

Gold

Margaretting C of E Primary School Maths Planning

Teachers: Mrs Gozel and Mrs Elliott

Class: EYFS

Term: Summer 1

Week Commencing: 09/05/22

		<u>Early Learning Goals (and Development Matters)</u>						
<u>Topic:</u> First, then, now Taking away		Pupils should be taught to: Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity						
	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	Five Little Monkeys	https://www.youtube.com/watch?v=7VuCLO35jFg	L.O. To understand taking away using concrete resources	Ask the children to show you five fingers. Then ask them to show you 4. Prompt them to notice that one less is the same as taking away one. Repeat for different numbers. Extend to taking away 2 fingers or 3 noticing how many are left each time. Continue this task using concrete resources (cubes, beads, counters).	In groups of three, each child starts with 6 cubes. They roll a 1-3 dice and pass the corresponding number of cubes to the person on the their left. The winner is the first person to give away all of their cubes. Encourage the children to count how many they have left as they pass on their cubes.	0-10 One less Taking away Adding Subtracting How many left?	Write a take-away sum on a whiteboard. Can the children use the resources to work out the answer?	Exceeding ARE: At ARE: Below ARE: Far Below:

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Tues	Five Little Ducks	https://www.youtube.com/watch?v=pZw9veQ76fo	L.O. To use music to practice taking away sums	<p>As a class, sing ten little monkeys but cater it to your class. Ask all the children to stand up and be little monkeys jumping up and down. Sing the song together and remove a child each time one falls off.</p> <p>Use language like one less and taking away one. Encourage children to both count and subtract to see how many are left.</p>	<p>In groups of three, each child starts with 6 cubes. They roll a 1-3 dice and pass the corresponding number of cubes to the person on their left. The winner is the first person to give away all of their cubes. Encourage the children to count how many they have left as they pass on their cubes.</p>	<p>0-10 One less Taking away one Count carefully How many left? Add Take away Altogether</p>	<p>One little monkey has just jumped on the bed? How many are on the bed now?</p>	<p>Exceeding ARE: At ARE: Below ARE: Far Below:</p>

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Weds	Ten Green Bottles	https://www.youtube.com/watch?v=T0o0Qv7oHvw	L.O. To use first then and now maths stories for taking away sums.	<p>Use first, then and now to tell simple maths stories to practise taking away in familiar contexts.</p> <p>Set up a bus of chairs for children to sit on. Create a maths story.</p> <p>First there were 5 people on the bus.</p> <p>Then 2 people got off the bus.</p> <p>Now there are 3 people on the bus.</p> <p>Use the Ten Frame Smarts to represent these scenarios.</p>	<p>Children will complete this task in pairs.</p> <p>One child picks a number card and counts out the corresponding number of items. Then they must close their eyes and their partner takes some of the items and hides them in their hand.</p> <p>The first player then has to work out how many coins have been stolen.</p> <p>Challenge: Can they make each game into a written subtraction sentence?</p>	First Then Now Take away Altogether How many left? Ten Frame 0-10	First there were 13 children in the classroom Then 5 people went outside with Mrs Shorey Now there are how many children left in the classroom.	Exceeding ARE: At ARE: Below ARE: Far Below: *PPG <u>SEN EAL</u>

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Thurs	Number Bonds to Five	https://www.youtube.com/watch?v=8hD26XpuUCc	L.O. To practice addition and subtraction.	<p>Draw a giant 'drainpipe' outdoors. Children choose to be either the sun or the rain. Sun will move up the pipe and add numbers. Rain will move down the drainpipe and subtract numbers.</p> <p>Each group takes it in turns to throw the dice and move the spider up or down the drainpipe according to their role. They use giant dice with dots to determine how many jumps to take and direct the 'spider' who counts each jump after landing.</p> <p>Use questions like: Where are you now? How many jumps did you take? Why did the sun win, do you think? You've thrown two – what do you have to do now? How many more steps have you got to go? You've thrown three – will that get you to the end? How many turns do you think you will need to get to the end? What do you think will happen? Why?</p>	<p>Children in pairs - One child picks a number card and counts out the corresponding number of items. Then they must close their eyes and their partner takes some of the items and hides them in their hand.</p> <p>The first player then has to work out how many coins have been stolen.</p> <p>Challenge: Can they make each game into a written subtraction sentence?</p>	Add Take away Subtract 0-10 How many	Allow children to play this game independently in continuous provision time.	Exceeding ARE: At ARE: Below ARE: Far Below: <i>*PPG SEN</i> <u>EAL</u>

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	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Friday			<u>L.O.</u> <u>Success criteria:</u>		SEN - <u>L.O.</u>		Exceeding ARE: At ARE: Below ARE: Far Below: *PPG SEN <u>EAL</u>	