SILVER

Teacher: **Class:**   **Year: 1/2**   **Term: Autumn 1**   **Week Commencing: Week 6**

LIFE
Education
Trust

Topic Place Value	**NC Links:** Pupils should be taught to: • Sort count and represent objects Y1 • Count forwards to 10 (Y1) • Count backwards from 10 (Y1) • Count Forwards and backwards from 20 (Y 1) • Count forwards and backwards to 100 (Y2) • Represent numbers to 100 (Y2) • Tens and ones(Y2)						
Day	**Mental/Oral Starter**		**Main Lesson**				**Plenary**	**Assessment**
	Objectives	**Activity**	**Objectives**	**Teaching**	**Activities**	**Key Vocabulary**	**Activity**	
Mon	<u>To be able to recall my 2 times tables and related number facts.</u>	TMM 2 Times Tables	<u>L.O. To be able to represent numbers in different ways.</u> Success Criteria: I must understand a part whole model. I should be able to complete number sentences using mathematical symbols. I could explain how I have represented numbers in different ways.	Explain to the children that we have now looked at many different ways of representing numbers. Recap all the different ways that the numbers can be represented. Discuss pictures, part whole model, number sentences and number lines. Model each one for the children to remind them. Explain to the children that they will now represent the numbers in three different ways. Model the first	**BARE:** Children to represent numbers in different ways using template provided (numbers to 10). **ARE:** Children to represent numbers in different ways using template provided (numbers to 20). **AARE:** Children to represent numbers in different ways using template provided (numbers to 100).	Tens Ones Zero Whole Number Count Up Forwards/backwards Digit Sort Groups Objects More Than Less Than Different Same	Show children different numbers on the IWB how many ways can you represent these numbers? Can you explain your answer?	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

					one for the children.				
					SEND: Children to represent numbers in different ways using template provided (numbers to 5).				

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Tues	To be able to recall my 2 times tables and related number facts.	TMM 2 Times Tables	L.O. To be able to complete addition number sentences using a part whole model. Success Criteria: I must be able to use correct mathematical language. I should be able to represent the number in many different ways. I could think about division number stories.	Recap what is the part whole model. How can we represent numbers? Show children all the different ways that numbers can be represented. Look at a part whole model, look at a number line and show children the pictures. Show children a number and ask them how many different ways we can represent this number. Explain to the children that we are looking at addition number sentences. Model how to create a number	**BARE:** Children to complete part whole model practically. **ARE:** Children to complete page 43 and 53 of Maths No Problem book. **AARE:** Children to complete Page 37 of Maths No Problem book. **SEND:** Children to complete part whole model practically extending to 10.	Tens Ones Zero Whole Number Count Up Forwards/backwards Digit Sort Groups Objects More Than Less Than Different Same	Look at the whole part model. What can you tell me about this model? What information does this model tell you?	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG**

				sentence using mathematical language.				EAL

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	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Wed	<u>**To be able to recall my 2 times tables and related number facts.**</u>	**TMM** **2 Times Tables**	<u>**L.O. To be able to complete subtraction number sentences using a part whole model.**</u> Success Criteria: I must be able to use correct mathematical language. I should be able to represent the number in many different ways. I could think about division number stories.	Explain to the children we will continue to look at number sentences. Recap the addition number sentences and the correct mathematical language. Explain to the children that they will be looking at subtraction number sentences today. Model a subtraction number sentence.	**BARE:** Children to complete part whole model practically. **ARE:** Children to complete page 59 and 60 of Maths No Problem book. **AARE:** Children to complete page 47 of Maths No Problem book. **SEND:** Children to complete part whole model practically extending to 10.	Tens Ones Zero Whole Number Count Up Forwards/backwards Digit Sort Groups Objects More Than Less Than Different Same	Children to be shown a model. Can you identify all the subtraction number sentences? Explain your answer.	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

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Thurs	To be able to recall my 2 times tables and related number facts.	TMM 2 Times Tables	L.O. To be able to create number sentence stories based on pictures. Success Criteria: I must be able to use correct mathematical language. I should be able to represent the number in many different ways. I could think about division number stories.	Now that the children are confident in the use of number sentences and part whole models they will now begin to look at number stories. What is a number story? Model for the children a number story against a picture. Children to make up a number story on the IWB model together as a class.	BARE: Children to be given template to create a number sentence story. ARE: Children to be given template to create a number sentence story. AARE: Children to be given pictures to create a number sentence story. SEND: Children to complete the template. Children to fill in the missing numbers.	Tens Ones Zero Whole Number Count Up Forwards/backwards Digit Sort Groups Objects More Than Less Than Different Same	Write a number story for this whole part model.	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL