers from 1 to 100 G+T – numbers up to 1,000</p> <p>Teacher to sit with group completing worksheets. TA to support other groups</p>	Arrange children in to house teams. Give each child a number. Each house team needs to organise themselves so that they are in order from lowest to highest.	M: be able to order numbers up to 10 S: order numbers up to 100 C: order numbers up to 1,000	

Tu		Carry on with Monday's lesson to rotate groups around all activities			
We + Th	Adding with cubes / on a number line Yr1005	<p>Have children sat in a circle. Have some children sit in the middle and add more children by getting two more to join them, focusing on the language e.g. I will add two more children. Have children say the word add while making an add sign with their arms. Repeat with plus. Have children say the word equals while making an equals sign with their arms. Model how to add by combining two groups of cubes and counting the total. Model how to add on a number line by starting on the first number, then doing the number of jumps for the second number e.g. to calculate $4 + 2$, start on number four and do two jumps. Emphasise need to land on a number (not between numbers) and to not skip a number. Explain how to complete activities. In ability groups children rotate around activities over two days.</p> <p>Activity 1 – Children to complete worksheet on addition: LA – to add numbers with a total below 10, using cubes MA – to add numbers with a total below 10 on a number line (check that children understand how to add using cubes. If they do not, work on this before using a number line with them) HA – add on a number line with numbers with a total of below 30 G+T – add on a number line with numbers with a total below 100</p> <p>Activity 2 – Play game on IWB / laptops at: http://www.sheppardsoftware.com/math.htm#earlymath: LA – Bugabaloo Addition (adding by counting shoes with numbers below 10) MA – Number Lines – Addition (adding one) HA – Number Lines – Addition (adding two) G+T – Number Lines – Addition (adding between one and nine) If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Give children pupil whiteboard and pen between two. Children work together to write number bonds by matching animal cards available at http://www.twinkl.co.uk/resources/calculating/number-bonds/number-bonds-to-20 Laminate cards and have them in the middle of the table for children to match LA – number bonds to 5 MA – number bonds to 10 HA – number bonds to 20</p> <p>Activity 4 – Give children cubes (as below) to split in different ways, and pupil whiteboard and pen between two to make number bonds: LA – give 5 cubes to make number bonds to 5 MA – give 10 cubes to make number bonds to 10 HA – give 20 cubes to male number bonds to 20</p> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	In talk partners, children tell their partner some of the addition sentences that they came up with during the lesson. Green partner (HA) to talk first. Then stop children and have blue partner talk, with green partner listening	M: add by combining groups of cubes S: add numbers up to 20 on a number line C: add numbers up to 100 on a number line	
Th		Carry on with Wednesday's lesson to rotate groups around all activities			

<p>F</p>	<p>Adding with fingers</p> <p>Y1006</p>	<p>Have children sit in a circle. Have some children sit in the middle and add more children by getting two more to join them, focusing on the language e.g. I will add two more children. Have children say the word add while making an add sign with their arms. Repeat with plus. Have children say the word equals while making an equals sign with their arms. Model how to add numbers using your fingers:</p> <ul style="list-style-type: none"> with both numbers being below 5 e.g. 3 + 4 by putting 3 fingers on one hand, four fingers on the other hand and counting all of the fingers, touching your chin with each finger as you count it to help count reliably with one number being more than 5 e.g. 8 + 5, by placing the first number in your head and using your fingers to count on by the second number (9, put a finger up, 10 put a finger up etc until you have five fingers up) <p>Activity 1 – Children to complete worksheet on adding numbers with their fingers. If complete sheet for their group easily, do sheet for next group: LA – both numbers in the addition sentence below 5 e.g. 4 + 2 MA – some numbers as LA, some numbers as HA HA – one number in the addition sentence above 5, with totals up to 30 e.g. 16 + 7 G+T – as HA, but with totals up to 100 e.g. 47 + 6</p> <p>Activity 2 – Children to play adding game on IWB / laptops from http://www.sheppardsoftware.com/math.htm#top (give children cubes and number lines to help them with the game) LA – Play ‘Pop-up Math – Addition’ adding one or two to a number MA – Play ‘Pop-up Math – Addition’ adding three or four to a number HA – Play ‘Pop-up Math – Addition’ adding between five to nine to a number If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Give children sheet with blank number sentences to complete. Children work together in pairs to write number bonds by using ladybirds with spots available at http://www.sparklebox.co.uk/1211-1215/sb1214.html#.Tu3t9UrWbKk Laminate cards and have them in the middle of the table for children to choose LA + MA – number bonds to 10 HA – number bonds to 20</p> <p>Activity 4 – Give children sheet with blank number sentences to complete. In pairs children to write addition sentences: LA – use cubes to make addition sentences with totals up to 10 MA – use a number line make addition sentences with totals up to 20 http://www.sparklebox.co.uk/md/counting/numberlines/numberlines.html#.TuOIAErWbKk if link doesn't work, Google ‘Sparklebox number lines’ HA – use a number line make addition sentences with totals up to 50</p> <p>Teacher to sit with group completing worksheets. TA to support other groups</p>	<p>In talk partners, children tell their partner some addition sentences, showing how to work it out with their fingers. Green partner (HA) to talk first. Then stop children and have blue partner talk (LA), with green partner listening</p>	<p>M: add with my fingers with numbers below 5 on each hand</p> <p>S: add with my fingers with numbers above 5 and totals below 30</p> <p>C: add with my fingers with numbers above 5 and totals below 100</p>	
----------	---	--	---	--	--

Year 1, Autumn 1, Week 3 – Addition

Class: Year 1	Year:	Term: Autumn 1	Week 3 (to)	Teacher:
---------------	-------	----------------	---------------	----------

M	Adding with fingers	<p>Mental: Give children number line between two to come up with addition sentences in pairs. Carry on with previous day's lesson to rotate groups around all activities</p>		
T	<p>Finding one more or ten more than a number</p> <p>Yr1007</p>	<p>Explain that we will be learning how to find 1 more or ten more than a number. Model how to do this on a number line. Explain how a hundred square allows us to add 10 more quickly by just moving down a row. Note how only the digit in the tens column changes, but the digit in the units column stays the same. Introduce a hundred square, explaining how to count on one and how each row has ten numbers in it. Teach children saying and actions of:</p> <ul style="list-style-type: none"> • To add one (put one finger up), we move across (point to the side) • To add ten (put ten fingers up), we move down a row (point down) <p>Activity 1 – 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>Activity 2 – Play game on IWB / laptops at: LA – http://www.sheppardsoftware.com/mathgames/earlymath/fruit_shoot_NumberLine.htm Number Lines – Addition (adding one) MA – http://www.ictgames.com/100huntplus10.html (if link doesn't work, Google 'ictgames 100 hunt plus 10'). Children need to find 10 more than a number on a hundred square. If using IWB, have one-minute sand-timer for children to know when to swap player. HA – http://www.ictgames.com/100huntadd11.html (adding 11 on a hundred square)</p> <p>Activity 3 – Have an A3 hundred square on the carpet and a counter for each child. Next to the hundred square have laminated cards face down (see below). Children take it in turns to choose a card and move their counter as the card tells them to i.e. across to add 1 or down to add 10. Winner is person who gets to highest number when game finishes. (Need to finish in jumps of 1 e.g. if on 94 and get a +10, you stay where you are.)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>+1</p> <p>→</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>+10</p> <p>↓</p> </div> </div> <p>Activity 4 – Give children sheet with blank number sentences to complete. In pairs children to write addition sentences using their fingers, as practiced in previous lesson</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 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 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 than a number</p> <p>S: find one or ten more than a number on a hundred square</p> <p>C: find multiples of ten more than a number on a hundred square</p>
W	Finding one more or ten more than a number	<p>Mental: Give children tens sticks and units cubes and ask them to use these to make a representation of a number. Ask blue (LA) partner to do 1-digit numbers and green (HA) partner to do 2-digit numbers.</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>		



Th	Adding (revising strategies in previous lessons) Yr1008	Ask children to think, pair, share the different ways that we have learnt to add (using cubes, number lines, hundred squares and fingers). Briefly model how to use these various methods. Children work as a whole class: LA – use cubes and / or their fingers to calculate additions with total below 10 (TA to support) MA – use number lines and / or their fingers to calculate additions with total below 30 HA – use hundred square and / or their fingers to calculate additions with total below 100 G+T – use hundred square and / or their fingers to calculate additions with total below 100 (including adding multiples of 10 e.g. 40)	In talk partners, children tell their partner some addition sentences, and how they worked them out. Green partner (HA) to talk first. Then stop children and have blue partner (LA) talk, with green partner listening	M: use cubes or fingers to calculate additions with total below 10 S: use number line or fingers to calculate additions with a total below 30 C: use a hundred square or fingers to calculate additions with total below 100	
----	--	---	---	--	--

Weekly Numeracy Planning for Year 1, Autumn 1, Week 4 – Subtraction

Class: Year 1	Year:	Term: Autumn 1	Week 4 (to)	Teacher:
---------------	-------	----------------	---------------	----------

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could I can:	Evaluation
F	Subtracting with cubes / on a number line Yr1009	<p>Have children sat in a circle. Have some children sit in the middle and take away some children, focusing on the language e.g. I will take away / subtract two children. Now there are two less children. Repeat. Have children say the words take away while making the sign with their arms. Repeat with subtract. Have children say the word equals while making an equals sign with their arms. Model how to subtract by removing some cubes from a group and writing the number sentence for this on a whiteboard. Revise how we add on a number line. Explain that subtraction is the opposite of addition, so which way will we go on the number line to subtract? Model how to subtract on a number line. Emphasise need to land on a number (not between numbers) and to not skip a number. Explain how to complete activities. In groups children rotate around activities over 2 days.</p> <p>Activity 1 – Children to complete worksheet on subtraction: LA – to subtract with numbers below 10, using cubes MA – to subtract with numbers below 10 on a number line (check that children understand how to subtract using cubes. If they do not, work on this before using a number line) HA – subtract on a number line with numbers below 30 G+T – subtract on a number line with numbers below 100</p> <p>Activity 2 – Play game on IWB / laptops at: LA – http://www.iboard.co.uk/curriculum.htm#3894 removing apples from a tree to a basket to see how many are left to help with a subtraction sentence up to 10 http://www.sheppardsoftware.com/mathgames/earlymath/FS_NumberLine_minus.htm MA – Number Lines – Subtraction (subtracting one) HA – Number Lines – Subtraction (subtracting two) G+T – Number Lines – Subtraction (subtracting between one and nine) If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Children work together in pairs to match jigsaw pieces to make subtraction sentences by matching cards available at http://www.sparklebox.co.uk/4861-4870/sb4864.html#.TuPA5UrWbKk (if link doesn't work, Google 'Sparklebox subtraction mini jigsaw') Laminate cards and have them on the carpet.</p> <p>Activity 4 – Give children cubes (as below) to split in different ways, and sheet with blank subtraction sentences: LA – give 5 cubes MA – give 10 cubes HA – give 20 cubes</p> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	In talk partners, children tell their partner some of the subtraction sentences that they came up with during the lesson. Green partner (HA) to talk first. Then stop children and have blue partner (LA) talk, with green partner listening	M: subtract by removing cubes from a group of cubes S: subtract numbers up to 30 on a number line C: subtract numbers up to 100 on a number line	
M		Mental: Play gladiators with naming numbers – have hundred square on board and select two children at a time to be 'gladiators'. Give them a 'sword' (paint brush) each. When you name a number the winner is the person who touches it first with their 'sword'. Choose children in pairs of similar ability. Carry on with previous day's lesson to rotate groups around all activities			

Tu	Subtracting with fingers Yr1010	<p>Briefly revise how we add with our fingers. Revise how subtraction is the opposite of addition, so what will we do with our fingers to subtract? Model how to subtract using fingers. Have children say the words take away while making the sign with their arms. Repeat with subtract.</p> <p>Have children say the word equals while making an equals sign with their arms.</p> <p>Model how to subtract numbers using your fingers:</p> <ul style="list-style-type: none"> with numbers below 10 e.g. 4 - 2 by putting up 4 fingers, then putting down 2 fingers and seeing how many are still up with one number being more than 10 e.g. 18 - 5, by placing the first number in your head and using your fingers to count back by the second number (17, put a finger up, 16 put a finger up etc until you have five fingers up and you get to 13) <p>Explain how to complete activities. In Groups children rotate around activities over 2 days.</p> <p>Activity 1 – Children to complete worksheet on subtracting numbers with their fingers. If complete sheet for their group easily, do sheet for next group: LA – numbers below 10 MA – numbers below 20 HA – numbers below 100</p> <p>Activity 2 – Children to play subtraction game on IWB / laptops from http://www.sheppardsoftware.com/math.htm#top (give children cubes and number lines to help them with the game) LA – Play 'Pop-up Math – Subtraction' adding one or two to a number MA – Play 'Pop-up Math – Subtraction' adding three or four to a number HA – Play 'Pop-up Math – Subtraction' adding between five to nine to a number If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Children work together in pairs to match jigsaw pieces to make subtraction sentences by matching cards available at http://www.sparklebox.co.uk/4861-4870/sb4864.htm#.TuPA5UrWbKk (if link doesn't work, Google 'Sparklebox subtraction mini jigsaw') Laminate cards and have them on the carpet:</p> <p>Activity 4 – Give children cubes (as below) to split in different ways, and sheet with blank subtraction sentences: LA – give 5 cubes MA – give 10 cubes HA – give 20 cubes</p> <p>Teacher to sit with group completing worksheets. TA to support other groups</p>	In talk partners, children tell their partner some of the subtraction sentences that they came up with during the lesson. Green partner (HA) to talk first. Then stop children and have blue partner (LA) talk, with green partner listening	M: subtract with my fingers with numbers below 10 S: subtract with my fingers with numbers below 20 C: subtract with my fingers with numbers below 100	
W	Subtracting with fingers	<p>Mental: Ordering numbers – use plenary activity from lesson Yr1004, in which children are split in to house teams and given a number each. They need to order themselves so that the numbers go from lowest to highest.</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

Th	<p>Finding one more or ten less than a number</p> <p>Yr1011</p>	<p>Explain that we will be learning how to find 1 less or ten less than a number. Model how to do this on a number line. Explain how a hundred square allows us to subtract 10 more quickly by just moving up a row. On a hundred square, explain how to count back one and how each row has ten numbers in it. Teach children saying and actions of:</p> <ul style="list-style-type: none"> To take away one (put one finger up), we move across (point to the side) To take away ten (put ten fingers up), we move up a row (point up) <p>Activity 1 – Children to complete worksheet on: LA – finding one less on a number line (up to 10) MA – finding one less on a hundred square (up to 30) (check that children understand how to find one less on a number line. If they do not, work on this before using 100 square) HA – finding one or ten less than a number on a hundred square (up to 100) G+T – find multiples of ten (e.g. 50) less than a number on a hundred square</p> <p>Activity 2 – Play game on IWB / laptops at: LA – http://www.sheppardsoftware.com/mathgames/earlymath/FS_NumberLine_minus.htm Number Lines – Subtraction (subtracting one) MA – http://www.ictgames.com/100huntminus10.html (if link doesn't work, Google 'ictgames 100 hunt minus 10'). Children need to find 10 less than a number on a hundred square. If using IWB, have one-minute sand-timer for children to know when to swap player. HA – http://ictgames.com/100huntminus11.html (subtracting 11 on a hundred square) If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Have an A3 hundred square on the carpet and a counter for each child. Next to the hundred square have laminated cards face down (see below). Children start with counters on the number 100. Children take it in turns to choose a card and move their counter as the card tells them to i.e. across to subtract 1 or up to subtract 10. Winner is person who gets to the lowest number when game finishes. (Need to finish in jumps of 1 e.g. if on 4 and get a -10, you stay where you are.)</p> <div data-bbox="338 906 607 1038" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>-1</p>  </div> <div style="text-align: center;"> <p>-10</p>  </div> </div> <p>Activity 4 – Give children sheet with blank subtraction sentences: LA – use number line to find one less (up to 10) MA – use a number line to find one less (up to 30) HA – use a hundred square to find one less G+T – use a hundred square to find ten less</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 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 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 less than a number on a number line</p> <p>S: find one or ten less than a number on a hundred square</p> <p>C: find multiples of ten less than a number on a hundred square</p>	
F	<p>Finding one more or ten less than a number</p>	<p>Mental: Counting and place value – Give children pupil WB and pen between two. Ask them to draw representations, using little boxes for units and long rectangles for tens of numbers. Ask blue (LA) partners to do single digit numbers and green (HA) partners to do two-digit numbers. Carry on with previous day's lesson to rotate groups around all activities</p>			

Weekly Numeracy Planning for Year 1, Autumn 1, Week 5 – Addition, Subtraction and Odd / Even Numbers

Class: Year 1	Year:	Term: Autumn 1	Week 5 (to)	Teacher:
---------------	-------	----------------	---------------	----------

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could I can:	Evaluation
M	Adding and subtracting with cubes / on a number line Yr1012	<p>Children have worked on addition and subtraction using cubes or on a number line in previous lessons. Have children sat in a circle. Have some children sit in the middle and add more children by getting two more to join them, focusing on the language e.g. I will add / plus two more children. Have children say the word add while making an add sign with their arms. Repeat with plus. Have some children sit in the middle and take away some children, focusing on the language e.g. I will take away / subtract two children. Now there are two less children. Repeat. Have children say the words take away while making the sign with their arms. Repeat with subtract. Have children say the word equals while making an equals sign with their arms.</p> <p>Teaching assistant to take LA group. TA to revise how to add by combining two groups of cubes and counting the total. Revise how to subtract by removing some cubes from a group and writing the number sentence for this on a whiteboard.</p> <p>Teacher keep rest of class. Revise how to add on a number line by starting on the first number, then doing the number of jumps for the second number e.g. to calculate $4 + 2$, start on number four and do two jumps. Emphasise need to land on a number (not between numbers) and to not skip a number. Revise how subtraction is the opposite of addition, so we jump backwards on the number line. Model how to subtract on a number line. Emphasise need to land on a number (not between numbers) and to not skip a number.</p> <p>LA – to add and subtract with numbers below 10, using cubes MA – to add and subtract with numbers below 10 on a number line HA – add and subtract on a number line with numbers below 30 G+T – add and subtract on a number line with numbers below 100</p> <p>Extension for all groups – children who complete their work correctly can complete blank number sentences, making up their own addition and subtraction sentences</p>	In talk partners, children tell their partner some of the subtraction sentences that they came up with during the lesson. Green partner (HA) to talk first. Then stop children and have blue partner (LA) talk, with green partner listening	M: add and subtract by combining or removing cubes S: add and subtract numbers up to 30 on a number line C: add and subtract numbers up to 100 on a number line	

Tu	<p>Mental: Sequencing</p> <p>Main: Adding and subtracting with fingers</p> <p>Y1013</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 pattern or a sequence, getting them to repeat these two key words.</p> <p>Main: Children have worked on adding and subtracting separately using their fingers in previous lessons.</p> <p>Teacher to take LA children and revise:</p> <ul style="list-style-type: none"> • adding with both numbers being below 5 e.g. $3 + 4$ by putting 3 fingers on one hand, four fingers on the other hand and counting all of the fingers, touching your chin with each finger as you count it to help count reliably • subtracting with numbers below 10 e.g. $4 - 2$ by putting up 4 fingers, then putting down 2 fingers and seeing how many are still up <p>TA to stay with rest of the class and revise:</p> <ul style="list-style-type: none"> • adding with one number being more than 5 e.g. $8 + 5$, by placing the first number in your head and using your fingers to count on by the second number (9, put a finger up, 10 put a finger up etc until you have five fingers up) • subtracting with one number being more than 10 e.g. $18 - 5$, by placing the first number in your head and using your fingers to count back by the second number (17, put a finger up, 16 put a finger up etc until you have five fingers up and you get to 13) <p>Children to complete worksheet on adding and subtracting numbers with their fingers. If complete sheet for their group easily, do sheet for next group: LA – both numbers in the number sentences below 5 e.g. $4 + 2$ MA – some numbers as LA, some numbers as HA HA – one number in the number sentences above 5, with totals up to 20 e.g. $16 + 7$ G+T – as HA, but answers up to 100 e.g. $47 + 6$</p> <p>Extension for all groups – Have cards available from previous lesson (Yr1005 Activity 3) on matching cards to make number bonds to 20. Give children pupil WB and pen to write some adding number sentences with</p>	<p>In talk partners, children tell their partner some addition sentences, showing how to work it out with their fingers. Green partner (HA) to talk first. Then stop children and have blue partner talk (LA), with green partner listening</p>	<p>M: add and subtract with my fingers with numbers below 5 on each hand</p> <p>S: add and subtract with my fingers with numbers above 5 and totals below 20</p> <p>C: add and subtract with my fingers with numbers above 5 and totals below 100</p>	
----	---	---	---	---	--

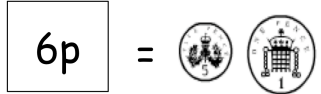
W	<p>Mental: Sequencing</p> <p>Main: Finding one more / less or ten more / less than a number</p> <p>Yr1014</p>	<p>Mental: Ask children to organise themselves in to a line of boy-girl, boy-girl, timing them to see how quickly they can do this. When they have done it, explain that this is an example of a pattern or a sequence, 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.</p> <p>Revise how to count on one and how each row has ten numbers in it in a hundred square.</p> <p>Teach children saying and actions of:</p> <ul style="list-style-type: none"> • To add one (put one finger up), we move forward (point to the side) • To add ten (put ten fingers up), we move down a row (point down) • To take away one (put one finger up), we move back (point to the side) • To take away ten (put ten fingers up), we move back up a row (point up) <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>	
---	---	--	---	---	--

Th	<p>Odd and even numbers</p> <p>Yr1015</p>	<p>Watch story of two ladybirds called 'Odd' and 'Even' at http://primarygames.com/storybooks/even_odd/2.htm</p> <p>Watch 'Swinging Ted' at http://www.primaryresources.co.uk/online/swingingted.swf</p> <p>Chant numbers, with a loud voice for odd numbers and a whispering voice for even numbers</p> <p>Display Hundred square ITP with even numbers highlighted in different colour available at http://www.taw.org.uk/lic/itp/itps/number_grid_4_0.swf (if link doesn't work, Google hundred square ITP)</p> <p>Activity 1 – Children to complete Venn diagram (with separate circles) on classifying numbers as odd or even: LA – use numbers up to 10 MA – use numbers up to 30 HA – use numbers up to 100</p> <p>Activity 2 – Play game on IWB / laptops at: http://www.crickweb.co.uk/ks2numeracy-properties-and-ordering.html#nmenu: LA – Sort numbers in to odd or even up to 10 MA – Sort numbers in to odd or even up to 30 HA – Sort numbers in to odd or even up to 100 If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Children to colour in odd numbers one colour on a hundred square and colour in even numbers a different colour.</p> <p>Activity 4 – Have a range of numbers face down on the table. Children need to say whether they want to pick up an odd number or an even number. If they say odd and pick an odd number, they earn a point. If they say odd and pick an even number they do not earn a point. Keep score throughout game. LA – use numbers up to 10 MA – use numbers up to 30 HA – use numbers up to 100</p> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	<p>Play 'Popcorn': If teacher says an even number, children crouch down small; if teacher says an odd number children jump up and make a tall shape.</p>	<p>M: know that numbers can be odd or even</p> <p>S: classify numbers as odd or even, up to 10</p> <p>C: classify numbers as odd or even, up to 100</p>	
F	<p>Odd and even numbers</p>	<p>Mental: Checking addition – write an addition sentence on the board. Ask children to check if it is correct or not by adding with their fingers. Have an easier question for blue partners (written in blue) and harder question for green partners (written in green).</p> <p>Look at PowerPoint on Mr. Odd and Mrs. Even (Google 'this is the story of mr odd and mrs even')</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

Weekly Numeracy Planning for Year 1, Autumn 1, Week 6 – Money – Adding Coins and Giving Change

Class: Year 1	Year:	Term: Autumn 1	Week 6 (to)	Teacher:
---------------	-------	----------------	---------------	----------

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could I can:	Evaluation
M	Finding totals of coins Y1016	<p>Ask children to think, pair, share which coins we use. Look at poster (see activity 4) to see all of the coins and notes that we use. Why do we have coins apart from a 1p? (because otherwise we would need a lot of 1p coins to pay for expensive items) Explain equivalence by demonstrating this with several examples e.g. two one pence coins to make a two pence coin etc Explain how to complete activities. Children rotate around activities over two days.</p> <p>Activity 1 – Children to complete worksheet on finding totals: LA – find totals of two coins up to 10p (give children 1p coins to help them) MA – find totals of two or three coins up to 30p (use number line) HA – find totals of two, three of four coins up to £1 (use hundred square)</p> <p>Activity 2 – Children to play games on IWB / laptops from: LA – Activity on counting the number of pennies http://www.bgfl.org/bgfl/custom/resources_frp/client_frp/ks1/maths/counting_with_money/ MA – Play game on paying for items up to 20p http://www.crickweb.co.uk/ks2numeracy-money-and-mean.html#MMATCH HA – Play game on making amounts up to 50p http://www.ictgames.com/moneypayer50p.html If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Have <i>real</i> coins and coin number tracks for children to find coins to match to make the amount: LA – up to 10p http://www.twinkl.co.uk/resource/t-n-125-coin-numberline-1p--10p MA – up to 20p http://www.sparklebox.co.uk/thumbs836-840/sb838prev.html#.Tu-kcErWbKk HA – up to £1 http://www.sparklebox.co.uk/3441-3450/sb3444.html#.Tu-kkkrWbKk Take a photo of a number track when children complete it</p> <p>Activity 4 – Play 10 questions with coins and notes. Each child takes it in turn to choose a coin with the others not being able to see it. The other children take it in turns to ask a question about the coin e.g. Is it made from paper or metal? is it round? What colour is it? Eventually they guess which coin or note it is. Have pupil WB with 10 lines on, each line being a life. Each question or guess loses a life. http://www.primarytreasurechest.com/mathematics/money.html (use 'Money Poster - Coins and Notes')</p> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	Write coins on the board and ask children to say if these are real coins or not e.g. 20p is, 30p is not	M: find totals of two coins up to 10p S: find totals of two or three coins up to 30p C: find totals of two, three of four coins up to £1	
Tu	Finding totals of coins	<p>Mental: Counting – TA to take HA children and work on counting beyond 100. Rest of class to stay with teacher and work on counting to 100 on a hundred square.</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

W	Giving change Y1017	<p>What do we use money for? (to pay for things) What happens if we do not have exactly the right amount of money and we pay too much? (we get change back) Model how to give change we need to work out 2 things:</p> <ol style="list-style-type: none"> 1) How much change to give in pence 2) Which coins to use to give the change <p>Explain how to complete activities. Children rotate around activities over two days.</p> <p>Activity 1 – Children to complete worksheet on which they need to work out how much change to give and which coins they should use to give it: LA – give change up to 10p (give children 1p coins to help them) MA – give change up to 20p (use number line) HA – give change up to 50p (use hundred square)</p> <p>Activity 2 – Children to play games on IWB / laptops from http://www.ictgames.com/change_eXchanger_50p.html: LA – Easy level (giving change up to 10p) MA – Medium level (giving change up to 20p) HA – Hard level (giving change up to 50p) If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Play ‘shop’ (use real coins and items). Have some items for the shopkeeper to ‘sell’. LA – Giving change up to 10p MA – Giving change up to 20p HA – Giving change up to 50p Have one-minute sand-timer for children to know when to swap shopkeeper.</p> <p>Activity 4 – Have sheets with coins to cut out. In pairs children select a total and a way to make that total with different coins e.g.</p> <div style="text-align: center;">  </div> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	Draw item on board and price for it. Have question below 10p for blue partners (LA) and questions above 10p for green partners (HA). After each question have the partner it is directed at tell their partner how much change they would give and which coins they would use to give it.	M: find change for items up to 10p S: find change for items up to 30p C: find change for items up to 50p	
Th	Giving change	<p>Mental: Counting in 2s – On a hundred square count in 2s, touching each multiple of 2 with your finger as you say it. Have child come to be the teacher (select someone who will be able to count in 2s)</p> <p>Carry on with previous day’s lesson to rotate groups around all activities</p>			

Weekly Numeracy Planning for Year 1, Autumn 2, Week 1 – Ordering Measures, Measuring and Time

Class: Year 1	Year:	Term: Autumn 2	Week 1 (to)	Teacher:
---------------	-------	----------------	---------------	----------

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could I can:	Evaluation
M	<p>Mental: Subtraction Count in 10s with fingers</p> <p>Main: Ordering Measuring length, weight and capacity</p> <p>Y1019</p>	<p>Mental: Revise how to subtract using our fingers. Give blue partners (L/A) questions with each digit Count up in tens on a hundred square, touching each multiple of ten as you say it. Repeat, counting back in tens. Have a child come and take the role of the teacher (pick a child that can count in tens)</p> <p>Main: (After each question below record key words in 2 columns on the board, with smaller, shorter, lighter least in one column in small letters and bigger, taller, heavier and most in another column opposite and capacity Ask tallest and shortest children in the class to come to the front (as long as they are not sensitive about their size). How are these children different? (taller / shorter) Introduce the word 'estimate' as another word for guess. Ask the children to repeat it. Explain how to use non-standard units (cubes and cups) to all children Ask children to think about a mouse and an elephant. How are these animals different? (bigger / smaller, heavier, lighter) Explain how to use standard units of measurement to children to children working on this Ask children to look at two liquid containers which clearly hold different capacities. How are these different? (more / less, most / least) http://www.sparklebox.co.uk/4361-4370/sb4366.html#LYCseUjWokk Display image from http://www.board.co.uk/curriculum.htm#3770 with farm animals. Use a word by complete activities. Children rotate around activities over two days. http://www.taw.org.uk/citta/meas_cylinders.html Children using standard units of measurement start work.</p> <p>Activity 1 – Children to complete worksheet on: LA = ordering 5 objects from shortest to tallest, most to least liquid and lightest to heaviest HA = measure in non-standard units (unifix cubes) LA = ordering 3 objects from shortest to tallest, most to least liquid and lightest to heaviest (Have actual real fruit for weight and containers for capacity on table)</p> <p>Activity 2 – Length: Children to find objects from around the room and lay them out from shortest to longest LA = measure in non-standard units (cups) Take a photo when children finish HA = measure in standard units (millilitres) when a cup is empty, quarter full, half full, three quarters full and nearly full. Use measuring jug with scales going up in 1s (or smallest increments possible and keep all measurements below 100ml)</p> <p>Activity 3 – Capacity: Give children transparent plastic cups. Ask them to fill the cups with different amounts and put them in order from least full to most full. Take a photo when children finish LA = measure in non-standard units (unifix cubes) HA = measure in standard units (grams, using weights). All measurements to be below 100grams</p> <p>Activity 4 – Weight: Give children a range of weights. Ask them to arrange the weights in order from lightest to heaviest. Take a photo when children finish LA to support LA children. Teacher to support others, particularly those measuring in standard units Teacher to sit with group completing worksheets. TA to support other groups, asking questions to get children to use comparative language e.g. what is different about these two cups? How could you tell which order to put the weights in? etc</p>	<p>Have a child who is shorter than I am come to the front. Ask children who measured in cm to estimate his height in cm and ask others to estimate it in unifix cubes. Ask each person to tell their talk partner their estimate. Measure child in both cubes and cm (with metre stick)</p>	<p>M. use non-standard units of measurement to measure length, weight and capacity in a practical manner with adult support</p> <p>S: order objects to describe some of the objects in the classroom using the words on the board with blue partner listening. Swap over.</p> <p>C: use standard units of measurement to measure length, weight and capacity</p>	
Tu	<p>Mental: Count in 5s</p> <p>Main: Ordering measures</p>	<p>Mental: Counting in fives – Count up in fives on a hundred square, touching each multiple of five as you say it. Repeat, counting back in fives. Have a child come and take the role of the teacher (pick a child that can count in fives)</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

W	<p>Mental: Subtraction with fingers</p> <p>Main: Measuring length, weight and capacity</p> <p>Y1019</p>	<p>Mental: Revise how to subtract using our fingers. Give blue partners (LA) questions with each digit below 5. Give green partners (HA) questions with totals of more than 10.</p> <p>Main: Explain to children that we can use tools to measure how long something is, how heavy it is or what its capacity is. Ask them to think, pair, share tools for measuring length, weight and capacity. Introduce the word 'estimate' as another word for guess. Ask the children to repeat it. Explain how to use non-standard units (cubes and cups) to all children. Children using non-standard units start work. Explain how to use standard-units of measurement to children to children working on this. Cm only rulers available at http://www.sparklebox.co.uk/4361-4370/sb4366.html#.TvCseUrWbKk Measuring cylinder ITP available at http://www.taw.org.uk/lic/itp/meas_cylinder.html Children using standard units of measurement start work.</p> <p>Activity 1 – Length: LA – measure in non-standard units (unifix cubes) HA – measure in standard units (cm for length, on ruler with cm only rulers). All measurements to be below 25cm</p> <p>Activity 2 – Capacity: LA – measure in non-standard units (cups) HA – measure in standard units (millilitres) when a cup is empty, quarter full, half full, three-quarters full and nearly full. Use measuring jug with scales going up in 1s (or smallest increments possible and keep all measurements below 100ml</p> <p>Activity 3 – Weight, using balancing scales: LA – measure in non-standard units (unifix cubes) HA – measure in standard units (grams, using weights). All measurements to be below 100grams</p> <p>TA to support LA children. Teacher to support others, particularly those measuring in standard units.</p>	<p>Have a child who is shorter than 1 metre come to the front. Ask children who measured in cm to estimate his / her height in cm and ask others to estimate it in unifix cubes. Ask each person to tell their talk partner their estimate. Measure child in both cubes and cm (with metre stick)</p>	<p>M: use non-standard units of measurement to measure length, weight and capacity, with adult support</p> <p>S: use non-standard units of measurement to measure length, weight and capacity, without adult support</p> <p>C: use standard units of measurement to measure length, weight and capacity</p>	
---	---	--	---	--	--

Th	<p>Telling the time</p> <p>Yr1020</p>	<p>What do we use a clock for? (to tell the time). Explain how short hand is hour hand; long hand is minute hand. Write the word 'minute' (exaggerating how long it is) and draw a long hand (straight line). Write the word 'short' (exaggerating how short it is) and draw a short hand (straight line). Explain that we tell the hour by looking at where the hour hand is pointing. Explain (with diagram) how if the minute hand is pointing at 12, 3, 6 or 9 the time is o'clock, quarter-past, half-past or quarter to. Leave diagram on display throughout lesson. Go through some examples with large clock (or clock from wall) and writing the time in words. Do not cover writing the time in numbers e.g. 7 o'clock, not 7.00</p> <p>Activity 1 – Worksheet on telling the time from http://worksheets.theteacherscorner.net/make-your-own/telling-time/: LA – to the hour MA – to the hour and half-past the hour HA – as MA, but also quarter-past and quarter-to (explain to HA children that for 'quarter-to' you need to go to the next hour because 'to' means 'before')</p> <p>Activity 2 – Children to play games on IWB / laptops from http://www.iboard.co.uk/curriculum.htm#3188: LA – Select events of the day to put in order from earliest to latest MA – Tell the time to the hour http://www.iboard.co.uk/curriculum.htm#3661 HA – Tell the time to the hour and half past the hour http://www.iboard.co.uk/curriculum.htm#3661 If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Play Go Fish with cards (laminated before lesson). Have cards cut up and face down, with clock faces in one group and time in words in other pile. Children take it in turns to choose one card from each group. If pick matching clock face and time in words keep it; if choose pair that do not match put them back. Winner is the person with the most pairs at the end of the game. LA – to the hour only http://www.sparklebox.co.uk/1396-1400/sb1400.html#.TvDI5ErWbKk HA – to the hour and half past the hour http://www.sparklebox.co.uk/1931-1935/sb1935.html#.TvDHNUrWbKk</p> <p>Activity 4 – Children to make a clock face from play dough. If finish making clock face, use play dough to make hands and ask another child what time the hands show.</p> <p>Teacher to work with group completing worksheets. TA to support other children.</p>	<p>Have large clock at the front (or take clock from wall) and put a time on it. Ask children to tell their talk partner the time and how they know i.e. where the long and short hands are. Ask green partners (HA) to do times to the half hour or quarter-past. Ask blue partners (LA) to do times to the hour.</p>	<p>M: tell the time to the hour</p> <p>S: tell the time to the hour and half-past the hour</p> <p>C: tell the time to the hour, half-past the hour, quarter-past and quarter-to the hour</p>	
F	<p>Mental: Odd and even numbers</p> <p>Main: Telling the time</p>	<p>Mental: Play 'Popcorn': If teacher says an even number, children crouch down small; if teacher says an odd number children jump up and make a tall shape</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

M	<p>Days of the week and months of the year</p> <p>Yr1021</p>	<p>Watch video of song for days of the week and get children to join in at http://www.youtube.com/watch?v=OPzIbbvoiMA</p> <p>Watch video of song for months of the year and get children to join in at http://www.youtube.com/watch?v=RkTNU46rufY&feature=related and http://www.youtube.com/watch?v=e940zV_PECq&feature=related</p> <p>Use cards from activity 3. Have one child hold a season card and stand up. Have another 3 children hold the months in that season and sit in front of the child with their season</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Worksheet on sequencing: LA – days of the week MA – months of the year HA – as MA, but also label season for each month</p> <p>Activity 2 – Children to play games on IWB / laptops from: LA – Sequence days of the week http://roythezebra.com/reading-games/high-frequency-words-days.html HA – Sequence months of the year http://www.gudli.com/preschool/games/12-months.html If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Play Go Fish with cards (laminated before lesson). Have season cards face up, with each player having a set. Cut up months (more than one set) and have them face down. Children take it in turns to choose a season and try to pick a month for that season. If they pick a month to match the season they keep the month; if choose month that does not match put the month back. Winner is the person with the most pairs at the end of the game.</p> <p>Activity 4 – Play 10 questions with calendar available at http://www.twinkl.co.uk/resource/t-2567-my-calendar-2012-seasons. Child answering questions chooses a date (can do their birthdays to make it easier) and writes it on a WB, so that no one can see it. One child has WB with 10 lines on it for lives. After each question or guess he / she rubs out a life. Other children in group ask questions about the date and guess what it is.</p> <p>TA to work with group completing worksheets. Teacher to support other children, particularly activity 4.</p>	<p>Split class in to two teams. Give each child a month or a season (in a class of 30 one child in each team will need a month and a season). Race to see which team can get in to order the quickest, with people doing seasons standing up and people doing months sitting down in front of them</p>	<p>M: sequence the days of week</p> <p>S: sequence the months of the year</p> <p>C: sequence the months of the year and label them with their seasons</p>	
Tu	<p>Mental: Finding one or ten more than a number</p> <p>Main: Days of the week and months of the year</p>	<p>Mental: Use activity at http://www.ictgames.com/100huntplus10.html. Ask blue partners (LA) to find one more than the number and ask green partners (HA) to find ten more than the number</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

Weekly Numeracy Planning for Year 1, Autumn 2, Week 2 and 3 – Venn and Carroll Diagrams, Tally Charts and Pictograms

Class: Year 1	Year:	Term: Autumn 2	Week 1 + 2 (to)	Teacher:
---------------	-------	----------------	-------------------	----------

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could / can:	Evaluation
W	Sorting in a Venn diagram Yr1022	<p>Children have been working on animals in literacy and other subjects. Introduce the words sort and classify, asking children to repeat these. Introduce a Venn diagram and explain how to use it:</p> <ul style="list-style-type: none"> • Animals that only live in or out of water go in outer part of circles • Animals that live in both in and out of water go in overlapping middle section <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Venn diagram on animals living in and out of the water: LA – sections not overlapping MA – sections overlapping HA – as MA, but also animals to go outside the Venn diagram</p> <p>Activity 2 – Children to play games on IWB / laptops from: LA – Classify living things as plants or animals at http://www.crickweb.co.uk/ks1science.html HA – Classify animals as mammal, amphibian, reptile, insect or bird at http://www.sheppardsoftware.com/content/animals/quizzes/kidscorner/animal_games_bac_kyard_flower_large.html If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Children to sort animals based on where they live: forest, sea, polar areas, African savannah and jungle. Ext – choose own way to sort e.g. what they eat, colour, class etc</p> <p>Activity 4 – Play 10 questions with animals. Child answering questions chooses an animal so that no one can see it. One child has WB with 10 lines on it for lives. After each question or guess he / she rubs out a life. Other children in group ask questions and guess what animal it is.</p> <p>Teacher to work with group completing worksheets. TA to support other children.</p>	Have HA Venn diagram (without animals on it) on IWB. Ask children to think of animals that could go in the Venn diagram that we did not use on the worksheet, where they would go on the Venn diagram and why. Give each talk partner a turn to speak while the other partner listens.	M: classify animals in a Venn diagram with no overlap S: classify animals in a Venn diagram with overlap C: classify animals in a Venn diagram with overlap and animals that go outside of the Venn sections	
Th	Mental: Finding one or ten less than a number Main: Sorting in a Venn diagram	Mental: Use activity at http://www.ictgames.com/100huntplus10.html . Ask blue partners (LA) to find one less than the number and ask green partners (HA) to find ten less than the number Carry on with previous day's lesson to rotate groups around all activities			

F	<p>Sorting in a Carroll diagram</p> <p>Yr1023</p>	<p>Children have been working on animals in literacy and other subjects. Revise the words sort and classify, asking children to repeat these. Introduce a Carroll diagram and explain how to use it by looking at the labels on the sides, selecting an animal and seeing which criteria it meets.</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Complete Carroll diagram: LA – only two boxes: bird or not a bird HA – four boxes: bird or not and lives on a farm or not Ext – think of their own animals to add to the Carroll diagram</p> <p>Activity 2 – Children to play games on IWB / laptops from: LA – Select animals who meet a criteria e.g. eat fish http://sciencenetlinks.com/interactives/class.html HA – Classify animals as mammal, amphibian, reptile, insect or bird at http://www.sheppardsoftware.com/content/animals/quizzes/kidscorner/animal_games_forest_large.html If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Children to sort animals based on whether they are reptiles, amphibians, fish, birds or mammals. Ext – think of and draw own animals to add to groups (use animals from previous lesson Yr1022)</p> <p>Activity 4 – Play 10 questions with animals. Child answering questions chooses an animal so that no one can see it. One child has WB with 10 lines on it for lives. After each question or guess he / she rubs out a life. Other children in group ask questions and guess what animal it is. (use animals from previous lesson Yr1022)</p> <p>Teacher to work with group completing worksheets. TA to support other children.</p>	<p>Have HA Carroll diagram (without animals on it) on IWB. Ask children to think of animals that could go in the diagram that we did not use on the worksheet, where they would go on the Venn diagram and why. Give each talk partner a turn to speak while the other partner listens.</p>	<p>M: classify animals in a Carroll diagram with two boxes</p> <p>S: classify animals in a Carroll diagram with four boxes</p> <p>C: think of some of their own animals and classify them correctly</p>	
M	<p>Mental: Finding the missing number</p> <p>Main: Sorting in a Carroll diagram</p>	<p>Mental: Use interactive hundred square at http://www.taw.org.uk/lic/itp/itps/number_grid_4_0.swf . Ask blue partners (LA) to see which number is missing with numbers below 20 and ask green partners (HA) to find which number is missing with numbers above 20</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

Tu	<p>Tally charts</p> <p>Yr1024</p>	<p>Children have been working on animals in literacy and other subjects. Ask children how could we find out what the class' favourite pet is. Explain how we can use a tally chart to do this and model how to complete one, emphasising how you cross through the four vertical strokes with a diagonal one for every multiple of 5</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Complete Carroll diagram: LA – only two boxes: bird or not a bird HA – four boxes: bird or not and lives on a farm or not</p> <p>Activity 2 – Children to play games on IWB / laptops from: LA – Complete the tally section of a frequency table where numbers are below 5 http://www.iboard.co.uk/curriculum.htm#3231 (click refresh button each time complete it) HA – Complete the tally section of a frequency table where numbers go above 5 http://www.brainpopjr.com/math/data/tallychartsandbargraphs/picturemaker/ and http://www.brainpopjr.com/math/data/tallychartsandbargraphs/picturemaker/ If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 + 4 – Children to survey another class and ask each child what their favourite pet animal would be and record this as a tally and a number in a frequency table.</p> <p>TA to work with group completing worksheets. Teacher to support other children.</p>	<p>Ask children for a question that they would like to find out about e.g. how we get to school, favourite type of animal e.g. mammal, reptile etc. Get each child to come up to the IWB to place their tally in the correct place</p>	<p>M: complete a tally chart with numbers below 5</p> <p>S: complete a tally chart with numbers above 5</p> <p>C: think of some of their own questions to investigate</p>	
W	<p>Mental: Making totals</p> <p>Main: Tally charts</p>	<p>Mental: Give children pupil WB and pen between two. Display coins poster from http://www.mathworksheetwizard.com/kindergarten/money/britishcoins.html and ask children to find different ways of making 10p, only using actual coins e.g. not 3p.</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

Th	<p>Pictograms and block graphs</p> <p>Yr1025</p>	<p>Children have been working on animals in literacy and other subjects. Revise how we have been working on tally charts. Ask children what could we use to make our results nicer to look at. Explain that we can use pictograms or block graphs to do this. Do not spend long modelling how to answer questions because best way for children to learn this is to work on them</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Complete worksheet on interpreting pictogram on farm animals: LA – each icon in the pictogram representing one HA – each icon in the pictogram representing two</p> <p>Activity 2 – Children to play games on IWB / laptops from: Complete a pictogram / block graph on the birthday of people in the class at http://www.iboard.co.uk/curriculum.htm#3877 If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 + 4 – Each child to pick a question to ask other children in the class and survey them on this question, recording the results in a pictogram. If child cannot think of a question to ask then give them one to do</p> <p>Teacher to work with group completing worksheets. TA to support other children.</p>	<p>Make a word bank for the children to use on words that we could use to ask questions on our birthday pictogram from activity 2. In talk partners children think of questions to ask other children using the words from the word bank</p>	<p>M: interpret a pictogram where each icon represents one unit</p> <p>S: interpret a pictogram where each icon represents two units</p> <p>C: think of some of their own questions to investigate</p>	
F	<p>Mental: Making totals</p> <p>Main: Pictograms and block graphs</p>	<p>Mental: Give children pupil WB and pen each. Display coins poster from http://www.mathworksheetwizard.com/kindergarten/money/britishcoins.html. Draw an item and give it a price. Ask children to find what change you would give. Ask green (HA) partners to give change from amounts over 10p and blue partners to give change from amounts under 10p.</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			


Weekly Numeracy Planning for Year 1, Autumn 2, Week 4 and 5 – 2D and 3D shape, Patterns, Symmetry, Position and Fractions



Class: Year 1	Year:	Term: Autumn 2	Week 4 and 5 (to)	Teacher:
---------------	-------	----------------	---------------------	----------

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could / can:	Evaluation
M	2D shapes Yr1026	<p>Ask children to think, pair, share the names of as many shapes as they can. Ask them how do we know the name of a shape? (by the number of sides that it has). Deliberately count the number of sides of a shape incorrectly by counting each side more than once e.g. keep counting the sides of a square past 4 until the children start to notice. Model how to count the number of sides a shape has, putting a pencil mark on the side that you start with so that you do not count any side more than once. Ask the children to look at a rectangle and a square and explain the difference between them Tips: Tricycle – triangle, octagon – octopus, <i>hex</i> sounds like six</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Complete worksheet on sorting shapes in to columns of circle, triangle, rectangle, square, pentagon, hexagon, heptagon and octagon: LA – cut out and stick one regular example of each shape MA – cut out and stick one regular and one irregular example of each shape HA – cut out and stick one regular, one irregular and one rotated example of each shape</p> <p>Activity 2 – Children to play games on IWB / laptops from: LA – placing shapes in the correct circle based on the number of sides that they have http://www.iboard.co.uk/curriculum.htm#3824 HA – Go Fish game on matching shape names and images with additional shapes e.g. diamond, ellipsis etc http://www.numbernut.com/basic/activities/symbol_mem20_shapenames.shtml If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Cut up copy of laminated sheet of coloured shapes of different sizes for each pair. In pairs give children to sort shapes based on criteria of their choice: colour, shape or size. Take photo of children's work when sorted</p> <p>Activity 4 – Play 10 questions with 2D shapes. Children only allowed to ask yes / no questions otherwise the game is too easy. Have one sheet of shapes for children asking questions to look at and one set of shapes cut up for the person answering the questions to pick a shape from. One child has WB with 10 lines on it for lives. After each question or guess he / she rubs out a life. Other children in group ask questions and guess what size and shape it is.</p> <p>Teacher to work with group completing worksheets. TA to support other children.</p>	Give one child a shape. Play 10 questions. After each one, highlight how irregular shapes are still that shape because of number of sides e.g. the irregular pentagon is still a pentagon because it has 5 sides	<p>M: classify regular shapes without rotation by their names</p> <p>S: classify regular and irregular shapes without rotation by their names</p> <p>C: classify regular and irregular shapes with rotation by their names</p>	
Tu	<p>Mental: Estimate length</p> <p>Main: 2D shapes</p>	<p>Mental: Use activity at http://www.iboard.co.uk/curriculum.htm#3469. Children need to estimate and measure animals in comparison to each other e.g. how many goats long is a snake. Ask each child to tell their talk partner his or her estimate before doing test</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

W	<p>3D shapes</p> <p>Yr1027</p>	<p>Show children some 3D shapes. How are these different to the 2D shapes that we worked with in the previous lesson? (they are solid / 3D)</p> <p>Ask children to think, pair, share the names of as many 3D shapes as they can. Give each child a solid 3D shape. Explain terms face, edge and vertices (corners). Ask each child to touch a face, edge or vertex after explain each of them.</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Complete worksheet on sorting in to columns of sphere, cone, cube, cuboid, prism, pyramid and cylinder: LA – cut out and stick two examples of each shape e.g. a coke can for a cylinder HA – as LA, but also mathematical representation of each shape e.g.</p> <p>Have a range of 3D shapes labelled with their names available on the table.</p> <p>Activity 2 – Children to play games on IWB / laptops from: LA – memory game on matching 3D shapes http://www.crickweb.co.uk/ks2numeracy-shape-and-weight.html#MatchingPairs3Dshape MA – finding 3D shapes in different pictures http://www.starmatica.com/standalone/starrMatica3DEarthExploration.swf HA – Game on names of 3D shapes and vocabulary http://www.learnalberta.ca/content/me3usa/flash/index.html?goLesson=14 If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Play Go Fish with 3D shapes and 3D-shaped objects.</p> <p>Activity 4 – Play 10 questions with 3D shapes. Have one sheet of shapes for children asking questions to look at and one set of shapes cut up for the person answering the questions to pick a shape from. One child has WB with 10 lines on it for lives. After each question or guess he / she rubs out a life. Other children in group ask questions and guess what shape it is.</p> <p>TA to work with group completing worksheets. Teacher to support other children.</p>	<p>Give one child a shape. Play 10 questions. After each one, reinforce the number of vertices, faces and edges on the shape</p>	<p>M: classify objects by their 3D shape names</p> <p>S: classify objects and mathematical representations by their 3D shape names</p> <p>C: use the terms face, vertices and edge independently</p>	
Th	<p>Mental: Estimate height</p> <p>Main: 2D shapes</p>	<p>Mental: Use activity at http://www.iboard.co.uk/curriculum.htm#3472. Children need to estimate and measure animals' height in comparison to each other e.g. how many chimps high is a zebra. Ask each child to tell their talk partner his or her estimate before doing test</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

F	Repeating patterns Yr1028	<p>Show children examples of patterns in the environment around them e.g. someone who has their hair plaited, a striped tie etc. Ask them to think pair share any other patterns in the school or at home.</p> <p>Children have been studying animals in literacy and other subjects. Show them examples of patterns in animals at http://atschool.eduweb.co.uk/sirrohbitch.suffolk/patterns_nature/adder.htm Ask them to think pair share any other patterns in nature that they can think of and find images for their suggestions on Google images.</p> <p>Model how to create a repeating pattern, as the children need to do</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Complete worksheet on cutting out shapes of different sizes and colours: LA – create one repeating pattern MA – create two repeating patterns HA – create three repeating patterns</p> <p>Encourage more able children to create more complicated patterns. Question children throughout to get them using vocabulary of shape names, sizes and colours.</p> <p>Activity 2 – Children to play games on IWB / laptops from http://www.iboard.co.uk/curriculum.htm#3065: LA – set game settings so that can only choose different coloured eggs and smaller grid HA – set game settings so that can choose both different coloured eggs and pattern to be on them, on a larger grid</p> <p>If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Children to use different shaped sponges to dip in paint and make a repeating pattern with.</p> <p>Activity 4 – Children to create a pattern for another child to try to continue.</p> <p>Teacher to work with group completing worksheets. TA to support other children.</p>	Play game at http://www.gudli.com/preschool/games/pattern-match.html where children need to work out what shape is missing from the pattern. For first question green partner to tell blue partner missing shape, then for next question blue partner to tell green partner and so on	M: create a simple repeating pattern S: create a more complex repeating pattern C: continue a pattern created by someone else	
M	Mental: Estimate weight Main: Repeating patterns	<p>Mental: Use activity at http://www.iboard.co.uk/curriculum.htm#3791. Children need to estimate and measure animals' weight in comparison to each other e.g. how many ducks does a dog weigh. Ask each child to tell their talk partner his or her estimate before doing test</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

Tu	<p>Symmetry</p> <p>Yr1029</p>	<p>Show children examples of symmetry in the environment around them e.g. a window, a chair etc by putting a metre stick down the middle and asking the children to see if both sides of the stick look the same. Also do some examples of things that are not symmetrical, explaining why they are not symmetrical. Ask them to think pair share any other symmetrical objects in the school or at home.</p> <p>Children have been studying animals in literacy and other subjects. Show them examples of symmetry in ladybirds and butterflies. Ask them to think pair share any other examples of symmetry in nature that they can think of and find images for their suggestions on Google images.</p> <p>Watch video of symmetry in nature at http://www.youtube.com/watch?v=fCKILUeV1xk</p> <p>Ask children to repeat the word symmetry.</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Complete worksheet on copying a pattern of dots from one side of a ladybird to the other e.g.</p> <p>3)</p>  <p>Ext – create their own pattern of dots on blank ladybirds</p> <p>Activity 2 – Children to do activity on IWB / laptops from http://www.iboard.co.uk/curriculum.htm#3267 in which they need to make a symmetrical pattern either side of a mirror line. Encourage more able children to create more complex patterns.</p> <p>If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Children colour in butterfly</p> <p>LA – colour by numbers</p> <p>HA – make up own colours and colour without numbers</p> <p>Activity 4 – Have sheets of paper folded down the middle for children to paint a symmetrical pattern on either side of.</p> <p>TA to work with group completing worksheets. Teacher to support other children.</p>	<p>Show the class some good examples of symmetrical patterns that were created in the lesson, explaining why they are symmetrical. Also show some examples that are not symmetrical and explain why they are not symmetrical</p>	<p>M: create a simple symmetrical pattern</p> <p>S: create a more complex symmetrical pattern</p> <p>C: understand and be able to explain the difference between a symmetrical and an asymmetrical pattern</p>	
W	<p>Mental: Estimate capacity</p> <p>Main: Symmetry</p>	<p>Mental: Use activity at http://www.iboard.co.uk/curriculum.htm#3779 Children need to estimate and measure how many of one container it will take to fill another e.g. how many jugs does it take to fill a bucket. Ask each child to tell their talk partner his or her estimate before doing test</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

Th	Position Yr1030	<p>Give children some examples of positional vocabulary in a sentence e.g. the chair is under the table. Ask them to think, pair, share some examples of their own, with each partner taking a turn to talk and to listen. Have HA partners go first to help LA partners. Show children flash cards from http://www.twinkl.co.uk/resource/t-l-096-positional-language-word-cards. Have them say these words and explain the image next to the word to help them. Have these words and clue images on the tables (laminated before lesson)</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Complete worksheet on filling in the missing words about relative position of some animals on a zoo map e.g.</p> <p>1) The rabbits  are _____ the hens  .</p> <p>Ext – write some of their own sentences about the relative position of the animals in the zoo. Encourage HA to use compass points as well</p> <p>Activity 2 – Children to do activity on IWB / laptops from: LA - http://www.iboard.co.uk/curriculum.htm#3758 on using basic positional words to describe the relative position of items in a picture of a picnic HA - http://www.iboard.co.uk/curriculum.htm#4168 need to take a given number of steps left, right, up or down to find treasure If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Play 20 questions using zoo maps (laminated several copies before lesson). Have one copy sliced up in to individual animals for child answering questions to select an animal from. One child chooses an animal and the other take it in turns to ask him a question about the animal using the positional language cards on the table. One child has WB with 20 lives on. Each time children ask a question or have a guess at which animal they lose a life.</p> <p>Activity 4 – Set up a simple obstacle course with a demarcated unit of movement e.g. from one cone to another or one floor spot to another. Children take it in turns to direct each other on the obstacle course and be on the obstacle course. Child on obstacle course should be blindfolded or can just walk backwards.</p> <p>TA to work with group completing worksheets. Teacher to support other children.</p>	Show children map of zoo. Display positional language cards so children can see them. Talk partners take it in turns to come up with some sentences about the zoo using the positional language. Encourage HA children to use compass points	M: use some basic positional language S: use a wider range of positional language C: use the compass points to describe the relative position of things	
F	Mental: Telling the time Main: Position	<p>Mental: Use activity at http://www.iboard.co.uk/curriculum.htm#3661 Blue (LA) partners to tell the time to the hour. Green (HA) partners to tell the time to the hour and the half hour. Ask each partner to tell their talk partner what they think the time and how they know before asking child to tell the class.</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			

M	<p>Fractions</p> <p>Yr1031</p>	<p>Give children a half as an example of a fraction and show them a pizza cut in half. Ask them to think, pair, share other ways of cutting up the pizza.</p> <p>Cut the pizza up in to some unequal sized pieces and ask children which part of the pizza they would like e.g. cut it in two, but with one piece much bigger than the other. Is this cut in halves? Why not? (because the pieces are not an equal size). Repeat with thirds and quarters. So, to work with fractions shapes need to be cut in to equal-sized pieces.</p> <p>Use cards for Activity 4 as flash cards with the words quarter, third and half. Have children look at these words and repeat them</p> <p>Explain activities, with children rotating around them in groups over 2 days.</p> <p>Activity 1 – Complete worksheet on sorting shapes that have been split in to a different number of sections: LA – sort shapes in to less than, more than or exactly half shaded MA – (check can tell if more / less / exactly half a shape is shaded first) sort shapes in to those that have been split in to halves, thirds and quarters HA – as MA, but also fifths, sixths and eighths</p> <p>Activity 2 – Children to do activity on IWB / laptops from: LA – http://www.iboard.co.uk/curriculum.htm#3499 children need to sort shapes based on whether more, less or exactly half the shape is shaded HA - http://www.gudli.com/kids/games/learn-fraction.html children need to move the parts of a shape in to the whole and complete some other activities on fractions If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – (Laminate cards for this before lesson) Cut fruit in to different sized sections. Keep knife out of reach of children and make sure they wash their hands before eating. Check allergies. Have fraction cards face down on table (only with top number of one) from http://www.sparklebox.co.uk/3391-3400/sb3391.html#.TvSmZUrWbKk Cut various fruits in to different sized fractions. Children pick a fraction card and get to eat that fraction of fruit.</p> <p>Activity 4 – (Laminate cards for this before lesson) Children play Go Fish with fractions of cake cards from http://www.sparklebox.co.uk/3071-3080/sb3076.html#.TvSnqErWbKk and pizza fraction cards from http://www.sparklebox.co.uk/thumbs611-615/sb614prev.html#.TvSn2krWbKk. Fractions only halves, thirds and quarters</p> <p>TA to work with group completing worksheets. Teacher to support other children.</p>	<p>Show children flash cards from beginning of lesson, hiding words. Ask them what fraction each poster shows</p>	<p>M: recognise when less than, more than or exactly half a shape is shaded</p> <p>S: recognise when a shape is split in to half, thirds or quarters</p> <p>C: also recognise when a shape is split in to fifths, sixths or eighths</p>	
Tu	<p>Mental: Days of the week</p> <p>Main: Fractions</p>	<p>Mental: Use activity at http://www.gudli.com/preschool/games/weekdays.html Ask blue (LA) partners to play at the beginning of the game as it is easier. Green (HA) partners to play towards the end.</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			