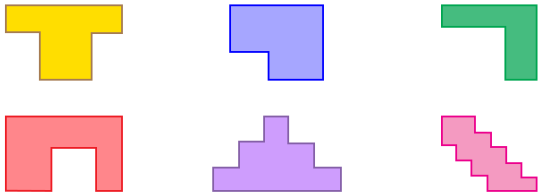
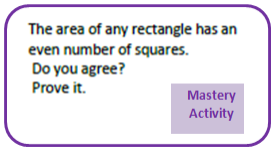
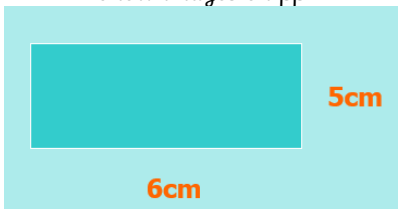
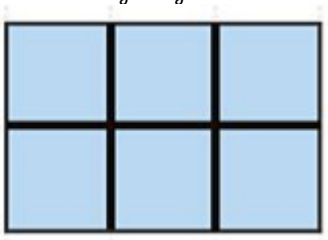
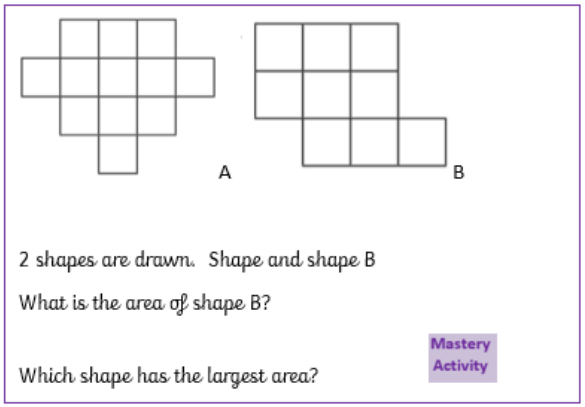
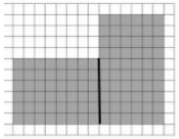
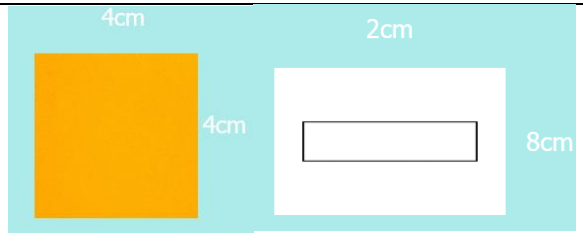
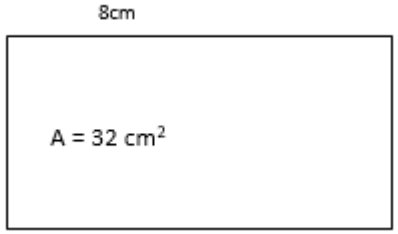
Learning Wall : expanded method, pictorially available to use. Photo from last weeks work to refer back to. RUCSAC. Division examples.							
Year group/class:	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)			Plenary
				WBA	Support	Core / Extension	
Monday	Counting stick everday Multiplying by 2 and 3 digit numbers 345 x 6 43 x 8 873 x 4	**D1 LO:To find the area of rectilinear shapes by counting squares.** 1)Accurately count the squares to find area with adult support 2) Accurately count the squares to find area Year 1 and 2 **D1 LO: Choose and use appropriate standard units (cm/m) of measurement to estimate length/height in any direction** 1)Re-call standard units of measurement used to measure length/height 2) Estimate and record length/height in cm/m 3) Make reasonable estimations	**Squared paper needed.** https://www.bbc.co.uk/bitesize/articles/zjf2xyc Ask the children what is area? Building from year 3. Area is The size of a surface. Discuss rectilinear shapes and show examples of whtat they look like. A rectilinear figure can be defined as a plane figure or shape all of whose sides meet at right angles  The amount of space inside the boundary of a flat (2-dimensional) object such as a triangle or circle, or surface of a solid (3-dimensional) object. Building shapes with centimetre squares 2D – calculate the area of the squares based on how many squares have been used. Ensure children understand that the way we will be calculating area today is by countijng the squares. 	Estimation of items around the room. **Please read the plan at the bottom of the plan.**	Draw 3 basic shapes in to partner's book using a ruler and a sharp pencil. Children to then calculate the area of the these shapes by counting the squares on the inside of the shape. Ensure children have put 'squared' next to their area number.	Children to then label the shapes that have been drawn ion books.	Children to write in to maths books. We work out area by _____.

Tuesday	Counting stick everday What are the factors of 36 42 64 ? Short maths lesson so a longer warm up based on key targets: 2,748 + 1,000= 4,873+ 1,000= 673+ 100 = _____- 243 = 2,105 463+ ___ = 4321 Complete the missing value: 4,584 = 4,000 + 500 +____ + 4.	**D2 LO: Find the area rectilinear shapes by counting squares** 1)Calculate the area of rectilinear shapes using 2D squares 2) Calculate the area of rectilinear shapes by counting squares3)calculate area using multiplication **D2 LO: Choose and use appropriate standard units of measurement to estimate and measure length/height using rulers** 1)Estimate length/height in cm/m 2) Measure and record length/height in cm/m 3) Accurately measure length/height to the nearest cm	**Observation sheet** Images of shapes with centimetre squares inside to calculate the area. Have a shape available. Do the input at the beginning opf the day and during the day, get the children to come up , one at a time and ask them. How would you find the area of this shape? Could there be another way of doing this?ha Mastery: Does a square measuring 2cm x 6cm have the same area as a square measuring 3cm by 4cm.	Mesure same items from yesterday and insert exact measurement. How good were your estimations?	Observation sheet. Children to find the area of 3 different shapes. Can they find another way of finding the area? Eg: If there are 2 squares bu 3 squares they could multipily the 2 numbers together.			Mastery: Does a square measuring 2cm x 6cm have the same area as a square measuring 3cm by 4cm. Go through mastery with children who have successfully ticked off sc.
Wednesday	Counting stick everday Subtraction 3452- 2546= 6732 – 345= 7632 -___ = 4232	**D3 LO: Find the area of rectilinear shapes** 1) Accurately count the squares to find area 2) Accurately calculate area using given length and height measurements 3) Accurately calculate area through measuring length and height	Show the children that when measurements of a shape is given , we can use the measurements to find the area of the shape. Show images on pp  We could work this out by using		Counting squares Shapes are at bottom of the plan. Chidlrne to stick int o books ans count squares to find the area.	Calculate/ multiply length and height Children to be given simple shapes with given length and height.	Measuring length and height to find the area. Children to find following objects and measure and find area.	Mastery taken from progress checks but changed.to be discussed as a whole class.

		Year 1 and 2 **D3 LO: Choose and use appropriate standard units of measurement to measure length/height using rulers** 1)Measure and record length in cm/m 2) Accurately measure length/height to the nearest centimetre 3)Accurately measure length/height to the nearest half centimetre	Show the children a shape with quares ensuring they understand thet we could count the squares but an easier way of doing this would be to multiply the lenaght by width.  This shape's area is 6 cm^2 Mastery 			Shapes at bottom of plan.	- Maths book - Whiteboard - Reaading book. - Their table - Box of tissues Challenge: How would we find the ara of the following shape?  Explain 2 different ways.	
Thursday	Counting stick everday Doubling and halving Double 7 8 9 15 25 250 150 Half	**D4LO: Solving problems to find the area of rectilinear shapes** 1) Accurately count the squares to find area 2) Accurately calculate area using given length and height measurements 3) Use a systematic approach when solving problems.	Today , we will be problem solving. Here is a problem we need to solve. If the area is 16 cm^2 what could the different shapes be? Find different possibilities How could we solve this problem? Children to speak to their LP on to whiteboards. Draw as many possibilities.eg:	Use bigger than and smaller than 35cm 47cm 82cm 65cm 58cm 39cm 27cm 76cm 63cm 68cm 33cm 32cm Challenge: 135cm 1.6m 1.2m 148cm	Given length and height to find area and then solve problems if confident. If the area is 10 cm^2 what could the different shapes be? Find 4	If the area is 12 cm^2 what could the different shapes be? Find 4 different possibilities	If the area is 15 cm^2 what could the different shapes be?	Children to show the different shapes hey have been able to find.

	10 8 6 1000 3000	**D4 LO: Compare lengths using the <, > and = symbols** 1) Compare lengths with a different number of tens 2) Compare lengths with the same number of tens	 If the area is 25 cm^2, is it possible for the shape to be a rectangle? Prove it AFL Children who have reached targets from previous days should move on to solving problems andthose who need more support should begin there. **Mastery:** A rectangle measures 5 squares by 3 squares. Amy says; The area must be 8 squares. Do you agree? Explain your thinking.		different possibilities			

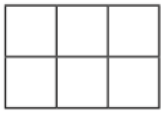
Friday	Counting stick everday Multiplying by 2 and 3 digit numbers 345 x 5 43 x 5 873 x 6 Division questions 567 diviided by 5 Share 756 biscuits between seven people	**D5 LO: Find the area of rectilinear shapes** 1) Accurately calculate area using given length and height measurements 2) Accurately calculate area through measuring length and height 3) Solve missing number problems involving area Year 2 **D5 LO: Accurately order lengths** 1)Order lengths with a different number of tens 2) Order lengths with the same number of tens	Children to be given simple compound shapes and to work out the area either by coutning squares or by using the given width and height as a warm up Solve missing number area problems – provide the length and the area and ask them to calculate the width. Show examples :  If we know that the weidth measures 8cm and the area is 32 cm then we must use our timestable and diviusion knowledge to find out the answer. We know that 8 x 4 = 32cm². Chn who haven't yet measured area through counting squares or through using the length and height to stay on this task. Solve missing number area problems – provide the length and the area and ask them to calculate the width/ length A fourteen sided shape has an area of eight squares. Draw the shape on squared paper. Mastery Activity	Order form smallest to largest. 5cm 3cm 7cm 9cm 4cm 2cm 41cm 22cm 17cm 57cm 79cm 39cm 3cm 19cm 16cm 15cm 11cm 18cm 25cm 53cm 7cm 79cm 47cm 35cm 23cm 29cm 26cm 25cm 21cm 28cm 51cm 76cm 72cm 27cm 29cm 58cm	Basic claculations involving 2,5,10 timestables. See bottom of plan	Calculations involving the 3,6 and 7 timetables.	More complex calculations involving numbers up to 12 x 12 and beyond. See bottom of plan	Address any misconceptions throughout the lesson.

Year 2 plan

Day	Staff Member	Pupils to work with	Instructions
1			Check the word length and discuss the units of measurement that are used to measure length. Display a line that is a cm long and a line that is a metre long to represent the size of each unit of measurement. Explain that 1m=100cm. Discuss what an estimation means. chn will have a WOWO board and a pen and will select something from around the room and record it onto their WOWO boards i.e. a colouring pencil. Then next to the item chn will estimate the length of the item i.e. a colouring pencil 12cm. Emphasise that chn must record the correct units of measurement when estimating length/height. Also emphasise that chn must make reasonable estimations – they can check how close they were in tomorrow's lesson **Read support from plan.**
2			Re-cap how to solve a subtraction question that crosses a tens boundary using a number line. Recap what length means, units of measurement used to measure and record length, display a cm and a m again to represent the size of each and explain that 1m=100cm. Using a ruler chn will go and measure their items from yesterday to check how close their estimations were and write their actual measurement of the item next to it i.e. colouring pencil 12cm, 13cm. **Read support from plan.**
3			recap what length means, units of measurement used to measure and record length, display a cm and a m again to represent the size of each and explain that 1m=100cm. Have different 2D shapes will be placed on tables and using a WOWO board and pen chn will measure the length/height of different shapes and record them on their WOWO boards i.e. square 8cm. observation sheet. model how to measure and record to the nearest half centimetre. **Read support from plan.**
4			Place the <, > and = symbols and re-cap what they mean and the mathematical name for each and that 'the crocodile always eats the biggest number or biggest length/height' Questions to write out in their books and then attempt to place a <, > or = symbol inbetween them. Questions will contain the same number of tens and a different number of tens. **Read support from plan.**
5			Place 5 different lengths on a wowo board and discuss tens and ones. Order the lengths from smallest to largest. chn will have 3 sets of numbers to attempt to accurately order in their books from smallest to largest. Some examples will contain different number of tens and some will contain the same number of tens.

Wednesday lesson support

What is the area of these shapes in cm^2?

1. 

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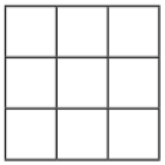
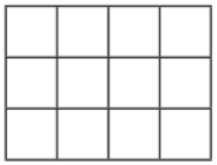
3. 

4. 

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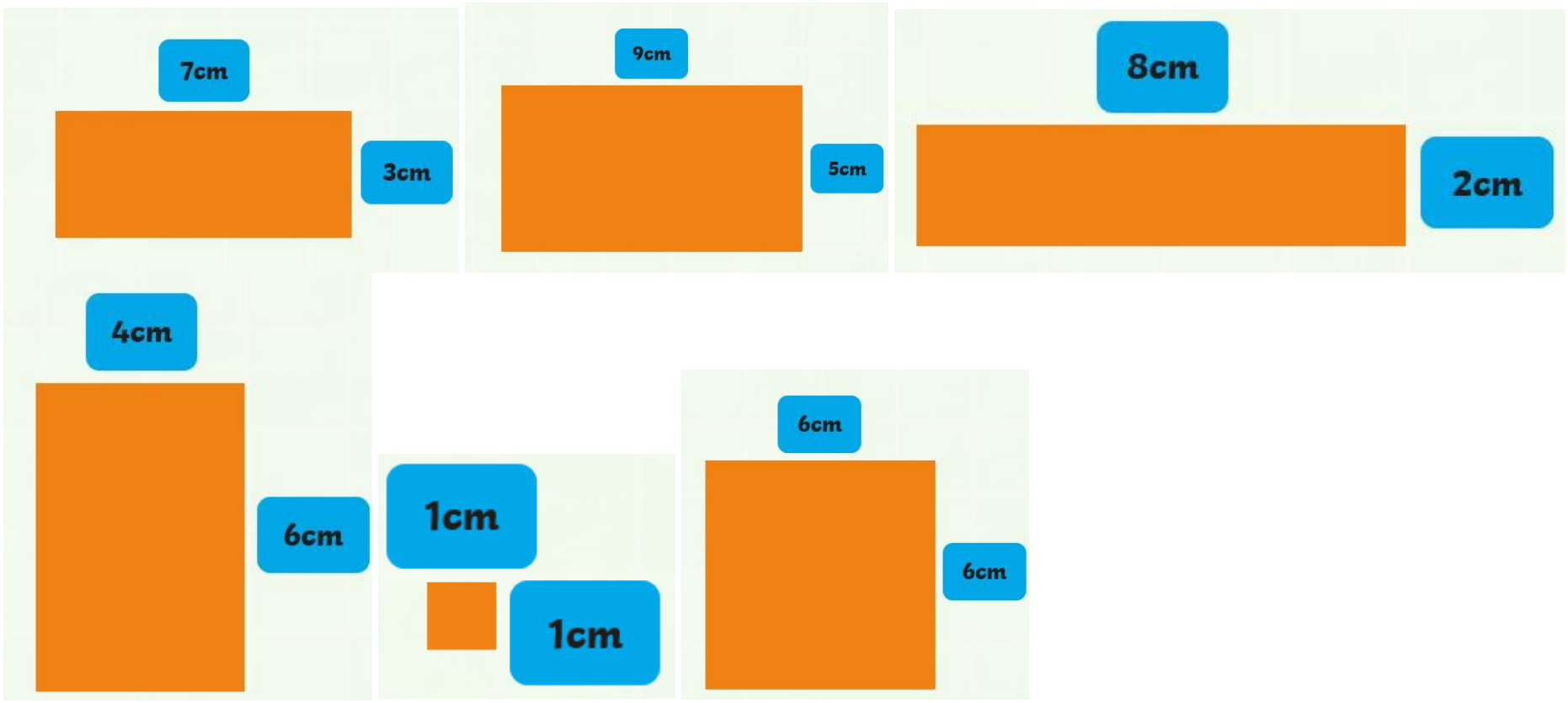
Core



Blue task – friday

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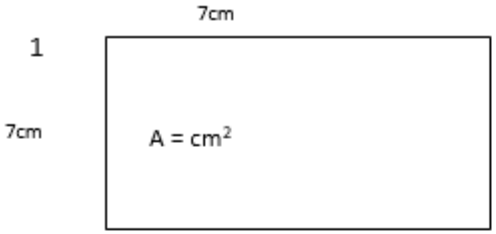

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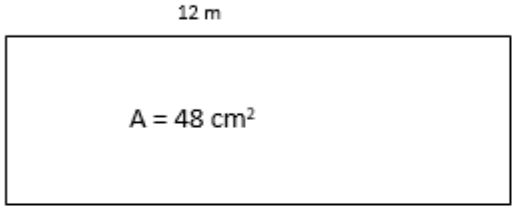

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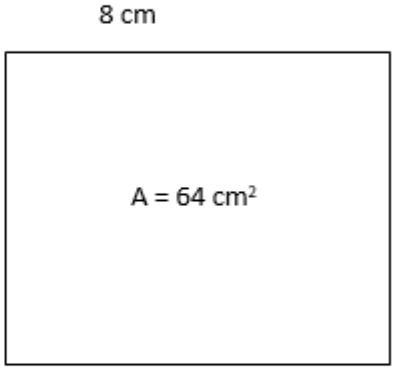

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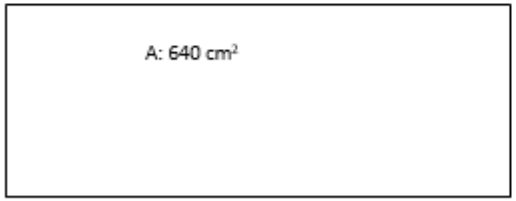

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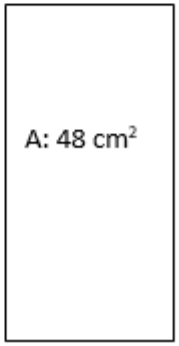
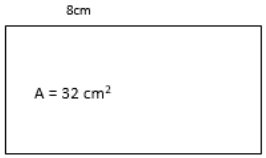


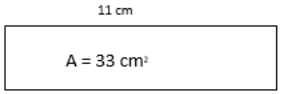
7

Gold

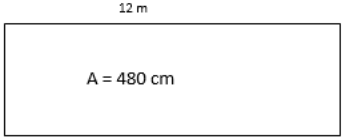
1


8cm
A = 32 cm²

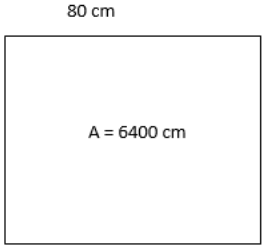
2


11 cm
A = 33 cm²

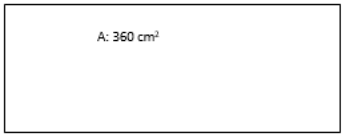
3


12 m
A = 480 cm

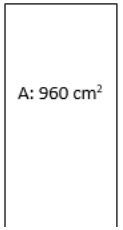
4


80 cm
A = 6400 cm

5


A: 360 cm²

6


A: 960 cm²