Maths focus - - and X Term – summer 1 Year group – 2 Date – 27 Apr Class – Dolphins

		Monday	Tuesday	Wednesday	Thursday	Friday
Oral/mental	Counting (2/3 mins)	Count forwards and backwards in 5s from random multiples of 5.		Count forwards and backwards in 10s from random numbers.	Count forwards and backwards in 10s from random numbers.	INSET DAY
	Learning Objective	I can use and apply number facts to solve a problem.		I can recall multiplication facts for the 10 x table.	I can recall multiplication facts for the 5 x table.	
	Activity	1 minute challenge 10 - __ = 6 20 - __ = 13 40 - __ = 22		You tube clip 10 x table rock	Quick fire questions- write on WBs.	
Main part	Learning Objective	I can choose a method for multiplication. HA - I can represent multiplication in different ways.		I can choose a method for multiplication. HA - I can represent multiplication in different ways.	I can choose a method for multiplication. HA - I can represent multiplication in different ways.	INSET DAY
	Teacher input/ success criteria			Context: Billy the brave knight has some sacks and arrows. Display image of a knight.	Context: As yesterday.	
		Play you tube 10 x table rock. Rehearse how to do it! Display the word multiplication- what does it mean? Write up ideas. Display 3 x 2 ask the chn to work this out by drawing. Photocopy some of them to go on working wall. Write some quotes of what the chn say for wall. GO through all methods. Chn to decide which one they think they need to work on tomorrow. Decide which is right- Which statements and yippee yellow. I-Watch multiplication video on Number crew. T/ LSA Take a photo of 3 x 14 on peg boards. Sort chn into groups ready for WED based on method needing to practise. Play with peg boards to recap how to make an array. Whole class. Fastest group first.		True or false- Billy has 4 bags. In each bag he has 2 arrows. He has 9 arrows altogether. True or false. Give the chn 1 minute to solve the problem on a whiteboard. Elicit some of the ideas as a class and model /share. Send LA off with LSA to be acting out problems. Model all methods with MA/HA- including grouping (drawing pictorially), array and repeated addition- Whats the difference between 5x2 and 2x5. CLOSE THE GAP MARK. **SC: Repeated addition** • The first number is the number of jumps you do. • The second number is how many is in each jump. • The number you land on is the answer. **Grouping** • The first number is the number of groups. • The second number is how many is in each group. • Count how many altogether. **Array** • The first number is the number down. • The second number is the number across. • The total amount of pegs is the answer.	Use AFL from yesterday to model methods the chn found hard.	
	What we want the chn to say/ Key Vocabulary	Array, repeated addition, grouping, multiplication, lots of, altogether		Array, repeated addition, grouping, multiplication, lots of, altogether	Array, repeated addition, grouping, multiplication, lots of, altogether	
	Questions the chn can be asking each other/ Key questions we can ask	What method have you chosen? Which other methods could you try? Do different methods give you different answers? I think … is the best method, what do you think?		What method have you chosen? Which other methods could you try? Do different methods give you different answers? I think … is the best method, what do you think?	What method have you chosen? Which other methods could you try? Do different methods give you different answers? I think … is the best method, what do you think?	

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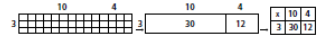
	HA Learning outcomes	**Use grouping, arrays or repeated addition to represent 2, 3, 4,6, 5, 10 x tables. Know by heart the 2,5,10 x tables and use this to help solve X problems.**		**Use grouping, arrays or repeated addition to represent 2, 3, 4,6, 5, 10 x tables. Know by heart the 2,5,10 x tables and use this to help solve X problems.** **ABLE CHN- Can Begin to use the grid method to multiply a 1 digit number by a 2 digit number.**		
	H/A activity	Try using a range of methods today. Which are they better at? Which would they like to practise tomorrow?		Cubes- Choose from a range of methods to solve word problems. **ABLE chn extension if ready-** Ask the children to solve 3 x 14 as an array. Model how to partition the 2nd number and record as a grid. E.g. **Multiplication: progression from arrays to the grid method** 	Respond to GG AND choose method found tricky yesterday	
Differentiated learning outcomes NB – Differentited Learning Outcomes are a minimum expectation for each group and chn within groups may achieve beyond this	M/A Learning outcomes	**Use grouping, arrays or repeated addition to represent 2, 5, 10 x tables.**		**Use grouping, arrays or repeated addition to represent 2, 5, 10 x tables.**	**Use grouping, arrays or repeated addition to represent 2, 5, 10 x tables**	
	M/A activity	Try using a range of methods today. Which are they better at? Which would they like to practise tomorrow?		**Teacher** Cylinders and Pyramids Choose from a range of methods to solve word problems.	Respond to GG AND choose method found tricky yesterday	
	L/A Learning outcomes	**Can solve simple X problems pictorially. Can use grouping to work out answers to the the 2,5,10 X tables**		**Can solve simple X problems pictorially. Can use grouping to work out answers to the the 2,5,10 X tables**	**Can solve simple X problems pictorially. Can use grouping to work out answers to the the 2,5,10 X tables**	
	L/A activity	**Practise**		**Spheres-** Drama session. **LSA** to verbally give group of chn X sentences e.g. He has 5 bags and 2 arrows in each, how many altogether? Have large cut out bags and arrows ready to practically work out the answers. **Cones-** To pictorially draw the sacks and arrows to solve X problems.	Pictorially draw the sacks and arrows to solve X problems.	
	Resources	Counters, objects, number line, bead string, numicon		Cut out bags and arrows, word problems, peg boards, number lines,	Cut out bags and arrows, word problems, peg boards, number lines,	
	ICT Links					

Plenary	Review of learning	Reflect on learning. What have you been successful at today? What did you find difficult today? What did you do/use to overcome difficulties?		Reflect on learning. What have you been successful at today? What did you find difficult today? What did you do/use to overcome difficulties?	Reflect on learning. What have you been successful at today? What did you find difficult today? What did you do/use to overcome difficulties?	