



SILVER

School name: _____

MATHS PLANNING YEAR B

Teacher: _____

Class: _____

Year: _____

1/2

Term: Summer 2

Week Commencing: Week 4



Topic: Consolidation : Addition and Subtraction

NC Links

Pupils should be taught to:

- Add by counting on
- Find and make number bonds
- Add by making ten.
- Solve four operation problems.
- Subtraction not crossing 10
- Subtraction crossing 10
- Related Facts
- Compare number sentences.

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	To be able to recall my times tables	TMM Children to complete activities linked to 5 times tables (See Slides)	<p><u>L.O. To be able to subtract (Not crossing 10)</u></p> <p>I must build on my language of subtraction.</p> <p>I should be able to understand the use of zero.</p> <p>I could use a whole part model to reinforce number bonds to 20.</p>	Children build on the language of subtraction, recognising and using the subtraction symbol within 20. The use of zero is important so children know that when nothing is taken away, the start number remains the same or when the whole group is taken away, there will be nothing left. Children will	<p>BARE: Children to subtract with an adult support.</p> <p>ARE: Children to complete page 36 subtraction facts 2. Target your maths.</p> <p>AARE: Children to complete page 39 subtraction facts 2. Target your maths.</p>	<p>Add</p> <p>More than</p> <p>Count on</p> <p>Total</p> <p>How many</p> <p>Tens frame</p> <p>Plus</p> <p>Make</p> <p>Addition</p> <p>More</p> <p>Total</p> <p>Subtract</p> <p>Take away</p> <p>Solve</p> <p>Explain</p> <p>Reason</p>	First there were 9 sheep. Then they all ran away. How many sheep are left? Use ten frames and counters to represent the sheep.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p>

				also use the part-whole model alongside practical equipment to reinforce number bonds within 20.				EAL
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Tues	To be able to recall my <u>2 times tables</u>	Children to complete activities linked to 5 times tables (See Slides)	<p><u>L.O. To be able to reason and problem solve.</u></p> <p>I must be able to work through a particular problem.</p> <p>I should be able to explain my thinking and show my reasoning.</p> <p>I could investigate different ideas linked.</p>	<p>Explain to the children that we will be working on out reasoning and problem solving skills. As a class work through the problem together.</p> <p>There are 16 biscuits on a plate. Mo eats 5 of them. Complete the sentences. First there were ___ biscuits. Then ___ were eaten. Now there are ___ biscuits. $16 - 5 = \underline{\quad}$</p> <p>Work through the problem together and begin to solve together.</p>	<p>BARE: Children to subtract with an adult support.</p> <p>ARE: Children to complete subtraction Problems. Target your maths. Page 37</p> <p>AARE: Children to complete subtraction Problems. Target your maths. Page 40.</p>	<p>Add More than Count on Total How many Tens frame Plus Make Addition More Total Subtract Take away Solve Explain Reason</p>	How many ways can you complete this number sentence? Use the number line to help you	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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Wed	To be able to recall my Number Bonds to 100	TMM Children to complete activities linked to Number bonds to 100 (See Slides)	L.O. To be able to <u>subtract (crossing 10)</u> I must build on my language of subtraction. I should be able to understand the use of zero. I could use a whole part model to reinforce number bonds to 20.	Explain to the children that they will continue to build upon their subtraction skills and will now look at crossing 10. Model some examples for the children and work through them together.	BARE: Children to subtract with an adult support. ARE: Children to complete page 37 subtraction facts 2. Target your maths. AARE: Children to complete page 41 subtraction facts 2. Target your maths.	Add More than Count on Total How many Tens frame Plus Make Addition More Total Subtract Take away Solve Explain Reason	How can you partition a number to help you subtract? How does using the counters help you to see this strategy? How does using a number line help you to see this strategy? Can you think of another way to represent this problem?	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs	To be able to recall my 2 times tables	TMM Children to complete activities linked to 2 times tables (See Slides)	<p>L.O. To be able to reason and problem solve.</p> <p>I must be able to work through a particular problem.</p> <p>I should be able to explain my thinking and show my reasoning.</p> <p>I could investigate different ideas linked.</p>	<p>Explain to the children that we will be working on out reasoning and problem solving skills. As a class work through the problem together.</p> <p>Complete and write addition and subtraction sentences for each bar model. Can you use the numbers 8, 7 and 15 to make a bar model? Can you write addition and subtraction sentences for this bar model?</p> <p>Work through the problem together and begin to solve together.</p>	<p>BARE: Children to subtract with an adult support.</p> <p>ARE: Children to complete subtraction Problems. Target your maths. Page 38</p> <p>AARE: Children to complete subtraction Problems. Target your maths. Page 40.</p>	<p>Add More than Count on Total How many Tens frame Plus Make Addition More Total Subtract Take away Solve Explain Reason</p>	<p>Circle the addition and subtraction number sentences that match the ten frames</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Fri	To be able to recall my <u>5 times tables</u>	TMM				Add More than Count on Total How many Tens frame Plus Make Addition More Total Subtract Take away Solve Explain Reason		<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>