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|  | **English –researching the four countries that make up the UK**  **Maths- Take away**  **DT – Develop skill and plan.** | | | |
| Day | Focus/ Objective/ Success Criteria | Activity |  | Evaluation of Learning / What next for Teaching & Learning? |
| Monday | English-WALT research | Explain to the children this week we are going to research the four countries that make up the UK as we are going to write a report up about them in the next two weeks. Today we are researchers. Today we are going to look at England.  <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv>  use above link and PP saved in the weeks folder to show facts about uk-England. What do they know?  Group 1 (AL)- on big pieces of sugar paper have England as a heading-what facts can they find out about England-write it is a group-you may want to take a photo when all 4 countries are done and stick on book as this is a whole week doing this. Put in Tapestry-under English or Geography. Group 2 (I) children to look at the cards-London cards. Can they sort them into pairs?  Group 3-finish this sentence. England is the …. London is the capital city it has……  Protocol-Take a stand- have two words strongly agree/strongly disagree. Whilst reading a book-does England or Uphill have the best weather? Discuss.  Afternoon-PE/GR and PSHE | In afternoon-children to discuss the flags on PP in this weeks folder.  How are they the same? Different?  Can they make their own flag for Uphill? | **15 minute Maths**  **Monday: WALT: add**  Show children 5 red cubes and 3 green cubes. Say I have 5 red and 3 green, how many altogether?  On SMART, represent the cubes on a ten frame, as number sentences and as a part/part/whole model.  Repeat for other numbers of cubes or pairs of numicon pieces or other loose parts(within 10)  **Tuesday WALT add**  Count backwards from 20. Repeat if necessary.  Q. If 4 is a part and 3 is a part what is the whole? Could show with counters/cubes/numicon pieces.  Repeat for other pairs of numbers.  Children respond by drawing part/part/whole models or number sentences on whiteboards.  **Wednesday:**  Count form 58 to 100. Stop at points to ask children what number comes next. Encourage children to use because to expain their thinking.  Count back form 82 to 57 – what comes next how do you know?  Use 100 square point out ten number – count in tens – flash hands to represent each ten number.  **Thursday: WALT: add**  Count forwards from 50-80 and back from 80-50.  On SMART look at word problem, encourage children to use resources to help their explanation.  On next page SMART look at reasoning problem.  **Friday WALT : add**  Use SMART to answer addition problems.  Use SMART to solve reasoning problem. Even better if use hoops (labelled 1-4) and bean bags for children to have a go at activity.  Q. If you throw two beanbags what is highest total you can score?  Q. What is the lowest?  Q. Could you score 9? Explain how you know.  **Maths greater depth activity – see sheet for the week.** |
| Tuesday | WALT research  WALT compare | Explain to the children this week we are going to research the four countries that make up the UK as we are going to write a report up about them in the next two weeks. Today we are researchers. Today we are going to look at Wales.  <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv>  use above link and PP saved in the weeks folder to show facts about uk-Wales. What do they know?  Group 1 (AL)- on big pieces of sugar paper have Wales as a heading-what facts can they find out about Wales-write it is a group-you may want to take a photo when all 4 countries are done and stick on book as this is a whole week doing this. Tapestry-under English or Geography. Group 2 (I) Children to think about what the Uphill Flag would look like. Can they design a flag for uphill?  Group 3-finish this sentence. Wales is the …. Cardiff is the capital city it has……  Protocol-Take a stand- have two words strongly agree/strongly disagree. Whilst reading a book-does England or Wales have the most detailed flagr? Discuss.  In afternoon-  Today we are researchers. Today we are going to look at Scotland.  <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv>  use above link and PP saved in the weeks folder to show facts about uk-Scotland. What do they know?  In two groups  Group 1 (AL)- on big pieces of sugar paper have Scotland as a heading-what facts can they find out about Scotland-write it is a group-you may want to take a photo when all 4 countries are done and stick on book as this is a whole week doing this  Group 2-finish this sentence. Scotland is the …. Edinburgh is the capital city it has……  Tapestry-under English or Geography. |
| Wednesday |  | Explain to the children this week we are going to research the four countries that make up the UK as we are going to write a report up about them in the next two weeks. Today we are researchers. Today we are going to look at Northern Ireland.  <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv>  use above link and PP saved in the weeks folder to show facts about uk-NI. What do they know?  Group 1 (AL)- on big pieces of sugar paper have Northern Ireland as a heading-what facts can they find out about NI-write it is a group-you may want to take a photo when all 4 countries are done and stick on book as this is a whole week doing this  Group 2 (I) <https://www.bbc.co.uk/bitesize/articles/zdq6t39> either on IWB or on ipads-children to play the below games and see how their knowledge is.  Group 3-finish this sentence. NI is the …. Belfast is the capital city it has……  Tapestry-under English or Geography.  In afternoon-  RE/music/art related to countries? |
| Thursday | WALT; How many left?  WALT: Develop skill | Powerpint taking away by crossing out. Use cubes to answer questions.  ***Adult led;*** Use resource sheet 1 (Christmas Tree) and give each child the sheet and 7 counters to represent 7 baubles. Place counters on tree and ask them to imagine 1 has fallen off. How many are left? Ask them to record two number sentences in books to match e.g. 7 – 1 = 6 and 6 = 7 – 1  Activity 2 (I): subtract using pictures Sheet 2  Activity 3:A game to play in pairs. Each person starts with 20 cubes/counters. Take it in turns to roll the dice and take away that number from your set. Winner is first player to get to zero.  End of lesson before lunch:  Use 4 slides on SMART. Model writing number sentences to match the stories. On the slide with tree you can move the robins off to make them ‘fly away’ On the fourth slide children can make up stories to go with the counters. Explain counters could represent anything they want!  Have paper with splits in teach children – over, under technique. Children practice weaving skill.  Photo for tapestry. |
| Friday | WALT: How many left?  WALT: Design | Powerpint taking away by crossing out. Use ten frames to move counters off.  **Adult led: Complete crossing out and reasoning question on sheet.**  Activity 2: Match the equivalent calculations Activity Sheet 2  Activity 3: Ten frames filled up. Roll dice take off? How many left?  **Afternoon-**  Children draw a picture of their bauble design – sheet. What colour? Materials on sheet etc. |