

Overview:

Spring Term	Week	Alive in 5!	
	1	<p>Lesson 1: One Less</p> <p>Activities:</p> <ul style="list-style-type: none"> Singing 5 Currant Buns nursery rhyme and exploring how many buns are left when 1 is taken away. Taking away currant buns by crossing out and recording what 1 less is. 	<p>Working towards: Children have an image of the currant buns with one crossed out so they can see what one less is.</p> <p>Expected: Children cross out a currant bun and then complete the stem sentence 'One less than ___ is ___'.</p> <p>Greater depth: Children draw a picture of the correct number of currant buns on the 5 frame, cross one out and then complete the stem sentence.</p>
		<p>Lesson 2: Zero</p> <p>Activities:</p> <ul style="list-style-type: none"> Looking at sets of objects and identifying when a set has 0 objects. 	<p>Working towards: Look at sets of objects and numerals and circle the set that shows 0.</p> <p>Expected: Look at sets of objects and circle the set that shows 0.</p> <p>Greater depth: Compare three sets of objects of circle the set that shows 0. Compare different pictorial representations and circle the sets that show 0.</p>
		<p>Lesson 3: Composition of 5</p> <p>Activities:</p> <ul style="list-style-type: none"> Hoopla Comparing the scores 	<p>Working towards: Counters are arranged in dice patterns to support children's subitising skills. They are shown how many red counters there are and need to count how many yellow counters there are.</p> <p>Expected: Children identify different combinations of double sided counters.</p> <p>Greater depth: Children can see how many red counters there are and need to work out how many yellow counters are still in the cup.</p>
		<p>Lesson 4: Comparing Numbers to 5</p> <p>Activities:</p> <ul style="list-style-type: none"> Card game – Who has more? 	<p>Working towards: Images of towers of cubes representing the objects support the children to see which amount is greater.</p> <p>Expected: Children compare the objects on two playing cards and tick the card that shows more.</p> <p>Greater depth: Children compare different representations of numbers and identify which is more.</p>
		<p>Lesson 5: Equal and Unequal Groups</p> <p>Activities:</p> <ul style="list-style-type: none"> Picnic – Is there an equal amount of food on each plate? 	<p>Working towards: Images of towers of cues representing the objects support the children to see if the amounts are equal or unequal .</p> <p>Expected: Children compare images of objects and identify if they are equal or unequal groups.</p> <p>Greater depth: Children compare different representations of numbers and identify if the groups are equal or unequal.</p>

Lesson 3		Small step		Starter	Class Teaching Input	Common Misconceptions:
		Composition of 5		Available Soon		<p>Activity 3 Show the children slide 52, with each animals' score. Explain that we are going to put the scores in order from the greatest score to the smallest score. Turn to your partner: "Who scored the most?" Explain that the penguin scored the most because he scored 5 and that is greater than the other scores. Repeat for the other scores, putting the animals in order.</p> <p>Activities: Hoopla: give children a bucket/hoop and 5 beanbags/balls. They throw all five balls and count how many landed inside the hoop and how many landed outside. They could record their score on a whiteboard or chalkboard using tallies or numerals.</p> <p>Children have 5 double sided counters in a cup. They shake the cup and tip out the counters. How many counters are red and how many are yellow. They could put their counters on a 5 frame or draw a picture to show how they landed.</p> <p>Children use two different coloured cubes to build towers of 5. How many are there of each colour? How many different towers can you build?</p>
		<p>Resources: Differentiated worksheet 5 balls / beanbags Bucket / hoop Cup Double sided counters</p> <p>Key vocabulary for the lesson: Five How many? Inside / outside Total / altogether</p>				
		<p>Working Towards</p> <p>The double sided counters are arranged in dice patterns to scaffold children's counting / subitising. They are given the numeral for how many red counters there are and need to count the yellow counters.</p>		<p>Expected</p> <p>Children count how the 5 double sided counters land when they are tipped out of a cup. How many red counters are there? How many yellow?</p>	<p>Greater Depth</p> <p>Children have 5 counters in the cup. They can see how many red counters have fallen out and need to work out how many yellow counters are still in the cup, using their knowledge of the composition of 5.</p>	
				Differentiated worksheet.		
				Children will identify the 2 numbers that make 5.		
						<p>Key Questions</p> <p>How many balls did I get in the hoop? How many are outside? How many are there altogether?</p>
						Notes