Maths planning Week 9 term 1

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| --- | --- | --- | --- | --- | --- | --- |
| Names | M | T | W | Th | F | WALT |
| Maths Vocab:more thanless than | PROBLEM SOLVING(in modelling book) | \*Introduce Maths dictionaryMore than | Problem Solving-trial of the cycle: Bob has some stickers; he knows he has more than Mary. If between them they have 8 stickers, how many might each of them have? |  |  |  |
| Whole Class | Share problemDefine: What information do we have? What do we need? What is it asking us to do? Can you describe it in your own words?Decide: What equipment will you use? How will you record what you are doing as you work it out? | Create a class definition of what ‘more than’ means.Create a picture illustrating the idea. | Share problemDefine: What information do we have? What do we need? What is it asking us to do? Can you describe it in your own words?Decide: What equipment will you use? How will you record what you are doing as you work it out? |  |  | Work with a buddy, following buddy thinking rules to solve problems.Solve problems using different addition strategies. |
| FU from whole class | Do it: Why did you decide to do it this way? Is it like anything else you have done before? Can you talk me through what you have done so far? What else is there to do? | With buddies, go and complete a page of their math dictionary following the format, for ‘ more than’. | Do it: Why did you decide to do it this way? XTN: What would change if there were 12 stickers? Can you talk me through what you have done so far? What else is there to do? | 3 digit # check – who can write: (names) |  |  |
| Session 1: | Plenary: Can you describe your method to us? Can you explain why that worked?How did you check it?What could you do differently next time?What if there was another duckling?  | \*namesTens frames flash cards, ‘competition’.Send off to test each other in pairs. | Plenary: Can you describe your method to us? Can you explain why that worked?How did you check it?What could you do differently next time? | ( Names)Nelson Maths – building mental strategies – counting on. Link to head and hand, drawing head and hand on whiteboards, hiding the first group then dropping beans into a box as you count them, etc. Ask, what can we do here? |  | WALT add in different ways, not counting from one. |
| Session 2: |  | S Cosdibbrc |  | As chn demonstrate understanding, teach them KC game. |  |  |
| Notes, Keeping Clever box additions | Not this week next, save problem for next week. | \*S will still order numbers backwards from 10, but is more consistently correct.  | \*Move blue ordering to KC box. Intro ordering sequence of numbers next week. | a digit dice and a dot dice – throw. Digit is ‘head’ number add on dots by counting on. |  | Counting on demonstrated by: (names) |
| Basic Facts: | Pocket facts on whiteboards. | Pocket facts on whiteboards. | Pocket facts on whiteboards. | Pocket facts as flash cards | Partner pocket facts |  |
| Matching number to pattern: (names) |  Groupings within 5: (Names) | Groupings within 10:(names) | Doubles to 20:(names) | Subtraction to 5:(Names) |  |  |