**School name: MATHS PLANNING YEAR A**

**SILVER**

**Teacher: Class: Year: 1/2 Term: Summer 2 Week Commencing: Week 4**

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| Topic: Consolidation Four operations. | NC LinksPupils should be taught to:• Add by counting on* Find and make number bonds
* Add by making ten.
* Solve four operation problems.
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| **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 | TMMChildren to complete activities linked to 5 times tables (See Slides) | L.O. To be able to count on from a given number.I must be able to count forwards.I should be able to count forwards from any given number.I could use my knowledge to work with larger numbers. | Explain to the children that we will be revising and consolidating the four operations. Today we will begin by looking at addition. Explain to the children they will begin counting on from the biggest number. Provide children with some examples on the board and remind the children how to count on from a given number.  | BARE: Children to count on from a given number. Children to work with adult support and ensure concrete materials are available.ARE: Children to count on and add from a given number. Children to have concrete objects use numbers within 50.AARE: Children to count on and add from a given number. Children to have concrete objects use numbers within 100. | AddMore thanCount onTotalHow manyTens framePlusMakeAdditionMoreTotal | Eva has 13 prize tokens. She wins 5 more. How many prize tokens does Eva have now? | **Exceeding ARE:****At ARE:** **Below ARE:****SEND****PPG****EAL** |

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| **Day** | **Mental/Oral Starter** | **Main Lesson** | **Plenary** | **Assessment** |
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| **Tues** | To be able to recall my 2 times tables | TMMChildren to complete activities linked to 2 times tables (See Slides) | L.O. To be able to find and make number bonds.I must know number bonds to 190I should be able to use my knowledge of number bonds to 10 to form number bonds to 20.I could look at larger number bonds. | Children see that working systematically helps them to find all the possible number bonds to 20. They will use their knowledge of number bonds to 10 to find number bonds to 20. Using examples such as, 7 + 3, 17 + 3 or 7 + 13 encourages children to see the link between bonds to 10 and bonds to 20 and reinforces their understanding of place value. What strategy could you use to make sure you find all the number bonds? What number bond can we see? How does this help us find the number bond to 20? How does knowing your number bonds to 10 help you to work out your number bonds to 20? | **Investigation**BARE: Children To work systematically to find all their number bonds to 10. Children then investigate finding their number bonds to 20.ARE: Children To work systematically to find all their number bonds to 10. Children then investigate finding their number bonds to 20.AARE: Children to work systematically to find all their number bonds to 20. Children then investigate finding their number bonds to 200 | AddMore thanCount onTotalHow manyTens framePlusMakeAdditionMoreTotal | Continue the pattern to find all the number bonds to 12 How do you know you have found them all? | **Exceeding ARE:****At ARE:** **Below ARE:****SEND****PPG****EAL** |

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| **Wed** | To be able to recall my Number Bonds to 100 | TMMChildren to complete activities linked to Number bonds to 100 (See Slides) | L.O. To be able to solve addition number problems.I must be able to add to numbers within 50.I should be able to add to numbers within 100.I could write my own addition number story. | Explain to the children that we will be solving different number problems today and using our knowledge of addition to help us solve these problems. Model a number problem for the children to solve. Work through the problem together. Discuss the vocab used. Underline the important info. | **BA:** Children to complete Target your maths page 21 Addition word problems. Children to complete section A.**ARE:** Children to complete Target your maths page 21 Addition word problems.Children to complete section A and B**AARE:** Children to complete Target your maths page 21 Addition word problems.Children to complete section A and B and C | AddMore thanCount onTotalHow manyTens framePlusMakeAdditionMoreTotal | Use equipment to represent each of the calculations below. What is the same? What is different? 7 + 3 = 10 17 + 3 = 20 20 = 7 + 13 Explain your thinking | **Exceeding ARE:****At ARE:** **Below ARE:****SEND****PPG****EAL** |

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| **Thurs** | To be able to recall my 2 times tables | TMMChildren to complete activities linked to 2 times tables (See Slides) | L.O. To be able to solve addition number problems.I must be able to add to numbers within 50.I should be able to add to numbers within 100.I could write my own addition number story. | Continued…. Explain to the children that we will be solving different number problems today and using our knowledge of addition to help us solve these problems. Model a number problem for the children to solve. Discuss the vocab used. Underline the important info. | BARE: Children to complete addition problems two in Target your maths Section A.ARE: Children to complete addition problems two in Target your maths Section A and BAARE: Children to complete addition problems two in Target your maths Section A and B and C | AddMore thanCount onTotalHow manyTens framePlusMakeAdditionMoreTotal | True or false? There are double the amount of numbers bonds to 20 than there are number bonds to 10 Prove it – can you use a systematic approach? | **Exceeding ARE:****At ARE:** **Below ARE:****SEND****PPG****EAL** |

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|  | **Objectives** | **Activity** | **Objectives** | **Teaching** | **Activities** | **Key Vocabulary** | **Activity** |  |
| **Fri** | To be able to recall my 5 times tables | TMM | Assessment  |  |  | AddMore thanCount onTotalHow manyTens framePlusMakeAdditionMoreTotal |  | **Exceeding ARE:****At ARE:** **Below ARE:****SEND****PPG****EAL** |

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