

Myton Park Primary School		Reception		Mrs Roberts/Mrs Hargrave		Maths Weekly Plan		Term 1 w.b. - 6.3.17		Week 3	
Monday Counting - starter		Tuesday Number -starter		Wednesday Shape, Space and Measures- starter		Thursday Number- starter		Friday Writing Numbers-starter			
Objective	I am learning to find one more. (by 60 months).	I am learning to ascribe numbers to 20 in order. (by 60months)	I am learning to find half. (ELG)	I am learning to ascribe numbers to 20 using place value. (by 60 months)	I am learning to share objects between two groups. (by 5=60 months)	I am learning to ascribe numbers to 20 in order. (by 60months)		I am learning to use money. (ELG)		I am learning to recognise the values of coins. (ELG)	
	I am learning to find one less. (by 60 months).	I am learning to ascribe numbers to 20 using place value. (by 60 months)									
Direct Teaching - KH/ER	(Y/G/B) Recap one more/one less- if I take one away the number gets smaller and if I add one more the number gets bigger,	Computers	(Y/G/B): Halving- what does it mean? Model using objects to show half. Use power point to talk about halving sweets.			(Y/G/B)- number recognition- use the number formation rhymes- can the children write the numbers on a w/b? Begin to write numbers to 20		(Y/G/B) Look at 1p,2p,5p - talk about the colour of the coins and the size. Use pennies to pay for objects.			
Direct Teaching - KS	(O/R) Recap one more/one less - use a number line/number square to find one more/one less of bigger numbers.	(O/R) number recognition- use the number formation rhymes- can the children write the numbers on a w/b? Numbers to 20.	(O/R): Halving- what does it mean? Model using objects to show half. Pass the box around- estimate how many in your hands, count and then answer T question.			Computing input- see below.		(O/R) Look at the different coins and talk about the amounts. Explain that we have to use different amounts to pay for things. Use the snack menu and talk about how much things are to buy. Model using the correct money to pay for the fruit.			
Adult Led Activity- KS	R/O - use a number line/number square to find one more/one less of bigger numbers.	O- Can you make your own number book?	R- Halving objects and then count both groups to find total up to 20			Computers		R- Using the price tags and your purse buy toys/objects. Challenge- can you pay with 10p and work out your change?			
Adult Led Activity- ER/KH	Y- Using numicon find one more and one less of a given number to 20	Computers	G- Can you split the pizza in half? Using objects to make two groups- count how many in both groups. B- 1:1 - Look at splitting objects in half. Sharing objects between two toys/people			G/Y- can you write numbers 1-20 and beyond in order and using the correct number formation? Can you use the different media to write the numbers? (glitter, sand, play dough, with straws etc) 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.		Y- Match the coins to the amounts. B- 1:1 - can you match number cards to 1p,2p,5p,10p? Use pennies to pay fruit.			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Adult Initiated Activity</p>	<p>G- using objects can you find one more/one less? B/1:1- can you find one more?</p>	<p>R- Can you find different ways of making numbers using a range of media? - playdough, lollipop sticks, cubes, lego.</p>	<p>Y- Find halves using the butterflies. O- find half of numbers to 12 to begin with.</p>	<p>Making numbers in the areas using a range of media.</p>	<p>G- Play money snap- can you identify the amount? O- Draw around the coins and write the value. Can you work in pairs to buy objects off each other? Check the amounts.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">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 use the mouse correctly. (by 60 months) I am learning to use different tools to change and improve my drawing. (by 60 months)</p> <p>Direct Teaching Activity (Y/R/O) talk about different technology at school and home- phones, computers, xbox, ipad, microwave, washing machine etc. Model moving the technology from home on side and technology at school on the other side.</p> <p>Independent Activity Children to drag the technology from home on side and technology at school on the other side. http://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering Children can go on other maths games on this website</p>		<p>Computing: Objective I am learning to use the mouse correctly. (by 60 months) I am learning to use different tools to change and improve my drawing. (by 60 months)</p> <p>Direct Teaching Activity (B/G) talk about different technology at school and home- phones, computers, xbox, ipad, microwave, washing machine etc. Model splitting page in to 2 - draw technology from home on side and technology at school on the other side.</p> <p>Independent Activity Draw technology from home on side and technology at school on the other side. http://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering Children can go on other maths games on this website</p>	
<p>Misc. Numicon area- different ways to make 10</p>					

