


WALT: We Are Learning To

WAP: We Are Practising

Spring 2: Toys

Week	Unit	National Curriculum objectives Possible lesson objectives	White Rose Maths (WRM) 'small steps'	Models and images representing number Key vocabulary	Reasoning (in addition to WRM questions)	Fluency
1	Number Numbers to 50 (2)	<ul style="list-style-type: none"> count to and across [50], forwards and backwards, beginning with 0 or 1, or from any given number count in multiples of twos and fives <p>WAP counting to 50 and back (<i>not WRM</i>) WALT count in 2s WALT count in 5s WALT use different counting strategies to answer questions</p>	<ul style="list-style-type: none"> Count in 2s Count in 5s 	100 square, number track, Numicon, empty numberline, ten-frame, counters	<p>True or False I start at 5 and count in 5s. I will say 25. (How do you know?) Always, Sometimes, Never When I count in 2s, I say different numbers than when I count in 5s NRICH Biscuit Decorations NRICH Grouping Goodies (hard)</p>	Number facts: subtracting from 14, 15, 16
2	Measurement Length and height	<ul style="list-style-type: none"> compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] measure and begin to record lengths and heights <p>WAL the difference between length and height WALT use the language of length and height WALT compare length and height WALT measure lengths using non-standard measures WAL the importance of accuracy when measuring</p>	<ul style="list-style-type: none"> Compare lengths and heights Measure lengths (1) 	-	<p>Convince me Are you taller than you are long? Odd one out A worm, a whale, a stingray, a seahorse Explain your choice NRICH How Tall? NRICH Can You Do It Too?</p>	Number facts: adding and subtracting to / from 17 and 18
3		<ul style="list-style-type: none"> compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] measure and begin to record lengths and heights 	<ul style="list-style-type: none"> Measure lengths (2) 	<p>Ruler</p> <p><i>Use as a context to reinforce previous learning on number and calculation</i></p>	<p>Working backwards My sister is 5 cm taller than me. She is 45 cm tall (we're both tiny!) How tall am I? Spot the Mistake</p>	Number facts: bonds to 5 and 10

	<p>WALT understand centimetres</p> <p>WALT use a ruler accurately</p> <p>WALT add lengths (<i>not WRM</i>)</p> <p>WALT use a ruler to compare lengths</p> <p>WALT compare lengths by finding a difference (<i>not WRM</i>)</p>			<p>and explain why it's wrong (using a much larger photo!) →</p> <p>How <u>could</u> she measure the height?</p> <p>What's the same, what's different?</p> <p>My piece of paper is 24 cm long. I cut 4 cm off the end of it</p> <p>My other piece of paper is 16 cm long. I stick an extra 4 cm on to the end of it</p>	
4	Measurement Weight and volume				
	<ul style="list-style-type: none"> compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] measure and begin to record mass / weight <p>WALT understand weight and mass</p> <p>WALT describe heavier and lighter objects</p> <p>WALT measure mass using non-standard units</p> <p>WALT use non-standard units to compare the mass of objects</p> <p>WALT calculate with mass (<i>not WRM</i>)</p>	<ul style="list-style-type: none"> Introduce weight and mass Measure mass Compare mass 	<i>Use as a context to reinforce previous learning on number and calculation</i>	<p>Top tips</p> <p>How do you know that this (object) is heavier than this one? Explain.</p> <p>Always, sometimes, never? Large objects are heavier than small objects.</p> <p>Possibilities Put an object on one side of the balance. How many ways can you find to make the balance balance?</p> <p>NRICH Seesaw Shenanigans</p>	<p>Number facts: adding and subtracting <10</p>
5	<ul style="list-style-type: none"> compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] measure and begin to record capacity and volume <p>WALT understand capacity and volume</p> <p>WALT describe the volume of liquid [or sand, etc] in a container</p> <p>WALT measure capacity using non-standard units</p> <p>WALT use non-standard units to compare the capacity of containers</p> <p>WALT calculate with capacity (<i>not WRM</i>)</p>	<ul style="list-style-type: none"> Introduce capacity and volume Measure capacity Compare capacity 	<i>Use as a context to reinforce previous learning on number and calculation</i>	<p>Testing conditions A container has 2 cupfuls of water in it. How can you find out which cup (of a range of different cups) I used to put the water in the container?</p> <p>NRICH Thirsty?</p> <p>NRICH Bottles (1) and (2)</p>	<p>Number facts: one-digit addition >10</p>
6	Warm-Down Week Consolidation of previous learning				<p>Number facts: one-digit subtraction >10</p>