Week beg: 18.01.21	Wednesday – Mrs Graham	Thursday – Mrs Graham	Friday – Mrs Graham
Contextual Learning Learning about money is most obviously connected to shopping contexts or situations in school that involve money, such as paying for school trips, snacks, school dinners and after school clubs. However, it is important to recognise which other areas of mathematics can be presented in money contexts. Examples other than calculation include: Place value – partitioning numbers into tens and ones can be modelled using 10p and 1p coins. Sequences – number patterns can be explored when repeatedly adding or subtracting the same coin to/from a starting amount.	LO: Describe the rule in a number sequence Show the children the examples of number sequences. Establish how to calculate the jumps in each sequence. The children need to determine the rule. Use the 100 square and recap how to add 1s and 10s or subtract 1s and 10s working along the rows or columns. LO: Describe the rule in a number sequence 2, 4, 6, 8, 10, 12, 14 19, 17, 15, 13, 11, 9, 7 23, 25, 27, 29, 31, 33, 35 39, 37, 35, 33, 31, 29, 27 Establish that we need to know this information if we are to find missing numbers in a number sequence. Introduce the second LO. LO: Extend number sequences Complete these number sequences 1. 5, 7, 9, __, __, 15, 17 2. 25, 23, 21, __, __, __, 13 Read through the number sequences and explain that we need to find the missing numbers. Work through the	LO: Complete number sequences Ask the children to give an example of a multiple of 10. How do we know? Take suggestions. Explain that the children will need to work through the Maze jumping from one multiple of 10 to the next. **Counting in 10s Maze** 	Start	10	20	9	2	3	1
4	11	30	23	16	18	22
38	33	40	50	55	48	28
52	58	59	60	62	58	65
62	65	71	70	66	72	73
77	88	90	80	83	82	93
94	98	100	99	101	94	93
104	108	110	120	130	98	96
103	105	138	144	140	150	Finish | Establish that each multiple of 10 ends with a zero. Give children time to complete examples of number sentences adding or subtracting 10s.	LO: Solve number sequence puzzles Match the number to the correct word. 53, 45, 49, 94 forty-nine, fifty-three, ninety-four, forty-five Return to the 100 square. Establish how we move to the left / right or up/down. Simple Hundred Grid | 1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100	 Show a hundred quare with some numbers covered up and ask the children to work out which they are.

examples and ensure the children are able to count on and count back. Model how to double check that the sequence is correct by counting in 2s or using the 100 square.

Simple Hundred Grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Give the children time to complete their own independent Maths work by choosing Tricky, Trickier or Trickiest.

Resource Sheet: 20.01.21

Complete the missing number in the number square below.

Children have time to complete their own independent work by choosing Ticky, Trickier or Trickiest.

Resource Sheet: 21.01.21

Show the children examples of 100 squares with missing numbers and explain that they need different examples.

Choose a number in the hundred square and write it in the middle square. Use your number to work out what to write in the boxes around it.

Children have time to complete their own independent work by choosing Ticky, Trickier or Trickiest.

Resource Sheet: 22.01.21