

## Autumn 1 – Maths Planning

### Week 6 – Place Value and Number: Addition and Subtraction (Y1/2, mixed age planning)


Y2 Holding activity to begin the lesson/ fix its in their workbooks

Y1 Lesson input



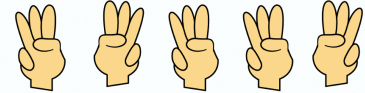


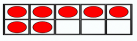
Y1 worksheet and fix its in their workbooks

Y2 Lesson input

Y2 worksheet

Week 6 – Y1/2	Lesson	Resources
<p><u>Lesson 1 – Additional lesson to build on prior learning.</u></p> <p><b>Y1: LC: Can you order numbers?</b></p> <p><b>TA support.</b> <b>SEN – counting to 5.</b></p>	<p><b>Starter:</b></p> <div><p>1) One more than two is ____</p><p>2) One less than 10 is ____</p><p>3) How many bees? </p><p>4) What number comes next? 3, 4, 5, ____</p></div> <p>Using ten frames order from smallest to greatest and greatest to smallest. Counting the numbers together. Order with number tracks. Write numbers in numerals and words.</p> <p><b>Activity:</b> Write the numbers in order. Start with the smallest number. Write the numbers in order. Start with the greatest number.</p> <p><b>Extension:</b> Write own number sequences.</p>	IWB

<p><b>Y2: LC: Can you count in 3's?</b>  <b>TA support.</b>  <b>SEN – Y1 objectives</b></p>	<p><b>Starter:</b></p> <div data-bbox="705 256 1350 683" data-label="Figure"> <p>To say these numbers should I count in 2s, 5s, or 10s?</p> </div> <p>Missing numbers on the number line. What are they? How do you know?  Discuss odd and even numbers.</p> <p><b>Activity:</b> Counting in 3's. What numbers are represented? Complete the missing number tracks</p> <p><b>Extension:</b> Counting in 2's, 3's, 5's and 10's.</p>	
<p><b><u>Lesson 2</u></b></p> <p><b>Y1: LC: Can you recognise ordinal numbers?</b></p> <p><b>TA support.</b>  <b>SEN – counting to 5.</b></p>	<p><b>Starter:</b></p> <ol style="list-style-type: none"> <li>1) How many candles?</li> <li>2) How do you spell 5?</li> <li>3) Put these in order from smallest to greatest 3 9 2</li> <li>4) Put these in order from greatest to smallest 3 9 2</li> </ol> <p>Ordinal numbers – match the numbers to the words. Ordinal numbers with visual representations. Lots of different examples.</p>	<p>IWB  Number Sequence challenges  Number cards</p>

<p>Y2: LC: Can you recognise fact families – addition and subtraction bonds to 20?</p> <p>TA support. SEN – Y1 objectives.</p>	<p><b>Activity:</b> Colour in the 3<sup>rd</sup> fish. Colour in the 5<sup>th</sup> apple. Varied questions.</p> <p><b>Extension</b> – ordinal numbers to 20.</p> <p><b>Starter:</b></p> <div data-bbox="824 339 1330 780" data-label="Complex-Block"> <p>What is represented here?</p> <p>1) </p> <p>2) </p> <p>3) </p> </div> <p>What is being represented? Building on prior knowledge of part, part whole diagrams. Whole – part = part. Whole = part + part.</p> <p><b>Activity:</b> Complete the bar models and complete the missing number sentences.</p> <p><b>Extension</b> – complete own fact families in their workbooks.</p>	
<p><u>Lesson 3</u></p> <p>Y1: LC: Can you use a number line?</p> <p>TA support. SEN – counting to 5.</p>	<p><b>Starter:</b></p> <div data-bbox="949 1129 1460 1369" data-label="Complex-Block"> <p>1) These are in order from _____ to _____ </p> <p>2) What is one more than 1?</p> <p>3) What colour is the third bear? </p> <p>4) How many counters? </p> </div>	IWB

**Y2: Can you check calculations?**

**TA support.**  
**SEN – Y1 objectives.**

Number tracks and number lines. What is the same? What is different? Finding numbers on a number line. Lots of pictorial representations.

**Activity:** Find number 5 on the number line. Circle one less than 4. Circle one more than 7.

**Extension:** Complete the missing numbers on the number line. Bigger numbers.

**Starter:**

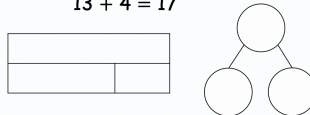
1) Find the mistake in this fact family.

$$\begin{array}{ll} 15 = 7 + 8 & 8 - 7 = 15 \\ 15 = 8 + 7 & 15 - 8 = 7 \end{array}$$

2) Complete the missing number bonds.

$$\begin{array}{ll} 10 = 7 + \square & \square + 2 = 10 \\ 20 = 7 + \square & \square + 12 = 20 \end{array}$$

3)  $13 + 4 = 17$



There are 6 blue cars and 3 silver cars in a car park. There are 9 cars altogether. I can use counters and a ten frame. I can draw a picture to help me check. Lots of varied examples.

**Activity:** Draw counters to represent each calculation.

**Extension -** In workbooks draw ten frames and counters to show on calculations.



**Lesson 4**

**Y1 – End of block Place Value to 10 assessment.**

IWB

**Y2 – End of block Place Value assessment.**