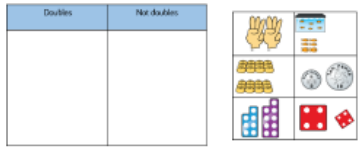
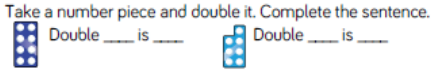
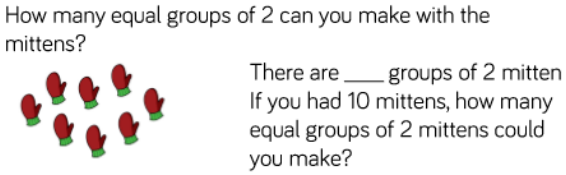
Kingslea Primary School **Planning for Maths**	**Year Group: 1**	**Unit: M**ultiplication and Division **Weekly vocabulary:** lots of, multiply, multiplication, groups of, repeated addition, share, divide, equal group.

Group 2 will need to complete the follow up tasks from the previous plans on Monday. ☺

NC Objectives and Learning Challenge	**Mental Warm-up**	**Teacher Input:**	**Activities:**	**Scaffolding and Support:**	**Notes: (e,g, retrieval practice, marking focus)**
Session: 1 **LC:** Can I identify doubles?	Can children count forwards and backwards in 1s from any given number to 100?	**Q What does 'double' mean? Q How would this look as a calculation?** Adult to show children a picture and discuss if it is 'double' or 'not double'. Model putting the pictures in to the chart. Repeat with a variety of pictures.	Children to have a chart with 'double' and 'not doubles'. Sort the pictures to show that they understand what double means. Challenge: to draw one of their own. Sort the representations into the table. Which show doubles and which do not? 	Flipchart representing doubles/ not doubles	Children to understand that double means the same amount twice.
Follow up activity	**Children to use objects from around the house to double.** **For example, I have 3 apples. If I double it and add 3 more, I have 6 apples in total.**				
Session: 2 **LC:** Can I practically double a number?	Children to use counters, cubes, Lego bricks, beads etc to represent amounts to 50 using a part-part-whole model. In the number 42 there are 4 tens and 2 ones.	Recap **Q What does 'double' mean? Q How would this look as a calculation?** Adult to show children stem sentence: 'Double ____ is ____.' Show children a Numicon piece and model how to double. Find the same piece again and add them together. **Q Who can record the calculation for this?** Think-Pair-Share! Repeat with other numbers. Show children how to find double a number using the counters, dienes, Lego and multilink.	Children to have Numicon and other resources on tables - pick a piece and say stem sentence 'double ___ is ____' (see below) 	Flipchart with examples Range of equipment	Children to understand that double means the same amount twice. Can children use resources to represent this?
Follow up activity	**Watch doubles song -** https://www.youtube.com/watch?v=At0quRa90rs **Children to draw, paint, colour doubles. For example you could draw a butterfly with 4 spots on one side and 4 on the other. 4 doubled is 8.**				

Session: 3 **LC:** Can I make equal groups? Can I divide by grouping?	Children to work in partners. One child says a number to their partner up to 50 or 100, e.g. 39. The other child says how many tens and ones in that number. E.g. In 39 there are 3 tens and 9 ones.	Introduce language for division. Show children picture below and model grouping 10 counters (to represent the mittens below) **Q What does 'equal groups' mean? Q Are these equal groups? Why/why not? Q Could I make equal groups of 3 with the 10 counters?** Think-Pair-Share!  Adult to explain and model activity - Model <u>grouping</u> (not sharing!)	Children start with a given total and make groups of an equal amount (with unifix/ counters). Pick card: E.g. Take 20 cubes. I can make ____ equal groups of 2. I can make ____ equal groups of 5. I can make ____ equal groups of 10. <u>Challenge:</u> includes numbers which do not group equally- E.g. 13	Range of practical resources on tables Stem sentences	Mr Conway thinks that if he has 10 counters, he can make 5 equal groups of 3. Is he right? How do you know? Think-Pair-Share!
Follow up activity	**Can you use items from around the house to make equal groups?** **E.g. I have 10 socks.** **I can make 5 equal groups of 2.** **I can make 2 equal groups of 5.**				
Session: 4 **LC:** Can I investigate grouping a number?	Counting in 2s, 5s and 10s. Forwards and backwards from different starting numbers. Recap how this looks on a 100 square.	Recap language for division. Model picking a number card and investigating how the number can be grouped. E.g. number 10. **Q Can you make 2 equal groups?** **Q Can I make 3 equal groups? How do you know?**	Children pick a number card and investigate how that number can be grouped. Eg. 8 - I can make 2 equal groups of 4. I can make 4 equal groups of 2 Children to record these stem sentences in their books.	Range of practical resources on tables Stem sentences given Examples on flipchart	John thinks that 7 pencils can be sorted into 2 equal groups of 4. Is he correct? Why/ why not? Can you prove it practically?
Follow up activity	**Can you try grouping the numbers: 3, 5, 7, 11 and 13?** **What happens when you try to put them into equal groups? (These numbers cannot be grouped equally, only when grouped into 1s).** **Can you record your findings?**				

Session: 5 **LC:** Can I divide by sharing?	Children to be given random number cards between 30 and 50. Can children order them correctly? For example 33 39 45 46 How do you know 33 is the smallest? How do you know 46 is the greatest?	Children to explore sharing practically by using 1:1 correspondence. Start by representing the groups they are sharing into with a physical object or a pictorial representation. For example, share the 12 balls between the two buckets. Share the muffins equally between the two plates. Complete the sentence ___ cakes shared equally between 2 is ___  **Q How can I share the muffins equally? Q How many muffins on this plate? Q How many on this plate? Are they equal? Q If I had 9 muffins what would happen?** Think-pair-share. CT to explain and model activity- Model <u>sharing</u> (not grouping!)	**<u>Pg 16 from WR Block 1 Division</u>** Children work in pairs - pick a number card - use unifix/ counters to share the given number. E.g. Take 20 cubes. 20 shared between 5 is __ . 20 shared between 2 is __. <u>Challenge:</u> includes numbers which do not share equally- E.g. 7	Range of practical resources on tables Stem sentences	Grouping or sharing? Adult to model and ch decide if it is grouping or sharing. Say the stem sentence to go with it. E.g. 10 shared between __ is __ OR I can make __ equal groups of __.
Follow up activity	**Set your table for a meal (breakfast, lunch, dinner, a picnic). Can you set out the correct number of forks, knives, spoons, plates, bowls, cups etc for each person?**				