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| Learning objectives for the term: | Types of activities: |
| * count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
* recognise the place value of each digit in a two-digit number (10s, 1s)
* identify, represent and estimate numbers using different representations, including the number line
* compare and order numbers from 0 up to 100; use <, > and = signs
* read and write numbers to at least 100 in numerals and in words
* use place value and number facts to solve problems
 | Splat 100 square- find the numberFilling in the missing numbers in the sequence.Filling in the blank spaces on a number line/hundred square.Repeated addition work counting in 2’s, 3’s, 5’s and 10’s. Counting shoes, stairs, steps. Play bingo- 21, 45 my number has 4 tens 5 units/ones. It is an odd number between 30 and 40. What could it be? Solving word problems involving 2x, 3x, 5x and 10x table. Counting groups of 2, 3, 5 and 10 in everyday situations e.g. pizza slices, buns etc. Look for numbers in the environment, making numbers in the environment. Looking at numbers greater than and less than. Develop quick recall of doubling and halving numbers to 10/20.Use practical resources such as numicon and unifix cubes to work out doubles and halves of numbers- in everyday situations sharing eggs biscuits etc. Focus on counting skills to ensure that children come up with the right answer.Working on adding money up to £1 using different coins. Adding 1ps, 2ps, 5ps, 10ps, 20ps, 50ps.  |
| * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
* calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
* show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
* solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
 | Children to learn how to read and record a double as x2 and a half as ÷2. Practical examples- sharing toys, biscuits. Repeated addition work and translated into multiplication. 2 + 2 + 2 = 6 3 groups of 2 makes 6. Counting in groups 2, 3, 5 and 10. Solve word problems including the words groups of and shared by, using concrete resources such as numicon, counters, beads etc.Begin to record these as multiplication and division number sentences. |
| * recognise, find, name and write fractions 1/3, 1/4, 2/4and 3/4of a length, shape, set of objects or quantity
* write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4and 1/2
 | Use strips of paper to ask children to show half and quarter. Colour in different fractions.Look at fractions of amounts- sharing sweets, socks etc. Using paper shapes children to demonstrate half and quarters. Cutting paper pizzas/cakes/sandwiches into halves and quarters etc. Children to become familiar with recording ½ and ¼. What fraction of pizza/cake have we eaten? What fraction is left?Progress onto fractions of amounts ½ of 10, ½ of 14 etc. up to 100.  |
| * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
* compare and order lengths, mass, volume/capacity and record the results using >, < and =
* recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
* find different combinations of coins that equal the same amounts of money
* solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
* compare and sequence intervals of time
* tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
* know the number of minutes in an hour and the number of hours in a day
 | Children to use rulers, metre sticks and tape measures to measure various objects around the house (cm, m). How many cms in a metre? Children to record by drawing/writing the object that they measured and writing the length/height in cm, metres. Look at the weight of different everyday items- 500g, 1kg- so children have experience of ‘feeling’ these weights to be able to compare. Look at ml and litres- 500ml, 1 litre. Measure temperature of a room, fridge using a thermometer. Model reading the time on clock- half past, o’ clock. What time is tea time? Bed time? Children to draw hands on the clock to show a specified time.How long was the film? 1 hour 30 mins? How many minutes is that?Children to read the clock faces and say what time it is- half past, o’clock. What can you do in one minute? Focus on seconds- 60 seconds so children understand the length of a minute.  |
| * identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
* identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
* identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
* compare and sort common 2-D and 3-D shapes and everyday objects
 | Look for shapes around the house-2d and 3d. I can see a shape with 3 sides, 3 corners what is the shape?Look at edges, faces, vertices of 3D shapes- a cereal box, a ball? Which has least vertices, most vertices? Which has square sides?  |
| * order and arrange combinations of mathematical objects in patterns and sequences
* use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
 | Be a beebot! Model rotating clock-wise, anti-clockwise. Half turns, full turns. Direct your teddy on a map. Turn left, turn right. |
| * interpret and construct simple pictograms, tally charts, block diagrams and tables
* ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
* ask-and-answer questions about totalling and comparing categorical data
 | Create a tally chart to represent information e.g. favourite films? |