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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus**:  Identify one more and one less than a given number | Amelia has 15 apples, how many would she have is she had one more. How many would she have if she had one less? | Set 1:  Pupils to write one more than and one less than up to 100. |
| Set 2:  Pupils to write one more than and one less than up to 50. |
| Set 3:  Pupils to write one more than and one less than up to 20. |
| Day two  **Learning Focus:**  Use ordinal numbers to describe position (up to 10th) | Watch a race, what positions did they finish in? How do we know? | Set 1:  Pupils to identify positions up to 10th. Differentiated by amount. |
| Set 2:  Pupils to identify positions up to 10th. |
| Set 3:  Pupils to identify positions up to 5th. |
| Day three  **Learning Focus:**  Place value, identifying tens and ones | Take the number 18, how many tens are there, how many ones are there? | Set 1:  Pupils to identify tens and ones up to 99. |
| Set 2:  Pupils to identify tens and ones up to 50. |
| Set 3:  Pupils to identify tens and ones up to 20. |
| Day four  **Learning Focus:**  Use the language of equal to, more than, less than | Carl has 25 books and Sandra has 15, who has more? How do we know? How can we write that? | Set 1:  Pupils to answer more than, less than and equals questions up to 100. |
| Set 2:  Pupils to answer more than, less than and equals questions up to 50. |
| Set 3:  Pupils to answer more than, less than and equals questions up to 20. |