



SILVER

School name: \_\_\_\_\_ MATHS PLANNING YEAR A



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: \_\_\_\_\_

Term: Summer 1

Week Commencing: Week 6

Topic: Geometry: Consolidation and Problem Solving

NC Links

Pupils should be taught to:

- Children to consolidate all that they have learnt.

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	<u>To be able to recall my times tables</u>	<u>TMM</u> Children to complete activities linked to 10 times tables (See Slides)	<u>L.O. To be able to solve array problems.</u>  I must able to read key words  I should be able to complete a simple operation.  I could discuss and explain how I solved the problem.	Explain to the children that we will continue now look at array and multiplication problems. Begin to resolve these problems together as a class.  Look at a new problem together. Model for the children how to circle the key information. Model how to identify what the problem is asking us to do. This problem will be looking at addition. As a class model for the children how to solve the problem.	<b>BARE:</b> Children to complete the array challenge cards. Children to work through solving the multiplication and array problems.  <b>ARE:</b> Children to complete the array challenge cards. Children to work through solving the multiplication and array problems.  <b>AARE:</b> Children to complete the array challenge cards. Children to work through solving the multiplication and array problems.	Add Takeaway Problem Solve More Less Equal to Multiply Divide Same as Solve Addition Subtraction Minus	Discuss the problem together. How could you write this problem as an array?  3 X 2 = 6	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
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Tues	To be able to recall my 10 times tables	TMM Children to complete activities linked to 10 times tables (See Slides)	<p><b>L.O. To be able to solve multiples of 2, 5 and 10 problems</b></p> <p>I must able to read key words</p> <p>I should be able to complete a simple operation.</p> <p>I could discuss and explain how I solved the problem.</p>	<p>Explain to the children that today we will be keeping multiplication in mind and that we will be looking at solving multiplication problems. These problems can be tricky so as a class work through a few examples together.</p> <p>Look at a new problem together. Model for the children how to circle the key information. Model how to identify what the problem is asking us to do. This problem will be looking at addition. As a class model for the children how to solve the problem.</p>	<p><b>BARE:</b> Children to work through the challenge cards of multiples of 2, 5 and 10. Children to solve these problems either together or individually.</p> <p><b>ARE:</b> Children to work through the challenge cards of multiples of 2, 5 and 10. Children to solve these problems either together or individually.</p> <p><b>AARE:</b> Children to work through the challenge cards of multiples of 2, 5 and 10. Children to solve these problems either together or individually.</p>	<p>Add Takeaway Problem Solve More Less Equal to Multiply Divide Same as Solve Addition Subtraction Minus</p>	<p>Children to write their own multiple problem. What would you have in your problem? Can your partner solve your problem? Look at multiples of 2, 5 and 10.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Wed	<u>To be able to recall my Number Bonds to 100</u>	<p><u>TMM</u></p> <p>Children to complete activities linked to Number bonds to 100 (See Slides)</p>	<p><b><u>L.O. To be able to solve division problems.</u></b></p> <p>I must able to read key words</p> <p>I should be able to complete a simple operation.</p> <p>I could discuss and explain how I solved the problem.</p>	<p>Explain to the children that we will be solving division problems. These problems can be tricky so as a class work through a few examples together.</p> <p>Look at a new problem together. Model for the children how to circle the key information. Model how to identify what the problem is asking us to do. This problem will be looking at addition. As a class model for the children how to solve the problem.</p>	<p><b>BARE:</b> Children to work through the division challenge problems. Children to identify key words and how to solve the problem. Children to work together or individually.</p> <p><b>ARE:</b> Children to work through the division challenge problems. Children to identify key words and how to solve the problem. Children to work together or individually.</p> <p><b>AARE:</b> Children to work through the division challenge problems. Children to identify key words and how to solve the problem.</p>	<p>Add Takeaway Problem Solve More Less Equal to Multiply Divide Same as Solve Addition Subtraction Minus</p>	<p>Discuss the problem together. Is the answer correct or incorrect? Can you explain your answer?</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

					Children to work together or individually.			
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs	<u>To be able to recall my 2 times tables</u>	TMM  Children to complete activities linked to 2 times tables (See Slides)	<b><u>L.O. To be able to solve division problems.</u></b>  I must able to read key words  I should be able to complete a simple operation.  I could discuss and explain how I solved the problem.	Explain to the children that we will be solving division problems. These problems can be tricky so as a class work through a few examples together.  Look at a new problem together. Model for the children how to circle the key information. Model how to identify what the problem is asking us to do. This problem will be looking at addition. As a class model for the children how to solve the problem.	<b>BARE:</b> Children to work through the division challenge problems. Children to identify key words and how to solve the problem. Children to work together or individually.  <b>ARE:</b> Children to work through the division challenge problems. Children to identify key words and how to solve the problem. Children to work together or individually.  <b>AARE:</b> Children to work through the division challenge problems. Children to identify key words and how to solve the problem. Children to work together or individually.	Add Takeaway Problem Solve More Less Equal to Multiply Divide Same as Solve Addition Subtraction Minus	Children to write their own division maths problem. What would you have in your problem? Can your partner solve your problem?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

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Fri	<u>To be able to recall my 5 times tables</u>	TMM Children to complete activities linked to 2 times tables (See Slides)	<u>Assessment</u>	Explain to the children that we will be assessing that we have learnt.	Children to complete assessment.	Add Takeaway Problem Solve More Less Equal to Multiply Divide Same as Solve Addition Subtraction Minus	Discuss the assessment with the children and work through the answers.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>