

Year: 1 Term: 1.1 Date: 5 Oct 09

**St Matthias C of E Primary School Numeracy Planning Grid**

Main Objectives: Describe position: Block B2

| Year: 1 Term: 1.1 Date: 5Oct 09                                                                              |                                                                                                       |                                                             |                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                  |                                                             |                                                                                                                                                                                                                                                                                                                                     |                                                                                             |
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| St Matthias C of E Primary School Numeracy Planning Grid                                                     |                                                                                                       |                                                             |                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                  |                                                             |                                                                                                                                                                                                                                                                                                                                     |                                                                                             |
| Main Objectives: Describe position: Block B2                                                                 |                                                                                                       |                                                             |                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                  |                                                             |                                                                                                                                                                                                                                                                                                                                     |                                                                                             |
| Resources                                                                                                    |                                                                                                       | Snakes and ladders, dice, grid, sheets, straps.             |                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                  |                                                             |                                                                                                                                                                                                                                                                                                                                     |                                                                                             |
| Vocabulary: position, above, below, beside, left, right, movement forwards backwards, up, down, left, right. |                                                                                                       |                                                             |                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                  |                                                             |                                                                                                                                                                                                                                                                                                                                     |                                                                                             |
| D<br>A<br>Y<br><br>1                                                                                         | Mental Oral Starter                                                                                   |                                                             | Teaching Objectives                                                                                                                                                                              | Main Teaching                                                                                                                                                                                                                       | Activities                                                                                                                                                                                |                                  |                                                             | Plenary                                                                                                                                                                                                                                                                                                                             | Evaluation                                                                                  |
|                                                                                                              | Objectives: Counting back in 1's.                                                                     | Activities: Rocket back from 20 and then back from 30 to 0. | Describe position above, below, beside, left, right.                                                                                                                                             | Get children to put up their left hands! Show them that most are wrong: what would happen if we don't know our left/right: direct child into an object. Importance of direction. Show how beebot takes direction of left and right. | I                                                                                                                                                                                         | S                                | VS                                                          | Play game outside using our wrist bands. Simon says move left: move right etc. ✓<br>Children who get it wrong need to help catch out others.<br><br>Practice Charlie Brown song...slide to the left/slide to right. ✓<br><br>All children to follow instructions together: above below...<br><br>PE-link: sequencing dance moves. ✓ | STILL no numeracy books for our class!<br>Practical activities...                           |
| D<br>A<br>Y<br><br>2                                                                                         | Objectives: Order a set of numbers us to 20.<br>Which number is smallest?<br>Which number is largest? |                                                             | During circle time give the children a frog toy. Introduce the key words above, below, beside, in front, under, on top, through and behind. Show the cards and get child to follow instructions. | On the jungle gym apparatus outside: follow instruction on the obstacle. Stand on top...etc.<br><br>PE                                                                                                                              | Play find the frog: like hang man. Children to ask questions about where I hid the frog. "Is it behind you?" Is it on top of the cupboard?" Children take turns to record words on iwb. ✓ |                                  |                                                             | Sheet: identifying shapes on a grid by their position. ✓                                                                                                                                                                                                                                                                            | Day 2 and they have got it!<br>Left/Right<br>→ Michael<br>→ Kenneth<br>need more left/right |
|                                                                                                              | Follow instructions from the VS                                                                       |                                                             |                                                                                                                                                                                                  |                                                                                                                                                                                                                                     | Follow instruction s to move                                                                                                                                                              | Using own forwards and backwards | How can you get from 7 to 10? How would you move from 20 to |                                                                                                                                                                                                                                                                                                                                     |                                                                                             |

worked well together. > co-op learning