

Myton Park Primary School		Reception		Mrs Roberts/Mrs Hargrave		Maths Weekly Plan		Term 1 w.b. - 6.2.17		Week 6		
Monday Counting - starter		Tuesday Number -starter		Wednesday Shape, Space and Measures- starter		Thursday Number- starter		Friday Writing Numbers-starter				
Objective	I am learning to ascribe numbers using place value (by 60 months).  I am learning to ascribe numbers to 10 (by 60 months).		I am learning to use mathematical vocabulary to compare weight. (by 60 months).  I am learning to order two or more objects by weight. (by 60 months)		I am learning to solve problems involving sharing. (by 60 months)  I am learning to share. (by 60 months)		I am learning to use mathematical vocabulary to compare weight. (by 60 months).  I am learning to order two or more objects by weight. (by 60 months)		I am learning to find one more. (by 60 months) I am learning to find one less. (by 60 months) I am learning to recognise and ascribe numbers to 10. (by 60 months)			
	KS (G/B) Recap numbers to 10 - formation/rhyme. Use the Numicon to recognise, order and write numbers to 10- all have a w/b to write numbers?		Computing input- see below.		KS (G/B): What does sharing mean? Show two objects- can I share these out between the group? Would it be fair for two children to have one and not the whole group? How many objects would I need to share them out equally between the whole group?- count how many children altogether.		KS (G/B) Talk about things weighing different amounts- pass the two objects around- can they say which one is the heaviest/lightest? Test using the scales- what will happen?		KS (G/B): Count on a number line 1- 10 (forwards and backwards) point to different numbers. Look at finding one more- use the objects to add one more. Does the number get bigger or smaller?			
Direct Teaching - ER/KH	KH (R/O/Y) Use the Numicon/number arrow cards to show numbers to 20. Talk about place value and what the numbers represent - 1 lot of 10 and 5 units. Show different numbers and ask children how I would make it using the Numicon.		(O/R/Y) - Talk about different weights- how could I weigh an object? A person? Ingredients? Pass the objects around- compare the weight. Talk about using the correct mathematical vocabulary to compare the weights- heaviest, lightest. Order the objects from the lightest to the heaviest.		KH (O/R/Y): Look at sharing- what does sharing mean. Can the group share the objects out fairly? Is there enough for everybody? What can I do to make sure that everybody has some? Half? Use two tubs to share the counters out fairly- how many does each person get?		Computing input- see below.		KH (O/R/Y): count on a number line 1- 20 (forwards and backwards) point to different numbers. Look at finding one more/one less. Does the number get bigger or smaller? R- Use the Numicon to find one more then move on to one less.			
	R - can you partition the teen numbers? Talk through what you are doing.  Y- can you use the arrow cards to make numbers to 20? Use the Numicon to make the number showing tens and units. (after R if time or AI?)		O/R- Use the weighing scales to find out whose shoe is heavier. Pass the shoes around the group and estimate whose shoe they think is the heaviest. Weigh them using the balance scales.		O/R- plates/tubs with numbers and gingerbread men on. Share the marshmallows out equally between the gingerbread men.		Computers- see below		R - Use the Numicon to find one more then move on to one less.			

<p>Adult Led Activity- KS</p>	<p>G- Use the Numicon to make a stair case. Can you write the numbers in underneath each piece? Challenge- can you make any of the teen numbers using the Numicon?</p>	<p>Computers - B/G</p>	<p>G/B 1:1's- share the given number of sweets between the 2 tubs- how many do they get each? Make an odd number- is this fair? Have they been split equally? What can I do to make them equal?- take one away or add one. Share the sweets out with the group - eat them!!</p>	<p>KS G/B 1:1- Use the scales to order the stones/objects of lightest to heaviest. Use the scales to see if you were right. Challenge- Can you find something around the classroom that is lighter and heavier?</p>	<p>G- Use the objects to add one more to the group- use the sorting circles to do this.  B- 1:1 - focus on number recognition. Play a game - snap, Ludo, snakes and ladders. Any game that includes numbers and counting. Challenge to write the number down.</p>
<p>Adult Initiated Activity</p>	<p>R - can you partition the teen numbers?  B- focus on daily activities list. Use the sand tray, jedi writing to write numbers, games linked to counting, adding, taking away.</p>	<p>Y-. Estimate and then order the stones in order of lightest to heaviest. Use the scales to see if you were right. Challenge- Can you find something around the classroom that is lighter and heavier? (Use the scales?)</p>	<p>Y- using the cubes can you share them out equally between yourself and your friend? Can you share them out between yourself and 2 friends? Do you all get the same amount? Is it fair?</p>	<p>Leave the scales, labels - lightest and heaviest on the table. Can you find objects from around the classroom to show the lightest and heaviest?</p>	<p>Y- use the number line/number square to help you find one more than a given number 1-19.  O- Use the equipment/methods shown to find one more and one less of numbers up to 20</p>
<p>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><b>Computing:</b> <b>Objective</b> I am learning to follow the instructions to use a program independently. (by 60 months)</p> <p><b>Direct Teaching Activity</b> KH (B/G) Show the children how to 2story on Purplemash. Model how to draw a picture and add a sentence- children to create a picture and caption/key words for the Gingerbread man.</p> <p><b>Independent Activity</b> Children to draw a picture from one part of the story. Challenge- can they type their own name? Or write a key word - fox, river, cow, man, woman, horse.</p>		<p><b>Computing:</b> <b>Objective</b> I am learning to follow the instructions to use a program independently. (by 60 months)</p> <p><b>Direct Teaching Activity</b> KH (Y/R/O) Show the children how to 2story on purplemash. Model how to draw a picture and add a sentence- children to create a picture and caption/key words for the Gingerbread man.</p> <p><b>Independent Activity</b> Children to draw a picture from one part of the story. Challenge- can they type a simple caption to match their picture? Or write a key word - fox, river, cow, man,</p>	

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