

Myton Park Primary School		Reception	Mrs Roberts/Mrs Hargrave	Maths Weekly Plan	Term 1 w.b. - 30.01.17	Week 5
Objective	Monday Counting - starter	Tuesday Number -starter	Wednesday Shape, Space and Measures- starter	Thursday Number- starter	Friday Writing Numbers-starter	
	I am learning to subtract 2 single digit numbers. (by 60 months). I am learning to take away from two groups of objects. (by 60 months).	I am learning to create my own pictogram. (by 54 months). I am learning to use a tally chart to create a pictogram. (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)	I am learning to count and match numbers to 10. (by 54 months). I am learning to find the missing numbers. (by 54 months).	I am learning to ascribe numbers to 20. (by 60months) I am learning to identify the missing numbers. (by 60 months)	
Direct Teaching - KS	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. KH (R/O/Y) model subtracting using fingers, objects, Numicon and a number line. Which method do you prefer? Use language use as take away, subtract, smaller, less. Model reading a number sentence and finding an answer using one of the methods.	Computing input- see below.	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? 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?	KS (G/B) Can you tell me how to create a tally chart? Model turning a tally chart in to a pictogram- 1 picture = 1 child. (2count)	KS (G/B)- number recognition- use the number formation rhymes- can the children write the numbers on a w/b? Computing input- see below.	
Direct Teaching - ER/KH	KH (R/O/Y) model subtracting using fingers, objects, Numicon and a number line. Which method do you prefer? Use language use as take away, subtract, smaller, less. Model reading a number sentence and finding an answer using one of the methods.	(O/R/Y) - How you tell me how to create a tally chart? Model turning a tally chart in to a pictogram- 1 picture = 1 child. (2count)	R- Use the Numicon to find one more then move on to one less.	Computers- see below	KH- O/R/Y Count in 10's Look at numbers to 20 - can they read and order them? Show a number line with missing numbers - can they write the number on a w/b? http://www.topmarks.co.uk/Flash.aspx?f=order R- fill in missing number lines up to 20- missing numbers could be 2's, 5's, odd/even numbers. Can children see the pattern of missing numbers?	
Adult Led Activity- ER/KH	G-Use the Numicon/pegs or objects to find the answers to the subtraction number sentences	Computers	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.	KS G/B 1:1- use the completed tally charts to create a pictogram by sticking the right number of pictures in the correct column. Can they count how many children like a particular animal? Which is the most popular? Least popular? Challenge to write the total number of each column.	G- Missing numbers to 10. Can they make the missing numbers using the playdough? Can they write the numbers in the sand? 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.	
Adult Led Activity- KS						

Adult Initiated Activity	<p>Y- Use the Numicon/pegs to find the answers to the number sentences.</p> <p>B- use objects to take away different numbers. Numicon if needed- count the pegs/take them away.</p>	<p>O/R- Independently complete a tally chart (assess previous learning). Use this information to create a pictogram. Can you talk about your pictogram?</p>	<p>Y- use the number line/number square to help you find one more than a given number 1-19.</p> <p>O- Use the equipment/methods shown to find one more and one less of numbers up to 20</p>	<p>In the areas can you create your own pictogram? Eg. Bus role play- how many girls/boys/babies got on the bus today?</p>	<p>Y- use the blue number cards(t to spread on the floor with some missing). In pairs can you write the missing numbers on a post it note and put them in the right place?</p> <p>O- can you fill in the missing numbers? Use a number line to help you. Missing numbers beanstalks/trains or ladders - twinkl/staff shared</p>
Continuous Provision	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges.</p> <p>OLP - Shape, Space and Measures</p>	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges.</p> <p>OLP - Shape, Space and Measures</p>	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges.</p> <p>OLP - Shape, Space and Measures</p>	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges.</p> <p>OLP - Shape, Space and Measures</p>	<p>In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges.</p> <p>OLP - Shape, Space and Measures</p>
	<p>Computing: Objective I am learning to follow the instructions to use a program independently. (by 60 months) I am learning to find missing numbers to 20. (by 60 months)</p> <p>Direct Teaching Activity KH (B/G) Show the children how to use the game - move the numbers so that they are in order.</p> <p>Independent Activity http://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering Can you put the numbers in the correct order? Children can go on other maths games on this website</p>			<p>Computing: Objective I am learning to follow the instructions to use a program independently. (by 60 months) I am learning to use a pictogram. (by 54 months)</p> <p>Direct Teaching Activity KH (G/B) Model creating a tally chart to find out which fruit is the most popular. Show the children how to change this into a pictogram using the link below.</p> <p>Independent Activity Can they use the tally information to create their own pictogram? http://www.iboard.co.uk/iwb/Pictogram-Most-Popular-Snack-462 Can you create your own pictogram to find out your friends favourite fruit?</p>	
Misc. Play dough area - challenge http://www.roythezebra.com/reading-games/high-frequency-words-numbers.html					