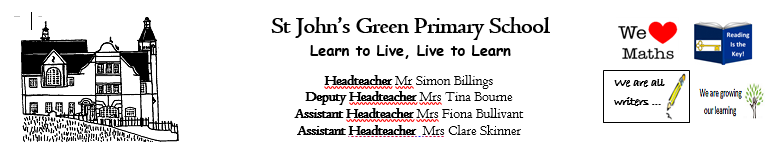
**Subject: MATHS WHITE ROSE UNIT: Spring 1 Block 2 week 8 to 9 Year Group: 1**



**RECOVERY CURRICULUM**

**Week Beginning; 01/03/2021**

**Theme Focus; Measurement, Length and Height**

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| **Day** | **MENTAL/ORAL STARTER**  **(10 mins)**  ***Timetable tables, number bonds, use counting sticks, chanting, memorising games, dice games, interactive and pacey…*** | **Vocabulary**  **(5 mins)**  *Look at, read and talk about the maths vocabulary we will be using this week. Have this displayed and referred to constantly…* | **Introduction to the day’s learning. (10-15 mins)**  ***Share the WALT and Success criteria in this section of time…*** | **Main Teaching Activity**  **(30-40 mins)** | **Plenary (5 mins)**  ***What have we learnt? Compare to WALT and Success Criteria…How will we use these skills tomorrow?*** |
| Mon | Quick fire number bonds | Short  Same  Longer  Shorter  Long  Shortest  Longest  length | **WALT: compare lengths**  Go through words that help us to compare length on powerpoint – share word e.g. short. Can children come up with anymore words that help us compare length?  Shorter, shortest, long, longer, same etc (add to working wall)  Go through questions on powerpoint and ask the chn which object is longest? How can we compare these objects? | All activities cover the small steps of comparing length and the language associated with length  Fluency opportunities are given throughout and reasoning is focussed on questioning of the children throughout the lessons and in small group work.  **In class**  **LSA** - cut out and stick caterpillars/flowers from shortest to longest/ tallest/shortest  **CT** - comparing items length – (differentiated sheet)  **Ind** - Have a range of classroom objects in centre of table. Chn to complete sentences whether object is longer/shorter  **Ind** - using non-standard unit to use to measure objects e.g. paperclips, cubes, diene cubes, counters etc  In classroom – keep practical – photo evidence  **Ind –** True/False questions – these can be solved practically, and photo evidenced or children can write their reasoning  **Ext** – problem solving and reasoning challenge  **Remote** – chn to have use objects they have at home to compare lengths and complete activity. | Lets compare fingers –  Show me your longest/shortest finger  Do you have 2 fingers that are the same length? |
| **Day** | **MENTAL/ORAL STARTER**  **(10 mins)**  ***Timetable tables, number bonds, use counting sticks, chanting, memorising games, dice games, interactive and pacey……*** | **Vocabulary**  **(5 mins)**  *Look at, read and talk about the maths vocabulary we will be using this week. Have this displayed and referred to constantly…* | **Introduction to the day’s learning. (10-15 mins)**  ***Share the WALT and Success criteria in this section of time…*** | **Main Teaching Activity**  **(30-40 mins)** | **Plenary (5 mins)**  ***What have we learnt? Compare to WALT and Success Criteria…How will we use these skills tomorrow?*** |
| Tues | Starter questions on PowerPoint | Tall  Shorter  Taller  Short  Shortest  Height  tallest | **WALT: compare height**  Use the questions on the powerpoint. Which person is the tallest/shortest? How do we compare height fairly?  How tall are you? Can you find something taller/shorter than you/ the same height as you? | All activities cover the small steps of comparing length/height and the language associated with length  Fluency opportunities are given throughout and reasoning is focussed on questioning of the children throughout the lessons and in small group work.  **In class**  **LSA** - cut out and stick caterpillars/flowers from shortest to longest/ tallest/shortest  **CT** - comparing items length – (differentiated sheet)  **Ind** - Have a range of classroom objects in centre of table. Chn to complete sentences whether object is longer/shorter  **Ind** - using non-standard unit to use to measure objects e.g. paperclips, cubes, diene cubes, counters etc  In classroom – keep practical – photo evidence  **Ind –** True/False questions – these can be solved practically, and photo evidenced or children can write their reasoning  **Ext** – problem solving and reasoning challenge  **Remote –** chn to collect objects from around their house to complete activity. | Chn to share which objects they have found are shorter/longer than themselves  Did anyone find something that was the same height as themselves? |

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| **Day** | **MENTAL/ORAL STARTER**  **(10 mins)**  ***Timetable tables, number bonds, use counting sticks, chanting, memorising games, dice games, interactive and pacey……*** | **Vocabulary**  **(5 mins)**  *Look at, read and talk about the maths vocabulary we will be using this week. Have this displayed and referred to constantly…* | **Introduction to the day’s learning. (10-15 mins)**  ***Share the WALT and Success criteria in this section of time…*** | **Main Teaching Activity**  **(30-40 mins)** | **Plenary (5 mins)**  ***What have we learnt? Compare to WALT and Success Criteria…How will we use these skills tomorrow?*** |
| Wed | Go through powerpoint starter questions | Short  Same  Longer  Shorter  Long  Shortest  Longest  Length  Tall  Shorter  Taller  Short  Shortest  Height  tallest | **WALT: compare length and height**  Go through powerpoint questions on comparing length and height  Recap learning from previous 2 days on measuring length and height | All activities cover the small steps of comparing length/height and the language associated with length  Fluency opportunities are given throughout and reasoning is focussed on questioning of the children throughout the lessons and in small group work.  **In class**  **LSA** - cut out and stick caterpillars/flowers from shortest to longest/ tallest/shortest  **CT** - comparing items length – (differentiated sheet)  **Ind** - Have a range of classroom objects in centre of table. Chn to complete sentences whether object is longer/shorter  **Ind** - using non-standard unit to use to measure objects e.g. paperclips, cubes, diene cubes, counters etc  In classroom – keep practical – photo evidence  **Ind –** True/False questions – these can be solved practically, and photo evidenced or children can write their reasoning  **Ext** – problem solving and reasoning challenge  **Remote** – chn carry out assessment activity of measuring. | Go through challenge questions with class |

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| Thurs | Starter questions on powerpoint | Short  Same  Longer  Shorter  Long  Shortest  Longest  Length  Tall  Shorter  Taller  Short  Shortest  Height  tallest | **WALT: measure length (non-standard units)**  Recap on our learning from yesterday.  Go through PP together.  How do we measure accurately using non-standard units? | All activities cover the small steps of comparing length/height and the language associated with length  Fluency opportunities are given throughout and reasoning is focussed on questioning of the children throughout the lessons and in small group work.  **In class**  **LSA** - cut out and stick caterpillars/flowers from shortest to longest/ tallest/shortest  **CT** - comparing items length – (differentiated sheet)  **Ind** - Have a range of classroom objects in centre of table. Chn to complete sentences whether object is longer/shorter  **Ind** - using non-standard unit to use to measure objects e.g. paperclips, cubes, diene cubes, counters etc  In classroom – keep practical – photo evidence  **Ind –** True/False questions – these can be solved practically, and photo evidenced or children can write their reasoning  **Ext** – problem solving and reasoning challenge  **Remote** – chn to use non-standard that they have available e.g. paperclips, counters to measure objects around their home. | Discuss as a class what you’ve found out – problems/  solutions when measuring  Which non-standard unit of measure was easiest to use |

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| Fri | Starter questions  on Fri power point | Short  Same  Longer  Shorter  Long  Shortest  Longest  Length  Tall  Shorter  Taller  Short  Shortest  Height  tallest | **WALT: measure length**  Recap on the learning from the week. What have we learnt this week?  Go through non-standard unit measuring questions with the class recapping this week’s learning | All activities cover the small steps of comparing length/height and the language associated with length  Fluency opportunities are given throughout and reasoning is focussed on questioning of the children throughout the lessons and in small group work.  **In class**  **LSA** - cut out and stick caterpillars/flowers from shortest to longest/ tallest/shortest  **CT** - comparing items length – (differentiated sheet)  **Ind** - Have a range of classroom objects in centre of table. Chn to complete sentences whether object is longer/shorter  **Ind** - using non-standard unit to use to measure objects e.g. paperclips, cubes, diene cubes, counters etc  In classroom – keep practical – photo evidence  **Ind –** True/False questions – these can be solved practically, and photo evidenced or children can write their reasoning  **Ext** – problem solving and reasoning challenge  **Remote** - Children to solve measuring length activity assessment from whiterose | Go through questions on powerpoint. Can chn explain how they know their answer is correct? |