Let's Use Numbers to 100: Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use pictures and number lines to solve problems.	Children to read and use number lines to help them write number sentences and solve problems. They will explore reading number sentences by using pictures to help.	• Can children order numbers? • Can children use objects and number lines to help them solve problems? • Can children match different representations of number sentences?	• Slides • Number Cards A/B/C (Mental Oral Starter only) • Number Lines and mini whiteboards (Teaching Input only) • Worksheet 1A/1B/1C • Picture Cards • Challenge Cards A/B (FSD? activity only) • Photo Sheet
Lesson 2	To use a number line to solve one more and one less problems.	Children to learn how to find one more and one less problems by using a number line. They will be challenged to pick a number sentence and solve it using a blank number line.	• Can children use a number line to solve problems? • Can children record jumps on a number line? • Can children record number sentences?	• Slides • Number Lines • Number Sentence Cards A/B/C • Worksheet 2A/2B/2C • Number Cards A/B (FSD? activity only) • One More/Less Dice (FSD? activity only) • Photo Sheet
Lesson 3	To use a number line to solve problems.	Children to learn how to solve number problems using a blank number line. They will learn how to start with any number and either count backwards or forwards depending on the question.	• Can children use a number line to solve problems? • Can children record jumps on a number line? • Can children record number sentences?	• Slides • Worksheet 3A/3B/3C • Number Cards A/B/C • Number Track A/B (FSD? activity only) • Counters • Photo Sheet
Lesson 4	To solve finding the difference problems using a number line.	Children to find the difference between numbers by using a number line. They will be challenged to use number lines and counters to find the difference between numbers they land on.	• Do children understand how to find the difference between two numbers? • Can children use a number line to find the difference between two numbers? • Can children count on from the smaller number to find the difference?	• Slides • Number Line A/B • Target Card • Number Cards A/B (FSD? activity only) • Number Grid A/B (FSD? activity only) • Bean bags, counters, colour pencils • Photo Sheet
Lesson 5	To solve one-step and two-step problems using a number line.	Children to read the words problems and to solve them by using a number line. They will be challenged to solve problem cards, some including blank number lines that will need to be completed before finding the answer.	• Can children use a number line to solve one-step problems? • Can children use a number line to solve two-step problems? • Can children use number lines consistently with accuracy?	• Slides • Problem Cards A/B/C • Character Cards A/B (FSD? activity only) • Photo Sheet

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Use Number Facts: Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use and learn doubles number facts.	Children to recognise and use their knowledge of doubles to solve problems. They will be challenged to count objects and recall number facts from memory.	• Can children use objects or pictures to work out doubles? • Do children know some doubles number facts? • Can children apply number facts to solve problems?	• Slides • Number Cards 1A • Worksheet 1A/1B • Ladybird Cards (FSD? activity only) • Photo Sheet
Lesson 2	To use number bonds to twenty to solve problems.	Children to recognise and use their knowledge of number bonds to solve problems. They will be challenged to recall number facts from memory.	• Can children use objects or pictures to solve number bond problems? • Can children recall number bonds to twenty from memory? • Can children apply number facts to solve problems?	• Slides • Game 2A/2B • Part Part Whole Sheet • Photo Sheet
Lesson 3	To use number facts to solve addition and subtraction problems.	Children to recognise and use their knowledge of number facts to solve problems. They will be challenged to apply what they know about doubles, number bonds and partitioning numbers to answer addition and subtraction questions.	• Can children use objects or pictures to solve problems? • Can children recall number facts from memory? • Can children apply number facts to solve problems?	• Slides • Connect 4 Sheet 3A/3B/3C • Character Cards (FSD? activity only) • Fruit Cards (FSD? activity only) • Number Sentence Cards (FSD? activity only) • Number Line Cards (FSD? activity only) • Photo Sheet
Lesson 4	To solve missing number problems.	Children to apply their knowledge of number facts to solve missing number problems. They will be challenged to apply what they know about doubles, number bonds and partitioning numbers to answer dinosaur themed addition and subtraction questions.	• Can children use objects or pictures to solve problems? • Can children recall number facts from memory? • Can children apply number facts to solve missing number problems?	• Slides • Problem Cards 4A/4B/4C • Number Sentence Cards (FSD? activity only) • Photo Sheet
Lesson 5	To solve problems using number facts.	Children to apply their knowledge of number facts to solve a range of number problems. They will be challenged to apply what they know about doubles, number bonds and partitioning numbers to answer sporty addition and subtraction questions.	• Can children select appropriate equipment to help them solve problems? • Can children recall number facts from memory? • Can children apply number facts to solve problems?	• Slides • Sports Cards 5A/5B/5C • Activity Cards (FSD? activity only) • Challenge Cards (FSD? activity only) • Photo Sheet

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's halve and quarter: Maths: Year 1 : Summer Term, Week 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find halves of shapes and of countable sets of objects.	Children will learn about halving shapes and objects by drawing dividing lines and halving countable sets of objects by sharing into two groups. They may then either practise these skills or build upon them by tracing 2-D shapes and folding to find half.	• Can children identify correct/incorrect dividing lines showing shapes, halved? • Can children draw halfway dividing lines/marks on shapes and objects? • Can children divide quantities of objects into halves?	• Slides • Challenge Cards 1 • Worksheets 1A/1B/1C • Halving Challenge 1 • Tracing paper, and counters or cubes
Lesson 2	To find halves of quantities.	Children will progress from simple 'one for me, one for you' sharing to halve sets of objects, to using a variety of strategies for halving more quickly and efficiently. They will practise these skills either by halving sets of objects and 'pourable' solids or liquids, or by halving items in a 'half-price sale'.	• Can children use sharing to halve countable sets of objects? • Can children use balance scales to measure and halve 'pourable' solids (e.g. rice)? • Can children use containers to halve liquids?	• Slides • Teacher's Notes and accompanying printable resources • Balance scales, sand, rice, pasta, marbles etc. • Jugs, plastic cups etc. • Worksheets 2A/2B • Price Tags 2 (FSD…? activity only)
Lesson 3	To find quarters of countable sets of objects.	Children will develop quick, efficient methods for finding half and a quarter of sets of objects by making arrays of Maths cubes or counters. They will then practise these methods by solving halving and quartering questions and problems.	• Can children identify shapes that have been quartered, and explain their reasoning? • Can children suggest methods for quartering countable sets of objects? • Can children use a quick 'halve, then halve again' method for quartering?	• Slides • Quartering Flash Cards • Worksheets 3A/3B • Party Bag Challenge 3 (FSD…? activity only) • Party Bag Worksheet 3 (FSD…? activity only)
Lesson 4	To find quarters of quantities.	Children will develop and improve methods for finding quarters of amounts using Maths resources such as cubes or counters. They may then either practise these methods, or explore ways of finding a quarter of a 'pourable' solid such as rice or sand.	• Can children use efficient methods for quartering sets of objects accurately? • Can children use countable sets of resources to find quarters of units of measure? • Can some children write quarters of an amount using the correct symbol/abbreviation for the given unit of measure?	• Slides • Worksheets 4A/4B • Photo/Sketch Sheet (FSD…? activity only) • Maths cubes or counters, balances scales, rice
Lesson 5	To combine quarters and halves of shapes, objects and quantities.	Children will practise and consolidate the skills and knowledge gained during previous lessons, either by finding halves and quarters of sets of objects and various quantities (in a quiz), or by solving simple halving and quartering word problems using Maths cubes or counters to help.	• Can children identify quarters, halves and three quarters of shapes? • Can children find quarters, halves and three quarters of sets of objects? • Can some children remember some quarters and halves of amounts less than 20?	• Slides (includes the Big Halves and Quarters quiz) • Big Quiz sheet • Finding Quarters sheet (FSD…? activity only) • Finding Quarters cards (FSD…? activity only) • Counters or cubes

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different…?' activity within the lesson plan

Let's find the total by grouping: Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To count in twos, fives and tens on a number line.	Children revisit their understanding of skip counting in jumps two, fives and ten along a number line. They are challenged to think about sequences of numbers which don't always start from 0 as well as sequences increasing and decreasing by two, five or ten. There is an opportunity to extend their understanding of counting in twos, fives and tens by using their reasoning skills to discuss if a number will appear in a proposed sequence.	• Can children count in groups of two, five and ten? • Are children able to count in steps of two, five and ten from 0 on a number line? • Are children able to count in steps of two, five and ten from a number other than 0 on a number line?	• Slides • Worksheet 1A/1B/1C • Photo Sheet 1A • Number Lines 1A (FSD? activity only) • Hundred Square 1A (FSD? activity only) • Challenge Cards 1A/1B (FSD? activity only)
Lesson 2	To double numbers using concrete objects and grouping.	Children resist the concept of doubling and extend their understanding of doubling as repeated addition, exploring doubling as a multiplication. Children use spots on butterfly wings to help them see two groups of the same number and write multiplications sentences based on what they see.	• Can children double a number using concrete resources? • Are children able to double a number using pictorial representations? • Can children identify a multiplication calculation from a doubling problem?	• Slides • Worksheet 2A • Doubling Cards 2A • Counters/cubes/Numicon • Butterfly Sheet 2A • Challenge Card 2A • Photo Sheet 2A • Doubling Cards 2B (FSD? activity only) • Paint (FSD? activity only) • Paintbrushes/cotton buds (FSD? activity only)
Lesson 3	To make links between repeated addition and multiplication.	Children revisit repeated addition as a concept for multiplication and being linking it to a multiplication calculation using a pictorial representation. Children will practise recognising groups of numbers and writing a multiplication and repeated addition based on it.	• Can children identify a repeated addition calculation from a pictorial representation? • Are children able to identify a multiplication calculation form a pictorial representation? • Are children able to make a link between repeated addition and multiplication?	• Slides • Matching Cards 3A • Worksheet 3A/3B • Photo Sheet 3A • Game Board 3A (FSD? activity only) • Game Cards 3A (FSD? activity only) • Counter Cards 3A (FSD? activity only)
Lesson 4	To investigate multiplication using arrays.	The children will be introduced to array and how they can be used to represent multiplications in different ways. They will experiment with the different ways of grouping wither the rows or the columns to help them see the different groups. Children are challenged to build or draw different arrays for multiplication problems.	• Can children draw an array from a multiplication? • Can children create a multiplication calculation from an array? • Can children solve multiplication problems using arrays?	• Slides • Challenge Cards 4A • Array Card 4A • Counters/multilink cubes • Worksheet 4A/4B • Photo sheet 4A • Building Card 4A (FSD? activity only) • Yellow squares (FSD? activity only)
Lesson 5	To solve multiplication problems using concrete or pictorial resources.	In this final lesson children are challenged to use their understanding of arrays to help them solve multiplication problems for some shop assistants who are stacking their shelves in arrays. The children will be given a set of shelves and asked to find the total amount of objects which will fit not he shelves, or given a set of objects and asked to determine if they will fit on a given set of shelves arranged in an array.	• Can children create an array from a given total number? • Can children use concrete resources to represent a multiplication • Are children able to solve simple one-step multiplication problems?	• Slides • Various apparatus e.g. bead strings, multi-link cubes, coins, numicon, counters • Object Cards 5A • Challenge Cards 5A/5B • Worksheet 5A • Photo Sheet 5A • Shelf Cards 5A (FSD? activity only) • Object Cards 5B (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's share objects equally : Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To share objects equally to solve problems.	Children will be introduced to the concept of sharing. They will explain sharing and division in their own words before practically sharing objects into equal groups to solve problems.	• Can children count in twos, fives and tens? • Can children share objects into equal groups? • Can children check answers?	• Slides • Challenge Card 1A/1B/1C • True or False Cards 1A/1B (FSD…activity only) • Sorting Labels (FSD…activity only) • Photo Sheet 1A
Lesson 2	To identify odd and even numbers.	Children will explain the difference between odd and even numbers. They will use objects to find out if numbers can be shared equally into two groups as well as be encouraged to spot patterns and make predictions.	• Do children know what an even number is? • Can children identify odd and even numbers? • Can children write division number sentences?	• Slides • Worksheet 2A/2B/2C • Number Cards 2A/2B (FSD…activity only) • Category Cards 2A (FSD…activity only) • Photo Sheet 2A
Lesson 3	To solve problems containing the division symbol.	Children will solve division problems using objects. They will read, write and understand division number sentences, thinking carefully about what the question is asking them. The lesson concludes with the children being asked to match division number sentences to their equivalent multiplication and repeated addition number sentence.	• Can children identify the division symbol? • Do children understand division number sentences? • Can children solve division number sentences?	• Slides • Number Sentence Cards 3A/3B/3C • Worksheet 3A/3B (FSD…activity only) • Photo Sheet 3A
Lesson 4	To solve division number sentences practically.	Children will solve division number sentences practically by sharing objects equally into groups. They will practise reading number sentences as they work out the steps they need to take to solve them. This lesson concludes with your class writing their own number sentences to represent groups of pictures.	• Can children read division number sentences? • Can children write division number sentences? • Can children use objects to solve division number sentences?	• Slides • Worksheet 4A/4B/4C • Board Game 4A/4B/4C (FSD…activity only) • Question Cards 4A/4B (FSD…activity only) • Photo Sheet 4A
Lesson 5	To solve division number sentences.	Children will look at the order of numbers in a division number sentence and think about what it means. They will solve missing number sentences while thinking about what each part of the number sentence means.	• Can children solve division number sentences? • Can children link multiplication and division? • Can children share a group of objects into different sets of equal groups?	• Slides • Worksheet 5A/5B/5C • Challenge Sheet 5A/5B (FSD…activity only) • Photo Sheet 5A

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different…?' activity within the lesson plan

Which direction? : Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use the language of position.	Children will use the language of position in a variety of different ways. They will describe where things are in the classroom and in pictures, using language like top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, below, underneath and behind.	• Do children know the language of position? • Can children use position vocabulary accurately? • Can children speak clearly with their audience in mind?	• Slides • Picture Cards 1A/1B/1C • Object Cards 1A/1B/1C/1D • Vocabulary Cards 1A (FSD…? activity only) • Objects (FSD…? activity only) • Photo Sheet 1A
Lesson 2	To use position language in a variety of ways.	Children will use and become confident with the language of left and right. They will use this language to arrange pictures or objects. Your class will develop their listening skills as they follow instructions and understand why it is important to give clear concise instructions.	• Can children use the language of position and direction? • Do children know their left and right? • Can children follow instructions?	• Slides • Worksheet 2A/2B/2C • Picture Cards 2A • Challenge Cards 2A/2B (FSD…? activity only) • Objects (FSD…? activity only) • Photo Sheet 2A
Lesson 3	To follow position and direction instructions.	Children will recap reading the time on a clock and then use this knowledge to work out what clockwise and anticlockwise turns are. They will then use this language when giving instructions to their peers in this practical, hands-on lesson.	• Do children understand whole, half and quarter turns? • Can children follow instructions involving turning in quarter increments? • Do children understand the language of clockwise and anticlockwise?	• Slides • Tangram Shapes 3A/3B • Worksheet 3A/3B/3C • Mirrors • Art Sheet 3A/3B/3C (FSD…? activity only) • Shape Pieces 3A/3B/3C (FSD…? activity only) • Paper and pens (FSD…? activity only) • Photo Sheet 3A
Lesson 4	To use the language of position and direction to solve problems.	Children will recap the position and direction language they have covered so far as they describe movements clearly for their peers to copy. They will then have the opportunity to follow instructions to travel through mazes or create large symbols and shapes on the floor.	• Can children use position and direction language clearly? • Can children follow instructions? • Do children understand a range of position and direction vocabulary?	• Slides • Worksheet 4A/4B/4C • Help Cards 4A • Challenge Cards 4A (FSD…? activity only) • Jumbo chalks (FSD…? activity only) • Photo Sheet 4A
Lesson 5	To use position and direction language confidently.	Children will have the chance to consolidate the position and direction language they have been using all week in increasingly complex game-based open-ended activities.	• Can children give clear instructions? • Can children follow instructions? • Do children understand a range of position and direction language?	• Slides • Slide Print Out (Teaching Input only) • Maze Sheet 5A/5B/5C • Item Cards 5A/5B/5C • Game Example Sheet • Player pieces • Instruction Cards 5A (FSD…? activity only) • Bee-Bots and mazes (FSD…? activity only) • Crocodile Cards (Plenary only) • Photo Sheet 5A

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Let's get Confident with Numbers: Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To order numbers to 100.	Children to order numbers to 100 in a variety of ways. They will be challenged to use mathematical language to explain their reasoning.	• Can children identify numbers to 100? • Can children order numbers to 100? • Do children know the value of each digit in numbers to 100?	• Slides • Worksheet 1A/1B/1C • Number Cards 1A/1B (FSD? activity only) • Statement Cards 1A (FSD? activity only) • Photo Sheet
Lesson 2	To order numbers when counting in multiples.	Children to identify missing numbers in sequences and complete them. They will have the opportunity to practise their counting in multiples skills in a variety of different ways.	• Can children order numbers? • Can children count in twos, fives and tens? • Can children identify and continue a pattern?	• Slides • Multiples Mazes 2A/2B/2C • Leaf Template Sheet • Leaf Instruction Sheet • Photo Sheet
Lesson 3	To count in multiples to find the total amount of objects.	Children to count groups of objects to find the total. They will be challenged to problem solve when counting in twos, fives and tens.	• Can children count in multiples? • Can children find a total by counting in multiples? • Can children correctly write numbers?	• Slides • Multiples Cards 3A/3B/3C • Statement Cards • Photo Sheet
Lesson 4	To use a number line to count multiples and solve number sentences.	Children to read and solve number sentences. They will record jumps on a number line and refer to pictorial representations when finding the answer.	• Can children count confidently in multiples? • Can children use a number line to solve problems? • Can children count in multiples to find a total?	• Slides • Picture Cards 4A/4B/4C • Worksheet 4A/4B (FSD? activity only) • Photo Sheet
Lesson 5	To solve addition and subtraction problems using a number line.	Children to solve number sentences using number lines. They will record jumps on a number line, moving in jumps of tens and ones.	• Can children solve problems using a number line? • Can children apply their knowledge of number facts to solve problems? • Can children confidently partition numbers?	• Slides • Problem Cards 5A/5B/5C • Instruction Cards (FSD? activity only) • Number Lines 5A (FSD? activity only) • Number Fans (FSD? activity only) • Labels (FSD? activity only) • Score Sheet (FSD? activity only) • Grid Sheets • Photo Sheet

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Let's Identify and use Shapes: Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recognise and name common 2-D and 3-D shapes.	Children to recognise and describe the differences between 2-D and 3-D shapes. They will be challenged to sort, name and describe 2-D and 3-D shapes.	• Can children explain in simple terms how 2-D shapes and 3-D shapes are different? • Can children identify polygons/polyhedrons in sets of shapes? • Can children name some common 3-D shapes and match names to shapes?	• Slides • Photo Sheet • 3-D shapes • Sticky notes & sticky tac • Shape Names 1A/1B • Worksheet 1A
Lesson 2	To recognise and name common 2-D and 3-D shapes.	Children to match the description and names to 2-D and 3-D shapes. They will be challenged to sort polyhedrons and non-polyhedrons into groups.	• Can children explain in simple terms how 2-D shapes and 3-D shapes are different? • Can children identify polygons/polyhedrons in sets of shapes? • Can children name some common 3-D shapes and match names to shapes?	• Slides • Photo Sheet • Sticky notes • 2-D and 3-D shapes • Sorting rings • Shape Names 2A/2B
Lesson 3	To recognise and name common 2-D and 3-D shapes.	Children to recognise and describe what a polyhedron is and to count the flat faces of different 3-D shapes. They will be challenged to make various 3-D shapes using play dough.	• Can children explain what a polyhedron is in their own words? • Can children identify the shapes of faces of polyhedrons? • Can children make simple 3-D shapes using a range of resources?	• Slides • Photo Sheet • 3-D Shapes Picture Mat • Polyhedrons Picture Mat • 3-D shapes • Play dough and Polydron (or similar resource) • 3-D Shapes Video 3A
Lesson 4	To recognise and name common 2-D and 3-D shapes.	Children to recognise and describe what a polyhedron is and to match polyhedrons to their properties card.	• Can children explain what a polyhedron is in their own words? • Can children describe some properties of polyhedrons? • Can children count the faces/corners of polyhedrons?	• Slides • Photo Sheet • 3-D Shapes Picture Mat • 3-D Shapes Properties Cards • Polyhedron Properties Cards • 3-D Shapes Video 4A/4B
Lesson 5	To recognise and name common 2-D and 3-D shapes.	Children to explore ways in which 3-D shapes can be stacked to make towers and to make models.	• Can children explore ways in which 3-D shapes can be stacked on top of each other? • Can children identify simple 3-D shapes in more complex composite shapes? • Can children explore ways in which simple and composite 3-D shapes are constructed?	• Slides • Photo Sheet, Challenge Card • Wooden toy blocks • 3-D shapes • Cardboard boxes, scissors, sticky tape

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Let's tell the time to half past the hour: Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To sequence events in chronological order using language.	Children will explore the different times of day and what we call them. They use this language to describe different activities we do during the day as well as practising using language such as before, after, earlier and later.	• Can children accurately use the language morning, afternoon, evening and night? • Are children able to suggest activities that would be carried out at different times of day? • Are children able to chronologically order activities using time language?	• Slides • Worksheet 1A/1B/1C • Photo Sheet 1A • Activity Cards 1A (FSD? activity only) • Worksheet 1D (FSD? activity only) (optional)
Lesson 2	To tell time to the nearest hour.	Children will revisit their understanding of o'clock times. They will identify and say the different o'clock times, focusing on the hour hand's position at these times as well as the minute hand. They will have the opportunity to play games or make their own clock to show these times more easily.	• Can children identify the different parts of a clock face? • Are children able to accurately read an o'clock time? • Can children explain how they know what time it is clearly?	• Slides • Template 2A • Split pins • Worksheet 2A/2B • Clock Cards 2A • Photo Sheet 2A • Time Card 2A (FSD? activity only)
Lesson 3	To read and say times which are half past the hour.	Children will be introduced to the concept of telling the time to the nearest half hour as they focus on the position of the hour hand at these times. They will describe the hour hand as being halfway past or half past the hour number before exploring how the minute hand shows these times.	• Can children describe where the minute hand will be at half past the hour? • Are children able to identify the correct hour when reading a half past time? • Can children explain why it is called 'half past' the hour?	• Slides • Worksheet 3A/3B/3C • Photo Sheet 3A • Time Cards 3A/3B (FSD? activity only) • Clock Cards 3A (FSD? activity only)
Lesson 4	To accurately draw hands onto a clock face to show a given time.	Children will be guided through the process of drawing the hands on a clock face to show a half past or o'clock time. They will consider the placement of the hour hand as well as the length of each hand to make them distinguishable from each other.	• Can children correctly describe the minute hand and the hour hand on a clock? • Are children able to accurately draw o'clock times? • Are children able to accurately draw half past times?	• Slides • Worksheet 4A/4B/4C • Coloured pencils • Photo Sheet 4A • Game Card 4A (FSD? activity only) • Blank Clock Cards 4A/4B (FSD? activity only)
Lesson 5	To tell the time to half past the hour.	Children will use their learning from the week to identify half past and o'clock times. They will have the opportunity to use their understanding to construct effective descriptions of times and identify times based on these descriptions.	• Can children distinguish between o'clock and half past times? • Can children identify the correct hour for o'clock times? • Are children able to identify the correct hour for half past times?	• Slides • Game Board 5A/5B • Blank Clock Cards 5A/5B • Photo Sheet 5A • Time Cards 5A/5B (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Measure Time: Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use a calendar to identify dates and days of the week.	Children will investigate the layout of a calendar page and use this to help them find the dates of different special days and events. They will use the calendar to figure out the days that these events happen on as well as how many days or weeks there are between different events.	• Can children name and order the days of the week? • Can children name the months of the year? • Are children able to identify a date on a calendar?	• Slides • Worksheet 1A • Picture Cards 1A • Photo Sheet 1A • Challenge Cards 1A/1B/1C • Game Card (FSD? activity only) • Playing pieces, coloured counters/felt tips (FSD? activity only)
Lesson 2	To become familiar with units of time.	Children will explore and become familiar with units of time, including seconds, minutes, hours, days, weeks, months and years. They will discuss equivalencies between the different units and think about which unit they would use to measure different activities.	• Can children order seconds, minutes and hours? • Can children suggest activities that would be measured in seconds, minutes or hours? • Can children name equivalent units of time for seconds, minutes and hours?	• Slides • Activity Cards 2A • Worksheet 2A/2B • Photo Sheet 2A • Time Unit Cards 2A (FSD? activity only)
Lesson 3	To be able to compare and order different amounts of time.	Children will begin to compare different amounts of time using what they know about the different units of time and how they relate to one another. They are expected to use appropriate time language such as quick, slower, shorter or longer to compare and order different amounts of time.	• Can children order units of time? • Are children able to order timed activities which have the same unit? • Are children able to order timed activities which have different units?	• Slides • Timed Activity Cards 3A • Worksheet 3A/3B/3C • Photo Sheet 3A • Time Cards 3A (FSD? activity only) • Quicker/Slower Cards (FSD? activity only)
Lesson 4	To be able to accurately time various activities.	Children are challenged to time different activities using various timing equipment. They will look at how some timers count up or down and use this to find out how long an activity takes or how many of an activity they can complete in one minute.	• Can children accurately time an activity to the nearest whole second? • Are children able to use a variety of timing equipment correctly? • Can children estimate how long an activity might take in seconds?	• Slides • Various timing equipment • Worksheet 4A/4B/4C • Challenge Card 4A • Photo Sheet 4A • Worksheet 4D (FSD? activity only)
Lesson 5	To measure lengths of time and order the results.	Children will use their knowledge and understanding of timing activities to find out which activity they can do in the fastest time. They are challenged to complete tangram puzzles or other various activities and order the times they measure.	• Can children accurately time an activity using simple timing equipment? • Can children compare measured times to say which was faster/slower? • Can children order timed activities from quickest to slowest?	• Slides • Simple timing equipment e.g. tablets, online timers • Worksheet 5A • Tangram Puzzle Pieces 5A • Photo Sheet • Tangram Sheet 5A/5B/5C • Activity Cards 5A (FSD? activity only) • Various activity resources e.g. puzzles, counters, tweezers, dice, coins, matching games (FSD? activity only) • Worksheet 5B (FSD? activity only)

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Let's use money! : Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recognise coins and notes.	Children will recognise coins and notes and talk about the value of each coin. They will match representations of each coin.	• Can children recognise coins? • Can children recognise notes? • Do children know the value of coins and notes?	• Slides • Domino Cards 1A • Worksheet 1A/1B • Petal Cards 1A/1B • Pair Cards 1A (FSD…? activity only) • Photo Sheet 1A
Lesson 2	To exchange coins and notes.	Children will use a range of vocabulary to describe coins as they become more confident identifying them. They will then use addition to work out the total value of a group of coins and exchange them for a single coin or note with the same value. This lesson will develop your class's confidence with solving addition money problems.	• Can children identify coins and notes? • Can children work out the total of a set of coins? • Can children exchange a group of coins for one coin or note of the same value?	• Slides • Customer Cards 2A/2B/2C • Money Cards 2A/2B/2B • Purse Cards 2A/2B (FSD…? activity only) • Money Cards 2D/2E (FSD…? activity only) • Photo Sheet 2A
Lesson 3	To add and subtract coins.	Children will use addition to work out the total value of a set of coins. Then they will work out how much money the character will have left when they pay for one item. Each item is paid for by one coin to help the children visualise the process for paying for an item and the total amount of money left decreasing.	• Can children work out the total value of a set of coins? • Do children know if they have enough money to buy an object? • Can children work out the amount of money remaining?	• Slides • Worksheet 3A/3B/3C • Game Sheet 3A (FSD…? activity only) • Question Cards 3A/3B (FSD…? activity only) • Dice, counters, coloured pens/pencils (FSD…? activity only) • Photo Sheet 3A
Lesson 4	To give the correct change.	Children will identify how much money a character has and then work out how much change they need after they have been shopping. They will think about the value of a group of coins and ways to make a total using coins.	• Can children work out the total value of a set of coins? • Can children work out how much change is needed? • Can children use coins to make a given value?	• Slides • Worksheet 4A/4B/4C • Problem Cards 4A/4B (FSD…? activity only) • Photo Sheet 4A
Lesson 5	To use money to solve problems.	Children will solve multi-step problems involving money. They will work out how much money a character has and how much change they need after they go shopping. They will access games or open-ended problems.	• Can children solve problems involving money? • Can children work out the total of a set of coins? • Can children work out how much change is owed?	• Slides • Board Game 5A/5B • Game Cards 5A/5B • Shop Cards (FSD…? activity only) • Character Cards (FSD…? activity only) • Photo Sheet 5A

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different…?' activity within the lesson plan

Lets measure : Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To order things by length and height using direct comparison and non-standard units of measure.	The children will use the language of length and height to describe and compare objects. They will go onto use blocks to work out and compare the length and height of objects.	• Can children use words like longer and shorter to compare length? • Can children use words like taller and shorter to compare height? • Can children accurately use blocks to measure objects?	• Slides • Worksheet 1A/1B/1C • Length Challenge Cards (FSD…? activity only) • Height Challenge Cards (FSD…? activity only) • Uni-fix blocks (FSD…? activity only) • Photo Sheet 1A
Lesson 2	To use rulers to measure length and height.	The children will be shown how to accurately use a ruler and will demonstrate this skill by measuring objects and solving problems. They will be challenge to find objects that are longer/shorter/taller than given lengths.	• Can children use a ruler accurately to measure things? • Can children order objects by length? • Can children work out when something is double or half the length of something else?	• Slides • Worksheet 2A/2B/2C • Rulers • Challenge Cards (FSD…? activity only) • Results Cards 2A/2B (FSD…? activity only) • Photo Sheet 2A
Lesson 3	To compare the mass of objects.	The children will use a variety of scales to work out the mass of objects. They will use balance scales to work out the heaviest of two objects, then they will use analogue and digital scales with to work out the mass of objects.	• Do children know what weighing scales are? • Can children use weighing scales to compare the mass of an object? • Can children use weighing scales to work out the mass of an object?	• Slides • Worksheet 3A/3B/3C • Variety of scales (FSD…? activity only) • Variety of objects (FSD…? activity only) • Photo Sheet 3A
Lesson 4	To explore the volume and capacity of objects.	The children will compare containers and use the language of capacity to describe them. They will order containers by how full they are and describe them. The children will have the opportunity to complete capacity challenges including problem solving how much liquid is in a half-full jug is.	• Can children identify how full a container is? • Can children use the language of capacity? • Can children order containers by direct comparison?	• Slides • Vocabulary Cards 4A/4B • Challenge Cards 4A • Sets of 5 sealed bottles • Challenge Cards 4B/4C (FSD…? activity only) • Jugs and containers (FSD…? activity only) • Water, sand or rice (FSD…? activity only) • Photo Sheet 4A
Lesson 5	To use measure to solve problems.	The children will solve a variety of measure problems in this lesson. They will need to decide what the question is asking them to do and choose the appropriate unit of measure to answer it. Questions will involve; length, height, capacity, volume and mass.	• Can children solve problems involving measure? • Can children work out what method and equipment they need to use? • Can children explain their workings out?	• Slides • Worksheet 5A/5B/5C • Teacher Notes (FSD…? activity only) • Challenge Sheets 5A/5B/5C (FSD…? activity only) • Measure resources - see Teacher Notes (FSD…? activity only) • Photo Sheet 5A

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different…?' activity within the lesson plan

Let's multiply and divide! Maths : Year 2 : Summer Term, Week 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To show that multiplication of two numbers can be done in any order.	Children will use arrays to visually represent how multiplication is commutative, and may be solved in any order. They will then identify times tables which they find easier/have already learnt, and change the order of multiplication calculations to take advantage of these.	• Can children use resources to help show and solve multiplication calculations? • Can children draw arrays to show and solve multiplication calculations? • Can children change the order of multiplication calculations, making them easier to solve?	• Slides • Worksheets 1A/1B/1C • Multiplication Problem cards (FSD…? activity only) • Maths cubes, counters, peg boards etc.
Lesson 2	To create fact families to show relationships between multiplication and division calculations.	Children will use number lines or bead strings to determine that although multiplication may be done in any order, division may not. After that they may either use resources to help them solve division calculations and make 'fact families', or undertake a group 'fact family' sorting challenge.	• Can children use maths resources to help solve and show multiplication calculations? • Can children explain, in their own words, why divisions cannot be solved in any order? • Can children use known facts from a simple multiplication number sentence to make 'fact families'?	• Slides • Challenge Cards 2A/2B/2C • Fact Family Challenge 2A/2B/2C
Lesson 3	To solve multiplication calculations using a number line.	Children will recap using physical resources to solve multiplications by making rectangular arrays. They will go on to learn how number lines may also be used to solve multiplication calculations.	• Can children relate multiplication to repeated addition? • Can children use number lines to solve multiplication calculations (two, five and ten times tables)? • Can some children use number lines to solve multiplication calculations (including the three times table as well)?	• Slides • Worksheet 3A/3B • Number Lines to 30/100 • Multiplication Statements cards
Lesson 4	To solve division calculations using a number line.	Children will recap using physical resources to solve divisions by making rectangular arrays. They will go on to learn how number lines may also be used to solve division calculations.	• Can children solve division calculations using physical resources? • Can children relate dividing or sharing physical resources to repeated subtraction? • Can children use number lines to solve division calculations?	• Slides • Worksheets 4A/4B/4C • Challenge Card 4 • Unifix/Multifix cubes, bead strings • Blank Number Lines to 30 sheet
Lesson 5	To solve a variety of multiplication and division word problems using physical resources or a number line.	Children will practise and consolidate the skills learnt during this week by solving multiplication and division word problems, either using physical resources or number lines to help them.	• Can children compare methods for solving multiplication calculations? • Can children compare methods for solving division calculations? • Can children use number lines to solve multiplication and division word problems?	• Slides • Number Lines to 30/100 • Word Problems 5A/5B • Audio recorders, laptops and/or tablets (all optional; FSD…? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different…?' activity within the lesson plan

Let's Add Big Numbers: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know how to partition two- and three-digit numbers	In this first lesson, children will discuss and understand the value of each digit in two- and three-digit numbers. They will use this knowledge to partition each number into tens and ones, or hundreds, tens and ones. Children will then apply this understanding in their independent activities.	• Do children understand what the different digits in two- and three-digit numbers represent? • Can children partition two-digit numbers into tens and ones? • Can children partition three-digit numbers into hundreds, tens and ones?	• Slides • Whiteboards (Mental Oral Starter & FSD? activity) • Triple Up! Cards • Worksheet 1A/1B • What's My Number? Card Set A/B (FSD? activity only) • Instructions Card (FSD? activity only) • Sentence Prompt Card A/B (FSD? activity only) • Photo Sheet
Lesson 2	To use partitioning to add a multiple of ten to a two-digit number	In this lesson, children will use their partitioning skills to add a two-digit number to a multiple of ten. They will explore and practise the steps needed to solve different addition number sentences, and then apply them in their independent activities.	• Can children partition a two-digit number? • Can children use partitioning to help them add a two-digit number to a multiple of ten? • Can children explain how they use partitioning to solve addition number sentences?	• Slides • Worksheet 2A/2B/2C • Dienes/Place Value Blocks • Farmer Giles and Farmer Joan Cards (FSD? activity only) • How Many Altogether? Worksheet (FSD? activity only) • Photo Sheet
Lesson 3	To use partitioning to add two two-digit numbers together	Children will progress to using their partitioning skills to add two two-digit numbers together, by first partitioning each number and then recombining them as tens and ones, before adding these two numbers together to find the final answer. The independent activities give children further opportunities to practise this method of addition.	• Do children know how to partition numbers? • Can children solve number sentences involving the addition of two two-digit numbers? • Can children explain how they can use partitioning to add two two-digit numbers?	• Slides • Jigsaw Cards Set A/B/C/D • Help Cards • Worksheet 3A/3B • Balloon Challenge Cards (FSD? activity only) • Balloon Challenge Worksheet (FSD? activity only) • Photo Sheet
Lesson 4	To add two two-digit numbers in the context of money word problems	Children will apply their knowledge and understanding of partitioning to help them solve addition word problems involving money. They will learn how to bridge through ten in order to add together a wider range of numbers. In their independent activities, children find the total amounts spent during a trip to several shops. In the FSD? activity, children work as a group and use trial and improvement to decide what two items can be bought for a given price.	• Can children explain how they can use partitioning to add two two-digit numbers? • Can children add two two-digit numbers involving bridging through ten? • Can children solve addition problems involving money using partitioning?	• Slides • Whiteboards (optional - for Teaching Input) • Coin Cards • Shopping Trip Sheet 4A/4B/4C • Fruit & Veg Price List (FSD? activity only) • Puzzle Cards Set (FSD? activity only) • Photo Sheet
Lesson 5	To be able to add two two-digit numbers mentally	In this final lesson, children will focus on adding two two-digit numbers mentally. They will first work in pairs to partition and then recombine the separate tens and ones totals, and then will be challenged to solve number sentences mentally by themselves. In their independent activities, children will generate their own number sentences for others to answer.	• Can children partition two-digit numbers mentally? • Can children add two two-digit numbers mentally? • Can children explain the steps they took to solve an addition number sentence mentally?	• Slides • Number Cards • Worksheet 5A/5B/5C • Sellotape (optional) • Number Sentence Strips (FSD? activity only) • Blu-Tack (FSD? activity only) • Worksheet 5D (FSD? activity only) • Photo Sheet

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Subtract Big Numbers: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To partition two- and three-digit numbers.	Children will be challenged to partition up to three-digit numbers in different contexts through active and challenging games. Children will have the opportunity to increase their fluency and speed in partitioning bingo or use their teamwork to partition numbers in a more active setting.	• Can children partition two-digit numbers accurately? • Can children partition three-digit numbers accurately? • Are children able to read, name and write three-digit numbers?	• Slides • Bingo Cards • Place Value Grid 1A • Number Cards 1A /1B • Photo Sheet 1A • Place Value Cards 1A (FSD? activity only) • Hoops (FSD? activity only)
Lesson 2	To subtract multiples of ten from a two- or three-digit number.	Children will investigate the place value columns and describe what happens when a number is subtracted and which digits change and how they change. They use their place value understanding to help them solve simple subtractions of multiples of ten from two- or three-digit numbers.	• Can children identify the values of each place value column? • Can children partition and represent a number using physical place value equipment or drawings? • Are children able to subtract ten from a two- or three-digit number?	• Slides • Dienes • Worksheet 2A/2B/2C • Place Value Grid 2A • Photo Sheet 2A • Subtraction Cards 2A/2B (FSD? activity only)
Lesson 3	To subtract TO from TO or HTO numbers without bridging ten.	In this lesson the children will be introduced to subtracting TO from HTO or TO using partitioning. They will represent numbers using place value counters before taking them away (crossing out) to simulate subtraction. They will tackle subtraction calculations which do not involve bridging over ten.	• Are children able to partition a number? • Can children represent a partitioned number visually? • Can children use partitioning to solve a TO – TO subtraction problem?	• Slides • Subtraction Cards 3A • Place Value Counters 3A • Worksheet 3A/3B • Photo Sheet 3A • Number Cards 3A (FSD? activity only) • Worksheet 3C (FSD? activity only)
Lesson 4	To subtract TO from two-digit numbers, bridging ten when necessary.	Children progress with their understanding of using partitioning to subtract by moving on to solving calculations which involve exchanging tens for ones. The children are shown how to exchange within a number to obtain a useable amount of ones counters and are challenged to think carefully about when it is necessary to exchange and when they don't need to.	• Can children calculate a TO – TO calculation? • Are children able to explain the process of using partitioning to solve a TO – TO calculation? • Can children explain when they need to exchange ten for ten ones?	• Slides • Worksheet 4A/4B • Place Value Counters 4A • Dienes • Photo Sheet 4A • Spinner 4A (FSD? activity only) • Game Sheet 4A (FSD? activity only)
Lesson 5	To solve subtraction problems involving money.	Children will apply their understanding of partitioning as a subtraction method to the context of spending amounts of money. They will revisit their knowledge of making a total of a set of coins before using this in their subtraction calculations.	• Can children find the total of a set of coins? • Are children able to partition an amount of money? • Can children use partitioning to subtract amounts of money?	• Slides • Worksheet 5A/5B/5C • Coin Sheet 5A • Place Value Counters 5A • Photo Sheet 5A • Shop Sheet 5A (FSD? activity only) • Spending Cards 5A (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Can we find fractions of numbers? : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to recognise, find and name fractions.	Children will identify what fractions are at the start of this lesson. They will then go on to explore which visual representation out of a choice of three represents a written fraction. In their independent learning, children will undertake a variety of challenges to refresh their knowledge and understanding of fractions.	• Can children recognise fractions? • Can children find fractions of numbers, shapes and objects? • Can children identify and name fractions?	Slides Counters, cubes or similar Yellow Challenge Cards Blue Challenge Cards Green Challenge Cards Fair Farmers 1A/1B (FSD? activity only) Sharing Cards 1A/1B (FSD? activity only) Animal Stock Sheets 1A/1B (FSD? activity only)
Lesson 2	To be able to write fractions.	Children will explore how to write fractions to reflect a visual representation of a fraction. Children will be shown how to work out what fraction of a set of objects is shaded when there are e.g. three circled and nine not circled, using manipulatives to support them if necessary.	• Can children recognise fractions of shapes and objects? • Do children understand what the numerator and denominator represent in a fraction? • Can children write fractions accurately?	Slides Shape Cards Picture Cards 2A Worksheet 2A/2B Example Card Question Cards 2A/2B (FSD? activity only)
Lesson 3	To be able to find fractions of numbers.	Children will explore how to find fractions of numbers, learning how to solve fraction number sentences, e.g. $^1/_3$ of 18 = ? Children will be shown some different strategies for how to solve problems such as these. In their independent learning, they can play a fun board game to help practise this process.	• Can children understand what a fraction calculation is asking them to solve? • Can children solve a fraction calculation with the support of manipulatives? • Can children solve some simple fraction calculations mentally?	Slides Cubes, counters or similar Game Board 3A/3B/3C Game Sheet 3A/3B/3C Fraction Cards 3A/3B (FSD? activity only) Worksheet 3A/3B
Lesson 4	To be able to solve fraction problems in context.	In this lesson, children will consolidate what they have learnt so far about fractions to solve a variety of word problems. The slides go through several examples together before challenging children to solve problems independently.	• Do children understand what a word problem is asking them to find out? • Can children use their understanding of fractions to solve simple word problems? • Can children use reasoning to explain their answers to fraction problems?	Slides Worksheet 4A/4B/4C/4D Picture Cards (FSD? activity only)
Lesson 5	To be able to count in steps of one half and one quarter.	This lesson starts by teaching children to identify the equivalence between one half and two quarters. They then go on to look at how numbers can be split into fractions. They will explore number lines where numbers are split into halves and quarters, then look at how to find the difference between two fractions, counting up and down on the number line as they do so.	• Do children know that $^2/_4$ and $^1/_2$ are equivalent fractions? • Can children count in steps of a quarter and a half? • Do children know that fractions can add up to more than one?	Slides Fraction Cards Number Line 5A/5B/5C/5D Number Cards 5A/5B Game Cards (FSD? activity only) Game Board (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Measure Capacity : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To compare the capacities of different containers.	Children will look at the shapes of different containers and use adjectives to describe and compare them. They will then use pourable solids or water to compare the capacities of different containers, using <, > or = symbols to compare them.	• Are children able to describe different containers based on their capacity? • Can children use <, > or = symbols to compare capacities? • Are children able to order containers based on their capacity?	• Slides • Pourable solid e.g. rice/lentils • Worksheet 1A/1B/1C • Various containers for measuring • Photo Sheet 1A • Water tray or buckets of water, outside (FSD…? activity only)
Lesson 2	To compare the capacity of various containers using simple multiples.	Children will use pourable solids such as rice or lentils to compare the capacities of various containers. They will use simple multiples to compare the capacities e.g. four times bigger, half as big, etc.	• Can children use comparison language to compare containers? • Are children able to use rough comparisons to compare capacities? • Can children use simple multiples to compare capacities?	• Slides • Capacity Cards 2A/2B • Comparison Cards 2A/2B • Worksheet 2A • Photo Sheet 2A • Pourable solids e.g. rice/lentils (FSD? activity only) • Various containers of different sizes (FSD? activity only)
Lesson 3	To read and measure volumes using measuring jugs or measuring cylinders.	Children will be reminded of how to read a scale, focusing particularly on scales to show volumes of liquids. They will be shown volumes in multiples of 50 to determine and add together.	• Can children read numbered scales on measuring jugs? • Can children work out capacities that are marked, but not numbered, on measuring jugs? • Can children add volumes in millilitres?	• Slides • Bingo Pairs Cards 3A • Bingo Game Cards 3A/3B/3C • Mocktail Cards 3A (FSD…? activity only) • Measuring jugs and cups (FSD…? activity only) • Juice, carbonated water (FSD…? activity only)
Lesson 4	To measure and order capacities and volumes.	Children use and apply their learning from the previous lesson to measure and order volumes of liquid. They have the opportunity to use <, > and = symbols to compare measured volumes as well as exploring measuring scales with different intervals.	• Can children accurately measure volumes of liquid using the given scale? • Can children distinguish between volume and capacity? • Are children able to order volumes of liquid based on their own measurements?	• Slides • Container Cards 4A/4B/4C • Worksheet 4A • Various product containers with labelled volumes (see below) (FSD? activity only) • Capacity measuring equipment (FSD? activity only) • Worksheet 4B (FSD? activity only)
Lesson 5	To accurately measure and add small volumes of water.	Children will have the opportunity to add and measure small volumes to find the capacity of small containers. Alternatively they can investigate what happens when small amounts of coloured liquids are added together and the amounts of new mixtures that they make.	• Can children measure small capacities using regular measurements (such as 5 ml/teaspoon)? • Can children count in fives to work out the capacity of very small containers? • Can children write addition number sentences using the correct unit of measure (ml)?	• Slides • Worksheet 5A/5B/5C • Photo Sheet 5A • Teaspoons or 5 ml measuring spoons • Small containers e.g. jam-jar lids, shampoo-bottle tops, empty make-up containers • Plastic pipettes • Worksheet 5D (FSD…? activity only) • Food dyes (FSD…? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different…?' activity within the lesson plan

Let's Go Shopping: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To combine coins to make a given total	In this first lesson, children will recap on the value of different coins, and how to use the symbols for pounds and pence. They will then be challenged to identify and explain which coins, from a given selection, can be combined in order to pay exactly for an item. Children will continue to practise this skill in their independent work. In the FSD? activity, children will play a game of dominoes, combining different amounts of coins to see if they match given totals.	• Can children recognise and name each coin? • Can children use their addition skills to combine coins to make a given total? • Can children explain their reasoning?	• Slides • Worksheet 1A/1B/1C • Shopping Dominoes Set A/B (FSD? activity only) • Photo Sheet
Lesson 2	To explore how different combinations of coins can make the same total	Children will learn that different combinations of coins can be used to make the same total. They will work in pairs or small groups to see how many different combinations of coins they can find to make a given total. In their independent activities, children will find different ways to pay for items of different prices. In the alternative activity, children will be challenged to find all of the possible combinations of 1p, 2p and 5p coins to make either 6p, 7p, 8p, 9p or 10p.	• Do children understand that different combinations of coins can make the same total? • Can children find different combinations of coins to make a given total? • Can children explain their reasoning?	• Slides • Which Coins? Cards (Teaching Input) • Ways to Pay Jigsaw Cards • Ways to Pay Cards Set • Coin Cards (or plastic/real coins) • Money Bags Challenge Card A/B/C/D/E (FSD? activity only) • Photo Sheet
Lesson 3	To buy items using a budget	In this lesson, children will find out what a budget is. They will learn that they can spend less than their budget, but they cannot spend more than it. They will use the 'MathDonalds' menu to discuss what can be bought with different budgets. In their independent activities, children will use their mental addition skills of multiples of five and ten to buy lunch items, without exceeding the given budget. In the FSD? activity, children will explore all of the different ice creams they could make with a given budget.	• Do children understand what a budget is? • Can children reason which items to buy using a given budget? • Can children use their mental addition skills to add together the prices of different items?	• Slides • Budget Cards (Teaching Input) • Make a Meal Sheet A/B • Worksheet 3A/3B/3C • Ice Cream Challenge Cards (FSD? activity only) • Ice Cream Price List (FSD? activity only) • Ice Cream Cut-outs (FSD? activity only) • Ice Cream Design Cards (FSD? activity only) • Photo Sheet
Lesson 4	To solve problems involving money, including giving change	Children will learn what change is in the context of a purchase. They will use the counting on method and a number line to find the change for a range of different purchases. In their independent activities, children will indicate how much change is needed for different purchases by circling the correct coins. In the FSD? activity, children will work in small groups to match trios of cards showing a purchase, the coins paid with, and the change given.	• Do children understand the concept of change? • Can children explain how to solve a problem involving money? • Can children use their addition and subtraction skills to find totals and work out the change needed?	• Slides • What I Bought on Holiday... Sheet • Blank Number Lines • Worksheet 4A/4B/4C • Puzzle Cards (FSD? activity only) • Photo Sheet
Lesson 5	To solve missing number problems involving money	In this final lesson, children will use their knowledge of addition and subtraction, as well as their reasoning skills, to find the value of a missing coin or coins in a number sentence or word problem. In their independent activities, children will identify the 'lost' coin or coins from a given total amount. In the alternative activity, children will generate their own missing coin problems for a partner to solve.	• Can children explain how to solve a problem? • Can children solve one- and two-step problems involving money? • Can children use their knowledge of addition and subtraction to solve missing number problems?	• Slides • Pocket Money 5A/5B/5C • Blank Number Lines Sheet • Challenge Cards A/B/C (FSD? activity only) • Challenge Strips A/B/C (FSD? activity only) • Coin Cards (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Make Charts: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and draw pictograms with many-to-one symbols.	Children will be introduced to pictograms which have symbols representing multiple pieces of data. They will be challenged to interpret and draw their own pictograms using keys to guide how much their symbols are work.	• Can children interpret a many-to-one pictogram? • Can children use tallied data to complete a pictogram? • Can children use data displayed in a pictogram to complete a tally chart?	• Slides • Worksheet 1A/1B • Picture Cards 1A • Photo Sheet 1A • Tally Chart Cards 1A (FSD? activity only) • Pictogram Cards 1A (FSD? activity only)
Lesson 2	To investigate and draw pictograms with many-to-one symbols.	Children will investigate many-to-one pictograms further by interpreting and drawing charts where half symbols are needed to show the data correctly. They have the opportunity to collect their own data and present it in a 2:1 pictogram.	• Can children read and interpret pictograms with half symbols? • Can children complete pictograms with half symbols? • Are children able to choose an appropriate many-to-one scale for a set of data?	• Slides • Counters (optional) • Worksheet 2A/2B • Picture Cards 2A • Photo Sheet 2A • Picture books (FSD? activity only) • Worksheet 2C (FSD? activity only) • Chart Sheet 2A (FSD? activity only)
Lesson 3	To use reasoning to prove our answers.	Children are challenged to use their learning about many-to-one pictograms to spot mistakes and answer questions about various pictograms. They must decide who they agree with when characters make statements about a chart and provide explanations for their answers.	• Can children spot mistakes made in a pictogram or table? • Are children able to decide if a statement is correct or not? • Can children use effective reasoning to prove if an answer is correct or not?	• Slides • Challenge Cards 3A/3B/3C • Pictogram Card 3A • Photo Sheet 3A • Worksheet 3A (FSD? activity only) • Special marking pens (optional) (FSD? activity only)
Lesson 4	To interpret and draw block diagrams with ratios of one, two, five and ten.	Children are re-introduced to block diagrams and are challenged to interpret them when the blocks represent multiple pieces of data. They have the opportunity to compare them to pictograms and think about the use of half squares in order to show data accurately. Children will tackle challenging interpretation questions where they must take note of the keys for each diagram.	• Can children interpret a block diagram where the blocks represent two, five or ten? • Can children draw a block diagram where the blocks represent two, five or ten? • Are children able to read data from a block diagram to input into a simple table?	• Slides • Worksheet 4A/4B/4C • Photo Sheet 4A • Block Diagram Sheet 4A (FSD? activity only) • Statement Cards 4A (FSD? activity only)
Lesson 5	To collect and present data.	Children are challenged to collect their own data using a tally chart after discussing the most effective way to lay out their categories in a tally chart to make it clear and easy to read. They will collect their data and then use this to draw a pictogram and a block diagram from the data.	• Can children use tallies to effectively collect their data? • Are children able to use data to produce a clear pictogram or block diagram? • Can children present what they have found through their survey and investigation?	• Slides • Worksheet 5A/5B/5C • Photo Sheet 5A • Tally Chart 5A (FSD? activity only) • Chart Sheet 5A (FSD? activity only) • PE equipment (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Solve Place Value Problems: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To count in steps of 2, 3, 5 and 10.	Children will learn about Venn diagrams and missing number grids. They will explore sorting numbers into them as well as explaining the rules. Additionally the children can be challenged to add their own numbers to the Venn diagrams.	• Can children count in steps of 2, 3, 5 and 10? • Can children apply their knowledge of number sequences to solve problems? • Can children think of their own rules for number sequence problems?	• Slides • Missing Number Grids A/B/C • Venn Diagrams A/B/C (FSD? activity only) • Photo Sheet
Lesson 2	To recognise and use the place value of digits to solve problems.	Children to read or listen to clues and solve them to reveal the number being described. They will be challenged to write their own clues for partners to solve.	• Can children identify the value of each digit in a two-digit number? • Can children apply their knowledge of number facts to solve problems? • Can children apply their knowledge of number representations to solve problems?	• Slides • Question Cards A/B/C • Jigsaw Cards (FSD? activity only) • Photo Sheet
Lesson 3	To use the place value of digits to solve problems.	Children to learn how to represent numbers using coins and beads. They will solve problems of making as many one-digit and two-digit numbers as they can using a certain amount of given beads.	• Can children identify the value of each digit in a two-digit number? • Can children apply their knowledge of number facts to solve problems? • Can children apply their knowledge of number representations to solve problems?	• Slides • Worksheet 3A/3B/3C • Number Cards (FSD? activity only) • Coin Cards (FSD? activity only) • Photo Sheet • Counters, mini whiteboards
Lesson 4	To use place value to order two-digit numbers.	Children will be challenged to use their knowledge of place value to order a variety of numbers portrayed in different ways, such as by date, by age, by temperature or by money.	• Can children identify the value of each digit in a two-digit number? • Can children apply their knowledge of number facts to solve problems? • Can children apply their knowledge of the value of each digit in a two-digit number when ordering numbers?	• Slides • Age Cards A/B/C • Worksheet 4A/4B/4C • Temperature Cards A/B (FSD? activity only) • Number Cards Set A/B (Plenary only) • Photo Sheet
Lesson 5	To use place value and number facts to solve problems.	Children to use the one hundred square to work out what the number is by reading the clues provided. They will be challenged to find this number in a variety of different representations.	• Can children identify the value of each digit in a two-digit number? • Can children apply their knowledge of number facts to solve problems? • Can children apply their knowledge of the value of each digit in a two-digit number when ordering numbers?	• Slides • Market Stall Cards A/B/C • Fifty Grids (FSD? activity only) • Hundred Squares (FSD? activity only) • Clue Cards A/B/C (FSD? activity only) • End of Unit Quiz • Photo Sheet

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What time is it?: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To revise reading, saying and drawing o'clock, half past, quarter to and quarter past times.	The children will be reintroduced to telling the time to the nearest 15 minutes as they recognise o'clock, half past, quarter past and quarter to times. They will have the opportunity to use reasoning to tell the time, despite having clocks with missing hands.	• Can children identify how many minutes are in an hour, half an hour and quarter of an hour? • Are children able to correctly identify the minute and hour hands on a clock? • Can children correctly identify times for o'clock, half past, quarter past and quarter to?	• Slides • Loop Cards 1A • Worksheet 1A/1B • Photo Sheet 1A • Challenge Cards 1A (FSD? activity only) • Time Cards 1A (FSD? activity only) • Individual clocks/Clock Face 1A
Lesson 2	To tell the time to the nearest five minutes on an analogue clock (minutes past).	Children will discover how to tell the time to the nearest five minutes using just the right half of the clock face. They will discuss how five-minute intervals are marked on a clock face and use this to help them count round the clock face to tell the time. They will also have the opportunity to develop and use their reasoning skills whilst sorting times according to different headings.	• Can children identify intervals of five minutes on a clock face? • Are children able to read times between 'o'clock' and 'half past' to the nearest five minutes? • Are children able to draw times between 'o'clock' and 'half past' to the nearest five minutes?	• Slides • Clock Face Cards 2A • Time Cards 2A • Blank Clock Face 2A • Photo Sheet 2A • Hoops (FSD? activity only) • Heading Cards 2A (FSD? activity only) • Worksheet 2A/2B (FSD? activity only)
Lesson 3	To tell the time to the nearest five minutes on an analogue clock.	This lesson begins by recapping telling the time to the nearest five minutes up to half past. The children will then be introduced to telling the time using minutes to. They discuss the use of the next hour when the minute hand is on the left of the clock face. They then use all they have learnt to solve puzzles and loop cards.	• Can children identify the 'minutes to' side of the clock? • Are children able to correctly identify times which show minutes to the next hour? • Can children accurately tell the time to the nearest five minutes?	• Slide • Tarsia Puzzle 3A (photocopied to A3) • Loop Cards 3A • Time Poster 3A • Individual clocks • Photo Sheet 3A • Time Cards 3A (FSD? activity only)
Lesson 4	To find five minutes/one hour earlier/later than a given time.	Children will use their knowledge of telling time to the nearest five minutes to describe what happens to the hands on a clock face as an hour goes by. They will be challenged to find times which are one hour earlier or later than a given time before moving on to find five minutes earlier or later.	• Can children describe what happens to a clock's hands as one hour passes by? • Are children able to identify times one hour earlier/ later than a given time? • Are children able to identify times five minutes earlier/ later than a given time?	• Slides • Folding Clock Sheet 4A • Blank Clock Face 4A • Photo Sheet 4A • Mechanical class clock (optional) • Bingo Cards 4A • Game Cards 4A/4B/4C • Time Hunt Cards 4A (FSD? activity only) • Answer Cards 4A (FSD? activity only)
Lesson 5	To plan a school day to the nearest five minutes.	Children are encouraged to use what they have learnt about telling the time to the nearest five minutes to plan a timetable for a school day. They will have the opportunity to plan another child's school day or personalise their timetable to their own school day.	• Can children draw the times on the clocks according to a worded time? • Are children able to identify key events in a school day? • Can children order events according to given times?	• Slides • Individual clocks • Blank Clock Faces 5A • Worksheet 5A • Challenge Card 5A/5B/5C • Photo Sheet 5A • Time Poster 5A • Clock Cards 5A (FSD? activity only) • Timetable Cards 5A (FSD? activity only) • Information Sheet 5A (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What's the Answer? : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To solve problems involving addition and subtraction	In this first lesson, children will begin by looking at the range of vocabulary used in addition and subtraction word problems. They will then discuss different problems, identifying the operation needed, and choosing a method to solve each one with. Children will continue to apply this skill in their independent activities. In the FSD? activity, children will be challenged to create their own word problems for others to solve, based on given information.	• Can children identify which operation is needed to solve a problem? • Can children write an appropriate number sentence to solve a problem? • Can children explain and express their answers in relation to the context given?	• Slides • Animal Checks List A/B/C • Worksheet 1A/1B/1C • Comparing Creepy Crawlies Sheet (FSD? activity only) • Creepy Crawly Calculation Cards (FSD? activity only) • Addition and Subtraction Vocabulary Cards (FSD? activity only) • Photo Sheet
Lesson 2	To solve problems involving multiplication and division	Children will use and apply their knowledge of multiplication and division in order to solve a variety of word problems with a zoo- theme, using methods of their choice. Children will continue to apply these skills in their independent activities. In the alternative activity, children will be challenged to make up their own multiplication and division word problems based on given images.	• Can children identify which operation is needed to solve a problem? • Can children write an appropriate number sentence to solve a problem? • Can children explain and express their answers in relation to the context given?	• Slides • Feeding Time! Sheet 2A/2B/2C • Whiteboards (optional) • What's the Question? Cards (FSD? activity only) • Photo Sheet
Lesson 3	To solve one- and two-step word problems involving money	Children will use their knowledge and understanding of all four operations to discuss and solve one- and then two-step word problems involving money. In their individual activities, children will calculate the cost of different customer's purchases. In the FSD? activity, children will work in pairs to solve word problems step - by - step, checking each other's answers.	• Can children identify the correct operation/s needed to solve a word problem? • Can children use their knowledge of the four operations to solve word problems? • Can children check their answers?	• Slides • Zoo Gift Shop Sheet • Worksheet 3A/3B/3C • 'A Problem Shared is a Problem Solved' Cards Set A/B (FSD? activity only) • Photo Sheet
Lesson 4	To solve word problems involving time	In this lesson, children will apply their knowledge of reading time to the nearest five minutes to solve a range of word problems. They will learn how to find the duration, start or finish time of an event using given information by counting on or back in lots of five around a clock face. Children will apply this skill in their independent activities by calculating the times of animal shows. In the FSD? activity, children will be challenged to complete the missing times on a zookeeper's task list.	• Can children use their knowledge of reading analogue clocks and the five times table to solve related word problems? • Can children calculate the duration of an activity given the start and finish time? • Can children calculate the start/finish time when given the duration and finish/start time?	• Slides • Mini-clock faces (optional) • Showtime! worksheet 4A/4B/4C • Zookeeper Task Sheet (FSD? activity only) • Photo Sheet
Lesson 5	To solve problems and puzzles	In this final lesson, children will use their knowledge of all four operations. As a class, they will discuss their approaches and methods when asked to identify which two numbers from a given set have been added/subtracted/divided/multiplied to produce a given answer. In their independent activities, children will work out what numbers different animals represent in a series of linked number sentences.	• Can children confidently use their knowledge of the four operations to solve number sentences? • Can children choose and use appropriate written or mental methods to solve number sentences? • Are children beginning to clearly explain their reasoning?	• Slides • Animal Values worksheet5A/5B/5C • Animal Cards • Alphabet Strips (FSD? activity only) • Challenge Cards (FSD? activity only) • Photo Sheet

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Sort Shapes and Objects : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify and describe 2-D shapes	In this first lesson, children will recap on the names and properties of some common 2-D shapes. They will understand and use terms such as: sides, corners, regular, irregular, polygon and quadrilateral to help describe and distinguish between different shapes. In their independent activities, children will use their knowledge of 2-D shapes to play a game in pairs. The FSD? activity challenges children to match up descriptions to the correct shapes.	• Can children name a range of 2-D shapes? • Can children identify different 2-D shapes according to descriptions of their properties? • Can children use the correct vocabulary to describe the properties of different 2-D shapes?	• Slides • Spin-a-Shape Game Board A/B/C • Spinner A/B/C • Coloured pencils • What Shape Am I? Cards (FSD? activity only) • Photo Sheet
Lesson 2	To identify and describe 3-D shapes	Children will recap on the vocabulary used to describe the properties of 3-D shapes and to differentiate between them. In their independent activities, children will play games where they need to use this vocabulary to describe the properties of 3-D shapes to others, who then try to identify the shape from the description given.	• Can children name a range of 3-D shapes? • Can children identify different 3-D shapes according to descriptions of their properties? • Can children use the correct vocabulary to describe the properties of different 3-D shapes?	• Slides • 3-D Shape Grid A/B • Description Card • Vocabulary Card • Set of 3-D Shapes (optional) • Guess the Shape Game Cards (FSD? activity only) • Question List (FSD? activity only) • Strips of card, sticky back velcro or tape • Photo Sheet
Lesson 3	To use reasoning to sort 2-D and 3-D shapes	In this lesson, children will apply their knowledge and understanding of the properties of both 2-D and 3-D shapes in order to identify and sort them. They will learn how to use and create a simple identification key for a set of shapes. They will apply this in their independent activities, where they are given a set of shapes to create an identification key for. In the alternative activity, children will sort shapes into grids according to given labels.	• Do children choose and use the correct vocabulary when talking about 2-D and 3-D shapes? • Can children use a key to identify different shapes? • Can children use reasoning to explain their answers to various questions about 2-D and 3-D shapes?	• Slides • Shape Identification Key (Teaching Input) • Shape Cards Set A/B/C • Question Cards • A3 sheets of paper (optional) • 2-D & 3-D Shape Sorting Grids (FSD? activity only)
Lesson 4	To use reasoning skills to compare and discuss 2-D and 3-D shapes	Children will first apply their knowledge and understanding of 2-D and 3-D shapes to compare the similarities and differences between the properties of different shapes. They will then explore and discuss statements about different shapes. In their independent activities, children will sort or write their own statements about different shapes. In the FSD? activity, children decide in groups whether a statement is always, sometimes or never true for the chance to win points.	• Can children identify the similarities and differences between two shapes? • Can children identify whether a statement about a shape is true or false (or sometimes true)? • Can children explain their reasoning clearly?	• Slides • True or False? Cards • 2-D and 3-D Shape Sheets • Shape Cards • Shape Statements Sheet (FSD? activity only) • Decision Cards (FSD? activity only) • Photo Sheet
Lesson 5	To explore 3-D shapes in real-life objects	In this final lesson, children will apply their knowledge to identifying 3-D shapes in real-life objects. They will be encouraged to give reasons for their answers and use the correct shape vocabulary. In their independent activities, children will discuss, sort and label real-life objects according to what 3-D shapes they are similar to. In the alternative activity, children will be challenged to list as many real-life objects as they can which are similar to given 3-D shapes.	• Can children recognise 3-D shapes in real-life objects? • Can children use the correct shape vocabulary to describe what they see? • Can children give their own examples of 3-D shapes in real-life objects?	• Slides • Object Cards Set A/B • Sorting Sheet • Label Cards • 3-D Shaped Objects Sheets (FSD? activity only) • Photo Sheet

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What is Your Position? : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know and use the language of position	In this first lesson, children will familiarise themselves with positional language. They will use it to describe and identify the positions of shapes on a grid. Children will use their knowledge and understanding of this vocabulary in their independent activities, to orally explain and follow instructions for organising people into different seating positions. In the FSD? activity, children will be challenged to follow written instructions to accurately place shapes in a grid.	• Do children understand the positional vocabulary used to describe the location of objects or people? • Can children choose and use the appropriate positional vocabulary to describe the location of object or people? • Can children follow instructions which use positional vocabulary?	• Slides • Who Sits Where? Card Set A/B/C • Grid A/B/C • Instructions Card • Positional Language Word Card • Grid and Shape Cards (FSD? activity only) • Challenge Cards (FSD? activity only) • Photo Sheet
Lesson 2	To know and use the language of movement and direction	To begin, children will share tips for remembering how to distinguish between left and right. They will then practise following directional instructions to move around a grid. In their independent activities, children will find the answers to riddles by moving around a grid of letters. In the FSD? activity, children will follow a route around a game grid to collect stars of different values.	• 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?	• Slides • Letter Grids (Teaching Input) • Spell It Out! Worksheet 2A/2B/2C • Star Player Game (FSD? activity only) • Star Player Moves Cards (FSD? activity only) • Star Player Challenge Cards (FSD? activity only) • Photo Sheet
Lesson 3	To describe movement as part of a turn	In this lesson, children will combine their knowledge and understanding of direction and movement with their knowledge and understanding of turns. They will learn that a person's body has to be facing the way they need to travel before they can walk forward, and use this knowledge to direct a character around a grid to collect stars. Children will continue to apply this understanding in their independent activities, following and planning routes for a robot, or, in the alternative activity, playing the physical game of 'The Spider and the Fly'.	• Do children understand the terms 'clockwise' and 'anti-clockwise'? • 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?	• Slides • Robot Routes 3A/3B/3C • Robot Pop-Up Card • Factory Floor A/B • Masking tape or chalk (FSD? activity only) • Spider and Fly Labels (FSD? activity only) • Teacher Instructions Sheet (FSD? activity only) • Photo Sheet
Lesson 4	To know how to identify patterns and continue sequences	Children will recap on their understanding of what sequences and patterns are, before using this knowledge to identify and use repeating patterns to predict the next object in a sequence. They will be further challenged to identify the *n*th object in a sequence. In their independent activities, children will become pattern detectives and apply their knowledge, understanding and reasoning skills.	• Can children identify a repeating pattern in a sequence? • Can children identify what further objects within a sequence should be? • Can children explain their choices and reasoning?	• Slides • Pattern Detective Sheet 4A/4B/4C • Which Sequence is This? Cards (FSD? activity only) • Photo Sheet
Lesson 5	To discuss and complete patterns and sequences	In this final lesson, children will apply their knowledge and understanding by identifying and discussing patterns on different sequences of dominoes. In their independent activities, children will draw the dots of the missing dominoes in different sequences. In the FSD? activity, children will create their own sequence of dominoes.	• Can children describe and explain patterns and sequences? • Can children continue and complete patterns in a sequence? • Can children explain their reasoning clearly?	• Slides • Domino Dilemmas 5A/5B/5C • Domino & Cover Cards (FSD? activity only) • Photo Sheet

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan