

Children exceeding MARE (3a/4c)	Children at MARE (3b)	Children just below MARE (3c)	Children well below MARE (2a)
OV MW TY OB AB JB ND LE RE AG TH CS	WH JK JK LL FM LN MP JP SF GT	LB OH JR BD	SD ET

This week's groupings:

<p>Orange (BA/A)</p> <p>LB LN JK MP</p>	<p>Apple (BA/A)</p> <p>SD JP GT WH</p>	<p>Banana (BA/A)</p> <p>ET JK BD SF</p>	<p>Strawberry (BA/A)</p> <p>JR FM LL OH</p>	<p>Mango (A+/AA)</p> <p>TH JB ND AB</p>	<p>Melon (A+/AA)</p> <p>OV RE OB LE</p>	<p>Peach (A+/AA)</p> <p>MW TY CS AG</p>
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Week Beginning:	16th September 2013		Strand:	Calculating
Mental/oral Objective/focus:	Recall multiplication and division facts at speed.	Key Objectives:	Use practical and informal written methods to add and subtract two digit numbers. (C Level 3) Derive and recall all addition and subtraction facts for each number to 20. (C Level 3) Derive and recall sums and differences of multiples of 10 and number pairs that total 100. (C Level 3) Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts. (C Level 3) Use knowledge of number operations and corresponding inverses, including doubling and halving, to estimate and check calculations. (C Level 3) Add or subtract mentally combinations of one- and two-digit numbers. (C Level 3) Develop and use written methods to record, support or explain addition and subtraction of two- and three- digit numbers. (C Level 3) Derive and recall multiplication facts up to 10×10 , the corresponding division facts and multiples of numbers to 10 up to the tenth multiple. (C Level 4) Use knowledge of rounding, number operations and inverses to estimate and check calculations. (C Level 4) Refine and use efficient written methods to add and subtract two- and three-digit whole numbers and £,p (C Level 4)	

M	Mental/Oral LO (WBT): WALT recall multiplication and division facts at speed.	Main LO: derive and recall multiplication and division facts.			Plenary
		AA SC: Are able to derive and recall facts up to 10×10 .	A SC: Begin to derive and recall facts up to 10×10 .	BA SC: Are able to recall facts for the 2, 3, 4, 5, 6 and 10 times-table.	
		Vocabulary Place			
	Activity Complete speed tables. Pupils have 5 minutes to complete as much of the square as possible.	All - Teach - Teacher Use a counting stick to help children practise different times tables. Look in particular at the basics. Have a "function machine" on the	Practise/Apply: Higher- Abacus 5.1, page 14 Middle- Abacus 5.1, page 13 Lower- Abacus 5.1, page 12 Special- Abacus 5.1, page 11 Extension: Abacus 5, Challenge, p. 5		Play "Corners" to continue to practise multiplication tables.

		IWB. Can children determine the right multiplication table by looking at the input and output? What would happen, if I put it into reverse? Can we work the new results out as well?	Focus Group: Orange/Apple Challenge pupils to explore other times tables by looking at patterns. What can we use to help us find the 6 times table? How about the 9s?	Focus Group: Banana/Strawberry Challenge pupils to explore other times tables by looking at patterns. What can we use to help us find the 6 times table? How about the 9s?	
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T	Mental/Oral LO (WBT): WALT recall multiplication and division facts at speed.	Main LO: Use place value to complete number sequences.			Plenary
		AA SC: Are able to complete number sequences involving decimals.	A SC: Can complete a range of number sequences. Begin to work with decimals.	BA SC: Can complete basic number sequences.	
		Vocabulary Place value, digits, hundreds, thousands, ten thousands, tens, ones, position, hundred thousands, millions, DIFFERENCE, rule, term			
	Activity Play quick game to practise multiplication and division facts.	Teach - All - Teacher Use counting stick to start looking at sequences and numbers going up or down according to a particular pattern. Can children identify the pattern? Start with easy ones (+1, -10, etc.) Have a look at different sequences on the board. Can they identify the mystery number? (DIFFERENCE between numbers in the sequence.) Establish that the correct rule needs to be found. Place value can help us with this.	Practise/Apply - All - Pairs Complete LUM, p.6, Q1 together, finding the next three numbers in the sequence.	Practise/Apply - Independent Practise/Apply: Higher- LUM, p. 6/7, Level 4+5 ONLY Middle- TM5, p.12, C:C Lower- TM5, p.12, C:B Special- TM5, p.12, C:A Extension: n/a	Display a sequence of square numbers as an example. Can the children determine the rule? (Square numbers are special numbers, similar to triangular numbers, cube numbers, or the

			Focus Group: LB, ET, JR Support children in finding the correct rule. Complete tasks together and attempt to challenge where possible. Begin working from lowest level task (S) and try to work up to second level (L), if confidence and understanding increase.	Fibonacci sequence.
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	Mental Oral LO (WBT): WALT add numbers mentally.	Main LO: Add two-digit numbers mentally. Understand the language of addition. AA SC: Are able to add any range of numbers, using jottings for support.	A SC: Are able to understand vocabulary associated with addition. Begin to find the sum of a range of numbers, including basic decimals.	BA SC: Are able to add one- and two-digit numbers mentally or with jottings for support.	Plenary
		Vocabulary Add, plus, sum, total, increase, greater than, more than, place value, digits, hundreds, thousands, ten thousands, tens, ones, position, hundred thousands, millions			
W	Activity Use the soft football to practise adding whole numbers. Can they make up totals? Start to include different vocabulary.	Teach - Teacher Go through different ways of expressing "addition". Read pupils the number story and ask them to follow the directions. Can they come to the correct answer? Which different ways of expressing "adding" can they remember from the story? Add these words to their Maths cover sheet.	Focus 1 (Mango/Melon/Peach): Work on adding decimals. Check understanding of how to set out the calculation. Recap place value.	Practise/Apply Task: H- TM5, p.32, C:C M- TM5, p.32, C:B L- TM5, p.32, C:A S- 10 Ticks, L3P2, p.3 Extension: n/a	
		LSA Focus Group: SD, LB, ET, JR, OH <i>Teach:</i> Ask pupils to find missing numbers to make certain totals (number bonds to 10, 20, 100). Go through an addition pyramid together to ensure children understand how to complete the tasks set. <i>Practise/Apply:</i> Pupils complete either the first level (S) or second level (L) task. (Check, who is happy and able to use column addition at this stage, by giving children individual questions to			

		solve.)	
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	Mental Oral LO (WBT): WALT	Main LO: Use written methods for addition. AA SC: Are able to use column addition to add whole numbers and decimals.		A SC: Are able to use column addition to add three- and four-digit numbers.	BA SC: Are able to use an empty number line to add two- and three-digit numbers.	Plenary
		Vocabulary Addition, column, number line, decimal, place value, digits, hundreds, thousands, ten thousands, tens, ones, position, hundred thousands, millions				
Th		Teach - Teacher Go through a miscalculated column addition. Can pupils identify the mistake made? How can it be corrected? Take a look at basic column addition, before moving on to include numbers crossing columns. Children should follow on their whiteboards to practise the method.		Practise/Apply Task: H- TM6, p.23 M(2)- TM5, p.40, C:C M(1)- TM5, p.40, C:B L- TM5, p.40, C:A S- Series F, ADDSUB, p.1 Extension: Series F, RUN, p. 15		
				Focus 1: Melon/Mango/Peach Take a look at using column addition for work with decimals. Stress importance of decimal points being aligned.		
				Focus 2: BA/A groups, less any ch. with LSA Work on securing understanding of column method, particularly secure layout.		

	<p>LSA Focus Group: Children, who need further input on number line strategy/lack understanding of column addition.</p> <p><i>Teach:</i> Have a big number line in the hall on the floor. Use whiteboards to represent different values. Ask pupils to jump along the number line to find the correct answer. Series F, ADDSUB, p. 1</p> <p><i>Practise/Apply:</i> Ask pupils to complete the remaining questions, using the number line for addition.</p>	
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	<p>Mental Oral LO (WBT): WALT</p>	<p>Main LO Use written methods for addition.</p> <table border="1"> <tr> <td> <p>AA SC: Can solve problems involving addition confidently, using appropriate methods of recording.</p> </td> <td> <p>A SC: Are able to use column addition for whole numbers and begin to understand how to work with decimals.</p> </td> <td> <p>BA SC: Are able to use an empty number line to add two- and three-digit numbers.</p> </td> </tr> </table> <p>Vocabulary Place value, digits, hundreds, thousands, ten thousands, tens, ones, position, add, increase, sum, total</p>	<p>AA SC: Can solve problems involving addition confidently, using appropriate methods of recording.</p>	<p>A SC: Are able to use column addition for whole numbers and begin to understand how to work with decimals.</p>	<p>BA SC: Are able to use an empty number line to add two- and three-digit numbers.</p>	<p>Plenary</p>
<p>AA SC: Can solve problems involving addition confidently, using appropriate methods of recording.</p>	<p>A SC: Are able to use column addition for whole numbers and begin to understand how to work with decimals.</p>	<p>BA SC: Are able to use an empty number line to add two- and three-digit numbers.</p>				
F	<p>Activity On the board, ask children to find the missing totals to make a target number.</p>	<p>Teach - Teacher Introduce investigation to majority of the class (target children to complete addition challenge at that point). Clarify any issues. Remind them about expectations for presentation of work. Work needs to be recorded.</p> <p>Work with target group 1 on recap of column addition to resolve any remaining issues. Allow target group 2 (if needed) to continue to practise how to use the number line for addition.</p> <p>Practise/Apply: H/M- Complete "Adding Digits" investigation, including Extension activity for AA. L- Abacus 5.1, p.61 S- Number line addition worksheet Extension: see above</p>	<p>Allow pairs to explain how they have solved the Addition problem. Consider different approaches, strategies and outcomes.</p>			

Within in each Maths lesson there will be a Mental Oral starter linked to main teaching session if possible

During the main body of the lesson you must plan for each group to receive

- **Teach** - teach the new skill / concept / method. To include modelling and shared example
- **Practise** - the skill / concept / method independently (of the teacher) in the same context as it was modelled

- **Apply** - the new skill / concept / method in a different context. This is the problem solving element