

Myton Park Primary School		Reception		Mrs Roberts/Mrs Hargrave		Maths Weekly Plan		Term 1 w.b. - 16.01.17		Week 2		
Monday <i>Counting (Number for this week)</i>		Tuesday <i>Number (Counting for this week)</i>		Wednesday <i>Shape, Space and Measures</i>		Thursday <i>Number</i>		Friday <i>Writing Numbers</i>				
Objective	I am learning to add 2 single digit numbers. (by 60 months).		I am learning to use block graphs. (by 48 months).		I am learning to measure the length of objects. (by 60 months)		I am learning to use pictures to represent data. (by 48 months).		I am learning to subtract 2 single digit numbers. (by 60 months).			
	I am learning to find a total number of two groups of objects. (by 60 months).		I am learning to use tally charts to create a block graph. (by 48 months)		I am learning to compare lengths. (by 60 months)		I am learning to use marks to create my own tally chart. (by 48 months)		I am learning to take away from two groups of objects. (by 60 months).			
			I am learning to use my knowledge of counting to create a tally chart. (by 54 months).				I am learning to use my knowledge of counting to create a tally chart. (by 54 months).					
	(G/B) - Recap numbers to 10/20. Show two groups of objects- how can I find out how many I have altogether? (count them). Repeat using different numbers. Use vocab- altogether, how many, total, add, count, more/bigger number when we add.		Computing input- see below.		KS (G/B): Using the children - who is the tallest/shortest. How can we measure the height? Look at different ways of measuring - using a ruler, string, cubes, hands, feet.		Computing input- see below.		KS (G/B) When we add the number gets bigger and when we subtract the number gets smaller. Using objects show 2 - 1 = Repeat 3-1 =, 4-1= etc Then 4-2= Model physically taking the objects away and counting how many are left.			
	(O/R/Y) - Use the Numicon to show two single digit numbers. I have 2 and 3 how can I find out how many I have altogether? (discuss various ways - counting the holes, using the pegs, using our fingers, using a number line, mentally). Begin with counting - find totals of various two 2 digit numbers.		(R/Y)- Complete a quick tally chart or use http://www.topmarks.co.uk/Flash.aspx?b=maths/interpretingdata		KH (O/R/Y): Using the children - who is the tallest/shortest. How can we measure the height? Look at different ways of measuring - using a ruler, string, cubes, hands, feet. Which is the most accurate?		O- children to model how to create a tally chart and block graph.		KH (R/O/Y) model subtracting using fingers, objects, Numicon and a number line. Which method do you prefer? Model reading a number sentence and finding an answer using one of the methods.			
Direct Teaching - KS			Look at a completed tally chart. Can you use the data to create block graph-model. (2Graph- Purple Mash)		Y- this is taller than me/this is shorter than me. Can you find something the same height as you?		O- using their tally chart create a block graph using the graph paper and axis.		R/O - Read the number sentences- can they use one of methods (all available on table) to find the answers to the sums.			
	O- to find totals using Numicon. Access to number line to challenge if needed.		R - Make tally chart, filling in own animals.									
Direct Teaching - ER/KH												
Adult Led Activity- ER/KH												
Adult Led Activity- KS												
	Y- to complete the ladybird addition by counting all of the spots. If complete use Numicon to find the total of two numbers.		O/G/B Computers- using 2graph on Purple Mash can you create a block graph using your tally chart data from last week?		G- use the cubes to measure the different lengths B- 1:1 - how long is each caterpillar? Cutting out - tallest to shortest.		R/Y Computers- using 2graph on Purple Mash can you create a block graph using your tally chart data from last week?		Y-Use the Numicon/pegs to find the answers to the subtraction number sentences.			

<p style="text-align: center;">Adult Initiated Activity</p>	<p>R/G- Use the maths equipment to find the total number- they can choose to use fingers, Numicon, objects, number lines. Use numbers/counting/addition in the areas and within their play.</p> <p>B- 1:1 support. Count the two groups of objects, show me the total using the number fan. Can you write the number on a whiteboard?</p>	<p>Y- Make tally chart using the filled in animals.</p>	<p>O- Choose an object to measure. Using the different units to measure the length of the pencil. Can you find your own units (sensible).</p> <p>R- using the different units to measure the length of the pencil. Can you find your own units (sensible).</p>	<p>G-</p> <p>B- counting the people who help us activity. Counting and writing the number. Use number card if needed (number formation).</p>	<p>Using the Numicon and objects to find subtractions.</p> <p>B- use objects to take away different numbers. Numicon if needed- count the pegs/take them away.</p>
<p style="text-align: center;">Continuous Provision</p>	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges. OLP - Shape, Space and Measures</p>	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges. OLP - Shape, Space and Measures</p>	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges. OLP - Shape, Space and Measures</p>	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges. OLP - Shape, Space and Measures</p>	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges. OLP - Shape, Space and Measures</p>
		<p>Computing: Objective I am learning to complete a simple program with support (by 54 months). I am learning to open a program and use it independently (by 60 months). Direct Teaching Activity KH (G/O/B) Create a table to show the children's favourite colour. Model opening 2graph and how to create a block graph using their tally information. Independent Activity Using 2count can you use the data to create a block graph? Can you talk about your graph? Close the programme.</p>		<p>Computing: Objective I am learning to complete a simple program with support (by 54 months). I am learning to open a program and use it independently (by 60 months). Direct Teaching Activity KH (R/Y) Create a table to show the children's favourite colour. Model opening 2graph and how to create a block graph using their tally information. Independent Activity Using 2count can you use the data to create a block graph? Can you talk about your graph? Close the programme.</p>	
<p>Misc. Play dough area - challenge http://www.primarygames.com/math/learnnumbers/ http://www.cookie.com/ https://www.youtube.com/watch?v=1W5aYi3lkho https://www.youtube.com/watch?v=J8mHGqYA564 https://www.youtube.com/watch?v=4_BfQelkyGs http://www.topmarks.co.uk/Flash.aspx?b=maths/interpretingdata</p>					

