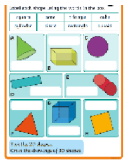
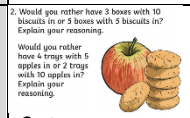
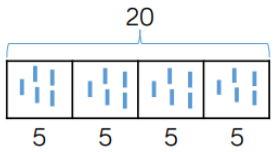
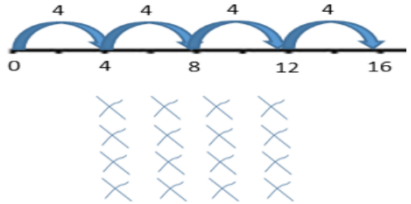
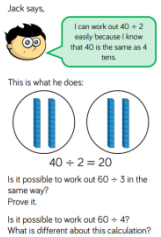
Learning Wall content available from day one for the block e.g. WAGOLL, visual representations, etc								
Year group/ class:	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				D	C	B	A	
Mon 11+7 = 44+30 = 28+35 = 5+2+6=	Rule-pattern sequence will be given – missing numbers going up and down in 2's. Start from a random number and from 0. Chn to complete on WOWO and CT to assess on post it notes	LO: To use 2, 5 and 10 times tables to solve problems 1) To count in twos, fives, and tens from 0 to solve problems 2) To use a number line to solve problems 3) To use mental methods to solve problems Working in books.	Introduce LO and SC to chn. Give chn a few mins to discuss last week's learning on multiplication in talk-partners then feedback and share as a class. Ask chn what does the 'X' symbol mean - **lots of** and discuss the different methods we used to solve problems – arrays, repeated addition on a number line and then mentally, work through a few questions on PP modelling these methods. Share word question on PP and give chn a few mins in TP to discuss, model extracting the relevant information from the word question and work through as a class – what is the question asking us to do? Which parts of the question contain the important information? Share next word problem on PP and give the chn a few mins to discuss with their TP what the important information in the question is before working through as a class, complete rest of questions on PP. Explain activity and model book presentation for word questions before setting chn off. **If chn didn't meet WTD statements from last week do not move them on – multiplication number statements in folder for these chn.**	Task: Children are working in their books solving questions using pictures – see example below. *Pictures to solve.*	Task: Children are solving simple word problemsin their books – using arrays.	Task: Children are solving one step word problems – children can solve using a number line or mentally.	Task: Children are solving 3x one step word problems using mental methods and then 3x two step word problems.	Work through the mastery problem together as a class.
				Mastery Task: **TAF - Recall and use multiplication and division facts within the 2,5 and 10 times tables and make deductions outside known multiplication facts.** Beth says 31 is in the 2 x tables. Is she right? Explain your answer. Chris says 198 is in the 10 x tables. Is he correct? Explain your answer. Sam says 73 is in the 5x tables. Is he correct? Explain your answer.				
Tues 29-7 = 17-10 = 58-39 =	3D shape problem. 	LO: To use multiplication to solve word problems 1) To count in twos, fives and tens to solve problem 2) To use multiplication facts to solve problems 3) To solve unfamiliar problems involving more than one step	Introduce LO and SC to chn. Give chn a few mins to discuss yesterday's work solving multiplication word problems – talk-partners then feedback thoughts as a class. Recap that 'X' means lots of and work through the various questions and different methods; arrays, number lines and repeated addition and mentally. Share word question with class and give them a few minutes to discuss with their TP where the key information in the question is before working through it as a class, circling the most information then solve as a class. Work through rest of example word questions on PP doing the same, before explaining activity and sending chn off to complete. **If chn didn't meet WTD statements yesterday do not move them**	Task: Children are solving simple word problems in their books – using arrays.	Task: Children are solving one step word problems on a number line in their books.	Task: Children are solving 3x one step word problems and then 3x two step word problems.	Task: Children are solving 3x two step word problems and then 3x (2 step) unfamiliar word problems *(GD TAF statement).*	Work through the mastery problem together as a class.

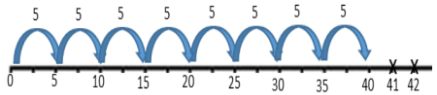
		Working in books.	**on- multiplication number statements in folder for these chn.**	**Mastery Task:** Use the number cards to make multiplication and division sentences. How many can you make? 2 20 5 10 4	
Weds $\frac{1}{2}$ of 18 = 2/4 of 16 = 2/3 of 30 =	 2 step multiplication word problem.	LO: To calculate mathematical statements for division using arrays 1)Accurately arrange objects into arrays to represent division statements with adult support 2) Accurately arrange objects into arrays to represent division statements independently 3) Accurately calculate division statements using materials and arrays independently Photo lesson.	Introduce LO and SC to chn. Share division statement on the IWB and ask chn what the '÷'means and discuss as a class. Share vocabulary poster for divide – sharing, share, equal groups of etc. Choose a few chn to come up to the front and arrange them into arrays to represent what the '÷'symbol means visually. Explain that this is an array with chn – like we used to work out our multiplication problems – and that the '÷'symbol means shared between.Share another division statement on PP and discuss and solve as a class using arrays – CT to move counters (crosses) into arrays to represent and solve the division statement. Work through rest of examples on PP and have chn have a go on their WOWOs, then discuss and solve as a class. Model and explain activity and set chn off.	Task: Children are soilving division questions using counters/arrays in their books. **Dividing by 2.** Task: Children are solving division questions using arrays. **Dividing by 2 and 5.** Task: Children are solving division questions using arrays. **Dividing by 2,5, and 10.** Task: Children are solving division questions using arrays. **Dividing by 2, 5, 10 and 3.** **Mastery Task:** Ron draws this bar model to divide 20 into 4 equal groups. How does his model represent this? He writes 20 ÷ 4 = 5  What other number sentences could Ron create using his model?	Solve division word problem as a class on PP - Tommy and Annie have some counters. Tommy shares his counters into 2 equal groups. He has 15 in each group. Annie groups her counters in twos. She has 19 groups. Who has more counters and by how many? How did you work it out?

<table>
<tr>
<td>Thurs
4 x 3 =
6 x 2 =
8 x 4 =</td>
<td>Counting stick starter
Thursdays 2 times tables</td>
<td>LO: To: calculate mathematical statements for division using arrays and write them using symbols
1) Record division statements using the ‘÷’ and ‘=’ symbols 2) Accurately arrange materials into arrays to represent division statements 3) Accurately calculate and record division statements

Obs sheet lesson.</td>
<td>Introduce LO and SC to chn. Give chn a few mins to discuss yesterday’s learning of division before feeding back and sharing ideas as a class. Share division statement and discuss what the ‘÷’ symbol means – share equally – and solve as a class by drawing arrays. Share another division statement on PP and model how division statements can be solve using repeated addition on a number line. Repeat with a few more questions on PP reinforcing and modelling how to solve division statements using repeated addition and a number line. Provide another division question and ask chn to talk the CT through the steps that are required to accurately calculate it on a number line. Work through rest of examples on PP, explain and model activity and send chn off. Only A chn starting on number lines and repeated addition.

Whilst chn are working on WOWOs answering questions CT is to circulate around completing obs sheets - ticking off relevant targets for chn.

16 ÷ 4 = 4
 
</td>
<td>Task:
Children are soilving division questions using counters/arrays.
Dividing by 2 and 5.</td>
<td>Task:
Children are solving division questions using arrays.
Dividing by 2, 5 and 10.</td>
<td>Task:
Children are solving division questions using arrays (if secure move chn onto solving on a number line using repeated addition).
Dividing by 2, 5, 10 and 3.</td>
<td>Task:
Children are solving division questions using arrays.
Dividing by 2, 5, 10, 3 and other amounts.</td>
<td>Work through the mastery problem together as a class.</td>
</tr>
<tr>
<td colspan="5">Mastery: Problem solving/reasoning question
 
</td>
</tr>
<tr>
<td>Fri
16/2 =
18/3 =
25/5 =</td>
<td>Recap length and height and complete problems on PP.
 </td>
<td>LO: To calculate mathematical statements for division using repeated addition
1)Accurately calculate division statements using repeated addition of 2’s, 5’s or 10’s on a number line
2) Accurately calculate division statements using repeated</td>
<td>Introduce LO and SC to chn. Give chn a few mins to discuss this weeks learning; first on multiplication then on division. Share ‘÷’ and division statement on PP and recap what the ‘÷’ symbol means - share equally. With a division statement on the board discuss as a class and re-cap how to solve it by drawing crosses into an array and then on a number line. Draw chn attention to the fact that division questions can be solved through repeated addition. Place another division statement on the board and question what we need to count in i.e. 20 ÷ 5=, count in 5’s and stop when

42 ÷ 5 = 8r2
 
</td>
<td>Task:
Children are solving division questions using number lines and repeated addition.
Dividing by 2, 5 and 10.</td>
<td>Task:
Children are solving division questions using number lines and repeated addition.
Dividing by 2, 5, 10 and 3.</td>
<td>Task:
Children are solving division questions using number lines and repeated addition.
Dividing by 2, 5, 3, 10 and other amounts.</td>
<td>Task:
Children are solving division questions using number lines and repeated addition.
3x dividing by all amounts, 3x dividing with remainders.</td>
<td>Weekly times table test.</td>
</tr>
</table>

		addition of other multiples on a number line 3) Accurately calculate division statements with remainders Working in books.	we get to 20. Repeat with another example on the IWB and remind chn that sometimes it's not sensible to calculate larger division statements with arrays i.e. 90 ÷ 10 =, we wouldn't want to draw out 90 crosses because we would be there all day! Work through examples on PP modelling how to solve division questions. Discuss and model how to solve division questions that contains a remainder on a number line. Model that a number line is used in the same way but then crosses are used to show each remainder (refer to calculation policy if unsure). **If chn didn't mean WTD statement do not move on - keep on same SC.**	**Mastery:** Group the 1p coins into 5s. How many 5p coins do we need to make the same amount of money? Draw coins and complete the missing information. • ___ lots of 5p = 20 one pence coins • ___ lots of 5p = 20p • 20p = ___ × 5p • 20p ÷ 5 = ___	

Monday mastery:

Beth says 31 is in the 2 x tables. Is she right? Explain your answer.
Chris says 198 is in the 10 x tables. Is he correct? Explain your answer.
Sam says 73 is in the 5x tables. Is he correct? Explain your answer.
Beth says 31 is in the 2 x tables. Is she right? Explain your answer.
Chris says 198 is in the 10 x tables. Is he correct? Explain your answer.

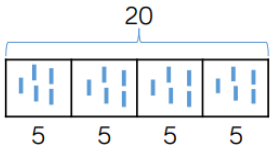
Tuesday mastery:

Use the number cards to make multiplication and division sentences.

How many can you make?

Wednesday mastery:

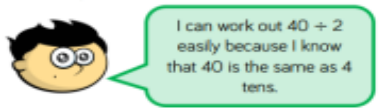
Ron draws this bar model to divide 20 into 4 equal groups.
How does his model represent this?
He writes 20 ÷ 4 = 5



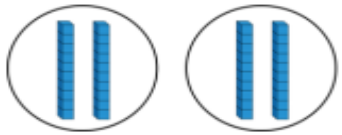
What other number sentences could Ron create using his model?

Thursday mastery:

Jack says,



This is what he does:



40 ÷ 2 = 20

Is it possible to work out 60 ÷ 3 in the same way?
Prove it.

Is it possible to work out 60 ÷ 4?
What is different about this calculation?

Friday mastery:

Group the 1p coins into 5s.
How many 5p coins do we need to make the same amount of money?
Draw coins and complete the missing information.

- ___ lots of 5p = 20 one pence coins
- ___ lots of 5p = 20p
- 20p = ___ × 5p
- 20p ÷ 5 = ___

Monday questions:

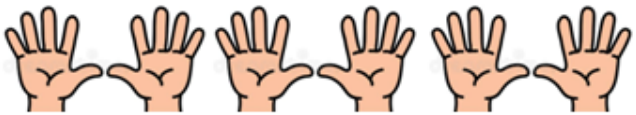
D word questions:

1. How many wheels are on 6 bikes?

2. I have 4 plant pots with 2 flowers in each. How many

flowers do I have altogether?

3. One person has 10 fingers. How many fingers do 3 people have?



Draw pictures to help you solve the next 3!

4. There are 7 dogs who have 1 puppy each. How many puppies are there altogether?

5. 4 children have 2 top trump cards each. How many cards are there altogether?

6. How many eyes do six children have altogether?

C Word questions:

1. Jeremy wanted to purchase 8 ice creams to share with his friends. The ice creams were £1 each. How much would it cost him?
2. 6 dogs had 2 puppies each, how many puppies are there in total?
3. Jack had 7 pencils to share with her friends. Each friend got 1 pencil. How many friends does she have?
4. 8 animals walked onto the art in 2s. How many pairs of animals were there?
5. I have 6 plant pots, I plant 2 seeds in each plant pot. How many plants have I planted?
6. There were 4 seats in each cart on a ride. How many seats are there in 10 carts?
7. Sam has 6 packs of sweets. There are 10 sweets in each pack. How many sweets does he have altogether?
8. There are 20 owls at the zoo. 10 owls can each sleep in 1 cage. How many cages will she need to sleep all the owls?

B word questions:

1. I have 8 plant pots. I plant 2 seeds in each pot. How many seeds have I planted?
2. Six people came to the show and they paid £5 each. How much were the ticket sales altogether?
3. In a relay race, four children swim two lengths each. How many lengths did the children swim altogether?
4. There are 3 flowers in the garden. Each flower has five petals. How many petals are there altogether?
5. A crate contains 32 packs of four water bottles. How many water bottles are there in each crate?
6. A teacher arranges some chairs into 10 rows of eight chairs. How many chairs will be laid out?
7. A library has 50 shelves. Each shelf has 10 books. How many books are there in the library?
8. A shop has 12 packs of bananas. Each pack contains 6 bananas. How many bananas are there altogether?

A word questions:

1. Joe makes 10 trays of cakes. There are 12 cakes on each tray. How many cakes did he make altogether?
2. There are 7 days in one week, how many days are there in 5 weeks?
3. One spider has 8 legs. How many legs will 6 spiders have?
4. There are 4 wheels on one car and 8 wheels on one lorry. There are 6 cars and 3 lorries in a car park. How wheels will there be altogether?
5. Daisy has 60 books and she gives half of them away. Then 3 of her friends give her 2 books each for her birthday. How many books does she have now?
6. I have 40 goldfish in my pond. A heron eats $\frac{1}{4}$ of them so I put 3 more bags of fish in the pond. Each bag has 3 fish in it. How many fish are in the pond now?

Tuesday questions:

A word questions:

1. In a dance competition there are 32 teams. Each team has 8 dancers. Each dancer has five pairs of dancing shoes. How many pairs of shoes will there be at the competition?
2. For a party, 3 boxes of biscuits are purchased. Each box contains 14 pack of biscuits Each pack contains packets of 22 biscuits. How many biscuits are purchased?
3. Each car leaving a factory has 4 new tyres. 29 car transporters leave with 11 cars on each transporter. How many tyres are needed for all the cars?
4. A school manager order 12 boxes of A4 paper. Each box contains 5 packs, with each pack containing 80 sheets of paper. How many sheets of paper are ordered?
5. A shop has 6 shelves, one shelf can fit 8 tins of beans. The shopkeeper owns 4 shops. How many tins of beans can he put on the shelves altogether?
6. A church is having a charity event. The target is to raise £1400. 32 children have raised £7 each. How much more money is needed before they reach the target?

C word questions:

1. I have 3 coins in my purse. All of the coins are 2ps. How much do I have altogether?
2. I plant some onions. I plant 6 rows with 10 onions in each rows. How many onions do I plant?
3. I bake 50 buns. If I put in each bag for my cake stall, how many bags will I fill?
4. Year 2 are going on a trip. There are 60 children and 10 children can fit in a minibus. How many minibuses will the school need to book?
5. A flower has five petals. How many petals do 9 flowers have?
6. Sam has four bags of marbles with 4 marbles in each. Ben has 3 bags of marbles with ten in each. Who has the most marbles?

B word questions:

1. Adults take 5 children each to the cinema in their cars. If 40 children are going to the cinema, how many cars are needed to take them?
2. I plant 80 carrots, with 10 in each row. How many rows of carrots do I plant?
3. There are five pencils in a pack. Mrs Jones needs 32 pencils. She says, "I must buy 8 packs". Is she right? Explain your answer.
4. Satsumas are sold in bags of 15. A box of satsumas contains 9 bags, and they are shipped in crates of 28 boxes. How many satsumas are in one crate?
5. A squad of 20 footballers are each given three new pairs of boots. Each pair has 16 studs. How many studs are there altogether?
6. A group of school children travel by train. The children are in compartments, a compartment holds 6 children. Each carriage has 5 compartments and there are 10 carriages on the train. How many children are on the train?

D word questions:

1. There are 9 children at the park. I buy each child an ice cream, how many ice creams do I buy?
2. I have 2 packs of sweets. There are ten sweets in each pack, how many sweets do I have?
3. There are 5 pots. Each pot has 2 pencils in it, how many pencils are there in total?
4. I own 6 pairs of socks. How many socks do I have?
5. A dog has 4 legs. How many legs do 4 dogs have?
6. Sam owns 4 pairs of sunglasses. Alan own 3 times more than Sam, how many pairs of sun glasses does Alan own?

Wednesday questions:

D	C	B	A
1. 2 ÷ 2 = 2. 6 ÷ 2 = 3. 8 ÷ 2 = 4. 4 ÷ 2 = 5.10 ÷ 2 = 6. 12 ÷ 2 =	1. 4 ÷ 2 = 2. 6 ÷ 2 = 3.10 ÷ 2 = 4. 5 ÷ 5 = 5. 25 ÷ 5 = 6. 15 ÷ 5 =	1. 6 ÷ 2 = 2. 8 ÷ 2 = 3. 12 ÷ 2 = 4. 15 ÷ 5 = 5. 20 ÷ 5 = 6. 10 ÷ 5 = 7. 10 ÷ 10 = 8. 20 ÷ 10 = 9. 40 ÷ 10 =	1. 4 ÷ 2 = 2. 10 ÷ 2 = 3. 8 ÷ 2 = 4. 15 ÷ 5 = 5. 30 ÷ 5 = 6. 25 ÷ 5 = 7. 10 ÷ 10 = 8. 20 ÷ 10 = 9. 50 ÷ 10 = 10. 15 ÷ 3 = 11. 9 ÷ 3 = 12. 24 ÷ 3 =

Friday questions:

D	C	B	A
1. 10 ÷ 2 = 2. 6 ÷ 2 = 3. 12 ÷ 2 = 4. 20 ÷ 5 = 5. 10 ÷ 5 = 6. 15 ÷ 5 = 7. 10 ÷ 10 = 8. 30 ÷ 10 = 9. 20 ÷ 10 =	1. 8 ÷ 2 = 2. 16 ÷ 2 = 3. 20 ÷ 2 = 4. 45 ÷ 5 = 5. 30 ÷ 5 = 6. 55 ÷ 5 = 7. 90 ÷ 10 = 8. 80 ÷ 10 = 9. 70 ÷ 10 = 10. 9 ÷ 3 = 11. 15 ÷ 3 = 12. 24 ÷ 3 =	1. 14 ÷ 2 = 2. 16 ÷ 2 = 3. 20 ÷ 2 = 4. 50 ÷ 5 = 5. 45 ÷ 5 = 6. 35÷ 5 = 7. 90 ÷ 10 = 8. 80 ÷ 10 = 9. 60 ÷ 10 = 10. 24 ÷ 3 = 11. 33 ÷ 3 = 12. 30 ÷ 3 = 13. 27 ÷ 3 = 14. 36 ÷ 4 = 15. 36 ÷ 6 = 16. 21 ÷ 7 =	1. 24 ÷ 2 = 2. 36 ÷ 3 = 3. 60 ÷ 5 = 4. 42 ÷ 6 = 5. 36 ÷ 4 = 6. 49 ÷ 7 = 7. 32 ÷ 8 = 8. 18 ÷ 9 = 9. 15 ÷ 2 = 10. 12 ÷ 10 = 11. 20 ÷ 3 = 12. 22 ÷ 5 =

Thursday questions:

D - Arrays	C - Arrays	B - Arrays/No. lines	A - No. lines
1. 14 ÷ 2 = 2. 18 ÷ 2 = 3. 16 ÷ 2 = 4. 5 ÷ 5 = 5. 15 ÷ 5 = 6. 10 ÷ 5 =	1. 12 ÷ 2 = 2. 8 ÷ 2 = 3. 18 ÷ 2 = 4. 30 ÷ 5 = 5. 10 ÷ 5 = 6. 20 ÷ 5 = 7. 10 ÷ 10 = 8. 40 ÷ 10 = 9. 30 ÷ 10 =	1. 4 ÷ 2 = 2. 10 ÷ 2 = 3. 18 ÷ 2 = 4. 5 ÷ 5 = 5. 25 ÷ 5 = 6. 30 ÷ 5 = 7. 30 ÷ 10 = 8. 50 ÷ 10 = 9. 60 ÷ 10 = 10. 18 ÷ 3 = 11. 12 ÷ 3 = 12. 15 ÷ 3 =	1. 18 ÷ 2 = 2. 20 ÷ 2 = 3. 22 ÷ 2 = 4. 20 ÷ 5 = 5. 10 ÷ 5 = 6. 45 ÷ 5 = 7. 30 ÷ 10 = 8. 40 ÷ 10 = 9. 70 ÷ 10 = 10. 27 ÷ 3 = 11. 18 ÷ 3 = 12. 33 ÷ 3 = 13. 24 ÷ 4 = 14. 36 ÷ 6 = 15. 14 ÷ 7 =