

Let's Read, Write and Use Numbers: Maths : Year 1 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To read and write numbers 0-20.	Children to read and recognise numerals and written numbers. They will be challenged to represent numbers in numerals, words and as objects.	<ul style="list-style-type: none"> Can the children use their number facts to identify numbers? Can the children recognise numbers 0-20 as numerals, words and pictures? Can the children find different ways to make the same number? 	<ul style="list-style-type: none"> Slides Jigsaw Cards 1A/1B/1C/1D Challenge Cards 1A/1B/1C, Number Cards 1A/1B/1C and Number Lines 1A/1B (FSD? activity only) Large Number Cards & Bag (MOS activity only) Photo Sheet
Lesson 2	To read and match numbers 0-20.	Children to read and recognise numerals, written numbers and count objects. They will be challenged to match the corresponding numbers expressed in numerals, words and as objects.	<ul style="list-style-type: none"> Can the children recognise numbers 0-20 as numerals, words and pictures? Can the children match numerals and words to their corresponding picture? Can the children write numbers 0-20 in numerals and in words? 	<ul style="list-style-type: none"> Slides Picture Cards 2A/2B/2C Number Cards 2A (2B/2C for Plenary only) Worksheets 2B/2C Large Number Cards and Dice/Dice Cards (FSD? activity only) Photo Sheet
Lesson 3	To read numbers that are equal to each other.	Children to learn about numbers that are equal. They will be challenged to write equal amounts in words and as numerals as well as finding the difference between the numbers.	<ul style="list-style-type: none"> Do the children understand numbers that are equal? Can the children use the correct language 'equal' when describing numbers? Can the children use objects and write the correct number when representing equal numbers? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C/3D/3E Number Sentence Cards, Number Cards and Weighing Scales (FSD? activity only) Photo Sheet
Lesson 4	To find which number is one more or one less.	Children to learn about the language to describe numbers as greater, smaller, most or least. Children will be challenged to find one more or one less than a give number.	<ul style="list-style-type: none"> Can the children identify and represent numbers using the language more than, less than (fewer), most, least? Can the children find one more than the given number? Can the children find one less than the given number? 	<ul style="list-style-type: none"> Slides Balloons Worksheet 4A/4B Jam Jar Worksheet 4A/4B Monster's Bug Stew Game, Number Cards and Bug Cards (FSD? activity only) Question Cards (Plenary only) Photo Sheet
Lesson 5	To explore if numbers are more, less or the same.	Children to read and recognise numerals, objects and written numbers. They will be challenged to decide if the given numbers are more, less or the same as the comparative number.	<ul style="list-style-type: none"> Can the children say if a number is more/less than the same as another number? Can the children recognise numerals and words for numbers 0-20? Can the children write the numerals and words for numbers 0-20? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B More/Less/Same Game 5A/5B/5C, Number Cards 5A/5B/5C, Spinners 5A/5B/5C Dice Cards, Question Cards and counters (FSD? activity only) Photo Sheet

Let's Count in Twos, Fives and Tens: Maths : Year 1 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To count in twos.	Children to learn to count in twos in a variety of different ways including counting in pairs. They will be challenged to match the correct amount of twos to complete number sentences.	<ul style="list-style-type: none"> • Can the children count in twos? • Are the children able to count in twos to find the answer? • Can the children sequence numbers in twos? 	<ul style="list-style-type: none"> • Slides • Worksheets 1A/1B/1C and Twos Number Cards 1A/1B • Fishing Game, Fish Cards 1A/1B/1C, Fish Trays 1A/1B/1C and Fishing Rods (FSD? activity only) • Picture Statement Cards and True/False Cards (Plenary only) • Counting Stick and Counting Puppets (MOS activity only) • Photo Sheet
Lesson 2	To count in twos.	Children to recap and reinforce their counting in twos skills. They will be challenged to count forwards and backwards in twos, say what number would come next in a sequence and work out the missing number in a sequence.	<ul style="list-style-type: none"> • Can the children count in twos? • Are the children able to count in twos to find the answer? • Can the children sequence numbers in twos? 	<ul style="list-style-type: none"> • Slides • Worksheets 2A/2B/2C and Leaf Numbers • True/False Cards, Counting Stick and Puppets (MOS activity only) • Caterpillar Munch Game, Caterpillars, Fruit Cards, counters and Question Cards (FSD? activity only) • Photo Sheet
Lesson 3	To count in tens.	Children to learn to count in tens in a variety of different ways. They will be challenged to cut up tens objects, recognise numerals and find the correct amount, as well as filling in the missing tens numbers.	<ul style="list-style-type: none"> • Can the children count in tens? • Are the children able to count in tens to find the answer? • Can the children sequence numbers in tens? 	<ul style="list-style-type: none"> • Slides • Worksheets 3A/3B/3C • Tens Picture Cards • Dienes Matching Game (FSD? activity only) • Counting Puppets and Tens Number Fans (MOS activity only) • Photo Sheet
Lesson 4	To count in fives.	Children to learn to count in fives in a variety of different ways. They will be challenged to count forwards and backwards in fives, say what number would come next in a sequence and work out the missing number in a sequence.	<ul style="list-style-type: none"> • Can the children count in fives? • Are the children able to count in fives to find the answer? • Can the children sequence numbers in fives? 	<ul style="list-style-type: none"> • Slides • Worksheets 4A/4B/4C • Crocodile Game 4A/4B/4C, Question Cards 4A/4B/4C and Stone Cards (FSD? activity only) • Counting Puppets and Fives Number Fans (MOS activity only) • Number Statement Cards (Plenary only) • Photo Sheet
Lesson 5	To count in twos, fives and tens.	Children to recap and reinforce their counting in twos, fives and tens skills. They will have opportunities to match numbers to tens objects, finding the missing numbers and finding more than or less than a given quantity.	<ul style="list-style-type: none"> • Can the children count in twos, fives and tens? • Are the children able to count in twos, fives and tens to find the answer? • Can the children sequence numbers in twos, fives and tens? 	<ul style="list-style-type: none"> • Slides • Purses Worksheets 5A/5B/5C • 2p and 5p Coins Sheet • 2p, 5p and 10p Coins Sheet • Shopping Trolley Game Cards and Money Cards (FSD? activity only) • Photo Sheet

Let's Learn Number Bonds: Maths : Year 1 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore number pairs.	Children to learn, explore and make the different number bonds to five.	<ul style="list-style-type: none"> • Can children use objects to match number bond pairs? • Can children use their knowledge of number facts to support them finding number bonds to five? • Can children find different ways to make five? 	<ul style="list-style-type: none"> • Slides • Jigsaw Cards, Butterfly Cards and Worksheet 1A • Number Cards (FSD? activity only) • Number Sentences (FSD? activity only) • Photo Sheet • Cubes, counters, mini-whiteboards and pens
Lesson 2	To find different ways to make ten.	Children to learn, explore and make the different number bonds to ten. They will use image cards and counters to help make the tens number bonds.	<ul style="list-style-type: none"> • Can children use objects to match number bond pairs? • Can children find different ways to make ten? • Can children say number bonds that make ten? 	<ul style="list-style-type: none"> • Slides • Pizza Cards • Ladybird Cards • Kite Cards • Photo Sheet • Cubes, counters, coloured paper, treasury tags
Lesson 3	To find different ways to make ten.	Children to recall the different ways to make ten using weights and bead strings to help.	<ul style="list-style-type: none"> • Can children use objects to find number bond pairs within ten? • Can children apply their knowledge of number facts to solve problems? • Can children record number sentences using '+' and '=' signs? 	<ul style="list-style-type: none"> • Worksheet 3A/3B/3C • Number Cards A/B (FSD? activity only) • Photo Sheet • Beads, pipe cleaners, bead strings, balance scales, weights from 1g to 10g.
Lesson 4	To use different methods to find ways to make ten.	Children to learn how to use a tens frame and will be challenged to make number bonds to ten using a tens frame and match the correct number sentence to the corresponding tens frame.	<ul style="list-style-type: none"> • Can children use pictorial representations to find number bond pairs within ten? • Can children apply their knowledge of number facts to solve problems? • Can children record number sentences using '+' and '=' signs? 	<ul style="list-style-type: none"> • Ten Frames • Ten Fact Diagrams • Worksheet 4A/4B • Word Story Cards A/B (FSD? activity only) • Sock Cards (Plenary only) • Photo Sheet
Lesson 5	To use number facts to make ten.	Children to be challenged to make as many number bonds to ten in one minute using a tens frame, counters and whiteboards.	<ul style="list-style-type: none"> • Can children use number bond pairs to ten? • Can children apply their knowledge of number facts to solve problems? • Can children read and record number sentences using '+', '-' and '=' signs? 	<ul style="list-style-type: none"> • Pairs Cards • Instruction Cards • Board Game A/B (FSD? activity only) • Game B Cards (FSD? activity only) • Number Cards (Plenary only) • Photo Sheet • Mini-whiteboards, ten frames, counters, decks of playing cards

Let's Make Shapes: Maths : Year 1 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recognise and name common 2-D shapes.	Children are challenged to name, describe and match 2-D Shapes. They shall be making 2-D shapes by cutting, tearing or folding paper.	<ul style="list-style-type: none"> • Can children name some common 2-D shapes? • Can children identify common 2-D shapes by counting their sides? • Can children construct simple 2-D shapes according to descriptions of their sides? 	<ul style="list-style-type: none"> • Slides • Making Shapes Cards 1A/1B/1C • Worksheet 1A • Making Shapes Spinner • Sorting Rings (FSD? activity only) • Lots of scrap paper, preferably coloured
Lesson 2	To recognise and name common 2-D shapes.	Children to learn about polygons and non-polygons and explore making 2-D shapes using various materials.	<ul style="list-style-type: none"> • Can children recognise and name common 2-D shapes? • Can children identify 2-D shapes by looking at their sides? • Can children construct 2-D shapes by making and connecting sides? 	<ul style="list-style-type: none"> • Slides • Photo Sheet • 2-D Shape Fans 2A • Shape Outlines 2A • Shape Labels 2A
Lesson 3	To recognise and name common 2-D shapes.	Children learn how to make patterns or works of art using 2-D shapes in various mediums.	<ul style="list-style-type: none"> • Can children match names to images of common 2-D shapes? • Can children make common 2-D shapes? • Can children make patterns using 2-D shapes? 	<ul style="list-style-type: none"> • Slides • Scraps of coloured paper/collage materials • Polystyrene tiles, poster paint/printing paint • 2-D Shape Fans 3A • Nature Shapes 3A
Lesson 4	To recognise and name common 3-D shapes.	Children are challenged to name, describe and match 3-D Shapes. They shall be making 3-D shapes using modelling clay.	<ul style="list-style-type: none"> • Can children recognise and name some common 3-D shapes? • Can children identify the shapes of the faces of some common 3-D shapes? • Can children explore how some common 3-D shapes are constructed? 	<ul style="list-style-type: none"> • Slides • 3-D Shape Fans 4A 🐜 • 3-D shapes • Clay and clay modelling tools • A variety of cardboard boxes (FSD? activity only)
Lesson 5	To recognise and name common 3-D shapes.	Children to learn about 3-D shape faces, edges and corners. They will be challenged to make 3-D shapes without flat faces by joining sticks to make the edges.	<ul style="list-style-type: none"> • Can children recognise and name some common 3-D shapes? • Can children identify the edges of some common 3-D shapes? • Can children explore how some common 3-D shapes are constructed? 	<ul style="list-style-type: none"> • Slides • 3-D Shape Fans 5A and 3-D shapes • Pyramid Video 5A • 3-D shape making resources (see 'Main Activity') • Old sheets, string or cord, long sticks such as bamboo canes (FSD? activity only)

What is a half? : Maths : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To introduce the concept of a half.	Children will be introduced to the concept of a half. They will use mathematical language to talk about what food looks like when it has been halved. They will be introduced to the fraction $\frac{1}{2}$ and begin to understand what the numbers in the fraction represent.	<ul style="list-style-type: none"> Do children understand the language of 'half' and 'whole'? Do children understand the notation of '$\frac{1}{2}$'? Can children cut an object in half? 	<ul style="list-style-type: none"> Slides Character Cards 1A Fruit Cards 1A Vegetable Cards 1A Food Cards 1A Sandwich Instructions (FSD...? activity only) Bread, knives Photo Sheet
Lesson 2	To use the language of a half and a whole.	Children will use the language of a half when describing how different shapes have been divided. They will either sort shapes into groups of 'half', 'not half' or they will create artwork by printing with halved objects.	<ul style="list-style-type: none"> Do children use the language of a half and a whole? Can children cut a shape in half? Can children identify halves? 	<ul style="list-style-type: none"> Slides Sorting hoops Title Cards Picture Cards A/B/C Fruit and vegetables halved (FSD...? activity only) Paint and paper (FSD...? activity only) Photo Sheet
Lesson 3	To introduce the concept of a quarter.	Children will be introduced the the concept of a quarter. They will fold shapes in half and half again and notice the number of equal sections the shape has been divided into. They will begin to understand what the fraction ' $\frac{1}{4}$ ' means.	<ul style="list-style-type: none"> Do children understand the language of a quarter? Can children split an object or shape into quarters? Do children understand the notation of '$\frac{1}{4}$'? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Colouring pencils Shape Sheet A/B (FSD...? activity only) Mini whiteboards (Plenary only) Photo Sheet
Lesson 4	To use the language of whole, half and quarter.	Children will use the language of whole, half and quarter as they sort and describe shapes and pictures. They will be encouraged to think about what two quarters of a shape is the same as. The children will reinforce their understanding of quarters when they complete picture puzzles and develop their problem-solving skills. Alternatively they will sort whole, halved and quartered pictures of food.	<ul style="list-style-type: none"> Do children understand the language of quarter, half and whole? Can children explain the fractions '$\frac{1}{2}$' and a '$\frac{1}{4}$' using mathematical language? Can children explain their working? 	<ul style="list-style-type: none"> Slides Puzzles A/B/C/D Worksheet 4A/4B Worksheet 4C (FSD...? activity only) Food Sheet A (FSD...? activity only) Sorting hoops (FSD...? activity only) Photo Sheet
Lesson 5	To become confident using and naming wholes, halves and quarters.	Children will put into practice their understanding of wholes, halves and quarters as they follow instructions to make a fruit salad. They will have the opportunity to complete different characters' meals or write instructions for meals of their choice.	<ul style="list-style-type: none"> Can children explain wholes, halves and quarters using mathematical language? Do children understand the fractions '$\frac{1}{2}$' and '$\frac{1}{4}$'? Can children follow instructions? 	<ul style="list-style-type: none"> Slides Mini whiteboards (MOS only) Fruit, knives, chopping boards, bowls (Input only) Character Cards A/B/C Food Cards (FSD...? activity only) Instruction Cards (FSD...? activity only) Photo Sheet

Let's tell the time : Maths : Year 1 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify and order the days of the week.	Children will recap the days of the week and identify days that are missing from a set. They will use time language, such as before and after, to identify when different events took place during a week, as well as learning to order the days of the week correctly.	<ul style="list-style-type: none"> Can children identify the days of the week? Can children correctly order the days of the week? Can children sequence events using time language? 	Slides Week Activity Cards 1A/1B/1C Worksheet 1A/1B/1C Teacher Prompt sheet Flower Petals 1A/1B/1C/1D (FSD? activity only) Split pins (FSD? activity only)
Lesson 2	To be able to identify and order the months of the year.	Children will identify a year as being split into twelve months. They will learn to identify the twelve months and order them correctly, as well as identifying which months are associated with which season. They will use time language to describe when events happened and to order months correctly.	<ul style="list-style-type: none"> Can children identify the twelve months of the year? Can children order the twelve months of the year? Can children associate the months of the year with the seasons? 	Slides Worksheet 2A/2B/2C True or False Cards Calendar Cards (FSD? activity only) Treasury tags/staples (FSD? activity only) Month of the Year Cards (Plenary)
Lesson 3	To be able to order events in a yearly calendar.	Children will recap the days of the week and months before looking in detail at calendars. They will learn how to read a calendar, how to write dates in full and how to order events in the calendar. They will use time connectives to describe sequences of events, such as first, next, then, after that, etc.	<ul style="list-style-type: none"> Can children name the months of the year? Can children order events in the calendar? Can children use time connectives to describe a sequence of events? 	Slides Calendar Sheet Worksheet 3A Event Cards 3A/3B/3C Blank Birthday Cards (FSD? activity only) Birthday Cards (FSD? activity only) Calendar Cards (FSD? activity only)
Lesson 4	To be able to tell the time to the hour.	Children will explore clocks and identify what clocks are used for. They will be given the chance to become more familiar with clock faces, identifying the different features. They will then practise reading the time on a clock to the hour, e.g. five o'clock.	<ul style="list-style-type: none"> Do children know what a clock is and what they are used for? Can children explain what the two hands on a clock are for? Can children tell the time to the hour? 	Slides Clock Face 4A/4B Time Cards 4A/4B Clock Cards (FSD? activity only)
Lesson 5	To be able to tell the time to the hour.	Children will recap how to tell the time to the hour. They will then learn how there are two rotations of the hour hand each day, giving e.g. a four o'clock in the morning and in the afternoon. They will consider which activities they might be doing at different times of the day and learn to order events by time.	<ul style="list-style-type: none"> Can children read the time on a clock to the hour? Can children show a given time to the hour on a clock face? Can children order events by time? 	Slides Worksheet 5A/5B/5C/5D Clock Faces Timetable Cards 5A/5B (FSD? activity only) Daily Timetable sheet (FSD? activity only) Clocks with moveable hands (plenary)

Let's Use a Number Line : Maths : Year 1: Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To order numbers to 20.	Children will order numbers to make number lines. They will think about what each number represents and how they will find missing numbers.	<ul style="list-style-type: none"> Can children use their number facts to identify numbers? Can children recognise numbers 0-20 as numerals, words and pictures? Can children order numbers to twenty? 	<ul style="list-style-type: none"> Slides Number Cards 1A/1B/1C Number Cards 1D/1E (FSD? activity only) Blank Grid (FSD? activity only) Number Cards 1F (Plenary only) Photo Sheet
Lesson 2	To use a number line to order numbers and solve problems.	Children will count objects and find the amount on a number line. They will think about what numbers represent and how they are written.	<ul style="list-style-type: none"> Can children order numbers to twenty? Can children use objects to represent numbers? Do children know number facts? 	<ul style="list-style-type: none"> Slides Number Line 2A Picture Cards 2A/2B Worksheet 2A Number Cards 2A (Plenary only) Photo Sheet
Lesson 3	To solve number sentences using pictures and a number line.	Children will solve number sentences using pictures on number lines. They will be challenged to stick or draw pictures on the number line to represent each number sentence.	<ul style="list-style-type: none"> Can children use pictures to solve problems? Can children use a number line to solve problems? Can children read number sentences? 	<ul style="list-style-type: none"> Slides Number Cards 3A/3B/3C Number Sentence Cards 3A Picture Cards 3A/3B Worksheet 3A (FSD? activity only) Number Cards 1F (FSD? activity only) Symbol Cards 1F (FSD? activity only) Photo Sheet
Lesson 4	To solve number sentences using jumps on a number line.	Children will solve number sentences by drawing jumps on number lines. They will be challenged to match number lines to number sentences, or use number lines to solve number sentences.	<ul style="list-style-type: none"> Can children use a number line to solve problems? Can children record their workings on a number line? Can children read number sentences? 	<ul style="list-style-type: none"> Slides Number Lines 4A/4B/4C Number Sentence Cards 4A/4B/4C Character Cards (FSD? activity only) Answer Cards (FSD? activity only) Photo Sheet
Lesson 5	To use a number line to solve problems.	Children will solve number sentences by drawing jumps on number lines. They will use a variety of number lines, including tabbed number lines.	<ul style="list-style-type: none"> Can children use a number line to solve problems? Can children record their workings on a number line? Can children read number sentences? 	<ul style="list-style-type: none"> Slides Maze Sheet 5A/5B/5C Number Line 5A/5B/5C Question Cards (FSD? activity only) Photo Sheet

Let's count in multiples : Maths : Year 1 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To complete missing number sentences.	Your class will look closely at number sequences and develop their problem-solving skills as they work out the next numbers in each sequence. The number sequences will increase or decrease in twos, fives or tens.	<ul style="list-style-type: none"> • Can children order numbers? • Can children identify what a sequence of numbers is increasing by? • Can children fill in missing numbers? 	<ul style="list-style-type: none"> • Slides • Sequences 1A/1B/1C • Number Sets 1A/1B/1C/1D (FSD...? activity only) • Sticky-notes (FSD...? activity only) • Photo Sheet
Lesson 2	To explore the two times table.	Your class will become confident counting in twos to work out the total number of objects. They will link repeated addition and multiplication as they begin to write number sentences to explain what they have done.	<ul style="list-style-type: none"> • Can children count in twos? • Can children write repeated addition number sentences? • Can children write multiplication number sentences? 	<ul style="list-style-type: none"> • Slides • Group Cards 2A/2B/2C • Worksheet 2A (FSD...? activity only) • Cubes joined in groups of two (FSD...? activity only) • Containers for the cubes (FSD...? activity only) • Photo Sheet
Lesson 3	To count in twos, fives and tens.	Your class will use their knowledge of counting in twos, fives or tens to solve problems. They will read questions carefully to decide what they need to count in to solve the problems. They will draw pictures to solve problems as well as write them as number sentences.	<ul style="list-style-type: none"> • Can children count in twos, fives and tens? • Can children write number sentences? • Can children explain what they have done? 	<ul style="list-style-type: none"> • Slides • Problem Cards 3A/3B/3C • Counting objects, including Numicon • Challenge Cards 3A/3B/3C (FSD...? activity only) • Objects e.g. Numicon (FSD...? activity only) • Photo Sheet
Lesson 4	To solve problems by drawing and counting groups of objects.	Your class will draw pictures to represent number sentences. They will think carefully about what the question is asking and draw the correct number of objects in the correct number of groups. They will continue to increase their knowledge and understanding of linking addition and multiplication as they think about the representations of number sentences.	<ul style="list-style-type: none"> • Can children count in twos, fives and tens? • Can children solve problems? • Can children draw pictorial representations? 	<ul style="list-style-type: none"> • Slides • Mini-whiteboards (Teaching Input only) • Worksheet 4A/4B/4C • Jigsaw Pieces A/B/C/D/E/F (FSD...? activity only) • Photo Sheet
Lesson 5	To solve word problems by counting in multiples.	Your class will apply their understanding of counting in multiples as they solve word problems. They will draw pictures or use objects to represent each problem, before writing it as a number sentence and solving it. This lesson concludes by challenging your class to solve multi-step problems.	<ul style="list-style-type: none"> • Can children count in twos, fives and tens? • Can children solve word problems? • Can children write problems as number sentences? 	<ul style="list-style-type: none"> • Slides • Mini-whiteboards (Teaching Input only) • Worksheet 5A/5B/5C • Game Sheet 5A/5B/5C (FSD...? activity only) • Problem Cards 5A/5B (FSD...? activity only) • Photo Sheet

Let's solve missing number problems : Maths : Year 1 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To solve addition and subtraction problems.	Children will be reminded what addition and subtraction is in this lesson and will practise adding and subtracting groups of objects. They will be able to match pictorial representations of addition and subtraction number sentences to written representations. They will understand you can use different words to explain addition and subtraction.	<ul style="list-style-type: none"> • Can children solve addition statements? • Can children solve subtraction statements? • Can children write number statements from given concrete and pictorial representations? 	<ul style="list-style-type: none"> • Slides • What's my Number Cards • Whiteboards and pens • Picture Cards A/B • Number Sentence Cards • Mixed Questions • Photo Sheet • Four in a Row Game (for FSD? activity only) • Dice and counters (for FSD? activity only)
Lesson 2	To find out how many more objects are needed to make a total.	Children will use pictorial representations to find out how many more objects are needed to make a given total. They will explore how to count up from one number to get to a total. They will use counters and concrete materials to solve missing number sentences.	<ul style="list-style-type: none"> • Can children add objects to make a total? • Can children find a missing value in a number sentences? • Do children know "how many more" means addition? 	<ul style="list-style-type: none"> • Slides • Spinner game A/B/C • Counters and dice • Dot Cards • Story Cards • Photo Sheet • Counter Drop Game (for FSD? activity only)
Lesson 3	To use number lines to find out how many more are needed to make a total.	Children will continue to find out how many more is needed to make a total using number lines instead of counters. They will learn how to count on to make a total using 'jumps' on number lines. They will use number lines to help them solve addition questions with missing numbers.	<ul style="list-style-type: none"> • Can children use number lines to add? • Can children find missing numbers to make a number sentence correct? • Do children understand that "how many more" means to count up or add? 	<ul style="list-style-type: none"> • Slides • Number Line Cards • Worksheet 3A/3B • Number Lines (laminated) • Photo Sheet • Roll and Race Game (for FSD? activity only) • Recording Sheet (for FSD? activity only) • Dice and counters (for FSD? activity only)
Lesson 4	To find the difference between two groups of objects.	Children will begin to understand how to find the difference between two groups of objects. Using pictorial rows of objects, they will be able to see the difference between two groups and explain how they are different. Children will use the 'count up' method to find the difference between two groups of objects.	<ul style="list-style-type: none"> • Do children understand what to do when asked to find the difference between numbers? • Can children use addition to find missing numbers? • Do children understand that the difference between two numbers involves counting up? 	<ul style="list-style-type: none"> • Slides • Number lines • Multilink cubes • Tower Cards • Matching Game • Story Cards • Photo Sheet • What's the Difference Game (for FSD? activity only) • Game Cards (for FSD? activity only) • Counters (for FSD? activity only)
Lesson 5	To solve mixed missing number sentences.	Children will practise the new skills learnt in this scheme of work and will solve addition and subtraction sentences with missing numbers. They will solve number sentences with an equals sign at the beginning of the statement and will understand that both sides of the equals sign are the same even if the numbers are in a different position.	<ul style="list-style-type: none"> • Can children use addition and subtraction to solve missing number problems? • Do children understand that problems are the same even if numbers move spots? • Do children understand how to solve a problem with the equals at the front? 	<ul style="list-style-type: none"> • Slides • Bingo Game Cards (laminated) • Number lines • Whiteboard, whiteboard pens and rubbers • What's Missing Cards • Same As Cards • Worksheet 5A • Photo Sheet • Crack the Code Game (for FSD? activity only)

Let's make totals using coins 1 : Maths : Year 1 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To work out the total of a set of coins.	Your class will recognise coins, and use this knowledge to work out the total value of a set of coins. They will match purses containing sets of coins to products with the same monetary value. This lesson finishes by challenging the children to work out which character has correctly made a given total using coins.	<ul style="list-style-type: none"> Can children recognise coins? Can children work out the total value of a set of coins? Can children use number facts to solve problems? 	<ul style="list-style-type: none"> Slides Purse Sheet 1A/1B/1C Coin Sheet 1A Money Cards 1A/1B (FSD...? activity only) Purse Cards 1A/1B (FSD...? activity only) Photo Sheet
Lesson 2	To match groups of coins to their total value.	Your class will select coins to make a given total. They will become familiar with using different combinations of coins to make totals. Your children will be encouraged to use their number facts when solving problems. This lesson finishes by challenging the children to work out which character has correctly purchased items that total a given cost.	<ul style="list-style-type: none"> Can children use coins to make totals? Can children work out the total of a set of coins? Can children work systematically? 	<ul style="list-style-type: none"> Slides Money Fan (MOS only) Mini-whiteboards (TI only) Worksheet 2A/2B/2C Object Sheet 2A Money Cards 2A/2B (FSD...? activity only) Shopping Cards 2A/2B (FSD...? activity only) Photo Sheet
Lesson 3	To select objects to spend an exact amount of money.	During this lesson your class will decide what they will buy with a set amount of money. There will be multiple combinations of products they can buy, encouraging them to think about number facts as they solve problems. They will problem solve as different characters introduce different criteria to their spending.	<ul style="list-style-type: none"> Can children recognise and use coins? Can children count on from the larger value? Do children work systematically? 	<ul style="list-style-type: none"> Slides Money Fan (MOS only) Purse Cards 3A/3B/3C Object Cards 3A/3B/3C Game Sheet 3A/3B (FSD...? activity only) Money Cards 3A/3B (FSD...? activity only) Counters (FSD...? activity only) Photo Sheet
Lesson 4	To make exact totals using coins.	Your class will make totals using coins, and begin to represent them as number sentences. They will problem solve as they work out which coins they can use to make totals. They will explore ways of making a total using different coins.	<ul style="list-style-type: none"> Can children select the correct coins to make a total? Can children count on from a number? Can children add the value of coins together to check the total? 	<ul style="list-style-type: none"> Slides Money Fans (MOS only) Mini-whiteboards (TI only) Worksheet 4A/4B/4C Object Cards 4A/4B (FSD...? activity only) Character Cards 4A/4B (FSD...? activity only) Worksheet 4D (FSD...? activity only) Photo Sheet
Lesson 5	To use coins to buy items.	This lesson encourages your class to use coins to buy items. They will think about how much a group of items costs, and work out what they can purchase with their money. This lesson concludes with a money quiz.	<ul style="list-style-type: none"> Can children use money to solve problems? Can children use coins to make a total? Can children find the total value of a group of coins? 	<ul style="list-style-type: none"> Slides Money Fan (MOS only) Coins 5A Price Labels 5A/5B/5C Shopping Items 5A/5B/5C Photo Sheet

Let's Make Totals Using Coins 2 : Maths : Year 1 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recognise coins.	The children will be shown and use coins from 1p to 50p. They will think about the value of each coin and order them from least to highest value. They will play a variety of games as they become familiar with each coin and its value.	<ul style="list-style-type: none"> Can children recognise coins? Do children know the value of each coin? Can children recognise different ways to make a total value? 	<ul style="list-style-type: none"> Slides Coin Cards (Teaching Input only) Coin Match Cards 1A/1B/1C/1D/1E/1F Domino Cards 1A/1B (FSD...? activity only) Photo Sheet
Lesson 2	To exchange coins.	The children will exchange coins so each character has fewer coins to carry in their wallet. They will work independently to exchange the coins by either placing or drawing coins on their worksheet. As an alternative activity the children will match coin sets to totals and create some of their own.	<ul style="list-style-type: none"> Can children work out the total value of a set of coins? Can children exchange a set of coins for a smaller set of the same value? Can children think of more than one way to make a total using coins? 	<ul style="list-style-type: none"> Slides Coin Strip (Teaching Input only) Printable Coins Wallet Cards 2A/2B/2C Total Sheets (FSD...? activity only) Coin Set Cards 2A/2B (FSD...? activity only) Photo Sheet
Lesson 3	To work out how much change is owed.	The children learn about giving change through a shopping scenario. They will think about the value of the money they start with, then they will subtract the amount they spend from their total. Your class will write number sentences and use the inverse to check their answer.	<ul style="list-style-type: none"> Can children work out how much change is owed? Can children write number sentences? Can children use the inverse to check their workings out? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Price Sheet 3A/3B/3C Game Board 3A/3B (FSD...? activity only) Character Cards 3A/3B (FSD...? activity only) Photo Sheet
Lesson 4	To give the correct change.	The children will consolidate their skills practised in lesson 3 as they work out which coins they need to select to give the correct change. They will answer subtraction number sentences as the first step to solving two-part problems.	<ul style="list-style-type: none"> Can children give change? Can children subtract money from their total? Can children explain what they have done? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Question Cards 4A/4B (FSD...? activity only) Change Cards 4A/4B (FSD...? activity only) Photo Sheet
Lesson 5	To pay and give change.	The children will recognise coins as they pay for items and check how much change they need. In this lesson they will tackle two-part questions as they select the right coins to make a total and work out how much change they need.	<ul style="list-style-type: none"> Can children understand word problems? Can children write word problems as number sentences? Can children pay and give change? 	<ul style="list-style-type: none"> Slides Board Game 5A/5B/5C Character Cards 5A/5B Money Cards 5A/5B (FSD...? activity only) Item Cards 5A (FSD...? activity only) Photo Sheet

Let's compare mass and capacity!: Maths : Year 1 : Spring Term, Week 12



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To compare and order containers by their capacity.	Children will develop their estimating skills by predicting which containers will have lesser or greater capacity than another, then compare their capacities by filling them with water and ordering them.	<ul style="list-style-type: none"> Can children estimate the relative capacity of two containers, i.e. which has greater/lesser capacity? Can children use appropriate terminology to describe differences between containers with different capacities? Can children compare and order containers by pouring liquid from one to another? 	<ul style="list-style-type: none"> Slides Challenge Cards 1A/1B/1C Access to water, and lots of containers with a variety of capacities Photo Sheet
Lesson 2	To use mathematical language when describing, comparing and measuring containers.	Children will practise using a broader range of vocabulary to describe and compare containers of different dimensions, using their observations to predict which will have the greatest capacity. They may then either directly compare the capacity of pairs of containers of different dimensions, or create their own simple measuring cylinder using scrap materials.	<ul style="list-style-type: none"> Can children use appropriate terminology to describe and compare containers? Can children predict which of a pair or set of containers will have the greatest/least capacity, based on their dimensions? Can children measure, compare and describe the difference in capacity between two containers? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Container Capacity Word Bank Access to water and containers with a variety of capacities Challenge Card 2 (FSD...? activity only) Photo Sheet
Lesson 3	To share liquid between containers, noting the level of the liquid when comparing volumes.	Children will be challenged to consider and describe ways in which liquid in a full container may be shared equally between two, three or four containers of equal dimensions and capacity (e.g. bottles of the same size and shape). They may then use a variety of containers to explore ways in which liquid may be shared between containers, and how noting the level of liquid in a container accurately is important when comparing.	<ul style="list-style-type: none"> Can children explore ways of sharing liquids equally between containers? Can children use appropriate terminology to describe their ideas, methods and reasoning? Can children use the level of a liquid in a container to measure it and compare it? 	<ul style="list-style-type: none"> Slides Lots of 500 ml plastic water bottles Worksheets 3A/3B/3C Capacity Checklist (FSD...? activity only) Access to water, and lots of containers with a variety of capacities Photo sheet
Lesson 4	To compare and order objects by mass.	Children will start using the word 'mass' to describe comparing objects using balance scales. They will consider ways in which scales may be used for comparing two or more objects, and use the symbols '<', '>' and '=' to show relative masses of different objects.	<ul style="list-style-type: none"> Can children begin to use appropriate terminology to describe comparing mass? Can children use balance scales to compare mass? Can children use mathematical symbols to show differences in mass between two objects? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Balance scales Photo sheet
Lesson 5	To compare the mass of a variety of solids (of the same volume).	Children will learn how 'pourable' solids such as rice or dry pasta can take up the same amount of space, but have different mass. They will explore this concept by measuring and comparing a variety of 'pourable' solids using balance scales.	<ul style="list-style-type: none"> Can children use balance scales to compare the mass of two different solids? Can children compare and order three different solids by mass? Can children prove to themselves that solids of the same volume can have different masses? 	<ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C Challenge Card 5 Photo sheet A variety of solids such as rice, sand or dried pasta Balance scales

How Can We Compare Numbers: Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the value of each digit in a two-digit number.	Children to read a number and discuss how many tens and ones it represents. They will be challenged to stick tens and ones cubes onto hundred squares to represent a number and to fill in missing numbers.	<ul style="list-style-type: none"> Can children recognise representations of numbers? Can children identify the value of each digit in a two-digit number? Can children apply their knowledge of number facts and order to solve two-digit number problems? 	<ul style="list-style-type: none"> Slides Hundred Square Cards and Tens and Ones Cards Bingo Sheet and Missing Number Grids Target Number Sheet (FSD? activity only) Follow Me Cards (Plenary only) Photo Sheet Base ten blocks, ten-sided dice
Lesson 2	To use place value to order numbers.	Children will be challenged to read numbers or base tens, write them as a numeral and then order them.	<ul style="list-style-type: none"> Can children recognise representations of numbers? Can children identify the value of each digit in a two-digit number? Can children apply their knowledge of number facts to order two-digit numbers? 	<ul style="list-style-type: none"> Slides Number Cards (Input only) Traffic Cone Cards and Photo Sheet Letter Sheet A/B and Base ten blocks House Number Cards A/B/C (FSD? activity only) Base Ten Sheet (FSD? activity only)
Lesson 3	To use the 'less than', 'greater than' and 'equal to' symbols to compare numbers.	Children to look at pairs of numbers and decide which symbol should go between them. They shall be challenged to explain why using full sentences and mathematical language.	<ul style="list-style-type: none"> Can children recognise the '<', '>' and '=' signs? Can children identify the value of each digit in a two-digit number? Can children apply their knowledge of number facts to compare two-digit numbers? 	<ul style="list-style-type: none"> Slides and Photo Sheet Symbol Fans (Input only) Tens and Ones Sheet, Statement Cards and Worksheet 3A Number Grids, Symbols Cards, rulers, base ten resources and dice Number Chains (FSD? activity only) Follow Me Cards (Plenary only)
Lesson 4	To use place value and number facts to solve problems.	Children to look at numbers and answer place value questions about it. This shall test their greater depth and understanding of numbers.	<ul style="list-style-type: none"> Can children identify the value of each digit in a two-digit number? Can children apply their knowledge of number facts to compare two-digit numbers? Can children apply their knowledge of number facts to solve problems? 	<ul style="list-style-type: none"> Slides Question Cards Worksheet 4A/4B Target Number Sheet (FSD? activity only) Photo Sheet Pegs, lego or beads, base ten blocks, ten-sided dice
Lesson 5	To use place value and number facts to solve problems.	Children to solve problems using their place value and number facts understanding. They shall be challenged to give explanations using mathematical language and match statement cards to the correct number.	<ul style="list-style-type: none"> Can children identify the value of each digit in a two-digit number? Can children apply their knowledge of number facts to compare two-digit numbers? Can children apply their knowledge of number facts to solve problems? 	<ul style="list-style-type: none"> Slides Clue Cards A/B/C Number Cards A/B/C Colour By Number Sheet A/B/C/D (FSD? activity only) Photo Sheet

Let's learn our times tables : Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the formal layout for the two times table, relating this to repeated addition.	Children will explore the two times table, firstly by using repeated addition on a number line, then solving problems from the two times table, using repeated addition, number lines and visual representations to support. They will become more familiar with a formal layout for the two times table.	<ul style="list-style-type: none"> Do children understand that multiplication can be expressed as repeated addition, and vice versa? Can children solve multiplication problems involving the two times table? Do children recognise a formal layout for the two times table? 	Slides Times Table Cards 1A/1B/1C Worksheet 1A/1B/1C Board Game 1A/1B (FSD? activity only) Game Cards (FSD? activity only) Dice and counters (FSD? activity only)
Lesson 2	To explore the formal layout for the five times table, relating this to repeated addition.	Children will explore the five times table, firstly by using repeated addition on a number line, then solving problems from the five times table, using repeated addition, number lines and visual representations to support. They will become more familiar with a formal layout for the five times table.	<ul style="list-style-type: none"> Do children understand that multiplication can be expressed as repeated addition, and vice versa? Can children solve multiplication problems involving the five times table? Do children recognise a formal layout for the five times table? 	Slides Domino Cards 2A/2B Bingo Grids Blank Bingo Sheet Memory Cards (FSD? activity only) Counting in Fives Number Line (FSD? activity only)
Lesson 3	To explore the formal layout for the ten times table, relating this to repeated addition.	Children will recap some facts from the two and five times tables before looking in more detail at the ten times table. They will become more familiar with a formal layout for the ten times table and carry out a range of activities to help them become more fluent in multiplying by ten.	<ul style="list-style-type: none"> Do children understand that multiplication can be expressed as repeated addition, and vice versa? Can children solve multiplication problems involving the ten times table? Do children recognise a formal layout for the ten times table? 	Slides Challenge Cards Calculation Card Worksheet 3A Spinner (FSD? activity only) Game Cards 3A/3B Multiples of Ten Hundred Square (FSD? Activity only) Number fans (plenary)
Lesson 4	To be able to solve missing number problems for the two, five and ten times tables.	Children will recap their knowledge of the two, five and ten times tables before going on to solve missing number problems. Children are shown several different methods to help them solve such problems before being challenged to work independently.	<ul style="list-style-type: none"> Can children recognise multiples of the two, five and ten times tables? Can children solve missing number multiplication statements? Can children describe their reasoning? 	Slides Missing Number Cards 4A/4B/4C Problem Cards 4A/4B (FSD? activity only)
Lesson 5	To be able to solve problems relating to the two, five and ten times tables.	Children will solve a variety of word problems relating to the two, five and ten times tables. They will learn to pick out important information in a question, identify what the question is asking them to solve, and solving the calculation.	<ul style="list-style-type: none"> Can children identify what a word problem is asking them to work out? Can children use their knowledge of the two, five and ten times tables to solve problems? Can children express answers to problems as a multiplication statement? 	Slides Question Cards 5A/5B Worksheet 5A Hundred Square Statement Cards 5A/5B (FSD? activity only)

Let's Explore 3-D Shapes: Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the edges, vertices and faces of 3-D shapes.	Children to describe the differences between 2-D shapes, 3-D shapes and polyhedrons. They will learn to use the language vertices and vertex instead of corners and corner.	<ul style="list-style-type: none"> Do children know what vertex/vertices mean? Can children count the faces/vertices/edges of shapes? Can children explain differences between shapes in terms of the numbers of faces/vertices/edges? 	<ul style="list-style-type: none"> Slides Challenge Cards 1A/1B Lots of 3-D shapes Secret Shapes 1A A thin sheet/tablecloth
Lesson 2	To identify, describe and make 3-D shapes.	Children to listen to descriptions of 3-D shapes and match the correct shape to them. They will be challenged to write the correct number of faces, vertices and edges of the shapes.	<ul style="list-style-type: none"> Can children match descriptions to corresponding 3-D shapes? Can children describe 3-D shapes according to the number of faces/vertices/edges? Can children use information about the properties of shapes to help when making them? 	<ul style="list-style-type: none"> Slides Challenge Cards 2A/2B/2C Lots of 3-D shapes 3-D shape-making resources Photo Sheet
Lesson 3	To identify 2-D shapes on the surface of 3-D shapes.	Children to describe the differences between 3-D shapes using mathematical words and phrases. They will be challenged to describe and match shapes by playing the game Mastermind.	<ul style="list-style-type: none"> Do children know what polyhedrons are? Can children identify the shapes of faces of common 3-D shapes? Can children draw the faces of common 3-D shapes? 	<ul style="list-style-type: none"> Slides Mastermind 3A (slides) Mastermind Screen 3A Worksheet 3A/3B Lots of 3-D shapes Play dough (FSD? only)
Lesson 4	To describe 3-D shapes according to the shapes and arrangement of their faces.	Children to learn about opposite faces of 3-D shapes. They will be challenged to answer true or false statements about 3-D shapes.	<ul style="list-style-type: none"> Do children know what 'opposite faces' are? Do children know that some common 3-D shapes have identical opposite faces? Can children think of rules about the faces of common 3-D shapes? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Lots of 3-D shapes True/False Cards 4A Dowelling/balsa wood, junior hacksaws, bench hooks (FSD? activity only)
Lesson 5	To compare and sort common 3-D shapes and objects.	Children to match similarities of everyday objects with 3-D shapes. They will be challenged to find, draw and label objects that are similar to 3-D shapes.	<ul style="list-style-type: none"> Can children identify everyday objects which are the same or similar to common geometric 3-D shapes? Can children identify everyday objects which are comprised of several common geometric 3-D shapes? Can children explain why some everyday objects are similar to, but not exactly like common geometric 3-D shapes? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Teacher's Notes 5A 6-sided dice, hoops, mini-whiteboards (FSD? activity only)

Let's Measure Weight: Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To order objects by weight using appropriate language.	Children will be reintroduced to the concept of measuring and comparing weight and the key language associated with it. They use their estimating skills to compare and order unknown weights, using balance scales to check their estimations.	<ul style="list-style-type: none"> • Can children use the vocabulary heavier/lighter? • Are children able to compare two objects' weight using balance scales? • Are children able to compare and order multiple objects using balance scales? 	<ul style="list-style-type: none"> • Slides • Objects to compare weights • Several sets of boxes or containers weighing different amounts • Worksheet 1A/1B/1C • Balance scales • Photo Sheet 1A • Worksheet 1D (FSD? activity only)
Lesson 2	To measure and order weights in grams.	Children will be introduced to using standard units of measure for measuring weight. They will discuss why we use a standard unit and why we use grams to measure lighter weights. The children are challenged to use their estimating skills to think about an object's weight and use digital scales to record the accurate weight of an object. They then use their measurements to order the objects from lightest to heaviest.	<ul style="list-style-type: none"> • Can children name the units of measure used to measure weight? • Are children able to use a digital scale to measure an object's weight in grams? • Can children order objects based on their measured weights? 	<ul style="list-style-type: none"> • Slides • Various weights: 1g, 10g, 50g, 100g and 200g • Worksheet 2A/2B • Digital scales • Sets of objects less than/around 100g and others to supplement classroom objects • Teacher's Notes 2A • Photo Sheet 2A • Worksheet 2C (FSD? activity only)
Lesson 3	Estimate and compare an object's weight to a measured weight.	Children will look in more detail at kilograms and their relationship to grams. They think about which unit is more suitable for weighing a variety of objects and use the <, > and = symbols to compare different objects to 1kg.	<ul style="list-style-type: none"> • Can children compare the weight of an object to a measured weight? • Can children use <, > and = symbols to compare weights? • Can children select appropriate units of measure based on their estimation of an object's weight? 	<ul style="list-style-type: none"> • Slides • 1kg object • 100g and 1kg weights • Objects to weigh (some more than 1kg, see Teacher Notes 3A) • Teacher Notes 3A • Worksheet 3A/3B/3C • Worksheet 3D/3E (FSD? activity only) • Photo Sheet 3A
Lesson 4	To read a scale measuring weight to the nearest 100g.	Children are introduced to reading scales on kitchen spring scales. They use their knowledge and understanding of number lines to help them place and identify 100g and 1kg on the scale and count in 100s to 1000. They use their scale-reading skills to read and match scales to their weights or alternatively weigh various shopping items using spring scales.	<ul style="list-style-type: none"> • Can children read multiples of 100g on a scale? • Are children able to make suggestions about what a scale would look like showing a given weight? • Can children take measurements to the nearest 100g? 	<ul style="list-style-type: none"> • Slides • Sticky notes • Weight Cards 4A/4B • Scale Cards 4A • Scale Sheet 4A • Photo Sheet 4A • Kitchen scales • Worksheet 4A (FSD? activity only) • Shopping items (FSD? activity only)
Lesson 5	To measure amounts in g and kg.	Children are challenged to measure given amounts of objects, watching the scales closely to check for over measuring. They will discuss how to correct any mistakes they make when measuring and make sensible decisions about when a measurement is close enough or needs to be corrected.	<ul style="list-style-type: none"> • Can children read scales accurately to the nearest 100g? • Are children able to accurately measure given amounts? • Can children make suggestions about how to correct mistakes made when measuring weight? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B • Challenge Cards 5A • Spring scales (kitchen scales) • Objects to measure • Photo Sheet 5A • Cookie Recipe Card 5A (FSD? activity only) • Ingredients (FSD? activity only) • Digital scales (optional) (FSD? activity only)

Can we link addition and subtraction?: Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recall and use addition and subtraction facts to twenty.	Children to recognise and discuss numbers, sharing facts they know about them. Then they will solve missing number sentences to earn pieces of their rocket and find the launch code.	<ul style="list-style-type: none"> • Do children know addition facts to 20? • Do children know subtraction facts to 20? • Can children use number facts to solve problems? 	<ul style="list-style-type: none"> • Slides • Rocket Parts • Worksheet 1A/1B/1C • Photo Sheet
Lesson 2	To use the inverse to prove and check answers.	Children to complete inversion loops by finding missing numbers. Your class will be challenged to fly to and return back from planets as they travel around space. Alternatively they will organise number sentences into fact families.	<ul style="list-style-type: none"> • Can children use the inverse to check answers? • Do children understand how addition and subtraction are linked? • Can children explain their methods? 	<ul style="list-style-type: none"> • Slides • Inversion Loops A/B/C • Number Cards A/B (FSD...? activity only) • Photo Sheet
Lesson 3	To derive addition and subtraction facts up to 100.	Children to practise using a hundred square to solve problems. Your class will be challenged to listen to information and write it in a number sentence, before solving it using a hundred square. They will think about the Part Part Whole method when deciding how the problem could be written in number sentences.	<ul style="list-style-type: none"> • Can children use addition and subtraction to solve problems? • Can children link addition and subtraction? • Can children confidently use different methods to solve problems? 	<ul style="list-style-type: none"> • Slides • Hundred Squares • Question Cards A/B/C • Part Part Whole Cards A/B (FSD...? activity only) • Blank Number Lines (FSD...? activity only) • Photo Sheet • Dienes blocks, paper, light coloured pens
Lesson 4	To use the rounding and adjustment method when adding and subtracting.	Children to understand and use the adjustment method when adding or subtracting. They will be challenged to solve problems by rounding to the nearest ten and then adjusting.	<ul style="list-style-type: none"> • Do children understand how to round numbers? • Can children use a number line to solve problems by adjustment? • Can children link addition and subtraction? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Number Cards A/B (FSD...? activity only) • Spinner A/B (FSD...? activity only) • Rockets (FSD...? activity only) • Photo Sheet
Lesson 5	To solve addition and subtraction problems.	Children to use and apply a variety of methods to solve addition and subtraction word problems. They will be given different word problems and be challenged to select the appropriate information and record it as a number sentence before solving it using a method of their choice.	<ul style="list-style-type: none"> • Can children solve word problems? • Can children link addition and subtraction? • Can children check their answers? 	<ul style="list-style-type: none"> • Slides • Problem Cards A/B/C • Challenge Posters (FSD...? activity only) • Code Breaker Card (FSD...? activity only) • Photo Sheet

Can we link multiplication and division : Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use practical and pictorial methods to solve multiplication and division problems.	During this lesson the children will recap what multiplication and division problems are. They will use bead strings to solve problems and be encouraged to talk about what they have done. They will make predictions about the answer to a number sentence, including if the number will be larger, smaller or the same as the numbers in the number sentence.	<ul style="list-style-type: none"> Can children explain multiplication? Can children explain division? Can children use resources to solve multiplication and division questions? 	<ul style="list-style-type: none"> Slides Bead strings (Teaching Input only) Worksheet 1A/1B/1C Question Cards 1A/1B (FSD...? activity only) Bead String Cards 1A/1B (FSD...? activity only) Arrays Cards 1A/1B (FSD...? activity only) Answer Cards 1A/1B (FSD...? activity only) Counting resources: blocks, numicon Photo Sheet
Lesson 2	To use multiplication and division facts to solve problems.	In this lesson your class will be encouraged to count in multiples and use arrays to check their answers to multiplication and division problems. They will be challenged to predict answers to number sentences using their knowledge of number facts. This lesson concludes by challenging the children to apply their knowledge of numbers to solve missing number problems.	<ul style="list-style-type: none"> Do children understand multiplication and division number sentences? Do children know number facts? Can children use methods to check their answers? 	<ul style="list-style-type: none"> Slides Puzzle Pieces 2A/2B Number Sheets 2A Number Cards 2A Game Sheet 2A/2B (FSD...? activity only) Question Cards 2A/2B (FSD...? activity only) Photo Sheet
Lesson 3	To explore which number sentences are commutative.	During this lesson your class will explore what 'commutative' means. They will use bead strings and arrays to check their answers as they rearrange multiplication number sentences to check if they can be done in any order.	<ul style="list-style-type: none"> Do children understand multiplication number sentences are commutable? Can children draw arrays to prove their number sentence answers? Can children rearrange number sentences? 	<ul style="list-style-type: none"> Slides Bead Strings Worksheet 3A/3B/3C Number Sentence Cards (FSD...? activity only) Challenge Cards (FSD...? activity only) Photo Sheet
Lesson 4	To use multiplication to check answers to division problems.	This lesson begins by recapping what commutative means. Your class will then be challenged to solve a division number sentence, before using multiplication to check their answer. To help your class understand the relationship between multiplication and division number sentences they will come up with a story to illustrate each number sentence.	<ul style="list-style-type: none"> Do children understand which number sentences are commutative? Can the children use multiplication to check their answers? Can children apply their knowledge of number facts to solve problems? 	<ul style="list-style-type: none"> Slides Problem Cards 4A/4B/4C Domino Cards 4A/4B (FSD...? activity only) Photo Sheet
Lesson 5	To solve problems involving multiplication and division.	The final lesson in this series challenges children to apply their maths skills when solving multiplication and division word problems. They will read word problems and talk about what they mean before writing them as number sentences and solving them.	<ul style="list-style-type: none"> Can children write number sentences? Can children solve word problems? Can children check their work? 	<ul style="list-style-type: none"> Slides Character Cards 5A/5B/5C Problem Cards 5A/5B (FSD...? activity only) Game Sheet 5A (FSD...? activity only) Counting resources: blocks, numicon, bead strings Photo Sheet

Let's Find Fractions: Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find a half and a quarter of a shape.	Children will be reminded of how to find halves and quarters of shapes, including what the different parts of the written fractions mean. They investigate different ways to split a shape into two or four equal pieces and identify when a fraction is not correct, using their reasoning skills.	<ul style="list-style-type: none"> • Can the children describe what a half and a quarter are? • Are the children able to record halves and quarters as fractions? • Can children identify halves and quarters of a shape? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A • Shape Sheet 1A • Apple • Photo Sheet 1A • Pizza Template 1A/1B (FSD? activity only) • Topping Menu (FSD? activity only)
Lesson 2	To find a half, a quarter and a third of a shape.	Children begin to record their own versions of fractions by shading pieces of shapes. They think about how they can show the same fraction in different ways, beginning to build their understanding of the equivalence between $\frac{1}{2}$ and $\frac{2}{4}$.	<ul style="list-style-type: none"> • Can children show a given unit fraction by shading part of a shape? • Can children identify the shaded fraction of given shapes? • Are children able to shade half of a shape which is split into four pieces? 	<ul style="list-style-type: none"> • Slides • Shape Cards 2A • Worksheet 2A/2B/2C • Photo Sheet 2A • Domino Cards 2A (FSD? activity only)
Lesson 3	To find a half, a quarter and a third of a number.	Children begin to link division strategies to finding fractions of a number by sharing quantities between equal groups. They use their knowledge of how fractions are written to determine how many groups the number needs to be shared into.	<ul style="list-style-type: none"> • Can the children describe how to find a half and a quarter of a number? • Are children able to find a half, a quarter and a third of a number or quantity? • Are children able to describe how they can use halving to find a quarter? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B • Counters/cubes/Numicon • Photo Sheet 3A • Challenge Card 3A (FSD? activity only)
Lesson 4	To find a quarter and three quarters of shapes and numbers.	Children build on the previous lessons' learning by finding quarters of numbers by either sharing between four equal groups or halving and halving again. They then use this to help them find three quarters of numbers and shapes, using visual representations to help them.	<ul style="list-style-type: none"> • Can children find one quarter of a given shape or amount? • Can children find and show three quarters of a shape? • Can children find three quarters of a number? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Counters/cubes/Numicon to support division strategies • Photo Sheet 4A • Worksheet 4D (FSD? activity only) • Paper plates (FSD? activity only)
Lesson 5	To solve practical problems involving fractions.	Children apply their learning to different word problems and practical problems in groups or individually. They need to figure out ways to share different numbers of objects equally between groups of people, splitting the objects into fractions when necessary. Alternatively they could investigate fractions of length by working together to draw different lengths with a group.	<ul style="list-style-type: none"> • Can children find half or a quarter of a shape? • Can children find half or a quarter of a number? • Can children solve practical problems using their knowledge of fractions? 	<ul style="list-style-type: none"> • Slides • Picnic Card 5A/5B • Challenge Card 5A/5B • Food Cards 5A • Worksheet 5A • Photo Sheet 5A • Measurement Card (FSD? activity only) • Large paper/chalk (FSD? activity only) • Worksheet 5B (FSD? activity only)

How can we tell the time?: Maths : Year 2 : Spring Term Week 8

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To read, write, say and draw analogue clock 'o'clock' times.	Children will recap what 'o'clock' means, and practise reading, writing and saying written times as well as reading, saying and drawing clock faces showing 'o'clock' times. They will learn about how the hour hand points to each hour twice per day, think about what they might be doing around certain 'o'clock' times, and work out what one hour earlier/later is than a given time.	<ul style="list-style-type: none"> Can children read, write, say and draw 'o'clock' times? Can children match written times to clock faces? Can children begin to sequence intervals of time (whole hours)? 	<ul style="list-style-type: none"> Slides Blank Clock Faces sheet Worksheet 1A/1B/1C O'Clock Cards (FSD...? activity only)
Lesson 2	To read, write, say and draw 'half past', 'quarter past' and 'quarter to' times.	Children will learn how to read, write and draw 'half past', 'quarter past' and 'quarter to' times, both written and shown on analogue clock faces. They may then either continue practising by reading, writing and drawing clock times during a card game, or select appropriate times for events written in a diary entry.	<ul style="list-style-type: none"> Can children read, write, say and draw 'half past' times? Can children read, write, say and draw 'quarter past/to' times? Can some children find the times a quarter of an hour earlier/later than a given time? 	<ul style="list-style-type: none"> Slides Tell The Time 2A/2B/2C game cards Diary Sheet 1 (FSD...? activity only) Diary Cards 1 (FSD...? activity only)
Lesson 3	To find times that are five minutes later or earlier than a given time.	Children will learn how to read, say, draw and write times five minutes after 'o'clock' and 'half past' times. Some children may also learn about 'five to' times (e.g. 'five to ten'.)	<ul style="list-style-type: none"> Can children read 'five past' times e.g. 'five past two', 'five thirty-five'? Can children write and draw 'five past' times? Can some children read, write and draw 'five to' times e.g. 'five to five'? 	<ul style="list-style-type: none"> Slides Blank Clock Faces sheet or learning clocks Five Minutes Earlier/Later card Worksheets 3A/3B/3C Five Minute Challenge cards (FSD...? activity only)
Lesson 4	To become more fluent at telling the time, including on analogue clocks.	Children will answer a variety of questions to help them recall prior learning about time, then go on to learn how they may find out the number of minutes between two given times by counting the minutes, in fives, around a clock face. They may then either practise these skills independently, or play a group game to consolidate their learning.	<ul style="list-style-type: none"> Can children answer a variety of questions about reading the time on analogue clocks? Can some children count minutes (in fives) in a quarter of an hour and in half an hour? Can some children count minutes (in fives) between a greater variety of different times? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Time Chain Cards 4 (FSD...? activity only) Learning clocks (optional)
Lesson 5	To become more fluent at telling the time by listening to clock chimes.	Children will learn about chimes made by some clocks, and consider why public clocks were important in the past. By listening to audio tracks of chimes (just like those of the Elizabeth tower at the palace of Westminster), children will learn to hear the time and interpret it.	<ul style="list-style-type: none"> Can children count clock chimes to tell the time? Can children identify 'quarter past', 'half past' and 'quarter to' times by listening to clock chimes? Can children listen to clock chimes, then write or draw corresponding clock times? 	<ul style="list-style-type: none"> Slides 'Big Ben' Audio Tracks (16 tracks) Worksheet 5A/5B Challenge Card 5 (FSD...? activity only) Tuned musical instruments e.g. keyboards or glockenspiels (FSD...? activity only)

Let's explore charts and tables : Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use tallies and pictograms to share information.	Children will explore pictograms and tally charts. They will ask and answer questions about the data being conveyed. The children also will use given information to complete tally charts and pictograms.	<ul style="list-style-type: none"> • Can children talk about the information in a pictogram? • Can children use a tally chart to complete a pictogram? • Can children answer questions about a pictogram? 	<ul style="list-style-type: none"> • Slides • Challenge Cards 1A/1B/1C • Picture Cards 1A/1B (FSD...? activity only) • Worksheet 1A/1B (FSD...? activity only) • Photo Sheet
Lesson 2	To compare pictograms and block diagrams.	Children will compare pictograms and block diagrams, discussing how they are the same and how they are different. They will use the two graphs to answer questions and discuss the different methods used. During their independent activities the children will use tally charts to complete block diagrams and match them to the corresponding pictogram.	<ul style="list-style-type: none"> • Can children compare pictograms and block diagrams? • Can children create block diagrams? • Can children ask and answer questions about block diagrams? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Extension Cards 2A/2B/2C • Graph Cards 2A/2B (FSD...? activity only) • Statement Cards 2A/2B (FSD...? activity only) • Squares of paper - 4/5 colours (Plenary only) • Photo Sheet
Lesson 3	To organise, compare and sort data.	Children will recap what a tally chart, pictogram and block diagram are. They will check the graphs have been filled correctly using the information in the tally chart, then they will have a go completing block graphs independently.	<ul style="list-style-type: none"> • Can children compare tally charts and tables? • Can children complete block diagrams and tables? • Can children ask and answer questions about tables and block diagrams? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Odd One Out Cards 3A/3B (FSD...? activity only) • Photo Sheet
Lesson 4	To sort information into block diagrams.	Children will complete block diagrams using information given. They will discuss similarities and differences between their graphs and the one on the slide, addressing misconceptions that arise. They will go on to ask and answer questions about block diagrams they have completed.	<ul style="list-style-type: none"> • Can children complete block diagrams? • Can children ask and answer questions? • Can children use mathematical language to talk about their graphs? 	<ul style="list-style-type: none"> • Slides • Blank Block Diagram Sheet 4A/4B (Teaching Input) • Worksheet 4A/4B/4C • Challenge Cards 4A/4B (FSD...? activity only) • Question Cards 4A (FSD...? activity only) • Photo Sheet
Lesson 5	To generate information and input it into tables and block diagrams.	Children will collect data and then input it into a table and then a block diagram. They will ask and answer questions about the information they have generated.	<ul style="list-style-type: none"> • Can children create block diagrams? • Can children generate information for tables and diagrams? • Can children ask and answer questions about block diagrams? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Character Cards 5A/5B (FSD...? activity only) • Worksheet 5D/5E (FSD...? activity only) • Trays of coloured blocks • Photo Sheet

Let's Explore Position and Direction: Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know how to describe and continue patterns and sequences	Children will begin by describing simple patterns within sequences. They will then use these patterns to identify what the next object in a sequence would be. In their independent work, children will continue sequences by identifying the correct shape from a given choice of three. Alternatively, children will work in pairs to describe and identify sequences.	<ul style="list-style-type: none"> Can children describe patterns? Can children identify what the next object in a sequence should be? Can children explain their choices and reasoning? 	<ul style="list-style-type: none"> Slides Shape Cards (Teaching Input) Worksheet 1A/1B/1C Pattern Strips (FSD? activity only) Pattern Identification Sheet (FSD? activity only) Photo Sheet
Lesson 2	To know how to continue sequences and identify missing objects in sequences	In this lesson, children will further their knowledge and understanding of patterns by looking at more complex sequences involving a wider range of objects, colours and orientations. They will also learn how to identify missing objects within a sequence. Children will practise and consolidate this learning in their independent activities.	<ul style="list-style-type: none"> Can children identify what the next object in an increasing range of sequences should be? Can children identify what a missing object within a sequence should be? Can children explain their choices and reasoning? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Sequence Strips (FSD? activity only) Missing Object Cards (FSD? activity only) Photo Sheet
Lesson 3	To know how to create and describe sequences	Children will begin by identifying and discussing repeating patterns in a variety of sequences. They will then use their knowledge and understanding to create and describe sequences containing repeating patterns of different lengths.	<ul style="list-style-type: none"> Do children understand that objects can be arranged into many different patterns and sequences? Can children make and describe their own patterns and sequences? Can children identify errors in patterns? 	<ul style="list-style-type: none"> Slides Shape Cards (Teaching Input) Worksheet 3A/3B/3C Blank Sequence Strips and Cover Cards (FSD? activity only) Object Cards (FSD? activity only) Photo Sheet
Lesson 4	To use vocabulary to describe direction and movement	In this lesson, children will use simple vocabulary to describe direction and movement. They will begin by reinforcing their knowledge and understanding of the terms up, down, left and right, before using them to describe various routes around grids. In their independent activities, children will describe and follow instructions using a map of a zoo. In the alternative activity, children will use their knowledge of direction and movement to play a game of 'Cops and Robbers'.	<ul style="list-style-type: none"> Do children know and understand the words associated with direction and movement? Can children follow the vocabulary of direction to move around a grid? Can children use vocabulary to give directions for movement around a grid? 	<ul style="list-style-type: none"> Slides Zoo Map Directions Cards Directions Sheet Challenge Cards & Route Cards Help Cards Zoo Animals Help Sheet Cops & Robbers Game Board (FSD? activity only) Cops & Robbers Cards and Counters (FSD? activity only) Photo Sheet
Lesson 5	To understand and describe movement as part of a turn	In this final lesson, children will recap on their knowledge of quarter, half, three-quarter and full turns, including clockwise and anticlockwise movements. In their independent activities, children will follow instructions to find out what shape is being pointed to after completing a given movement. In the alternative activity, children will move their bodies through different turns in order to find the answers to the challenges set.	<ul style="list-style-type: none"> Do children understand the terms 'clockwise' and 'anticlockwise'? Can children turn themselves and objects a whole turn, half turn, quarter turn and three quarter turn? Can children describe movement using the language of turns? 	<ul style="list-style-type: none"> Slides Movement Square and Pointer, split pins Question Sheet Worksheet 5A/5B Insect Cards (FSD? activity only) Which Insect? Challenge Sheet (FSD? activity only) Photo Sheet

How hot is it?: Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know and use some vocabulary associated with temperature.	Children will explore the language associated with feeling and measuring temperature. They are encouraged to draw on their experiences of hot and cold weather and objects in order to compare temperatures.	<ul style="list-style-type: none"> Can children generate some of the vocabulary used to describe temperature? Can children compare the feeling of different temperatures and describe them? Can children sort objects depending on their temperature? 	<ul style="list-style-type: none"> Slides Hot water bottle Cold pack (one frozen/activated, one unfrozen) Object Cards 1A Worksheet 1A/1B Photo Sheet 1A Challenge Cards 1A (FSD? activity only) Selection of objects to measure temperature e.g. covered mug of warm water, ice, refrigerated water, hot water bottle, etc. (FSD? activity only)
Lesson 2	To read the scales on thermometers to measure temperature.	Children are introduced to the equipment and units of measure for measuring temperature. They will explore the different types of thermometers that can be used to measure temperature in different ways before focusing on mercury thermometers and reading various scales on them. The scales they investigate will be in steps of one, two, five or ten.	<ul style="list-style-type: none"> Can children name the unit used to measure temperature? Can children read a simple scaled used to measure temperature? Can children measure temperature using a scale with unmarked increments? 	<ul style="list-style-type: none"> Slides Thermometers Worksheet 2A/2B/2C Photo Sheet 2A Template 2A/2B (FSD? activity only) Flashcards 2A/2B (FSD? activity only)
Lesson 3	To compare temperatures using $<$, $>$ and $=$.	Children recap using the comparison symbols $<$, $>$ and $=$ to compare numerical amounts which have been represented in different ways. They then move on to using these symbols to compare different temperatures which they have to read from various thermometer scales.	<ul style="list-style-type: none"> Can children describe what each of the $<$, $>$ or $=$ symbols mean? Can children make a comparison between two temperatures? Are children able to use the comparison symbols $<$, $>$ or $=$ accurately? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Temperature Cards 3A Symbol Cards 3A Photo Sheet 3A
Lesson 4	To find the difference between two temperatures.	Children recap their mental and written methods for subtraction before applying these to finding the difference between different temperatures. They will find small differences between two two-digit numbers, using the thermometers scales as number lines to help their calculations.	<ul style="list-style-type: none"> Can children find the difference between two similar temperatures? Are children able to find the difference between two temperatures below 100°C? Can children describe their methods for finding the difference? 	<ul style="list-style-type: none"> Slides Map Card 4A/4B Worksheet 4A/4B Photo Sheet 4A Thermometer Cards 4A Worksheet 4C (FSD? activity only) Different containers to hold water (FSD? activity only) Warm water (FSD? activity only) Thermometers (FSD? activity only)
Lesson 5	To use reasoning and problem solving skills.	Children are challenged to apply what they have learnt about measuring and calculation with temperature in a variety of problem solving situations. They must use their reasoning skills to justify any choice they make when problem solving.	<ul style="list-style-type: none"> Can children compare and order temperatures? Are children able to use reasoning to justify their choices? Can children find the difference between two temperatures? 	<ul style="list-style-type: none"> Slides Photo Sheet 5A Challenge Cards 5A Thermometer Cards 5A Worksheet 5A Challenge Cards 5B/5C (FSD? activity only) Worksheet 5B (FSD? activity only)

Let's Solve Problems! : Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find different ways of using addition and subtraction to result in a given number.	Children use their knowledge of number bonds to 20 and 100 to explore different ways that they can use addition, and a few subtraction calculations to reach a target number. They use Tarsia puzzles to practise quick recollection of number bonds.	<ul style="list-style-type: none"> Can children use their knowledge of number bonds to help pair numbers to a familiar total? Are children able to derive other number facts from a known calculation? Can children add two or more numbers to result in a given total? 	<ul style="list-style-type: none"> Slides Triangle Tarsia Puzzle 1A/1B Photo Sheet 1A Challenge Card 1A/1B (FSD? activity only) Animal Cards 1A (FSD? activity only)
Lesson 2	To determine different ways that numbers can be split and record this using addition and subtraction calculations.	Children investigate the different ways in which numbers can be split. They look at the calculations that can be made from the way they have split the numbers and how these calculations can be built with two or more numbers.	<ul style="list-style-type: none"> Can children find different ways of using addition to make an amount? Are children able to find the inverse addition or subtraction calculation? Can children use the inverse calculation to check or solve a problem? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B Physical objects e.g. counters Photo Sheet 2A Challenge Card 2A (FSD? activity only) Large paper (FSD? activity only)
Lesson 3	To use bar models to help represent and solve addition calculations.	Children revisit using bar models to represent a problem in different ways. They explore how the different parts of the model relate to one another and use them to derive the four inverse addition and subtraction calculations for each problem.	<ul style="list-style-type: none"> Can children input numbers into a bar model to represent an addition problem? Are children able to draw a bar model to represent an addition problem? Can children derive inverse calculations from a bar model representation? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Photo Sheet 3A Challenge Cards 3A/3B (FSD? activity only) Multi-link cubes (FSD? activity only)
Lesson 4	To use bar models to represent and solve subtraction problems.	After investigating bar models in the previous lesson, the children will see how bar models can help them represent and solve subtraction word problems. They are challenged to input and draw information into a bar model before writing a subtraction calculation for each.	<ul style="list-style-type: none"> Can children find missing numbers from a bar model by finding the difference? Are children able to draw a bar model for a subtraction problem? Can children derive all known calculations from a bar model? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Photo Sheet 4A Bar model pieces 4A (FSD? activity only)
Lesson 5	To apply our understanding of addition and subtraction methods in different contexts.	Children have the opportunity to apply their understanding of written and mental methods for addition and subtraction in an engaging context. The children learn the game Strike-Out and use this to calculate small sums or differences. They also have the opportunity to play Snakes and Ladders with a small twist in order for them to calculate sums and differences as they play.	<ul style="list-style-type: none"> Can children choose resources to effectively support their calculations? Are children able to apply their methods of addition and subtraction in different contexts? Can children determine when they are able to use a mental method? 	<ul style="list-style-type: none"> Slides Teacher Notes 5A Game Board 5A/5B Physical resources e.g. counters, number lines, hundred squares, bead strings etc. Dice Photo Sheet 5A Strike-Out Cards 5A/5B (FSD? activity only)