

Maths Planning and Ideas



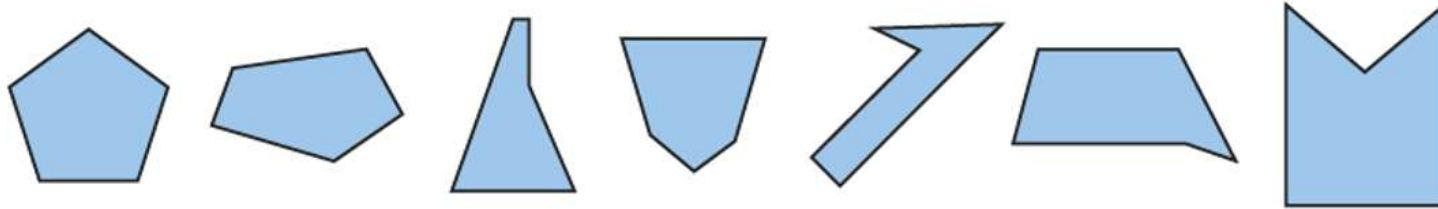
Week Commencing: 6th July 2021

Year Group: 2

	Monday	Tuesday	Wednesday	Consolidation tasks	
Area of Learning	LC: Can you recognise and find $\frac{1}{2}$ and $\frac{1}{4}$ of shapes and numbers?	LC: Can you recognise and find $\frac{1}{3}$ of shapes and numbers?	Can you find non-unit fractions of numbers?		
Activity	<p>Starter: Quick recall of 2x table, using starters notebook.</p> <p>Main:</p> <ul style="list-style-type: none"> • Use Notebook to model finding half and quarter of shapes. • Model finding $\frac{1}{2}$ and $\frac{1}{4}$ of numbers, modelling the activity using counters on IWB. • Children to have a go at finding $\frac{1}{2}$ and $\frac{1}{4}$ of numbers, drawing their own bar model to share equally. • Last slide to use problem solving to apply learning. <p>Teacher led activity Children to find $\frac{1}{2}$ and $\frac{1}{4}$ of numbers with T support on sheet.</p> <p>Extension activity Halves and quarters sorting. Ext: children to co</p>	<p>Starter: Quick recall of 10x table using notebook.</p> <p>Main:</p> <ul style="list-style-type: none"> • Use Notebook to model finding one third of shapes. • Model finding one third of numbers, modelling the activity using counters on IWB. • Children to have a go at finding $\frac{1}{3}$ of numbers, drawing their own bar model to share equally. • Last slide to use problem solving to apply learning. <p>Teacher led activity Children to find $\frac{1}{3}$ of numbers on sheet.</p> <p>Extension activity Halves and quarters investigation.</p>	<p>Starter: Quick recall of 5x table using notebook.</p> <p>Main:</p> <ul style="list-style-type: none"> • Use Notebook to model finding non-unit fractions of numbers. • Model finding non-unit fractions of numbers, modelling the activity using counters on IWB. • Children to have a go at finding non-unit fractions of numbers, drawing their own bar model to share equally. • Last slide to use problem solving to apply learning. <p>Teacher led activity Children to find non-unit fractions of numbers on sheet.</p> <p>Extension activity Stained glass window fractions</p>		

	Live lessons will be at 10:55am on your class teams channel	Live lessons will be at 10:55am on your class teams channel.	Live lessons will be at 10:55am on your class teams channel.		
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2G-1 Describe and compare 2D and 3D shapes

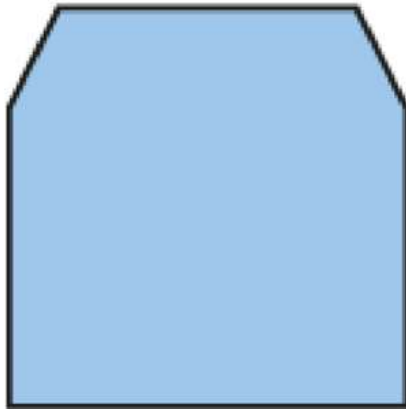


- Put out a range of pentagons for children to explore.
- Look at the shapes on the table. What do you notice about them?
- What's the same about each shape? Can we give these shapes the same name?
- Can you describe how some of the shapes are different?
- Look at the sides on the first and last shape. What can you say about how long the sides are?

These shapes are all pentagons because they all have exactly 5 straight sides.



2G-1 Describe and compare 2D and 3D shapes



- Look at my 2D shape. What can you tell me about the shape? Does it remind you of any other shapes you know?
- Can you find out how many *sides* it has by running your finger carefully along each one? Remember to count them as you go!
- Can you count each *vertex* by touching each one? How many *vertices* are there altogether?
- Now we know the shape has 6 straight sides and 6 vertices, can you say what its name is?
- Now try finding out how many sides and vertices other 2D shapes have!

