



SILVER

School name: _____

MATHS PLANNING YEAR B

Teacher: _____

Class: _____

Year: _____

1/2

Term: Spring 1

Week Commencing: Week 1



Topic: Multiplication and Division	<p><u>NC Links</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Make arrays • Make equal groups • Redistribute from unequal to equal groups. • Add equal groups • Multiplication sentences using x • Multiplication sentences from pictures • Make equal groups • Use arrays • Make doubles • 2x, 5 x and 10x
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	<u>To be able to recall my 5 times tables.</u>	TMM Children to complete activities linked to 5 times tables	<p><u>L.O. To recognise equal groups.</u></p> <p>Success Criteria:</p> <p>I must be able to understand what is meant by the word equal.</p> <p>I should be able to count how many equal groups I have.</p> <p>I could look at the related multiplication fact and discuss this.</p>	<p>Look at groups with the children and discuss if the group is equal or not. Explain to the children how many groups there are. As a class count the groups together. Now as a class, the children should be able to identify how many in each group. Model together as a class.</p>	<p>BARE: Children to play the recognising equal groups Loto game (see template).</p> <p>ARE: Children to play the recognising equal groups game with counters (see template).</p> <p>AARE: Children to work on dividing objects into equal groups.</p>	<p>Equal</p> <p>Unequal</p> <p>Sort</p> <p>Groups</p> <p>Objects</p> <p>Balanced</p> <p>More Than</p> <p>Less Than</p> <p>Different</p> <p>Same as</p> <p>Odd</p> <p>Even</p> <p>Divide</p> <p>Share</p> <p>multiplication</p>	<p>Show children a division question and ask them to correspond with the appropriate related multiplication fact.</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	
Tues	<u>To be able to recall my 2 times tables.</u>	TMM Children to complete activities linked to 2 times tables	<p><u>L.O. To be able to make equal groups.</u></p> <p>Success Criteria:</p> <p>I must be able to understand what is meant by the word equal.</p> <p>I should be able to count how many equal groups I have.</p> <p>I could look at the related multiplication fact and discuss this.</p>	<p>Discuss equal groups with the children. As a class on the IWB invite children to tick if the groups are equal and cross if the groups are unequal. Discuss with the class why the groups are equal. Encourage use of mathematical language and ask the children to count how many in each group. Encourage the HA children to think about odd and even numbers. Are the groups odd or even?</p>	<p>BARE: Using cubes children to make equal groups of 2 with the support of an adult. Children to work as a group to complete this.</p> <p>ARE: Using cubes children to solve the number sentences to make equal groups of 2.</p> <p>AARE: Using cubes children to solve the number sentences to make equal groups 2 and 3. Discuss how times tables can support them.</p>	<p>Equal Unequal Sort Groups Objects Balanced More Than Less Than Different Same as Odd Even Divide Share Multiplication</p>	<p>Invite a child to the front of the class and ask the children to teach the class. What have we been learning today? Are the groups equal or unequal?</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 Activity	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary		
Wed	<u>To be able to recall my number bonds to 100.</u>	TMM Children to complete activities linked to number bonds to 100	<p><u>L.O. To be able to add equal groups.</u></p> <p>Success Criteria:</p> <p>I must be able to understand what is meant by the word equal.</p> <p>I should be able to count the equal groups accurately.</p> <p>I could discuss the related multiplication fact.</p>	<p>Look at the slides on the IWB together show children the pictures and explain that they will need to find the total of the equal groups by adding.</p> <p>Look at bicycle wheels as an example. Children will need to do $2 + 2 + 2 + 2$. The Encourage the HA children to think about the related multiplication fact. What do you think $2 + 2 + 2 + 2$ could be the same as? Model a few picture examples to the children and work through them together as a class.</p>	<p>BARE: Children to look at the pictures with support begin to write the repeated addition.</p> <p>ARE: Children to write the repeated addition.</p> <p>AARE: Children to write the repeated addition and the related multiplication. Children can look at checking the calculation using the inverse.</p>	<p>Equal Unequal Sort Groups Objects Balanced More Than Less Than Different Same as Odd Even Divide Share multiplication</p>	<p>Show children the related multiplication. Can you complete the repeated addition number sentence?</p>	<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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	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary		
Thurs	<u>To be able to recall my 2 times tables.</u>	TMM Children to complete activities linked to 2 times tables	<p><u>L.O To be able to write multiplication sentences using the x symbol.</u></p> <p>Success Criteria:</p> <p>I must be able to use the x symbol to write a x number sentence.</p> <p>I should be able to count the groups and the total accurately.</p> <p>I could begin to solve more complex multiplication problems.</p>	<p>Explain to the children that we will be writing multiplication sentences using the x symbol. Children will look at the picture together and discuss how many groups. Children will then discuss how many in each group and count the total. Model for the children how to create a multiplication number sentence from this. The children will be solving some problems in the lesson today. Look at the problem together and discuss. Work through the problem as a class, identifying the answers together.</p>	<p>BARE: Children to work with teddies, animals and to make different sets of groups. On white boards children to create a multiplication number sentence.</p> <p>ARE: To complete the Building Bricks Multiplication (see template).</p> <p>AARE: Children to complete multiplication as repeated addition. Children to count the pictures to find a total.</p>	<p>Equal Unequal Sort Groups Objects Balanced More Than Less Than Different Same as Odd Even Divide Share multiplication</p>	<p>Children to look at the inverse. How do we check the calculation?</p>	<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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Fri	<u>To be able to recall my 5 times tables.</u>	TMM Children to complete activities linked to 5 times tables	<p><u>L.O. To be able use my knowledge to solve problems.</u></p> <p>Success Criteria:</p> <p>I must be able to read the question carefully.</p> <p>I should be able to circle important information.</p> <p>I could use my knowledge of my times tables to support me.</p>	<p>Introduce the children to assessment questions. Work through the question with the children and explain that this has all been covered in the week. Show the children how to circle important information.</p> <p>Work together to solve the question.</p>	<p>Mixed Ability Pairs:</p> <p>Provide children with their own assessment questions to work on (see template).</p>	<p>Equal Unequal Sort Groups Objects Balanced More Than Less Than Different Same as Odd Even Divide Share multiplication</p>	<p>Take a question from the assessment paper and work through their answers together. Discuss what knowledge they needed to solve the problem.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>