

# Introduction

# Mental Warm Up!



Number draw

Groups of 4

Buzz!

Counting Choir!

# Benchmarks

## First Level

- select the most appropriate mental strategy to solve a problem by looking at the numbers involved

## Second Level

- multiply and divide a 2 digit number by a single digit using a range of appropriate mental strategies and written calculations.
- multiply and divide a whole number (beyond two digits) by a single digit using a range of appropriate mental strategies and written calculations.
- recall multiplication and related division facts with speed and accuracy up to  $10 \times 10$ .



**Practise:** TeeJay E page 13 Q1, 2. Page 14 Q3, 4. Exercise 4 Q1 (*LI - I can multiply and divide by tens, hundreds and thousands*)

**Knowledge:** Place value chart (*LI - I can recognise the value of numbers within 6 digit numbers*) Multiplication board game (*LI I can recall my multiplication facts*)



**Knowledge:** Colour in all numbers in 3,4,5 and 6 times tables. Can you notice a pattern? Lily Leap Pad board game. (*LI I can recall my multiplication facts*)

**Game:** Top marks - Hit the button. Make a note of what times tables you found the hardest. *L.I. I can recall my multiplication facts.*



**Game:** Top marks - Hit the button. Make a note of what times tables you found the hardest your top score. *L.I. I can recall my multiplication facts*

**Teaching:** Using 5 times tables to calculate 6,7 and 8. Use materials to assist. *I can use my knowledge of times tables to calculate other timetables.*



**Teaching:** *I can use arrays to show commutative property of multiplication.*

**Practise:** Questions on sheets, follow sheets 1 to 4. If finished practice basic facts. *I can use arrays to show commutative property of multiplication.*

Tuesday 13th March 2018



**Practise:**

**Knowledge:**



**Knowledge:**

**Game:**



**Game:**

**Teaching:**



**Teaching:** *I can use rounding and compensating to mentally calculate multiplication sums.*

**Practise:** *Questions using visual materials.*

# *L.I. I can use rounding and compensating to mentally calculate multiplication sums.*

Questions:

1.  $5 \times 19 \rightarrow 5 \times 20$  and then subtract 5  $\rightarrow 100 - 5 = 95$

19	19	19	19	19
+1	+1	+1	+1	+1

1.  $6 \times 37 \rightarrow 6 \times 40 - 6 \times 3 \rightarrow 240 - 18 = 222$

1.  $4 \times 48 \rightarrow 4 \times 50 - 4 \times 2 \rightarrow 200 - 8 = 192$

# Practise using materials

Seona has 6 bags of sweets and in each bag there are 29 sweets. How many sweets does she have altogether?



Lisa has 4 bunches of flowers and in each bunch there are 36 flowers. How many flowers would she have altogether?





Paul has 7 trees and in each tree he has 18 koalas. How many koalas does he have altogether?



Tuesday 13th March 2018



**Game:**

**Teaching:**



**Teaching:**

**Practise:**



**Practise:**

**Knowledge:**



**Knowledge:** *To be able to recall my timetable facts quickly.*

**Game:** *To be able to recall my timetable facts quickly.*

# Plenary

- “Plenary” - the term plenary means reviewing aims and consolidating understanding within an educational context.
- Plenaries can be used throughout a teaching session to ensure all children are aware of their task and the aim of their learning. It can relate back to the learning intention and the success criteria, recapping the steps to success.
- This provides the children with an opportunity to share their learning, understanding and ask any questions they may have.
- It is an important reflective discussion that allows the children autonomy over their learning.

## Plenary - Examples of ways to lead a plenary.

- **Plenary Dice** - having reflective conversations about how pupils feel their learning has gone
- **Be the teacher** - children have the opportunity to be the teacher and teach others their strategy
- **Thumbs** - Children show how they found the learning - ie thumbs up, middle or down with eyes closed
- **Refer back to Success Criteria** - Generating success criteria with the children
- **Exit Questions** - answering questions before they leave the classroom
- **Sharing success with class** - Explaining why they were successful
- **Exit post-its** - Writing down on a post-it something that they have learned
- **Game** - children answer questions regarding their strategy
- **Padlet** - online post-it learning reflection
- **Kahoot...**

Plenary - KAHOOT

# Curriculum for Excellence

Benchmarks Numeracy and Mathematics June 2017  
for planning learning, teaching and assessment

Millburn ASG Numeracy Developmental Milestones

Highland Numeracy Progression Update Sep 2017

<https://highlandnumeracyblog.wordpress.com/>

Diagnostic assessments

Any questions?