



Dear parents,

Just a quick note to explain how the plans will run:

The 'sessions' on this plan will be taught when your child is in school. The follow up activity is to be completed on the days your child is not in school. For example if your child is in Group 1, they will complete 'Session 1' on the Monday and the follow up task on the Tuesday. Group 2 will complete 'Session 1' on Tuesday and the follow up task on Wednesday.

On Monday 1st June, we would like Group 2 to complete Phonics games on Phonics Play, SumDog, Numbots and read a book of their choice. This is due to no previous input.

If you have any questions, please contact the office. Please specify your child's year group in the subject of the e-mail.

Thank you,

Miss Finley and Miss Snell 😊

NC Objectives and Learning Challenge	Mental Warm-up	Teacher Input:	Activities:	Scaffolding and Support:	Notes: (e.g, retrieval practice, marking focus)							
<p>Session: 1</p> <p>LC: Can I count in 2's?</p>	<p>Recap money using PowerPoint Can children recognise coins?</p>	<p>Introduce counting in 2s. Model with numicon, multilink, coins, children how to count in twos. Model counting in 2s using the different equipment. Q: Can you think of other items we could use to count in 2s?</p> <p>Model answering questions from basket. Q: How can we count the socks and gloves? What does it mean to count in pairs?</p> <p>Look at 50 square together. If we shade in all the numbers we say when we count in 2s, what do we notice?</p>	<p>Children to complete questions working with numbers up to 20/50. Show answers on white boards.</p> <p>How many socks are there?  There are ___ socks in total.</p> <p>How many gloves are there?  There are ___ gloves in total.</p> <p>Count in 2s backwards to complete the number track.</p> <table border="1" data-bbox="1294 1189 1680 1236"> <tr> <td>46</td> <td>44</td> <td>42</td> <td>40</td> <td>?</td> <td>?</td> <td>?</td> </tr> </table> <p> 2 less 2 less 2 less 2 less 2 less 2 less</p> <p>Explain how you got your answer.</p>	46	44	42	40	?	?	?	<p>Differentiated questions up to 20 / 50</p> <p>A variety of counting objects on tables - incl. number lines</p>	<p>Go through activities and the correct answers with the class. Children can check if they got it correct. Address any misconceptions.</p>
46	44	42	40	?	?	?						

Follow up activity	<p>Find objects around your home that can be counted in 2s (gloves, socks) and practise counting amounts. https://www.youtube.com/watch?v=OCxvNtrcDIIs - Jack Hartman counting in 2s. Can you practise counting in 2s with someone at home using hand actions?</p>				
<p>Session: 2</p> <p>LC: Can I count in 5s?</p>	<p>Can children count amounts using only 1ps, 2ps, 5ps and 10ps?</p> <p>Explore practically.</p> <p>Make own coins at home if you don't have change!</p>	<p>Introduce counting in 5s.</p> <p>Show song: https://www.youtube.com/watch?v=EemjeA2Djjw</p> <p>Model with numicon, multilink, coins, children how to count in 5s.</p> <p>Model counting in 5s using the different equipment. Q: Can you think of other things we could use to count in 5s?</p> <p>Model using questions from basket. Q: How can we count the fish and grapes?</p> <p>Look at 50 square together. If we shade in all the numbers we say when we count in 5s, what do we notice?</p>	<p>Children to complete questions working with numbers up to 20/50. Show answers on white boards.</p> <p>How many fish are there?</p>  <p>There are ___ fish in each tank. There are ___ tanks. There are ___ fish altogether.</p> <p>How many grapes are there?</p>  <p>There are ___ grapes in each bunch. There are ___ bunches. There are ___ grapes altogether.</p>	<p>Practical resources on tables</p> <p>Counting amounts up to 30/ 50</p>	<p>Go through activities and the correct answers with the class. Children can check if they got it correct. Address any misconceptions.</p>
Follow up activity	<p>Find objects around your home that can be counted in 5s (fingers, toes, fingers on a glove, bunches of bananas) and practise counting amounts. https://www.youtube.com/watch?v=amxVL9KUmq8 - Jack Hartman counting in 5s. Can you practise counting in 5s with someone at home using hand actions?</p>				

<p>Session: 3</p> <p>LC: Can I count in 10s?</p>	<p>Can you pay for items using coins? For example, the banana is 25p. I can use two 10ps and one 5p.</p> <p>Make price tags for items!</p>	<p>With their partner can they count in ten's up to 50 and back? Model using hands to help count. Model counting in tens on a number line and a number square.</p> <p>Who can guess the next number? What do you notice about the tens and ones on our number square?</p> <p>Ch to go off to tables and explore with numicon, coins, unifix and number lines counting in 10s.</p> <p>https://www.youtube.com/watch?v=7stosHbZZZg</p>	<p>Children to complete questions working with numbers up to 20/50. Show answers on white boards.</p> <p>How many birds are there altogether?</p>  <p>There are ____ birds in each tree. There are ____ trees. There are ____ birds altogether.</p>	<p>Differentiated qs to 30/50</p> <p>Practical resources on tables</p>	<p>Go through activities and the correct answers with the class. Children can check if they got it correct. Address any misconceptions.</p>
<p>Follow up activity</p> <p>Find objects around your home that can be counted in 10s (fingers on two hands, toes on two feet)) and practise counting amounts in 10s. https://www.youtube.com/watch?v=7stosHbZZZg - Jack Hartman counting in 10s. Can you practise counting in 10s with someone at home using hand actions?</p>					
<p>Session: 4</p> <p>LC: Can I identify groups as equal or unequal?</p>	<p>How many different ways can you make 20p?</p> <p>For example: 20 1ps 10 2ps</p>	<p>How do I know if groups are equal? What does equal mean?</p> <p>Sort items into equal and unequal groups practically using numicon, shapes, coins, pencils.</p> <p>Q: How can I make my groups equal?</p>	<p>Sort groups of items into equal and unequal. Challenge: create your own equal or unequal question for your friend.</p> 	<p>Differentiated qs to 30/50</p>	<p>Picture of unequal groups. Miss Finley thinks that they are equal, Miss Snell thinks they are unequal, who is right? Explain.</p>
<p>Follow up activity</p> <p>Can you use objects around your house to create equal and unequal groups? 5 groups with 2 teddies in would be equal. 6 groups with 2 or 1 pencils in would be unequal.</p>					

<p>Session: 5</p> <p>LC: Can I use equal groups to find a total?</p>	<p>How many different ways can you make 50p?</p> <p>For example 50 1ps 25 2ps</p>	<p>Q What does equal and unequal mean?</p> <p>Children to use equal groups to find a total. Counting in 2,5,and 10s up to 50. Model counting in 2s, 5s and 10s using numicon, unifix and money. Model answering questions</p> <p>Q How could we count the wheels on the bike? Q What are you counting in? Q What is the total?</p>	<p>Children to select a question with equal groups. Count groups to find a total, for example $2 + 2 + 2 + 2 + 2 = 10$</p> <p>How many wheels altogether?  $2 + 2 + 2 + 2 + 2 =$</p> <p>How many fingers altogether?  $5 + 5 + 5 =$</p>	<p>Differentiated qs to 30/50</p> <p>Practical resources on tables</p> <p>Number sentence template</p>	<p>Go through activities and the correct answers with the class. Children can check if they got it correct. Address any misconceptions.</p>
<p>Follow up activity</p>	<p>Can you use objects around your house to make your own repeated addition calculations?</p> <p>$4 + 4 + 4 = 12$</p> <p>Can you record this and create it practically?</p> <p>Can you create a question for a family member to solve?</p> <p>E.g. $2 + 2 + 2 = \underline{\quad}$</p>				