



SILVER

School name: \_\_\_\_\_ MATHS PLANNING YEAR B



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: 1/2

Term: Spring 2

Week Commencing: Week 2

Topic: Statistics

**NC Links**

Pupils should be taught to:

- Make Tally charts
- Draw Pictograms
- Interpret Pictograms
- Block Diagrams
- Numbers to 50
- Represent numbers to 50
- One more one less
- Compare numbers within 50
- Count in 2s
- Count in 5s

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	<u>To be able to recall my times tables.</u>	<b>TMM</b> Children to complete activities linked to 5 times tables (see slides)	<u>L.O. To be able to form a tally chart.</u>  Success Criteria:  I must be able to count in 1s.  I should be able to count in 5s.  I could discuss data and what it means.	Introduce the children to a tally chart. Show the children a tally chart table on the IWB. What do you think a tally chart can show us? Discuss the tallies and explain how the data can tell us a story (see IWB).	<b>BARE:</b> Children to complete the tally worksheet counting the animals and forming tallies.  <b>ARE/AARE:</b> All children to complete a tally chart using the template provided (see template) Children to collect data on favourite food.	Tally Chart Table Diagram Groups Topics Data Same different More Less Pictogram Block diagram symbols	Show children the finished tally tables. Look at the data together and count the tallies (in 5s)	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

Day	Mental/Oral Starter		Main Lesson				Plenary Activity	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary		
Tues	<u>To be able to recall my 2 times tables.</u>	TMM Children to complete activities linked to 2 times tables (see slides)	<u>L.O. To be able to interpret a pictogram table.</u>  Success Criteria:  I must be able to read questions carefully.  I should be able to count.  I could discuss the titles and what they mean.	Work through the power point with the children and explain that pictograms are a way of showing information from a frequency table. Begin by showing how symbols can represent a number. Complete together as a class. Now move on to explain that some symbols can be halved. Explain that the key shows two children represented by a picture. If we show half of this picture then this would represent one child.	<b>BARE:</b> Children to interpret the pictogram information and answer the questions. Differentiated data.  <b>ARE:</b> Children to interpret the pictogram information and answer the questions. Differentiated data.  <b>AARE:</b> Children to interpret the pictogram information and answer the questions. Differentiated data.	Tally Chart Table Diagram Groups Topics Data Same different More Less Pictogram Block diagram symbols	Look through the data together and work through the answers together.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

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 (see slides)	<u>L.O. To be able to interpret a pictogram table.</u>  Success Criteria:  I must be able to read questions carefully.  I should be able to count.  I could discuss the titles and what they mean.	Explain to the children that we will continue with what we began yesterday in maths. We will continue to interpret data on a pictogram. Discuss with the children what they can remember from the lesson yesterday. Work through the data together as a class and discuss the answers.	<b>BARE:</b> Children to interpret the pictogram information and answer the questions. Differentiated data.  <b>ARE:</b> Children to interpret the pictogram information and answer the questions. Differentiated data.  <b>AARE:</b> Children to interpret the pictogram information and answer the questions. Differentiated data.	Tally Chart Table Diagram Groups Topics Data Same different More Less Pictogram Block diagram symbols	Look through the data together and work through the answers together.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

Day	Mental/Oral Starter		Main Lesson				Plenary Activity	Assessment
	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 (see slides)	<u>L.O. To be able to draw a pictogram table.</u>  Success Criteria:  I must be able to read questions carefully.  I should be able to count.  I could discuss the titles and what they mean.	Explain to the children that they are going to use their data to create their very own pictogram table. Look at the data collection sheet together and children to decide as a class what they will collect data about. As a class collect the data together and model how to create a pictogram.	<b>BARE:</b> Children to use the data to create a pictogram.  <b>ARE:</b> Children to collect data and create a pictogram.  <b>AARE:</b> Children to collect data and create a pictogram. Children to compose questions for their data.	Tally Chart Table Diagram Groups Topics Data Same different More Less Pictogram Block diagram symbols	Children to now look at block diagrams and begin to discuss the difference between a block diagram and a pictogram.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

Day	Mental/Oral Starter		Main Lesson				Plenary Activity	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary		
Fri	<u>To be able to recall my 5 times tables.</u>	TMM 5 Times Tables	Assessment	Explain to the children that we will be assessing that we have learnt.	Children to complete assessment.	Tally Chart Table Diagram Groups Topics Data Same different More Less Pictogram Block diagram symbols	Discuss the assessment with the children and work through the answers.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>