

**School name: MATHS PLANNING YEAR B** 



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

Topic NC Links: Place Value

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



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



		sentence using mathematical language.		EAL

Day	Mental/Oral	Starter		Main	Lesson		Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Wed	To be able to recall my 2 times tables and related number facts.	TMM 2 Times Tables	Cobjectives L.O. To be able to complete subtraction 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.	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.	Activities  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 page 47 of maths No Problem book.	Tens Ones Zero Whole Number Count Up Forwards/backwards Digit Sort	Activity  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



Day	Mental/Oral	Starter		Mair	Lesson		Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs	To be able to recall my	TMM	L.O. To be able to	Now that the	BARE:	Tens	Write a number	Exceeding
	2 times tables and	2 Times Tables	create number	children are	Children to be	Ones	story for this	ARE:
	related number facts.		sentence stories	confident in the	given template to	Zero	whole part	
			based on	use of number	create a number	Whole Number	model.	
			pictures.	sentences and	sentence story.	Count Up		A4 ADE
				part whole		Forwards/backwards		At ARE:
			Success Criteria:	models they will	ARE:	Digit		
				now begin to look	Children to be	Sort		
			I must be able to	at number	given template to	Groups		
			use correct	stories. What is a	create a number	Objects		Below ARE:
			mathematical	number story?	sentence story.	More Than		20.01.71.12.
			language.	Model for the		Less Than		
				children a	AARE:	Different		
			I should be able	number story	Children to be	Same		
			to represent the	against a picture.	given pictures to			
			number in many	Children to make	create a number			SEND
			different ways.	up a number	sentence story.			02.12
				story on the IWB				
			I could think	model together	SEND:			
			about division	as a class.	Children to			
			number stories.		complete the			
					template.			
					Children to fill in			PPG
					the missing			
					numbers.			
								EAL