

		Monday	Tuesday	Wednesday	Fix it Thursday!
Oral/mental	Counting (2/3 mins)	Begin to learn to count in 2's. Count forwards in 2s up to 20.	Begin to learn to count in 2's Count forwards in 2s up to 20	Begin to learn to count in 2's Count backwards in 2s from 20	Counting in 2's forwards and backwards, using hands or feet (or both)
	Learning Objective	I know and can say pairs of numbers that make a given total.	I know and can say pairs of numbers that make a given total.	I know and can say pairs of numbers that make a given total.	I know and can say pairs of numbers that make a given total.
	Activity	Say a number. Children respond with the matching number bond to make ten.	Say a number. Children respond with the matching number bond to make ten.	Say a number. Children respond with the matching number bond to make ten.	Say a number. Children respond with the matching number bond to make ten.

Main part	Learning Objective	I can name 2D shapes (circle, triangle, square) and match and sort them.	HA/ MA- I can describe 3D shapes. Circles- I can name 3D shapes.	I can recognise and name 3D shapes and match and sort them	I can solve a maths problem. I can explain how I worked the problem out.
	Teacher input/success criteria	Use the feely bag to describe the properties of the 2D shape inside. Chn decide with a TP which shape the teacher is touching (have the same shapes on the floor in front for the chn to see) SC: Pick a 2D shape Tell your talk partner how many: sides, faces, edges, corners Say the name of the shape. Look at the shape. Were you right?	Espresso primary maths 1 guessing the shape (3D shapes). Introduce the barrier game and the language expectations for when they work I. SC: H/S/T Pick a shape Tell your talk partner how many: sides, faces, edges, corners and vertices Say the name of the shape. Look at the shape. Were you right? SC: C Pick shapes Build a model Say the names of the shapes you used.	T demonstrates how to sort real objects according to their shape and properties. Show how to place this on a Venn diagram. Name the 3D shapes using ICTgames shape, 3D shifting shapes. SC: Pick a 3D shape. Look at the shape. Sort shapes into similar groups. Check.	Squashed sheep problem. P68 Explain that Farmer Green's sheep has had 4 lambs but he has a problem! The sheep won't all fit in his pens. They a very squashed and he doesn't have enough money to buy them a new pen. He has an idea. He hopes that rearranging the fence panels to make a different shaped pen he may be able to make a larger space for them to fit in. Use large sticks lay out 10 into an upside down T shape and allow 5 children to be sheep in the pen. Look how squashed they are! Demo drawing the pen shape on sq paper. Count how many squares are in the pen. This is called the area. Rearrange sticks into a diff shape.(must be enclosed). Is this pen larger or smaller/ how can we tell? SC: Decide what it is asking me to do. Use lolly sticks to help me work it out. Write down my answer. Say why it is the best solution
	What we want the chn to say/ Key Vocabulary	Corners, edges, sides, faces, vertices, properties, 2D shape. Long, short, longer shorter, curved straight	Corners, edges, sides, faces, properties, 3D shape. Long, short, longer shorter, curved straight	Corners, edges, sides, faces, properties, 3D shape. Long, short, longer shorter, curved straight	Area, pen, shape, record, count, less, more, check, bigger, smaller
	Questions the chn can be asking each other/ Key questions we can ask	What can you feel? How many edges/faces/sides? Etc What is your shape called? How do you know?	What can you see? How many edges/faces/sides? Etc What is your shape called? How do you know? Is your shape a hexagon? Pentagon? Triangle? How can you sort them?	What can you feel? How many edges/faces/sides? Etc What is your shape called? How do you know? Is your shape a hexagon? Pentagon? Triangle? How can you sort them?	Have you found all the ways? Have you checked that none of your solutions are the same? How many ways have you found to make the pens? Is this pen larger or smaller/ how can we tell? Which of the pens should farmer Green use and why? How will you know which has the biggest area?

Differentiated learning outcomes NB - Differentiated Learning Outcomes are a minimum expectation for each group and chn within groups may achieve beyond this.	HA Learning outcomes Will be able to describe the number of sides, faces, edges, corners of 2D shapes.	Will be able to describe the number of sides, faces, edges, vertices corners of 3D shapes.	Will be able to name cone, cylinder, cube, cuboid, sphere, prism and pyramid. Say what criteria they have used.	Will be able to explain the system they have used to solve a problem.
	H/A activity I: Hex/ Sq In talk partners play the barrier game. One child chooses a shape and describes it to their partner using the shapes properties. Can they guess the shape that is being described? *ASSESS	I: Barrier game, guess my shape. In TP have a screen in front of the TP and the same shapes (3D) in front of both. Chn give clues describing properties and their partner guesses the shape.	T: Sorting according to given criteria (extend to creating own criteria). Use a Venn diagram to sort according to the 3D shape properties (relate to the real objects in input). *Assess	Chn to work in mixed ability pairs. Give each pair 10 lolly sticks. Instruct them to find as many different shape pens as they can but they must use all 10 sticks and remain enclosed. Encourage discussion in their pairs. Ask: Which of the pens should farmer Green use and why? Children choose the best shape pen to house the sheep in comfortably. Give pairs a piece of sq paper to record their chosen solution on.
	M/A Learning outcomes Will be able to describe the number of sides, faces, edges, corners of 2D shapes.	Will be able to describe the number of sides, faces, edges, corners of 3D shapes.	Will be able to name cone, cylinder, cube, cuboid, sphere, and pyramid. Say what criteria they have used.	Will be able to say how they have solved the problem.
	M/A activity T: In talk partners play the barrier game. One child chooses a shape and describes it to their partner using the shapes properties. Can they guess the shape that is being described? *ASSESS Assess children in all groups	I: Barrier game, guess my shape. In TP have a screen in front of the TP and the same shapes (3D) in front of both. Chn give clues describing properties and their partner guesses the shape.	T: Sorting according to given criteria (extend to creating own criteria). Sort according to the 3D shape properties (relate to the real objects in input). *Assess	Chn to work in mixed ability pairs. Give each pair 10 lolly sticks. Instruct them to find as many different shape pens as they can but they must use all 10 sticks and remain enclosed. Encourage discussion in their pairs. Ask: Which of the pens should farmer Green use and why? Children choose the best shape pen to house the sheep in comfortably. Give pairs a piece of sq paper to record their chosen solution on.
	L/A Learning outcomes Will be able to describe the number of sides of 2D shapes.	Will be able to name 3D shapes.	Will be able to name cone, cube, sphere and pyramid. Say how they have sorted.	Will be able to think of a way to answer the question.
	L/A activity LSA: In talk partners play the barrier game. One child chooses a shape and describes it to their partner using the shapes properties. Can they guess the shape that is being described? *ASSESS	T: Using big wooden blocks children to build a 3D model. T to ask children which shapes they have used. Take photo. *Assess	LSA: Sorting 3D shapes into piles of the same shapes and naming. *Assess	Chn to work in mixed ability pairs. Give each pair 10 lolly sticks. Instruct them to find as many different shape pens as they can but they must use all 10 sticks and remain enclosed. Encourage discussion in their pairs. Ask: Which of the pens should farmer Green use and why? Children choose the best shape pen to house the sheep in comfortably. Give pairs a piece of sq paper to record their chosen solution on.
Strategies for chn with Specific Learning Needs				

Maths ,

Term - Autumn

Year group - 1

Date - 27 Apr

Class - Bumblebees

	Resources	2D shapes 3D shapes books feely bag vocab cards with names on	Ict- espresso, shapes, wooden blocks	3D shapes books feely bag vocab cards with names on Venn diagram hoops	Squared paper, lolly sticks, large stick, children, IWB, camera
	ICT Links		Espresso primary maths 1 guessing the shape (3D shapes).	ICTgames shape, 3D shifting shapes.	IWB to demo recording on squared grid during input.

Green-- guided sheets

Red- stickers