**School name: MATHS PLANNING YEAR B**

**BRONZE**

**Teacher: Class: Year: Term: Spring 1 Week Commencing: Week 4**

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| **Topic:** Growing 6, 7, 8 | | | Early Learning Goals  Pupils should be taught to: - count reliably  - Place numbers in order  - Which number is one more and one less  - solve problems through sharing | | | | | | |
| **Day** | **Mental/Oral Starter** | | | **Main Lesson** | | | | **Plenary** | **Assessment** |
|  | **Objectives** | **Activity** | | **Objectives** | **Teaching** | **Activities** | **Key Vocabulary** | **Activity** |  |
| **Mon** | Show the number 6 | <https://www.youtube.com/watch?v=anYJvL9kZoU> | | **L.O.** To represent six and seven  **Success Criteria** | Using big ladybirds, use counters to add 6 spots to the other ladybirds.  Can you find more than one way to do it? | How many colours do you see in the rainbow?  Can you paint a rainbow with 7 colours?  Can you write the number 7?  **SEN – L.O.** | Six  Seven | How many legs are there on two dogs? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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| **Tues** | Show the number 7 | <https://www.youtube.com/watch?v=PfEqSjgW4tk> | **L.O.** To represent six, seven and eight  **Success Criteria** | Count out 6 cubes with the children and then cover them  so they can’t be seen.  Add one or two more cubes. How many are there now?  What if we took one or two cubes away?  Encourage the children to make jottings or to use their  fingers to help them solve the problem. | How many colours do you see in the rainbow?  Can you paint a rainbow with 7 colours?  Can you write the number 7?  **SEN – L.O.** | Six  Seven  Eight  More  Less  Add  Take Away | How many legs are there on a spider? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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| **Wed** | Make a pair | <https://www.youtube.com/watch?v=CWlXnLlyXpY> | **L.O.** To make pairs  **Success Criteria** | Collect a basket/feely bag of small items in pairs – have enough items for each child to have one. (pencils, cubes, animals, balls etc)  As the children come into the  classroom ask them to collect one item from the basket.  When all the children have arrived, ask them to find who has the same and sit together in a pair. | Provide a set of cards with different  representations of the numbers to 8.  Play pair  games with the children. Match the items up. Are there any odd ones out?  **SEN – L.O.** | Pairs  Match  1-8  Odd One Out | What else comes in pairs? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |

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| **Thurs** | 1, 2 buckle my shoe | <https://www.youtube.com/watch?v=C90X4gKq-jI> | **L.O.** To make pairs  **Success Criteria** | Provide the children with a blue ‘pool’ and 8 fish.  Ask them to arrange the fish into pairs. Ask the children what they notice. Ask the children to arrange their fish  in a different way and to discuss the different compositions of 8 that they notice.  Encourage them to explore the composition of 6 and 7 in a similar way. | Provide a set of cards with different  representations of the numbers to 8.  Play pair  games with the children. Match the items up. Are there any odd ones out?  **SEN – L.O.** | Eight  Pairs  Match  Compositions  Six  Seven  Odd One Out  1-8 | If we have nine fish, will they all every fish have a pair? | **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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