



# Year 1 Maths Week Commencing 24th May 2021



Session 1	Session 2	Session 3	Session 4
<p><b>LO:</b> to share into 2 equal groups.  <b>Must:</b> touch count objects to 20 accurately.  <b>Should:</b> share objects into two equal groups.  <b>Could:</b> record a number sentence using the divide symbol.</p>	<p><b>LO:</b> to share objects into equal groups.  <b>Must:</b> recognise a division symbol.  <b>Should:</b> share objects into equal groups.  <b>Could:</b> Solve simple division word problems by sharing into equal groups.</p>	<p><b>LO:</b> to recognise that division is the inverse of multiplication.  <b>Must:</b> create an array to represent a multiplication number sentence.  <b>Should:</b> create an array to represent a division number sentence.  <b>Could:</b> record your own multiplication and division number sentences using an array.</p>	<p><b>Mental Maths assessment</b></p>
<p><b>Input:</b>  <b>Warm up:</b> Practise counting in 2s, 5s and 10s.  <b>Main input:</b> Model counting out 6 cubes between two children fairly.            Now give the children ten cubes each. Ask them to share the cubes into two piles equally.            Discuss the meaning of the word 'equally'.            Show the children the division symbol and explain that this means 'divide' or 'shared between.' Model writing a number sentence for 6 shared between 2 and 10 shared between 2.</p>	<p><b>Input:</b>  <b>Warm up:</b> Practise counting in 2s, 5s and 10s.  <b>Main input:</b> Recap sharing into 2 equal groups and show the children a division number sentence to represent it. Eg share 8 cubes equally between 2. Write the number sentence on the whiteboard.             Explain that you can share equally into any number of groups. Eg you can share 9 between 3 or 12 between 4.            Model this, asking the children to help you.            Remind chn that equal groups means the same number of objects in each group.             Work through the powerpoint together.</p>	<p><b>Input:</b>  <b>Warm up:</b> Practise counting in 2s, 5s and 10s.  <b>Main input:</b>            Recap division. What is division? How do we divide? What does share equally mean?            Explain that division is the opposite/ inverse of multiplication.            Show the children that you can make an array to represent a multiplication or division number sentences.            Eg <math>3 \times 4</math> - build an array using multilink/ cubes/ counters. Then draw one on the whiteboard. Talk about the counters being carefully lined up.            Discuss how many rows there are and how many in each row. i.e. 3 rows of 4.            Record this as a multiplication number sentence and then a division number sentence. Do the children notice that they are the inverse?</p>	<p><b>Input:</b>            Practise writing your numbers to 100 correctly. Adult to say a number and you write it down.            Discuss the number of tens and ones in each number.</p>
<p><b>Task:</b>            Complete the division worksheets.</p> <p><b>Extension-</b> write the division number sentence for each question using the division symbol.</p>	<p><b>Task:</b>            Work through the worksheet together solving the division questions.</p> <p><b>Extension:</b> write the division number sentence for each question.</p>	<p><b>Task:</b>            Complete the worksheet.            Then record the division number sentence for each question.</p> <p><b>Extension</b> - record the inverse of each division number sentence. Recording a multiplication number sentence for each array on the work sheet.</p>	<p><b>Task:</b>            Complete the mental maths assessment. Ask a grown up to read the questions to you.</p>
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