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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus:**  Counting in 100s and 25s | **Maths No Problem textbook p.2**  *‘How many apples are there?’* Children to recognise that 1 tray holds 100 apples.  Can they use knowledge that there are 4 lots of 25 in 100 to help work the answer out? | Set 1:   * Chn expected to be able to start at a given number and count forward in steps of 10,25 and 100. * Chn to be able to work out the number of steps between two given numbers.   SET B of questions |
| Set 2:   * Chn expected to be able to start at a given number and count forward in steps of 10, 25 and 100.   SET A of questions |
| Set 3:   * Chn to be able to start at a given number and count forward in steps of 10 and 100.   Simplified set of questions using the same method. |
| Day two  **Learning Focus:**  Counting up and down in multiples of a 1000 | *‘A plane has 6980 litres of fuel. It uses 3000 litres. Count in 1000s to work out how many litres are left?’*  Children to recognise the mathematical language used- do they need to count forward or backwards? | Set 1:   * Chn are expected to be able to count up or down in 1000s from any number. * Chn to understand mathematical language used- less than/ more than   SET B of questions |
| Set 2:   * Chn are expected to be able to count up or down in 1000s from any number.   SET A of questions |
| Day three  **Learning Focus:**  Compare and order numbers beyond 1000 | **Maths No Problem textbook p.19**  *‘Look at the masses of the three animals. Which is heavier, the hippopotamus or the African elephant? Which is the lightest?’*  Can the chn use their knowledge of place value to recognise the greater number? Which number has a larger amount of TH, H, T and O?  Can they express their answer using the phrases ‘more than/greater than’ | Set 1:   * Chn are expected to be able to identify the larger/ smaller 4 digit number. * Chn are expected to be able to use the greater than or less than signs to illustrate this also. (</>) * Chn expected to order numbers from smallest to largest and vice versa.   SET B of questions  To complete SET C of questions as challenge. |
| Set 2:   * Chn are expected to be able to identify the larger/ smaller 4 digit number. * Chn are expected to be able to use the greater than or less than signs to illustrate this also. (</>) * Chn expected to order numbers from smallest to largest and vice versa.   SET A of questions |
| Day four  **Learning Focus:**  Rounding numbers to the nearest 10 | *‘Round 47 to the nearest 10.’*  Chn to identify that 47 is between 40 and 50.  Chn to identify that 47 is closer to 50, so round up to 50.  Chn to recognise that if the number is exactly halfway, you round it up. | Set 1:   * Chn expected to round 2,3 and 4 digit numbers to the nearest 10. * Chn expected to round to the nearest ten, giving their answers in both digits and words.   SET B of questions  To complete SET C of questions as a challenge. |
| Set 2:   * Chn expected to round 2,3 and 4 digit numbers to the nearest 10. * Chn expected to round to the nearest 10 using a number line.   SET A of questions |
| Day five  **Learning Focus:**  Rounding numbers to the nearest 100 or 1000. | *‘Round 245 to the nearest 100.’*  Chn to identify that 245 is between 200 and 300.  Chn to identify that 245 is closer to 200, so round down to 200.  Chn to recognise that if the number was 250, you would round up. | Set 1:   * Chn expected to round 3 and 4 digit numbers to the nearest 100. * Chn expected to round to the nearest 1000 using a number line. * Can the children identify whether the number has been rounded to the nearest 100 or 1000?   SET B of questions  To complete SET C of questions as a challenge |
| Set 2:   * Chn expected to round 2 and 3 digit numbers to the nearest 10. * Chn expected to round 3 and 4 digit numbers to the nearest 1000. * Chn expected to round to the nearest 100 using a number line.   SET A of questions |
| Evaluation/Reflection/Intervention (To be completed in PPA)   * Some children have struggled with counting on in 25s. * Most children are able to count forward in steps of 100, but struggle counting on starting from a specific number. | | |