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|  **S1 Maths Program (Year 2) Term 1 - Weeks 8 & 9** |
| **Daily Drill** | Circle Champion (Throw 2 or 3 dice and add, Guess my number, Buzz (by 2’s and 5’s), Counting back in 10’s, Secret Number |
| **Outcomes** | Addition & Subtraction | **NS1.2 – Uses a range of mental strategies & informal recording methods for addition & subtraction involving 1 and 2 digit numbers.*** Model addition and subtraction using concrete materials
* Develop a range of mental strategies and informal recording methods for addition & subtraction.
 | **Working Mathematically** | **Questioning:** **Reflecting:** **Applying strategies:** |
| Whole Number | **NS1.1 – Counts, orders reads & represents 2 and 3 digit numbers.*** Read, order and represent two & three digit numbers
 | **Reflecting:** recognize and explain number patterns**Applying strategies:** use number patterns to assist with counting**Communicating:** gives reasons for placing a set of numbers in a particular order.**Reflecting:** identify the ways come of the numbers are used in our lives |
|  | Position | **SGS1.3 Represents the position of objects using models & drawings & describes using everyday language.*** Describe the position of objects using everyday language, including ‘left’ & ‘right’
* Represent the position of objects using models and drawings
 |  | **Questioning/communicating:** **Applying strategies/reasoning/communicating:** **Reflecting**:  |
| **Lesson 1 – Addition - introduction** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
|  | Pre-test Stage 1 Maths Adding to 30 Pre test.docSlide 2 - Stage 1 Maths Weeks 8 & 9 Addition and Subtraction notebook – Discuss ‘what is addition?’ such as symbols and language as well as revise friends of 10 and 20.Slide 3 - In maths books, students write the addition facts of 10 and 20. Students use counters at desk or floor activity. Slide 4 - Example of Addition wheel. Complete the addition wheel worksheet. ***Fast finisher:*** Tapestry squares (addition) | Find addition facts for 20 or 50.Bean-bag bucket worksheet | Add, plus, the sum of, all together, equal, the same as | Pre-test, addition wheel worksheet, Maths workbooksCounters, number lines |  |
| **Lesson 2 – Addition – using jump strategy** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
|  | Continue with notebook Stage 1 Maths Weeks 8 & 9 Addition and SubtractionSlide 6/7 – Model addition using a number lineSlide 8 – **Floor activity:** Using the number cards (0-36) in your maths folder, sit in a class circle, placing a long piece of rope or string with number cards to the side of it.Discuss and demonstrate addition as “jumping” forwards on a number line, based on given sums below:1) 4 + 32) 3 + 7 (start with larger number)3) 5 + 11 (start with larger number)4) Think of some of your own (extension)Slides 9/10/11 Discuss other addition strategies: *counting on from bigger number, counting on fingers, building to ten, break numbers into parts etc.*Slide 12 Practise – students complete addition questions in maths book or as class activity. Slide 13 Students complete addition questions (in notebook) in their maths book or complete as a class.***Fast finisher****:* Addition grid or complete Tapestry squares from previous lesson | Slide 7 - Think of your own sums to 50.Addition grid – timed. | Counting on, counting back, strategy | Number cards, rope or string, addition grid worksheets |  |
| **Lesson 3 – Subtraction - introduction** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
|  | Stage 1 Maths Weeks 8 & 9 Addition and Subtraction notebook – Introduce the language of subtraction. Discuss ‘what is subtraction?’ “what is the symbol for subtraction” “what other names does subtraction have?” Slide 16/17 - students complete simple subtraction problems and play rabbit takeaway.Slide 18 - Students complete subtraction questions in their maths book or complete as a class. **Floor activity:** (can be group activity) Deck of cards with picture cards removed. Initially deal two numbers and ask class what the difference is between them. Use all subtraction language during this activity. Increase to dealing two cards. Subtract smaller numbers from larger numbers (no trading as yet). ***Fast finisher:*** Tapestry squares (subtraction) | Slide 17 Add 10 to the first numeralGroup activity, deal three cards and form 3 digit numbers then subtract either two or three digit numbers. NB: No trading | Counting on, counting back, taking away, minus, difference between | Maths workbooksTapestry squares – subtraction worksheet, 1- 5 decks of cards with picture cards removed. |  |
| **Lesson 4 – subtraction** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
|  | Stage 1 Maths Weeks 8 & 9 Addition and Subtraction notebook for intro –Slide 20 - Practise with number pyramid – choose appropriate level. Slide 21/22 - Subtraction counting on and back – Model questions or ask student to come up with others. Students complete individual worksheets. If time, using a ruler, students choose a different number and write their own subtraction problems. Deciding if they want to use counting on or back and count the jumps to finish the fact.Maths groups activities:*Basic/Sound level:* Number bonds within 20 (play in groups like dominoes)*Sound:* 4 in a row. Using 20 sided dice student rolls and covers result on sheet with counter. First to cover all wins. *Sound/High:* Subtraction machine worksheet*High:* Subtraction search | Complete subtraction search /subtraction machine worksheets. | Counting on, counting back, taking away, minus, difference between | Maths workbooks, 4 in a row, 20 sided dice x 1, number bonds print out, subtraction search, counting on and counting back worksheet |  |
| **Lesson 5 – (Assessment)** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
|  | **See attached assessment guide**1. Anecdotal notes
2. Addition using jump, bridging through 10 and counting on strategies

3. Subtraction using counting back strategy. |  |  | Rulers/number lines for counting on |  |
| **Lesson 6 – Read, write 2 & 3 digit number words** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
| 2-digit numbers | Stage 1 Maths Week 9 Read write order and position Notebook for Intro – Slide 2 - Play “Guess my number?” slide 3.Using the two stars, students have to guess the number. Numbers are in written form instead of numeral form. Slide 3 - Look at Peek and write numbers activities show the numeral then students write numeral then its word into books or whiteboards. Students complete 2 digit reading and writing numbers worksheet. ***Fast finisher***: slide 4 - 3 digit random number game – or – number word crossword – or – slide 5 – ‘What is my number” roll the dice and write the number word. | 3 digit numbers reading and writing numbers worksheetActivities highlighted in purple are for those students that have completed this program last year. | Before, after, next to, last | Reading and writing worksheet, number word crossword |  |
| **Lesson 7 – Order 2 & 3 digit numbers** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
| 2-digit numbers  | Stage 1 Maths Week 9 Read write order and position notebookSlide 7 - Before and after – have students work out the numbers before and after, as a group, on whiteboards, in their workbooks – choose appropriate. **Floor activity**: (Groups or whole class) Using a cards with picture cards removed, students order numbers as they deal them. Combine packs and make 2 digit numbers from same suite ie 3 and 6 of clubs = 36. Students complete “Order!” worksheet and paste into workbooks (across 2 pages). ***Fast finisher/extension:*** Slide 8 random number generator.  | Slide 7 attempt 3 digit numbers |  | 1 – 5 decks of cards with picture cards removed, Order! Worksheet.  |  |
| **Lesson 8 – Position (positional vocabulary)** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
|  | Stage 1 Maths Week 9 Read write order and position notebook. Using the Notebook, students look at the different examples of position and the positional vocabulary that is used to describe the position of an object. **Class activity** -Play “hide the teddy (or you could use your class Bee)”. Have one student place a teddy counter in a tote tray while other students are not looking. Students need ask and follow simple directions to find the teddy. For example, “Is it in the top row?” “It is on the side closest to the door?” Students take turns to guess which tote tray the teddy or bee is in. Students complete Positional Worksheet. Basic – drawing objects following instructions. Sound – position and mapping. High – coloured shapes. ***Fast Finishers/extension*: “Find my special place at school” (in Notebook)**Using the school map, students select a 'special place' near the classroom or in the school. In maths book, students write instructions using left and right turns and include references to special features and landmarks to lead to their special place. Students swap instructions and then try to locate their partner's special place. | Coloured shapes puzzle (high level). Slide 22 - Find my special place.  | Behind, next to, on top, in, front, under, around, over, bottom | Teddy, bee, positional worksheets of different levels. School maps |  |
| **Lesson 9 – Position (positional vocabulary incl. left and right /representing objects using drawings)** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
|  | Class Intro – Play a game involving following directions and focusing on left and right. Eg Hokey Pokey, Simon Says, Captain’s coming or Play Cheese Sniffer (in Notebook).Using Stage 1 Maths Week 9 Read write order and position notebook, revise positional vocabulary. Slide 19 - In maths book, ask students to divide their page in half and give them instructions in notebook under blue square. **Extension or Fast Finishers: Complete “Find my special place at school” (in Notebook)** | Complete “Find my special place” | Behind, next to, on top, in, front, under, around, over, bottom |  |  |
| **Lesson 10 – (Assessment)** |
| **Support** | **Core** | **Extension** | **Language** | **Resources** | **Evaluation** |
|  | **See attached assessment guide** **1.** Position assessment worksheet ‘ Backyard Fun’ 2. Number assessment worksheet3. Anecdotal notes – number; position |  |  |  |  |