**School name: MATHS PLANNING YEAR A**

**SILVER**

**Teacher: Class: Year: Term: Autumn 2 Week Commencing: Week 2**

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| Topic: Addition and Subtraction | | | NC Links:  Pupils should be taught to:   * Fact families to 20 * Check Calculations * Compare number sentences * Bonds to 100 (Tens) * Add and Subtract ones * Add by making 10 * Add a 2 digit and a one digit crossing ten * Subtract crossing ten * Add two digits not crossing tens   Add two digits crossing tens | | | | | | |
| **Day** | **Mental/Oral Starter** | | | **Main Lesson** | | | | **Plenary** | **Assessment** |
|  | **Objectives** | **Activity** | | **Objectives** | **Teaching** | **Activities** | **Key Vocabulary** | **Activity** |  |
| **Mon** | To be able to recall my 2 timetables | TMM | | **L.O. To solve problems. And reason**  Success Criteria:   1. I must understand a whole part part model. 2. I should use a whole part part model to add and subtract. 3. I could write number sentences using a whole part part model to add and subtract.. | Introduce a bar model to the children. Explain that this shows the same as a whole part model yet set out differently. Model for children how to complete a car model. Can you write all the number sentences in the fact family? Give children a chance to practice this. Bring children back. Now ask the children to show a number line for the bar model. Model ths on the IWB. | BARE:Children to complete a bar model for number bonds to 10.  ARE: Children to complete a bar model for number bonds to 20.  AARE: Children to complete a bar model for number bonds to 100 | Tens  Ones  Zero  Whole Number  Count Up  Forwards/backwards  Digit  Sort  Groups  Objects  More Than  Less Than  Different  Same | Show children an incomplete bar model. Explain the total is greater than 10 but less than 20 What could my missing numbers be? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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| **Tues** | To be able to recall my 2 timetables | TMM | **L.O. To Subtract using a number line.**  Success Criteria:   1. I must be able to form number sentences looking at a whole part model. 2. I should be able to use a number line jumping in ones. 3. I could use a number line and jump in tens and ones. | Show children a number sentence and ask them if they can form a whole part part model just by looking at the number sentence. E.g 10 – 6 = 4  Discuss beginning with the whole. Discuss any other subtraction Number sentences e.g. 10 – 4 = 6  The parts will be 6 and 4. The whole will be 10. Discuss all the different number sentences they can see.  Now explain to the children that we will be learning how to complete number lines to subtract. Show the children a number sentence and model as a class how this can be solved using a numberline. Start by jumping in ones. Remind children to begin with the smallest digit and to count on. | BARE: Children to solve the number sentences on the IWB provide template to support with number line. Children to jump in ones. Number bonds to 10  ARE: Children to solve the number sentences on the IWB provide template to support with number line. Children to jump in ones. Number bonds to 20  AARE: Children to solve number sentences jumping in 5s and 10s on the numberline. Encourage children to partition to be able to jump on the numberline if they are ready. Number bonds to 100. | Tens  Ones  Zero  Whole Number  Count Up  Forwards/backwards  Digit  Sort  Groups  Objects  More Than  Less Than  Different  Same | . Show children a numberline can you solve the number sentence? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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|  | **Objectives** | **Activity** | **Objectives** | **Teaching** | **Activities** | **Key Vocabulary** | **Activity** |  |
| **Wed** | To be able to recall my 2 timetables | TMM | **L.O. To subtract using a number line.**  Success Criteria:   1. I must be able to form number sentences looking at a bar model. 2. I should be able to use a number line jumping in ones 3. I could use a number line and jump in tens and ones. | Explain to the children that we will be continuing with number lines. Model yesterday work and how we jumped ones. Encourage children to come to the iwb and to solve the number sentence for themselves.  Some children will be ready to be shown jumping in tens and ones. Set children off to work and model for the children. Show the children a number sentence. Recap how many tens and how many ones. Show children how to use a number line to jump in tens and ones. | BARE: Children to solve the number sentences on the IWB provide template to support with number line. Children to jump in ones. Number bonds to 10  ARE: Children to solve the number sentences on the IWB provide template to support with number line. Children to jump in ones. Number bonds to 20  AARE: Children to solve number sentences jumping in 5s and 10s on the numberline. Encourage children to partition to be able to jump on the numberline if they are ready. Number bonds to 100..  . | Tens  Ones  Zero  Whole Number  Count Up  Forwards/backwards  Digit  Sort  Groups  Objects  More Than  Less Than  Different  Same |  | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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| **Thurs** | To be able to recall my 2 timetables | TMM | **L.O. To be able to check and prove calculations are correct.**   1. **I must be able to check my calculation.** 2. **I should be able to use concrete objects to prove my calculation is correct.#** 3. **I could discuss why my calculation is correct and prove it.** | Explain to the children that in today lesson they will be reasoning, discussing and problem solving. Discuss all the mathematical language that will need to be used. Look at different calculations. Discuss how we could check that our calculation is correct. Model this as a class using concrete material. Complete together as a class. Now look at a bar model together. Explain to the children that they will need to look at inverse calculations to check. | BARE: Children to use concrete objects to prove the calculations are correct.  ARE: Children to use the inverse calculation to check their answers with the support of a bar model  AARE: Children to use the inverse calculation to check their answers with the support of a bar model. How many possible inverse calculations are there? | Tens  Ones  Zero  Whole Number  Count Up  Forwards/backwards  Digit  Sort  Groups  Objects  More Than  Less Than  Different  Same | Eva writes a calculation. Which of the following could she use to check her work? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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| **Fri** |  |  | **L.O.**  **Success Criteria** |  | **SEN – L.O.** |  |  | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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