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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus:**  Mental strategies of number bonds to 10, 20 and 100. | In Focus:  ‘When looking at number bonds to 100, do the ones digits always add up to 10?’  Discuss:  What are number bonds to 10, 100?  Recap what a digit is.  Model on the board together, number bonds to 10.  Look at number bonds to 100:  -Provide children with various examples in order for the children to decipher whether the answer is correct or incorrect.  -E.g. state the number 45 and invite the children to work out the number bond to 100. Then highlight the ones digits- do they add up to 10? Why do you think this? | Group 1:  Children will explore number bonds to 10, 20 and 100. Children will use the knowledge of number bonds to 10 to aid understanding of number bonds to 100. |
| Group 2:  Children will explore number bonds to 10 and 20 confidently and begin to explore number bonds to 100. |
| Group 3:  Children will focus mainly on consolidating number bonds to 10 and then move on to number bonds to 20. |
| Day two  **Learning Focus:**  To recognise different coins and their value.  To compare amounts of money written in pounds and pence. | Starter:  Show children the various coins. Can they identify each amount? Are they able to write the amount using the correct symbols (£ or p)?  In Focus:  Lucy says that 100p holds a greater amount than £1. Is she correct? Why?  Discuss:  How many pence make a pound?  Mathematical language ‘greater’  Show two amounts on the board both in pounds- which has the largest value? Repeat with amounts shown in pence.  Show two amounts on the board one pounds/ one pence- which has the largest value? | Group 1:  Children to recognise different coins and their value.  Children to order and compare amounts of money in pounds and pence separately.  Children to be able to add amounts and then compare using the symbols </> =  **CHALLENGE-** Can the children compare amounts using a mixture of pence and pounds? |
| Group 2:  Children to recognise different coins and their value.  Children to order and compare amounts of money in pounds and pence separately.  **CHALLENGE:** Children to begin to add amounts and then compare using the symbols </> = |
| Group 3:  Children to recognise different coins and their value.  Children to order and compare amounts of money in pounds and pence separately. |
| Day three  **Learning Focus:**  To use column addition to calculate amounts of money | In Focus:  ‘John had saved up £259 in April. By December John had saved a further £726. How much has John saved altogether?’  What would be the most efficient method for this calculation? (column addition)  Talk through the mathematical language used. ‘altogether’ indicated that this will be an addition.  Model again with different calculation (different amount of digits)  Children to practice on WBs.  Ensure children include £ sign in their answers. | Group 1:  To use column addition to calculate amounts of money focusing on using pounds.  Children should be able to find missing digits in addition calculations. Focusing on 4 digit numbers.  **CHALLENGE:** Can the children create their own word problem involving the addition of money. |
| Group 2:  To use column addition to calculate amounts of money focusing on using pounds.  Starting with 3 digit numbers, moving onto 4.  **CHALLENGE:** Children should begin to find missing digits in addition calculations. |
| Group 3:  To use column addition to calculate simple amounts of money focusing on using pounds.  Starting with 2 digit numbers, moving onto 3. |
| Day four  **Learning Focus:**  To use column subtraction to calculate amounts of money | In Focus:  ‘Riley had £352 saved. He gave Thomas £128 to buy a bike. How much money does Riley have left?’  What would be the most efficient method for this calculation?  (column subtraction)  Talk through mathematical language used. ‘left’ indicates that this question will be a subtraction.  Model again with different calculation (different amount of digits)  Children to practice on WBs.  Ensure children include £ sign in their answers. | Group 1:  To use column subtraction to calculate amounts of money focusing on using pounds.  Children should be able to find missing digits in addition calculations. Focusing on 4 digit numbers.  **CHALLENGE:** Can the children begin to solve multi-step money problems? |
| Group 2:  To use column subtraction to calculate amounts of money focusing on using pounds.  Starting with 3 digit numbers, moving onto 4.  **CHALLENGE:** Can the children create their own word problem involving money? |
| Group 3:  To use column subtraction to calculate simple amounts of money focusing on using pounds.  Starting with 2 digit numbers, moving onto 3. |
| Day five  **Learning Focus:**  To solve simple word problems regarding money | In Focus:  ‘Peter has £437. He wants to purchase a car but it costs £895. How much more money does he need in order to purchase the car?’  Discuss:  What is the nature of the question?  Is it a subtraction or an addition?  Mathematical language used? Does this give us a clue to the nature of the question?  Demonstrate another word problem on the board collectively. Thinking about the best strategy to work it out. (column method)  Children to practice on WBs.  Ensure children include £ sign in their answers. | Group 1:  Children to be able to identify key mathematical language in order to recognise the nature of the question (addition or subtraction)  Children will focus on money word problems that use 4 digit numbers (focusing on using pounds and pence separately)  **CHALLENGE:** Can the children create their own money word problem and let their partner figure it out? Can they include the appropriate mathematical language? |
| Group 2:  Children to be able to identify key mathematical language in order to recognise the nature of the question (addition or subtraction)  Children will focus on money word problems that use 3 digit numbers, moving onto 4. (focusing on using pounds) |
| Group 3:  Children will focus on money word problems that use 2 digit numbers, moving onto 3. (focusing on using pounds) |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |