

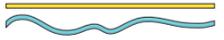
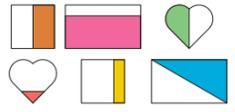
Driver: Geography

Main learning Challenge: What's it like to live in Africa?

Where in the world is Bunkpurugu? (year 1 TCh)

	Week 1 Summer Watch Week	Week 2 Y1 Phonics screening 11th June	Week 3 Ghana pause week	Week 4	Week 5 Sports day - 6th July	Week 6 Class swaps Y6 production	Week 7
Maths Learning Challenge	<p>Money</p> <p>Y1 Can you recognise and know the value of different denominations of coins and notes?</p> <p>Y2 Recognise and use symbols for pounds (£) and pence (p) Combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p>Measures (Length and height)</p> <p>Y1 Can you measure and begin to record lengths and heights?</p> <p>Y2 Can you measure compare and order lengths and heights? Can you choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)?</p>	<p>Fractions</p> <p>Y1 Can you recognise, find and name a quarter as one of four equal parts of an object, shape or quantity?</p> <p>Y2 Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Y1: Four rules of number</p> <p>Can you read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 20. Can you represent and use number bonds and related subtraction facts within 20. Can you add and subtract one-digit and two-digit numbers to 20, including zero Can you solve missing number problems such as $7 = \square - 9$. Can you solve one-step problems involving multiplication and division, by calculating the answer arrays with the support of the teacher (linked to counting in 2s, 5s, 10s)? Y2: Four operations Recall and use addition</p>	<p>Measures (Time)</p> <p>Y1 Can you tell the time to the hour and half past the hour and draw the hands on a clock face to show these times?</p> <p>Y2 Compare and sequence intervals of time Begin to tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day.</p>	<p>Problem solving (Calculations)</p> <p>Y1 Can you add and subtract one-digit and two-digit numbers to 20, including zero Solve missing number problems such as $7 = \square - 9$. Can you solve one-step problems involving multiplication and division, by calculating the answer arrays with the support of the teacher (linked to counting in 2s, 5s, 10s)</p> <p>Y2 Solve problems involving multiplication and division using multiplication and division facts, including problems in contexts.</p>	<p>Problem solving (Measures)</p> <p>Y1 Can you compare, describe and solve practical problems? (Different measures)</p> <p>Y2 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Solve simple problems in a practical context (different measures)</p>

	<p>Em Count in 2s, 5s and 10s from 0. Recall bonds to 20. Identify and use <, > and = signs. Recognising odd and even numbers. x2 facts +/- using year 2 formal methods</p> <p>Met Count in steps of 2, 3, 5, 10 from 0, Add and subtract numbers mentally: two 2 digit numbers Recall and use multiplication and division facts for the x2, x5, x10 recognising odd and even numbers Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Y2 Em Count in 2s, 5s and 10s from 0. Recall bonds to 20. Identify and use <, > and = signs. Recognising odd and even numbers. x2 facts +/- using year 2 formal methods</p> <p>Met Count in steps of 2, 3, 5, 10 from 0, Add and subtract numbers mentally: two 2 digit numbers Recall and use multiplication and division facts for the x2, x5, x10 recognising odd and even numbers Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Y2 Em Count in 2s, 5s and 10s from 0. Recall bonds to 20. Identify and use <, > and = signs. Recognising odd and even numbers. x2 facts +/- using year 2 formal methods</p> <p>Met Count in steps of 2, 3, 5, 10 from 0, Add and subtract numbers mentally: two 2 digit numbers Recall and use multiplication and division facts for the x2, x5, x10 recognising odd and even numbers Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Y2 Em Count in 2s, 5s and 10s from 0. Recall bonds to 20. Identify and use <, > and = signs. Recognising odd and even numbers. x2 facts +/- using year 2 formal methods</p> <p>Met Count in steps of 2, 3, 5, 10 from 0, Add and subtract numbers mentally: two 2 digit numbers Recall and use multiplication and division facts for the x2, x5, x10 recognising odd and even numbers Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Y2 Em Count in 2s, 5s and 10s from 0. Recall bonds to 20. Identify and use <, > and = signs. Recognising odd and even numbers. x2 facts +/- using year 2 formal methods</p> <p>Met Count in steps of 2, 3, 5, 10 from 0, Add and subtract numbers mentally: two 2 digit numbers Recall and use multiplication and division facts for the x2, x5, x10 recognising odd and even numbers Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Y2 Em Count in 2s, 5s and 10s from 0. Recall bonds to 20. Identify and use <, > and = signs. Recognising odd and even numbers. x2 facts +/- using year 2 formal methods</p> <p>Met Count in steps of 2, 3, 5, 10 from 0, Add and subtract numbers mentally: two 2 digit numbers Recall and use multiplication and division facts for the x2, x5, x10 recognising odd and even numbers Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	
Number	Adding amounts of money (Continuous provision)	(Continuous provision) Recording length and height non-standard units and cm	(Continuous provision) Multiplying and recognising the inverse	Multiplying and recognising the inverse (Continuous provision)	Writing numbers in words linked to o'clock (Continuous provision)	Read, write and interpret mathematical statements involving addition (+) and equals (=) signs within 20 (Continuous provision)	(Continuous provision) Recording and comparing different measurements
Calculation			Fractions Find and name a quarter as one of four equal parts of quantities	Four rules of number Solve worded problems using all four operations using measures		Problem solving Solve worded problems using all four operations	

<p>Shape and Measure</p>	<p>Money</p> <p>Recognise and know the value of different denominations of coins and notes</p>	<p>Length and height</p> <p>Measure and begin to record lengths and heights</p>			<p>Time</p> <p>Solve worded problems using all four operations using measures</p>		<p>Different measures (weight, volume, temperature)</p>
<p>Problem solving: Generalising and Reasoning</p>	<p>Problem solving Show 19p using only 2p, 5p and 10p coins.</p> <p>Find three different ways to do it.</p>  <p>Generalising Using only 2p, 5p and 10p coins, can you show 20p? In how many different ways can you do this? Are you sure you have got them all? Explain how you know.</p>	<p>LENGTH Which line is longer? Explain your reasoning.</p>  <p>A long brick is twice the length of a short brick. Which is longer: 2 long bricks or 3 short bricks? 3 long bricks or 5 short bricks?</p> 	<p>Which of these show half of each whole shape? Explain your reasoning.</p> <p>Children should talk about the two parts needing to be equal parts of the whole.</p> 	<p>Alin says, 'If I start at 5 and count in fives I will say the number 100'. Is he correct? Explain your reasoning.</p> <p>Sita says, 'If I start at 17 and count in twos I will say the number 28'. Is she correct? Explain your reasoning.</p> <p>See NCEM maths hub for more activities</p>	<p>Reasoning Explain your reasoning.</p>  <p>Circle the times which are shorter than 1 week. 1 year 1 day 1 minute 1 hour 1 month</p> <p>Problem solving I walk to school every day. On Monday my journey takes 10 minutes. On Tuesday I walk more slowly. Does my journey take more or less time than on Monday? Explain your answer. On Wednesday it takes me 8 minutes to walk to school. On which of the 3 days do I walk quickest? On which of the 3 days do I walk slowest?</p> <p>See NCEM maths hub for more activities</p>	<p>Compare: $3 + \square = 10$ $10 - \square = 3$ $13 + \square = 20$ $20 - \square = 13$ $\square + 5 = 10$ $10 - 5 = \square$ $15 + \square = 20$ $20 - \square = 15$ $\square + 10 = 10$ $10 - \square = 10$ $16 + \square = 20$ $20 - \square = 16$</p> <p>What do you notice? Children may 'know' number pairs totalling ten but are they able to use them to support other calculations? For example, when asked to say, 'If you know $3 + 7 = 10$, what else do you know?' They should reply with answers, such as $13 + 7 = 20$ or $4 + 7 = 11$</p> <p>See NCEM maths hub for more activities</p>	<p>Which toy is heavier? </p> <p>If you added a toy car to the teddy, what would happen to the scales? Explain your reasoning. Which of these statements is true? <ul style="list-style-type: none"> The dinosaur is lighter than the robot. The robot is lighter than the dinosaur. The dinosaur and robot weigh the same.  Explain your reasoning.</p>
<p>Key Vocabulary</p>	<p>Money, pound, pence, total, altogether, how many, how much, £ and p.</p>	<p>Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin</p>	<p>Whole, equal parts, four equal parts, one half, two halves, a quarter, two quarters</p>	<p>Odd, even Count in twos, fives Count in tens (forwards from/backwards from) How many times? Lots of, groups of Once, twice, three times, five times Multiple of, times, multiply, multiply by Repeated addition</p>	<p>Time Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, etc..</p>	<p>Count, work out, answer, check same number(s)/different number(s)/missing number(s)</p>	<p>Count, work out, answer, check same number(s)/different number(s)/missing number(s)</p>
<p>Wider curriculum opportunities/links</p>	<ul style="list-style-type: none"> Maths linked to Bunkpurugu Pause Week Garden centre money maths linked to Summer watch week <ul style="list-style-type: none"> Manga High/maths homework Maths outside maths lessons Measuring periods of time/time language linked to sports day 						
<p>Pre teaching</p>	<p>Length and Height</p>	<p>Fractions</p>	<p>Four rules of number</p>	<p>Time</p>	<p>Problem solving calculations</p>	<p>Problem solving measures</p>	<p>End of year Maths games/puzzles</p>

