
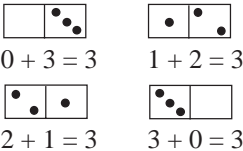





<b>Y1</b>	R: Mental counting, comparison C: <b>Writing and using 3, number line</b> E: <i>Cardinal and ordinal numbers</i>	<i>Lesson Plan</i> <b>31</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Poster 9</b> Look at this poster. (T points to 1st picture.) How many animals are in this picture? • Show the correct number card . . . now! • How many more or less than 3 is this number? (Ask several pupils) Repeat for each picture on poster. <div style="text-align: right;"><i>5 min</i></div>	Whole class activity Recap the stories briefly Agreement, checking Discussion If P struggling, use number line to help.
<b>2</b>	<b>Poster 3</b> Look at the animals in the picture. What animals are there 3 of? (There are 3 frogs.) Is that all? (Yes) Who can give me a reason why this is true? (There is only one tortoise, and there are 2 squirrels, and there are 4 rabbits, and e.g. there is no fox.) <div style="text-align: right;"><i>10 min</i></div>	Whole class activity Agreement, checking
<b>3</b>	<b>Interlude</b> Finger exercises (action song) <div style="text-align: right;"><i>12 min</i></div>	Whole class in unison
<b>4</b>	<b><i>Tx1a, page 29</i></b> Look at the different ways we can show the number 3. Discuss each. Everyone hold up 3 fingers (sticks, pencils, etc.) Hold up the number card 3. Point to the number 3 on the number line. T writes a large 3 on BB, explaining how to do it. Ps draw a 3 in the air, (on their desks, on their neighbour's backs, etc.) <b><i>PbY1a, page 31</i></b> Q.1 Continue the patterns. <div style="text-align: right;"><i>22 min</i></div>	Whole class activity  Whole class in unison  Individual work. T monitoring/helping/praising
<b>5</b>	<b>Interlude</b> Song or rhyme <div style="text-align: right;"><i>25 min</i></div>	Whole class in unison
<b>6</b>	<b><i>PbY1a, page 31</i></b> Q.2 Read: <i>Write in the box how many flowers are in each picture. Draw arrows to show 'more'.</i> Review solutions on BB. If we drew arrows the opposite way what would they mean? (Less) <div style="text-align: right;"><i>35 min</i></div>	Individual work Monitored Use enlarged picture Use 2nd copy of picture. Discussion, checking
<b>7</b>  <i>Extension</i>	<b>Written Exercises</b> <b><i>PbY1a, page 31</i></b> Q.3 Read: a) <i>Colour in three candles.</i> b) <i>Circle the third candle from the left.</i> c) <i>Tick the third candle from the right.</i> <b><i>PbY1a, page 35</i></b> Q.1 Read: <i>Complete the drawings to match the signs. Write in the missing numbers.</i> <div style="text-align: right;"><i>45 min</i></div>	Individual work T monitoring, correcting, praising  Solutions reviewed on BB Involve several pupils Discussion, agreement

<b>Y1</b>	R: Mental counting C: <b>Writing and using 3, number line operations (to 3)</b> E: <i>Sticks (Roman numbers) - PbY1a, page 32, Q.3 (optional)</i>	<i>Lesson Plan</i> <b>32</b>															
<i>Activity</i>		<i>Notes</i>															
<b>1</b>	<b>Ball Play</b> T throws ball to a pupil saying an addition (up to 3). P throws ball back to T saying answer to sum. e.g. $1 + 1$ , $2 + 1$ , $0 + 3$ , $1 + 2$ , $0 + 0$ , ... <div style="text-align: right;"><i>5 min</i></div>	Whole class activity At speed Involve as many pupils as possible															
<b>2</b>	<b>Sequences</b> Let's count in 3's, starting at zero. $0, 3, 6, \dots$ $9, 12, (15, 18)$ Who can continue this sequence? $18, 15, 12, \dots$ $9, 6, 3, 0, (-3)$ (Note how far Ps can count, mistakes made, etc.) <div style="text-align: right;"><i>10 min</i></div>	Whole class in chorus Do not expect too much Praising only															
<b>3</b>	<b>Problems</b> Listen very carefully and try to picture it in your head. a) Mary had three sweets. She ate one sweet. How many sweets does she have left? Show me the correct number card . . . now!      (2) b) Paul had £3. He bought a book for £2. How much money has he left? Show me the correct number card . . . now!      (1) <div style="text-align: right;"><i>20min</i></div>	Repeat problems slowly Checking Discussion, reasoning Demonstration (on BB or with real sweets/coins)															
<b>4</b>	<b>Interlude</b> Exercises or action song <div style="text-align: right;"><i>22 min</i></div>	Whole class in unison															
<b>5</b>	<b>Making 3</b> a) Using your number strips, show me different ways to make 3. <b>A</b> , come and show me one way. Is he/she correct? Who has another way? etc. (T displays in systematic order on BB.) Lets' read these as additions: $0 + 3$ , $1 + 1 + 1$ , $1 + 2$ , $2 + 1$ , $0 + 3$ b) <i>PbY1a, page 32</i> Q.1 Read: <i>Write 3 as an addition.</i> <div style="text-align: right;"><i>30 min</i></div>	<div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr><td colspan="3" style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">1</td><td colspan="2" style="text-align: center;">2</td></tr> <tr><td colspan="2" style="text-align: center;">2</td><td style="text-align: center;">1</td></tr> <tr><td colspan="3" style="text-align: center;">3</td></tr> </table> </div> Individual work, monitored (or use rods/cubes) On BB or using OHP with enlarged number strips. Discussion, checking Whole class in chorus Individual work, monitored	3			1	1	1	1	2		2		1	3		
3																	
1	1	1															
1	2																
2		1															
3																	
<b>6</b>	<i>PbY1a, page 32</i> Q.2 Look at this first picture on the BB. <b>B</b> , what is in the picture? Where should it go on the number line? Is he/she correct? Who thinks another place? Why? <b>C</b> , come and joint the picture to the correct equation. Is he/she correct? Who thinks another answer? <b>D</b> , come and write in the missing number. Now see if you can finish off the question in your <i>Pbs</i> . <div style="text-align: right;"><i>40 min</i></div>	Whole class activity Use enlarged pictures Discussion, reasoning Ps copy in <i>Pbs</i> Individual work, monitored Reviewed at BB															
<b>7</b>	<i>PbY1a, page 32</i> Q.4 Read: <i>Write the missing numbers in the boxes.</i> You have 4 minutes to do as many as you can! <div style="text-align: right;"><i>45 min</i></div>	Individual work, monitored Reviewed orally round class															

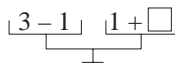
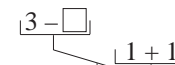
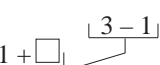
<b>Y1</b>	R: Mental counting C: <b>Writing and using 3, operations, number line</b> E: Sequences	<i>Lesson Plan</i> <b>33</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Posters 4 and 7</b> Look carefully at the pictures. What things can you see 3 of? There are three . . . . . (girls, dolls on the bottom shelf, cats in the picture, balls in the window., etc.) 5 min	Whole class activity Discussion Involve as many pupils as possible
<b>2</b>	<b>Counting</b> Let's count in 3's, starting from 1: 1, 4, 7, . . . (10, 13, 16, 19) 2: 2, 5, 8, . . . (11, 14, 17, 20) That is very clever, I did not think you could do it! 10 min	Whole class in chorus Do not expect too much Praising only Note Ps who can do it.
<b>3</b>	<b>Interlude</b> Finger exercises 12 min	Whole class in unison Preparation for writing
<b>4</b>	<b>PbY1a, page 33</b> Q.1 Read: <i>Continue the pattern.</i> (Use 2 cm grid first if necessary or 1 cm grid for extra practice) Q.2 Read: <i>Fill in the missing numbers</i> Review orally round class, using BB if there are difficulties 20 min	Individual work, closely monitored T helping, correcting praising
<b>5</b>	<b>Dominoes</b> a) Here is a box of dominoes all mixed up. (T shakes it) I want to find all the dominoes which have 3 dots. A, come and find one for me. T draws it on BB. e.g.  Can you write it as an addition on the BB? e.g. $0 + 3 = 3$ . Repeat with several Ps until all cases shown. b) <b>PbY1a, page 33</b> Q.3 Read: <i>Every domino has a total of three dots.</i> <i>Write it as an addition.</i> 30 min	Whole class activity BB  Individual work Monitoring, praising
<b>6</b>	<b>PbY1a, page 33</b> Q.4 Read: <i>Mark where the number 3 is on each of the lines.</i> Review (draw on BB or use enlarged picture or OHP) 35 min	Individual work, monitored Discussion, agreement
<b>7</b>	<b>PbY1a, page 33</b> You have 5 minutes to do this question. Q.5 Read: <i>Colour every 2nd ball red.</i> <i>Colour every 3rd ball blue.</i> <i>Tick the balls which you have coloured twice.</i> Everyone stop. How many balls did you colour red (blue)? (6,4) How many balls did you colour twice? (2) <b>X</b> , describe to me where these balls are in the row. Is he right? Is there any other way could we describe them? (position from right (left), large striped balls) How many balls are in the row? Let's count together. (1, 2, ...) How many <b>pairs</b> of balls are there? (6) Describe each pair. 45 min	Individual work, monitored Discussion Agreement T repeats/corrects as complete sentences. Whole class in chorus (If time)

<b>Y1</b>	R: Operations up to 3 C: <b>Using 3. Equations, inequalities</b> E:	<i>Lesson Plan</i> <b>34</b>															
<b>Activity</b>		<b>Notes</b>															
<b>1</b>	<p><b>PbY1a, page 34, Q.1</b></p> <p>Look carefully at the first picture. What does it show?            (There are 3 chicks in the picture. Two chicks are standing still.            Another chick is walking to join them.)</p> <p>Everyone write in the missing number. (1)</p> <p>Let's read the equation: 'three equals one plus two'.</p> <p>Now look at the 2nd picture. What does it show?            (There were 3 slices of melon. Two slices of melon have been eaten.            (There is one slice is left.)</p> <p>Everyone write in the missing number. (2)</p> <p>Let's read the equation: 'three minus two equals one'.</p> <p style="text-align: right;">5 min</p>	<p>Whole class activity</p> <p>Discussion</p> <p>Involve as many pupils as possible</p> <p>Whole class in chorus</p> <p>Discussion</p> <p>Whole class in chorus</p>															
<b>2</b>	<p><b>Problem</b></p> <p>Listen carefully!. Show me your answer with number cards.</p> <p>Mother Eagle took home three mice for her babies.            Anna Eagle ate one mouse more than Bob Eagle.</p> <p>a) How many mice did Anna Eagle eat? Show me . . . now! (2)</p> <p>b) How many mice did Bob Eagle eat? Show me . . . now! (1)</p> <p>T: Anna ate 2 mice and Bob ate only one mouse.</p> <p style="text-align: right;">10 min</p>	<p>Whole class activity</p> <p>Repeat slowly</p> <p>Checking</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Demonstration at BB</td> <td style="width: 5%; text-align: center;">●</td> <td style="width: 15%; text-align: center;">B</td> <td style="width: 5%; text-align: center;">●</td> <td style="width: 15%; text-align: center;">A</td> </tr> <tr> <td>Reasoning</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Agreement</td> <td></td> <td style="text-align: center;">1</td> <td></td> <td style="text-align: center;">2</td> </tr> </table>	Demonstration at BB	●	B	●	A	Reasoning					Agreement		1		2
Demonstration at BB	●	B	●	A													
Reasoning																	
Agreement		1		2													
<b>3</b>	<p><b>PbY1a, page 34</b></p> <p>Q.2 Read: <i>How many apples could be in each bag?</i>            Discuss each pair of scales in turn before Ps do question.            Review solutions with whole class.</p> <p>a)  = 2      b)  : 2 (3, ...)</p> <p>c)  : 2, 1, 0</p> <p style="text-align: right;">20 min</p>	<p>Individual work</p> <p>Monitored, helped</p> <p>Discussion at BB.</p> <p>Checking</p>															
<b>4</b>	<p><b>Interlude</b></p> <p>Song or rhyme</p> <p style="text-align: right;">22 min</p>	<p>Whole class in chorus</p>															
<b>5</b>	<p><b>PbY1a, page 34, Q.3</b></p> <p>Look at this long line of numbers. Some numbers and signs are missing. We have to get from 3 to 0 by doing addition/subtractions.</p> <p>A, what does the first arrow tell you to do? (Take away 12 from 3)            Come and fill in the missing number in the first box. (2)            Is he/she correct? Who thinks another number?            A, read what you have done. (3 minus 1 equals 2)            Continue with other pupils until all boxes are filled in.            Let's do all the steps on the number line, starting at 3.</p> <p style="text-align: right;">30 min</p>	<p>Drawn on BB or use enlarged picture or OHP.</p> <p>Whole class activity</p> <p>Ask several pupils</p> <p>Discussion</p> <p>Agreement</p> <p>Checking</p>															
<b>6</b>	<p><b>PbY1a, page 34</b></p> <p>Q.4 Read: <i>Fill in the missing numbers</i>            Review solutions with whole class.            (Use number line if pupil is struggling or has wrong answer.)</p> <p style="text-align: right;">35min</p>	<p>Individual work, monitored</p> <p>Discussion at BB.</p> <p>Agreement, checking</p> <p>Self correction</p>															

**Y1***Lesson Plan 34***Activity****7****Equations and inequalities**

Look at these sets of scales on the BB. Instead of apples and bags we have numbers and boxes.

What numbers could be hidden in each box?

BB a)  b)  c) 

$\square =$                        $\square :$                        $\square :$

- a) Look at this balance first. What can you say about it?  
(level, so LHS equals RHS)

**X**, what does the LHS equal? ( $3 - 1 = 2$ )

Come and write it below.

**S**, what does the LHS equal? ( $1 + \square = 2$ )

What number do you think is in the box? (1) Why?

Is he/she correct? Is there another number which could be in the box? (No)

Let's check: LHS:  $3 - 1 = 2$ , RHS:  $1 + 1 = 2$ ,  
 $2 = 2$ , so LHS = RHS

- b) Look at this balance. What can you say about it? (RHS is more)

**Y**, what does the RHS equal? ( $1 + 1 = 2$ )

**Z**, what must the LHS be? (less than 2)

Come and write it on the BB:  $3 - \square < 2$

**Z**, what number do you think could be in the box? (e.g. 2)

Let's check if **Z** is correct: LHS:  $3 - 2 = 1$ , RHS:  $1 + 1 = 2$   
 $1 < 2$ , so LHS < RHS.

Who thinks another number might be in the box? (e.g. 3)

Continue as above.

- c) As (b)

**Notes**

or *Tx1a p77 Q3 & Q5*

Whole class activity

Drawn on BB or use enlarged picture or OHP.

T makes sure BB work is logical and orderly

Reasoning, agreement

Checking, praising

T repeats responses correctly

Reasoning, agreement

Checking

Ans:

a)  $\square = 1$     b)  $\square : 2, 3$

c)  $\square : 2 (3, \dots)$

45 min

<b>Y1</b>		<i>Lesson Plan</i> <b>35</b>
<i>Activity</i>	Writing practice, revision, activities, consolidation <i>PbY1a, page 35</i>	<i>Notes</i>

<b>Y1</b>	R: Mental counting, operations C: <b>Writing and using 4; number line</b> E: <i>Roman numbers. Cardinal and ordinal numbers</i>	<i>Lesson Plan</i> <b>36</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Poster 10</b> <ul style="list-style-type: none"> <li>Which picture has four animals in it? (middle right)</li> <li>List the animals.</li> </ul> Show me with number cards the answers to these questions: <ul style="list-style-type: none"> <li>How many birds are in this picture? (T points to bottom right) (5)</li> <li>How many are wearing peacock feathers? (1)</li> <li>How many are not wearing peacock feathers? (4)</li> <li>How many more or less than 4 is the number of animals in the other pictures? (T points to each picture in turn.)</li> </ul> <p style="text-align: right;"><i>5 min</i></p>	Whole class activity Discussion  Checking, agreement  Praising
<b>2</b>	<b>Posters 2, 3, 5</b> Look at these posters. <ul style="list-style-type: none"> <li>What are there 4 of in these pictures?</li> </ul> Ask several pupils to come and point, counting to 4 as they do so. (e.g. 4 people: 2 children + 2 adults, 4 buns, 4 apples, 4 bunnies, 4 ducklings) Is he/she correct? <ul style="list-style-type: none"> <li>What are there 4 of in the classroom?</li> </ul> <p style="text-align: right;"><i>10 min</i></p>	Whole class activity  Involve several pupils  Checking, agreement  Discussion
<b>3</b>	<b><i>Tx1a, page 32</i></b> Look at the different pictures of 4. (T talks about each one, especially the Roman numeral, IV, instead of IIII. So if you see it in a book or on a clock, you will know what it means.) Everyone hold up a way of showing 4. (e.g. fingers, number card, sticks, counters, domino, pointing to 4 on pupil number line, clock) T writes a large 4 on BB, explaining how to do it. (Repeat a few times.) Everyone stand up and write a big 4 in the air (on your desk, etc.) <b><i>PbY1a, page 36</i></b> Q.1 Read: <i>Continue the pattern.</i> (Let Ps practice on grid sheets first if necessary.) Ask pupils who are doing it correctly to show class on BB. <p style="text-align: right;"><i>20 min</i></p>	Whole class activity  Checking, praising  Whole class in unison Checking, praising, correcting  Individual work Closely monitored T helping, correcting, praising
<b>4</b>	<b>Interlude</b> Song or rhyme <p style="text-align: right;"><i>22 min</i></p>	Whole class in unison
<b>5</b>	<b><i>PbY1a, page 36, Q.2</i></b> Read: <i>Write the correct numbers and signs in the boxes.</i> <i>Join the pictures to the matching points on the number line.</i> This could be done as a whole class activity at BB. Ask different pupils to come out, one at a time, to do each part. <ul style="list-style-type: none"> <li>Write in the correct numbers. (or stick on correct number card)</li> <li>Write in the correct signs. (or stick on correct sign card)</li> <li>Join the pictures to the correct point on the number line.</li> </ul> Ps copy each stage into their <i>Pbs</i> . <p style="text-align: right;"><i>30 min</i></p>	Drawn on BB or use enlarged picture or OHP.  Whole class activity Involve several pupils Discussion Agreement Checking Or individual work, reviewed

<b>Y1</b>		<i>Lesson Plan 36</i>
<b>Activity</b>  <b>6</b>	<p><i>PbY1a, page 36</i></p> <p>Q.3 a) Read: <i>Colour in four circles.</i>  b) Read: <i>Tick the fourth circle from the right. What is its position from the left?</i></p> <p>When everyone has done this ask Ps to point to the 1st (2nd, 3rd, 4th) circle from the right (left) putting up their other hand when they point to the circle they ticked.</p> <p><b>A</b>, tell us which 4 circles you coloured in, starting from the left. Who had the same as <b>A</b>?</p> <p><b>B</b>, tell us which 4 circles you coloured in, starting from the right. Who had the same as <b>B</b>?</p> <p>Who coloured in different circles from <b>A</b> and <b>B</b>?  Tell us which ones.</p> <p style="text-align: right;"><i>37 min</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>Individual work, monitored</p> <p>Whole class checking</p> <p>Whole class correcting</p>
<b>7</b>	<p><i>PbY1a, page 36</i></p> <p>Q.4 Make these sums on your desk using sticks (or sticks and sign cards). Show the answer with sticks too.</p> <p>If nobody has done it, point out that      could also be made the Roman way, IV.</p> <p>Does the Roman way use less sticks? How many less? (1)</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Individual work, monitored</p> <p>T checking, correcting</p> <p>Praising</p> <p>Checking</p>



<b>Y1</b>		<i>Lesson Plan 37</i>
<b>Activity</b>		<b>Notes</b>
<b>6</b>	<p><i>PbY1a, page 37</i></p> <p>Q.2 Read: <i>Write an addition about each domino.</i></p> <p>Review on BB with whole class.</p> <p style="text-align: right;"><i>35 min</i></p>	<p>Individual work, monitored</p> <p>Discussion , checking, correcting</p>
<b>7</b>	<p><i>PbY1a, page 37, Q.3</i></p> <p>Look at the BB. (have first domino drawn on BB)</p> <p><b>X</b>, come and write in how many dots are on the LHS of this domino.</p> <p><b>Y</b>, what does the sign tell you about the number of dots on the RHS? (2 more than 1)</p> <p><b>Z</b>, how many dots should be on the RHS of the domino? (3)</p> <p>Come and draw them and write the number in the box.</p> <p>Let's all read the inequality together:</p> <p>From left to right: 'one is two less than three'</p> <p>From right to left: 'three is two more than one'</p> <p>Similarly for other 3 dominoes.</p> <p style="text-align: right;"><i>40 min</i></p>	<p>Whole class activity (for first example at least)</p> <p>Class helping, correcting</p> <p>Praising</p> <p>Whole class in unison</p> <p>Or as individual work. T monitoring, helping</p>
<b>8</b>	<p><i>PbY1a, page 37, Q.4</i></p> <p>Done at speed round the class. Repeat if necessary.</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Or as individual work, monitored</p>

<b>Y1</b>	R: Mental counting C: <b>Writing and using 4; operations</b> E: <i>Puzzles</i>	<i>Lesson Plan</i> <b>38</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Problem</b> Listen carefully and show the answer with a number card. There are 3 sisters in a family. Each sister can say she has one brother. How many children are in this family? Show me . . . now! (4) Discuss reason why '6' is not correct.. <div style="text-align: right;">5 min</div>	Whole class activity Discussion Agreement Demonstrate on BB
<b>2</b>	<b>Poster 6</b> Look carefully at these pictures. Where can you find see: a) exactly 4 of something? (4 flowers: 2 daisies + 2 roses, 4 ladybirds on LHS leaf in 1st picture, 4 flying swallows on LHS of 4th picture) Discuss 'exactly 4' meaning 'equal to 4'. b) at least 4 of something? (4 + 5 ladybirds, 2 + 3 ducks, 6 + 6 petals on daisies, 4 + 5 swallows, 5 + 5 dots on mushrooms, 6 + 7 bees) Discuss 'at least 4' meaning 'equal to 4 or more than 4'. c) at most 4 of something? (all in part a) plus 2 ducks on LHS, 3 ducks on RHS, 3 butterflies, 2 daisies, 2 standing birds, 2 roses, 2 mushrooms, 1 snail, (0 . . .) Discuss 'at most 4' meaning 'equal to 4 or less than 4'. <div style="text-align: right;">10 min</div>	Whole class activity Involve as many Ps as possible. BB: a) = 4 b) ≥ 4 c) ≤ 4
<b>3</b>	<b>Interlude</b> Finger exercise <div style="text-align: right;">12 min</div>	Whole class in unison
<b>4</b>	<b>PbY1a, page 38</b> Q.1 Read: <i>Copy out each set of numbers.</i> (Tell Ps to repeat the sequence as many times as there is space.) <div style="text-align: right;">20 min</div>	Individual work Monitoring, praising Use grid sheets if necessary
<b>5</b>	<b>PbY1a, page 38, Q.2</b> Look at the first picture. What does it tell us? (Discussion) Let's all read the subtraction: ('four minus three equals something') What are there 4 of in the picture? (plates) What are there 3 of in the picture? (empty plates) X, come and write in the missing number and join it to the number line. Is he/she correct? Who thinks another number? Repeat for each picture. <div style="text-align: right;">30 min</div>	Whole class activity Draw on BB or use enlarged picture or OHP Agreement, discussion Ps copy in PBs
<b>6</b>	<b>PbY1a, page 38</b> Q.3 Read: <i>Complete the pictures and the additions.</i> T explains task. Review solutions at BB with whole class, <div style="text-align: right;">40 min</div>	Individual work, closely monitored. T helping, praising Use enlarged picture
<b>7</b>	<b>PbY1a, page 38</b> Q.4 Read: <i>Practise subtraction.</i> See how many of these you can do in 4 minutes. Quick review orally round class. <div style="text-align: right;">45 min</div>	Individual work Monitoring, praising Self correcting

<h1>Y1</h1>	<p>R: Operations up to 4                  C: Using 4; equations, inequalities                  E: Completing tables</p>	<h2 style="text-align: center;">Lesson Plan 39</h2>																																																
<p><b>Activity</b></p> <p style="text-align: center;"><b>1</b></p>	<p><b>Problem</b></p> <p>Listen carefully and show the answer with a number card.</p> <p>This is what I see: 1 chick walking between 2 chicks, 1 chick walking in front of 2 chicks, 1 chick walking behind 2 chicks.                  How many chicks are there walking in single file?                  Show me . . . now! (3) Repeat for 2 chicks walking . . . (4)</p> <p style="text-align: right;">5 min</p>	<p style="text-align: center;"><b>Notes</b></p> <p>Whole class activity                  Mental visualisation                  Discussion                  Draw on BB or use enlarged cut-out chicks.</p>																																																
<p style="text-align: center;"><b>2</b></p>	<p><b>Making 4</b></p> <p>Look at this number puzzle.                  Each shape stands for a number.                  Which number does each shape stand for?                  Think about it for a while!</p> <div style="text-align: center;"> </div> <p>Who can fill in a number? Why do you think it is that number?                  Who agrees? (Continue until all filled in.)                  What is the rule for this puzzle? (Sum of numbers in each column is 4.)</p> <p style="text-align: right;">10 min</p>	<p>or <i>Tx1a</i>, page 34 Q.2</p> <p>Whole class activity</p> <p style="text-align: center;"> <math>\text{pentagon} = 0, \text{square} = 1,</math>  <math>\text{circle} = 2, \text{triangle} = 3,</math> </p> <p>Discussion, reasoning, agreement, checking                  Praising</p>																																																
<p style="text-align: center;"><b>3</b></p>	<p><b>Sticks</b></p> <p>Lay sticks on your desk to match this equation. BB: <math>    -    =  V</math>                  Is the equation correct? (No) Why not? (RHS does not equal LHS)                  Change the place of only one stick to make the equation true.                  Review on BB.</p> <p style="text-align: right;">15 min</p>	<p>Individual work                  Discussion, reasoning                  Agreement, checking  <math>    +   =  V</math> or <math>   +    =  V</math></p>																																																
<p style="text-align: center;"><b>4</b></p>	<p><b>PbY1a, page 39</b></p> <p>Q.1 Read: Write additions and subtractions for each picture.                  Look at the first picture carefully. Think about what it is telling you. Write as many statements as you can about the picture.                  Review solution to first picture on BB. Discuss mistakes.                  Do the same for the other two pictures (one at a time).</p> <p style="text-align: right;">25 min</p>	<p>Individual work, closely monitored                  T helping, noting errors                  Use drawing on BB, or large picture or OHP.                  Discussion, agreement, checking, self-correcting</p>																																																
<p style="text-align: center;"><b>5</b></p>	<p><b>Interlude</b></p> <p>Song, rhyme or relaxation exercises</p> <p style="text-align: right;">27 min</p>	<p>Whole class in unison</p>																																																
<p style="text-align: center;"><b>6</b></p>	<p><b>Completing Tables</b></p> <p>Look at the table on the BB. What can you say about it? (Letters and numbers. Some numbers missing) BB:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>1</td><td>0</td><td>3</td><td>2</td><td>0</td><td></td><td>2</td><td>1</td><td></td><td>0</td><td>4</td><td>1</td><td>3</td><td></td><td>1</td> </tr> <tr> <td>B</td><td>2</td><td>3</td><td>1</td><td>2</td><td></td><td>3</td><td></td><td></td><td>2</td><td></td><td></td><td></td><td></td><td></td><td>0</td> </tr> <tr> <td>A + B</td><td></td><td></td><td></td><td></td><td>1</td><td>4</td><td>3</td><td>2</td><td>4</td><td>3</td><td>4</td><td>4</td><td>4</td><td>2</td><td>3</td> </tr> </table> <p>Ps fill in a number at a time, giving reason for their choice.</p> <p style="text-align: right;">35 min</p>	A	1	0	3	2	0		2	1		0	4	1	3		1	B	2	3	1	2		3			2						0	A + B					1	4	3	2	4	3	4	4	4	2	3	<p>Whole class activity                  Draw on BB or use enlarged blank table with number cards stuck on.                  Involve as many Ps as possible                  Ps say complete equation.</p>
A	1	0	3	2	0		2	1		0	4	1	3		1																																			
B	2	3	1	2		3			2						0																																			
A + B					1	4	3	2	4	3	4	4	4	2	3																																			
<p style="text-align: center;"><b>7</b></p>	<p><b>PbY1a, page 39, Q.2, 3 and 4</b></p> <p>Explain each task. Give time limit. Review solutions with whole class.</p> <p style="text-align: right;">45 min</p>	<p>Individual work                  Monitoring, praising, helping, correcting mistakes</p>																																																

<b>Y1</b>		<i>Lesson Plan</i> <b>40</b>
<i>Activity</i>	Writing practice, revision, activities, consolidation <i>PbY1a, page 40</i>	<i>Notes</i>

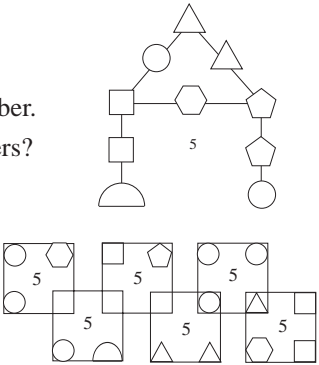
<b>Y1</b>	<p>R: Mental counting</p> <p>C: <b>Writing and using 5; number line</b></p> <p>E: Roman numbers. Cardinal and ordinal numbers</p>	<p><i>Lesson Plan</i></p> <p><b>41</b></p>
<b>Activity</b>		<b>Notes</b>
<p><b>1</b></p>	<p><b>Poster 10</b></p> <p>Look at these pictures carefully.</p> <ul style="list-style-type: none"> <li>What can you see 5 of? (Carrot comes home: 4 animals + the carrot) (Bird with borrowed feathers: 5 birds), (5 pictures on poster)</li> <li>Hold up 5 fingers.</li> <li>Clap (stamp, jump, nod head) 5 times</li> <li>Stand up the first 5 Ps in LHS row (the last 5 Ps in RHS row).</li> <li>Show me '5' on your desks (e.g. 5 counters, 5 cards, '5' number card, pentagon shape card (5 sides), 5 sticks, number strip '5', etc.)</li> </ul> <p style="text-align: right;"><i>5 min</i></p>	<p>Whole class activity</p> <p>Discussion</p> <p>Whole class in unison</p> <p>Individual work T monitoring, praising</p>
<p><b>2</b></p>	<p><b>Poster 6</b></p> <p>Look at these pictures carefully.</p> <ul style="list-style-type: none"> <li>Where can you see: <ul style="list-style-type: none"> <li>a) exactly 5 of something? (e.g. 5 ladybirds on RHS leaf, 2 + 3 = 5 ducks, 5 swallows on RHS, 5 dots on mushrooms,</li> <li>b) more than 5 of something? (e.g. 9 ladybirds altogether: 4 more than 5, 6 bees on LHS: 1 more than 5, 7 bees on RHS: 2 more than 5, etc.)</li> <li>c) less than 5 of something? (e.g. 4 ladybirds on LHS: 1 less than 5, 3 butterflies: 2 less than 5, 2 roses: 3 less than 5, 1 snail: 4 less than 5, etc.)</li> </ul> </li> </ul> <p style="text-align: right;"><i>15 min</i></p>	<p>Whole class activity</p> <p>Discussion</p> <p>BB: a) = 5</p> <p>b) &gt; 5</p> <p>c) &lt; 5</p> <p>Ps make equations on desks with number and sign cards</p>
<p><b>3</b></p>	<p><b>Interlude</b></p> <p>Wrist and finger exercises</p> <p style="text-align: right;"><i>17 min</i></p>	<p>Whole class in unison</p>
<p><b>4</b></p>	<p><b><i>Tx1a, page 35</i></b></p> <p>Look at the different pictures of 5. (T talks about each one.) Look at the Roman numeral, V, instead of IIII. Where might you see 5 written like this? (clockface, book) T writes a big '5' on BB, explaining how to do it. Repeat a few times. Everyone write a big five in the air (on your neighbour's back, etc.)</p> <p><b><i>PbY1a, page 41</i></b></p> <p>Q.1 Read: <i>Continue the pattern.</i> (Let Ps practice on grid sheets first if necessary.) Ask pupils who are doing it correctly to show class on BB.</p> <p style="text-align: right;"><i>30 min</i></p>	<p>Whole class activity</p> <p>Discussion</p> <p>Whole class in unison Checking, praising</p> <p>Individual work, monitored, T helping, correcting Praising only</p>
<p><b>5</b></p>	<p><b><i>PbY1a, page 41, Q.2</i></b></p> <p>Look at the first picture. What do you see? <b>A</b>, come and write the missing number in the box below the picture. Is he/she correct? Who thinks another number? Why? <b>B</b>, come and join the picture to the correct place on the number line. (Repeat for 2nd picture.) Let's compare the first two pictures. Which picture has more/less? <b>X</b>, come and choose a sign to put between the pictures. Why did you choose that sign? Is he/she correct? Who thinks another sign? etc. (Repeat for all pictures.)</p> <p style="text-align: right;"><i>40 min</i></p>	<p>Whole class activity</p> <p>Draw on BB or use enlarged picture or OHP</p> <p>Sign cards stuck to BB:</p> <p style="text-align: center;">☐, &lt;, &gt;, ≤, ≥, ≠</p> <p>Discussion, agreement, checking. Ps copy in Pbs.</p>

<b>Y1</b>		<i>Lesson Plan 41</i>
<b>Activity</b> <b>6</b>	<p><i>PbY1a, page 41</i></p> <p>Choose what you like from Q.3 and Q.4. T explains each task.</p> <p>Q.3 Read: a) <i>Colour in five circles.</i> b) <i>Tick the fifth circle from the left.</i> <i>What is its position from the right?</i></p> <p>Q.4 Read: <i>Show the sums with sticks.</i> You can draw just straight sticks or if you are really clever you can use the Roman way.</p> <p style="text-align: right;"><i>45 min</i></p>	<b>Notes</b>  Individual work  T monitoring, praising  Helping, correcting

<b>Y1</b>	R: Mental counting C: <b>Using 5; addition facts</b> E: Sequences	<i>Lesson Plan</i> <b>42</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Mental addition</b> T says an addition (up to 5) to P (e.g. $3 + 2$ ) P answers with sum. (5) <div style="text-align: right;"><i>5 min</i></div>	Whole class activity Involve all Ps
<b>2</b>	<b>Sequences on the number line</b> Bunny is going to jump along the number line. (BB where all can see) a) Let's start from 0. Bunny jumps 1, then 2, then 1 and 2 again. Everyone shout out the number he lands on each time. Ps shout: 0, 1, 3, 4, 6, 7, 9, (10, 12, 13, 15, 16, 18, . . .) b) Let's start from 1. Bunny jumps 1 then 2, then 3, then 4, then 5, and so on. Ps shout: 1, 2, 4, 7, (11, 16, 22, . . .) c) Bunny jumps back by 2 from 10. Ps shout: 10, 8, 6, 4, 2, 0 <div style="text-align: right;"><i>10 min</i></div>	Whole class activity  Ps come to number line to show jumps  In chorus  In chorus  In chorus
<b>3</b>	<b>Problem</b> Listen carefully, make a picture of the story in your head and then show me the answer with a number card when I say. Kate was given £2 by her Granny and £3 by her Grandad. How much money did she have altogether? Show me . . . . now! <div style="text-align: right;"><i>15 min</i></div>	Whole class activity Demonstrate on BB: $2 + 3 = 5$ or use real/play money
<b>4</b>	<b>Dominoes</b> a) This is a set of mixed up dominoes. Who can come and find a domino which has 5 dots on? T draws each one chosen on BB but in same order as in <i>Pb</i> . b) <i>PbY1a, page 44</i> Q.1 Read: <i>Write an addition for each domino.</i> Review solution with whole class on BB. <div style="text-align: right;"><i>25 min</i></div>	Whole class activity or Ps use own sets or in pairs.  Individual work, monitored, Discussion at BB Agreement, checking
<b>5</b>	<b>Interlude</b> Song or rhyme <div style="text-align: right;"><i>27 min</i></div>	Whole class in unison
<b>6</b>	<b>Making 5</b> Ask 6 children to come out to front of class. Who is first from the left (2nd from the right, in the middle, etc.)? Change places: 2nd with 4th, 1st with 5th, etc. T tells 6th P to sit down. Do you think his/her place is still there? Can you make an addition about this? ( $5 + 0 = 5$ ) Who can make other additions about 5? (e.g. $1 + 1 + 1 + 1 + 1 = 5$ ) At every suggestion, Ps at front show bonds by holding hands. (e.g. $1 + 1 + 1 + 2 = 5$ , $3 + 2 = 5$ , $1 + 4 = 5$ , $2 + 1 + 2 = 5$ , etc.) T writes each on BB (in ordered list) and the class reads the additions. <div style="text-align: right;"><i>35 min</i></div>	Whole class activity  Discussion  Involve as many Ps as possible.  Whole class in unison
<b>7</b>	<i>PbY1a, page 42</i> Q.2 Read: <i>Write additions to make 5.</i> Review solutions with whole class. Q.3 Either written with a time limit or done orally round the class. <div style="text-align: right;"><i>45 min</i></div>	Individual work, monitored  At speed

<b>Y1</b>	R: Mental counting C: <b>Using 5; operations</b> E: <i>Logic Problem</i>	<i>Lesson Plan</i> <b>43</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Poster 7</b> Look carefully at the picture. Where can you see exactly 5 of something? (vehicles, drivers) Compare the number of drivers with the number of: pedestrians, white bands on zebra crossing, balls, etc. <div style="text-align: right;"><i>5 min</i></div>	Whole class activity  BB: $2 + 3 = 5$ , $3 + 2 = 5$ (depending on direction )  BB: $5 > 4$ , $5 < 6$
<b>2</b>	<b>Logic Problem</b> Listen carefully, make a picture of the story in your head and think very hard about the answer. 5 sparrows were sitting on a fence. A cat jumped and caught one of them. How many would be left sitting on the fence? <div style="text-align: right;"><i>10 min</i></div>	Whole class activity  Debate about answer being 4 or 0. In real life they would <b>all</b> fly away!
<b>3</b>	<b>PbY1a, page 43, Q.1</b> Talk about threading beads. What would happen if you forgot to make a knot at the end of the string? (beads fall off) Look at these drawings on BB. How many beads do you think were on the string to start with? (5) Let's see how many have fallen off. Ps come to BB to write subtractions with help of T and class. Ps make the subtractions on desks with sign and number cards too. <div style="text-align: right;"><i>15 min</i></div>	Whole class activity Drawn on BB or use real string and beads. BB: $5 - 3 = 2$ $5 - 4 = 1$ $5 - 1 = 4$ $5 - 2 = 3$
<b>4</b>	<b>PbY1a, page 43</b> Q.2 Read: <i>Write a subtraction for each picture and join to the number line.</i>  Think about what the picture is telling you. What does it show? What number is missing? Where should it go on the number line? Review solutions with whole class. Discuss any mistakes. <div style="text-align: right;"><i>20 min</i></div>	Individual work Monitoring, helping Discussion, agreement, Draw on BB or use enlarged picture or OHP
<b>5</b>	<b>Interlude</b> Exercises <div style="text-align: right;"><i>22 min</i></div>	Whole class in unison
<b>6</b>	<b>Operations to 5</b> Lay 5 items near the top LHS of your desk and none on the RHS. Make a statement about it using your number and sign cards, Review variety of ways ( $5 + 0 = 5$ , $5 - 0 = 5$ , $5 > 0$ , $0 < 5$ , etc) Now move one of the 5 items to the RHS of your desk. Make a different kind of statement about this. Review again: ( $4 + 1 = 5$ , $5 - 1 = 4$ , $4 > 1$ , $1 < 4$ , etc.) Now put 2 items on RHS. Make a different kind of statement about this. Review: ( $3 + 2 = 5$ , $5 - 2 = 3$ , $3 > 2$ , $2 < 3$ , etc.)  <b>PbY1a, page 43</b> Q.3 Read: <i>Compare the two sides of the domino and write it down in different ways.</i>  T explains that it is similar to what Ps have been doing but this time they should try to show how many more/less. Review solutions with whole class. Discuss mistakes. <div style="text-align: right;"><i>40min</i></div>	Individual work Closely monitored T displays all on BB Individual work Closely monitored T displays all on BB Individual work Closely monitored T displays all on BB  Individual work, monitored T helping, praising Draw on BB or use enlarged picture or OHP. Ps to front to show each on number line.


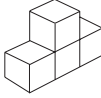

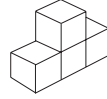

<b>Y1</b>		<i>Lesson Plan 43</i>
<b>Activity</b> <b>7</b>	<p><i>PbY1a, page 43</i></p> <p>Q.4 Read: <i>Write the numbers 0 to 5 in the large boxes in increasing order.</i> <i>Write signs in the small boxes between the numbers.</i></p> <p>T makes sure Ps know which are the large/small boxes and what <i>increasing</i> means. Review solutions on BB with whole class.</p> <p style="text-align: right;"><i>45 min</i></p>	<p><b>Notes</b></p> <p>Individual work Monitoring, helping Discussion, agreement,</p>

<b>Y1</b>	R: Operations to 5 C: <b>Using 5; equations, inequalities</b> E: <i>Problems in context</i>	<i>Lesson Plan</i> <b>44</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>  <b>Problems</b> Listen carefully, make a picture of the story in your head and show me the answer with a number card when I say. a) Mum is making a cake. She has cracked 3 eggs into the bowl. How many more eggs does she still have to crack if the recipe uses 5 eggs? Show me . . . now! (2) b) Steve has collected 5 empty matchboxes, which is 2 more than John. How many matchboxes does John have? Show me . . . now! (3)	5 min	Whole class activity  Discussion BB: $3 + \boxed{2} = 5$ $5 - 3 = 2$  Discussion BB: $5 - 2 = 3$ $\boxed{3} + 2 = 5$
<b>2</b>  <b>Logic Problem</b> I thought of a number, added 2 to it, took away 1 and got 4. What was the number I first thought of? (3) Discussion led by T on different ways of working it out: Using sticks; 'trial and error' method: doing opposite operations. Check answer on BB. <b>N.B.</b> If too difficult, use simply as mental practice: Think of the number 3, take away 1 and add 2. What number do you get? (4)	10 min	T repeats several times Encourage contributions from several Ps  BB: $3 + 2 - 1 = 4$ $5 - 1 = 4$ and $3 + 2 = 5$ $4 + 1 - 2 = 3$ $3 + 1 = 4$
<b>3</b>  <i>PbY1a, page 44</i> Q.1 Read: <i>Write additions and subtractions for each picture</i> Deal with one picture at a time. Review on BB.	20 min	Individual work Monitoring, helping Discussion, agreement
<b>4</b>  <b>Interlude</b> Song, rhyme	22 min	Whole class in unison
<b>5</b>  <b>Number Puzzles</b> Look at the BB. The same shape stands for the same number. a) How can 5 be made up from 3 numbers? Each line must add up to 5.  b) How can 5 be made up from 4 numbers? The 4 corners of each square must add up to 5.  Ask Ps to come to BB to fill in one number at a time, with class helping. T leads discussion on strategies. Gives hints when needed.	 30 min	or <i>Tx1a, page 37 Q2</i> Draw on BB or use enlarged picture or OHP. BB: a) $\square = 0$ , $\diamond = 1$ , $\triangle = 2$ $\bigcirc = 3$ , $\hexagon = 4$ , $\triangleleft = 5$  b) $\square = 0$ , $\bigcirc = 1$ , $\triangle = 2$ $\hexagon = 3$ , $\triangleleft = 4$ , $\diamond = 5$  Discussion, checking Ps read each addition in chorus
<b>6</b>  <i>PbY1a, page 44, Q.2</i> Revise right and left first. Do question with the whole class, T reading out one part at a time. Ps looking at picture in <i>Pbs</i> . Ask several Ps what they think before agreeing on correct answer. Demonstrate with 4 Ps sitting around table at front of class. Additional discussion about clockwise/anticlockwise order.	35 min	Whole class activity  Discussion Checking Demonstration/practice

<b>Y1</b>		<i>Lesson Plan 44</i>
<b>Activity</b>  <b>7</b>	<p><i>PbY1a, page 44</i></p> <p>Q.3 Read: <i>Which numbers are covered up?</i>  <i>Write a statement about each balance.</i></p> <p>Revise what position of balance means. (If level LHS = RHS, etc.) Talk about each picture first.  Review solutions with whole class. Discuss mistakes.</p> <p>Q.4 Read: <i>Draw around groups of coins which add up to 5.</i>  Discuss group already drawn. See who can find most groups.  <b>A</b>, how many groups did you draw? Who had more?  Who had overlapping circles? Demonstrate on BB.</p> <p style="text-align: right;"><i>45 min</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>Individual work  Monitoring, helping  Discussion, agreement  Self-correcting</p> <p style="text-align: center;">Praising only</p>

<b>Y1</b>		<i>Lesson Plan</i> <b>45</b>
<i>Activity</i>	Writing practice, revision, activities, consolidation <i>PbY1a, page 45</i>	<i>Notes</i>

<b>Y1</b>	R: Relations, directions C: <b>Revision and practice (0–5)</b> E: <i>Shapes</i>	<i>Lesson Plan</i> <b>46</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Revision of 1 and 2</b> a) Tell me different ways of describing the number '1'. (0 + 1, 1 – 0, 2 – 1, 3 – 2, 4 – 3, 5 – 4, half of 2, the first odd number, etc.) b) Tell me different ways of describing the number '2' (1 + 1, 2 + 0, 3 – 1, 5 – 3, half of 4, the next number smaller than 3, etc.) Repeat for the numbers 3, 4, 5 and 0. <div style="text-align: right;"><i>10 min</i></div>	Whole class activity At speed Ask as many Ps as possible. Class checks whether each response is correct.
<b>2</b>	<b>Poster 8</b> Look carefully at the picture. <ul style="list-style-type: none"> <li>• How many houses can you see behind (in front of, to the left of, to the right of, in the street above, etc.) the school?</li> <li>• How many have red (green, yellow) roofs? Which are there more of and how many more?</li> <li>• <b>A</b>, come and show us which house you would like to live in. Tell us which route you might take home from school. How many windows (doors, storeys, etc.) more or less than 5 does your house have?</li> <li>• <b>B</b>, come and show us which house you would like to live in. Tell us directions from your house to <b>A</b>'s house (the school).</li> </ul> Repeat for other houses and pupils. <div style="text-align: right;"><i>20 min</i></div>	Whole class activity Check each response  Correct use of directions Display on BB
<b>3</b>	<b>Interlude</b> Song, rhyme, relaxation <div style="text-align: right;"><i>22 min</i></div>	Whole class in unison
<b>4</b>	<b>PbY1a, page 46</b> Q.1 Read: <i>Which numbers could be hidden under the cards? Choose from 0, 1, 2, 3, 4 and 5)</i> Revise meaning of signs. Explain on BB first using given example. Point out that more than one number could be hidden and that Ps must show all possible numbers on the number line. Review on BB with whole class. <div style="text-align: right;"><i>35 min</i></div>	Individual work Monitoring, helping Discussion on BB ('and', 'or') Agreement, checking, correction Class reads each in unison
<b>5</b>	<b>PbY1a, page 46</b> Discuss names of shapes and number of lines (to 6) each is made from. Is it possible to make a shape with 0 (no), 1 (circle), 2 (e.g. semicircle) lines? Let's see if you are clever enough to recognise certain shapes. Q.2 Read: <i>Colour the triangles red, the quadrilaterals blue, the pentagons green and the hexagons yellow.</i> Review on BB with whole class. <div style="text-align: right;"><i>40 min</i></div>	Shapes drawn on BB. Write names and number of sides underneath. Practice recognition with shape cards first. Use enlarged picture/OHP
<b>6</b>	<b>PbY1a, page 46</b> Q.3 Read: <i>How many different results can be found? (Use + or –)</i> See how many of these you can do in 4 minutes. Review. <div style="text-align: right;"><i>45 min</i></div>	Individual work Monitored Checking, praising

<b>Y1</b>	R: <b>C: Revision and practice (0–5)</b> E: <i>Building shapes from unit cubes</i>	<i>Lesson Plan</i> <b>47</b>											
<b>Activity</b>  <b>1</b>	<b>PbY1a, page 47, Q.3</b> a) I am going to say a number and you are going to show me with number cards the next nearest number <i>less than</i> the one I say: 3, 5, 1, 4, 2 Show me . . . now! (2, 4, 0, 3, 1) b) I am going to say a number and you are going to show me with number cards the next nearest number <i>greater than</i> the one I say: 3, 5, 1, 4, 2 Show me . . . now! (4, 6, 2, 5, 3)	<b>Notes</b>  Whole class activity At speed Praising, correcting  Display each on BB: $2 < 3 < 4$ , etc. Reading inequalities in chorus in both directions.											
10 min	<b>2</b> <b>Building with unit cubes (PbY1a, page 47, Q.1)</b> This shape is called a cube. (T holds one up.) The length of each side is 1 unit, so it is called a 'unit cube'. We will use them to build other shapes. a) Everyone make this shape on your desk.  How many cubes did you use? (3) How many cubes are in the 1st (2nd) layer? (2, 1) How many cubes are there in the first (2nd) column? (1, 2) What do you think this means? <table border="1" data-bbox="699 981 770 1014" style="display: inline-table;"><tr><td>1</td><td>2</td></tr></table> (If we look at the shape from above, the numbers show how many cubes are in each column.) b) Make a shape which looks like this from above.  How many cubes did you use? (4) How many cubes are in the tallest column? (2) c) See how many different solids you can build using 5 cubes. <b>A</b> , come to the BB and show us what your shape looks like from above. Everyone try to make <b>A</b> 's shape. (Repeat with other Ps.) Use large demonstration model. (Ask for additions/subtractions too.)	1	2	Individual work (or pairs) Monitored, helped  BB: a)  <table border="1" data-bbox="1257 913 1329 947" style="display: inline-table;"><tr><td>1</td><td>2</td></tr></table> $1 + 2 = 3$ , $3 - 2 = 1$ , $3 - 1 = 2$  b)  <table border="1" data-bbox="1262 1128 1369 1162" style="display: inline-table;"><tr><td>1</td><td>2</td><td>1</td></tr></table>  e.g.  Creative task with T's help  Discussion <table border="1" data-bbox="1326 1285 1385 1346" style="display: inline-table;"><tr><td>1</td><td>2</td></tr><tr><td>1</td><td>1</td></tr></table>	1	2	1	2	1	1	2	1	1
1	2												
1	2												
1	2	1											
1	2												
1	1												
32 min	<b>3</b> <b>Interlude</b> Relaxation	Whole class resting											
40 min	<b>4</b> <b>PbY1a, page 47</b> Q.2 Read: <i>Find the answers (solve) to these sums.</i> Deal with one column at a time. Review orally round the class. If there are difficulties, ask Ps to check with cubes, or jumps along the number line.	Individual work Monitored Agreement, checking, self-correction											
45 min	<b>5</b> <b>PbY1a, page 47</b> Q.4 Read: <i>Fill in the boxes with numbers from 0, 1, 2, 3, 4, 5</i> Review on BB with whole class.	Individual work Discussion on number line and written on BB. Checking, self-correcting Reading in chorus											



<b>Y1</b>	R: C: <b>Revision (0–5)</b> E:	<i>Lesson Plan</i> <b>49</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<p><b>Mental Practice</b></p> <p>a) Let's count from 0 to 20 and back down again. Let's count from 0 to 20 in two's, (0, 2, 4, 6, . . . , 20) and back down again. (20, 18, 16, 14, . . . , 0)</p> <p>b) T starts off a sequence and Ps continue it: e.g. 1, 3, 5, . . . , 0, 1, 3, 4, 6, 7, . . . , 0, 2, 1, 3, 2, 4, . . . Ask what the rule is for each sequence. (+ 2) (+ 1, + 2) (+ 2, – 1)</p> <p>c) T says an addition/subtraction sum and Ps say the answer. (to 5)</p> <p style="text-align: right;"><i>10 min</i></p>	<p>Whole class activity</p> <p>At speed (with T's help if needed)</p> <p>Involve as many Ps as possible.</p> <p>Use number line or fingers if there are difficulties.</p>
<b>2</b>	<p><b>PbY1a, page 49</b></p> <p>Q.1 Read: <i>Colour in as many snakes as make the inequality true.</i> Look at the first picture. Let's read the inequality together: 'One is two less than something.' Let's read it the other way: 'Something is two greater than 1.' <b>A</b>, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. <b>B</b>, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed).</p> <p style="text-align: right;"><i>25 min</i></p>	<p>Whole class activity</p> <p>In chorus (with T's help)</p> <p>Discussion Checking Agreement</p> <p>In chorus: '1 is two less than 3' and '3 is two greater than 1.'</p>
<b>3</b>	<p><b>Interlude</b></p> <p>Song, verse, exercises</p> <p style="text-align: right;"><i>27 min</i></p>	<p>Whole class in unison</p>
<b>4</b>	<p><b>PbY1a, page 49</b></p> <p>Q.2 Read: <i>Complete the pictures so that there are 5 coins.</i> <i>Write this sum in different ways.</i> Review at BB with whole class. Ps read out what they have written for T to copy down.</p> <p style="text-align: right;"><i>33 min</i></p>	<p>Individual work</p> <p>Monitored, helped</p> <p>BB: <math>2 + 3 = 5</math>    <math>3 + 2 = 5</math> <math>5 - 2 = 3</math>    <math>5 - 3 = 2</math></p>
<b>5</b>	<p><b>PbY1a, page 49, Q.3</b></p> <p>Have equations and number lines already drawn on BB with pieces of blank card stuck over missing numbers, as in question. Have number cards (0 to 5) stuck at side of BB. (two of each number) Look at this first equation. What number do you think could be covered up? <b>X</b>, come and choose a card to stick on. Is he/she correct? (<math>4 = 4</math>) Show with a dot where it would go on the number line. Now look at this number line. What number could be covered up? <b>Y</b>, come and choose a number. Who agrees with <b>Y</b>? Who thinks another number? Is he/she right? (0, 1, 2, 3 &lt; 4) (Ask each P to show his/her number on number line if class agrees.) Similarly for 3rd inequality. <math>3 &lt; 4, 5, . . .</math></p> <p style="text-align: right;"><i>42 min</i></p>	<p>Whole class activity</p> <p>Or use enlarged picture.</p> <p>Ask several Ps.</p> <p>Discussion, agreement Praising</p> <p>Discussion Agreement Praising</p> <p>Discuss other possible numbers not represented on BB</p>
<b>6</b>	<p><b>PbY1a, page 49, Q.4</b></p> <p>Done orally at speed around class.</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Whole class activity</p>

<b>Y1</b>		<i>Lesson Plan</i> <b>50</b>
<b>Activity</b>	Writing practice, revision, activities, consolidation Review <i>PbY1a</i> , page 48, Q.3 <i>PbY1a</i> , page 50	<b>Notes</b>