



School name: _____ MATHS PLANNING YEAR A



Teacher: _____ Class: _____ Year: _____ Term: Spring 1 Week Commencing: Week 3


Topic: Alive in 5!	<u>Early Learning Goals</u> Pupils should be taught to: children use everyday language to talk about size, weight, capacity... to compare quantities and objects
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	Is it heavy or light?	https://www.youtube.com/watch?v=qUOQrXmfwDM	L.O. To compare mass <u>Success Criteria</u>	Ask the children to be human balance scales – place an item on each hand and ask them to tip to show which item is heavier and which is lighter. Use the balance scales to check the children's estimations. The children could also hold buckets or bags in each hand and place items inside to feel which has the stronger downward pull.	Give the children an item, for example, an apple. Challenge them to find things which feel heavier and lighter than the apple and sort them into sets. Use the balance scales to check their estimation. Are all the heavier things larger than the apple? Can they find anything which is larger than the apple but lighter?	Scales Balance Heavy Heavier Light Lighter Equal Estimate Larger Smaller Same	What is heavier, a child's chair or a teacher chair? How do you know?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

					SEN – <u>L.O.</u>			
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Day	Mental/Oral Starter		Main Lesson				Plenary Activity	Assessment
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Wed	Who has more milk? Sesame Street	https://www.youtube.com/watch?v=6lWnl7v9gGY	<p>L.O. To compare capacity</p> <p>Success Criteria</p>	<p>Provide a selection of containers of different shapes and sizes and ask the children to investigate which holds the most. They may do this by pouring directly from one container to another. They could also use a small cup to fill each container, counting how many small cup-fulls the containers hold.</p> <p>Encourage them to record their</p>	<p>In a small group, provide each child with a cup. Ask them to make their cup full, make it empty, nearly full, nearly empty, about half full.</p> <p>Can they find a container which holds more than their cup? Can they find one which holds less?</p>	<p>Shape Size Investigate More Less Most Least Small Large Big Little Results Record Full Empty</p>	<p>Looking at the water bottles, who's bottle do we think holds the most water?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p>

				results using their own methods of recording.					EAL
									SEN – L.O.

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Thurs	Who has more milk? Sesame Street	https://www.youtube.com/watch?v=6lWnl7v9gGY	<p>L.O. To compare capacity</p> <p>Success Criteria</p>	<p>Provide the children with some bowls or cups and a selection of different sized spoons and ladles.</p> <p>As a class, investigate how many small spoons it takes to fill their container. How many large spoons? How many ladles? Which sized spoon was the best? Why?</p> 	<p>In a small group, provide each child with a cup. Ask them to make their cup full, make it empty, nearly full, nearly empty, about half full.</p> <p>Can they find a container which holds more than their cup? Can they find one which holds less?</p>	<p>Size Shape Investigate Large Big Small Little Full Empty More Less</p>	<p>What does full mean? What does empty mean?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p>

