

Maths Weekly Flip
Week Beginning: 15.06.20

—

Session 1

15.06.20



day



month



year



Super Starter:

Visualising number
time!



See the number, say
the number!

What number can you see?



Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?

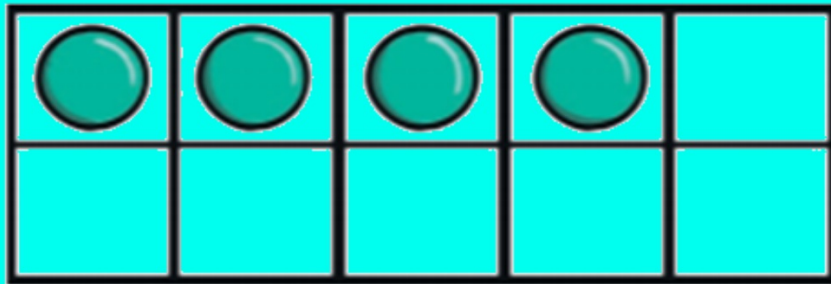


Show me...



How do you know that?
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Convince me...

What number can you see?

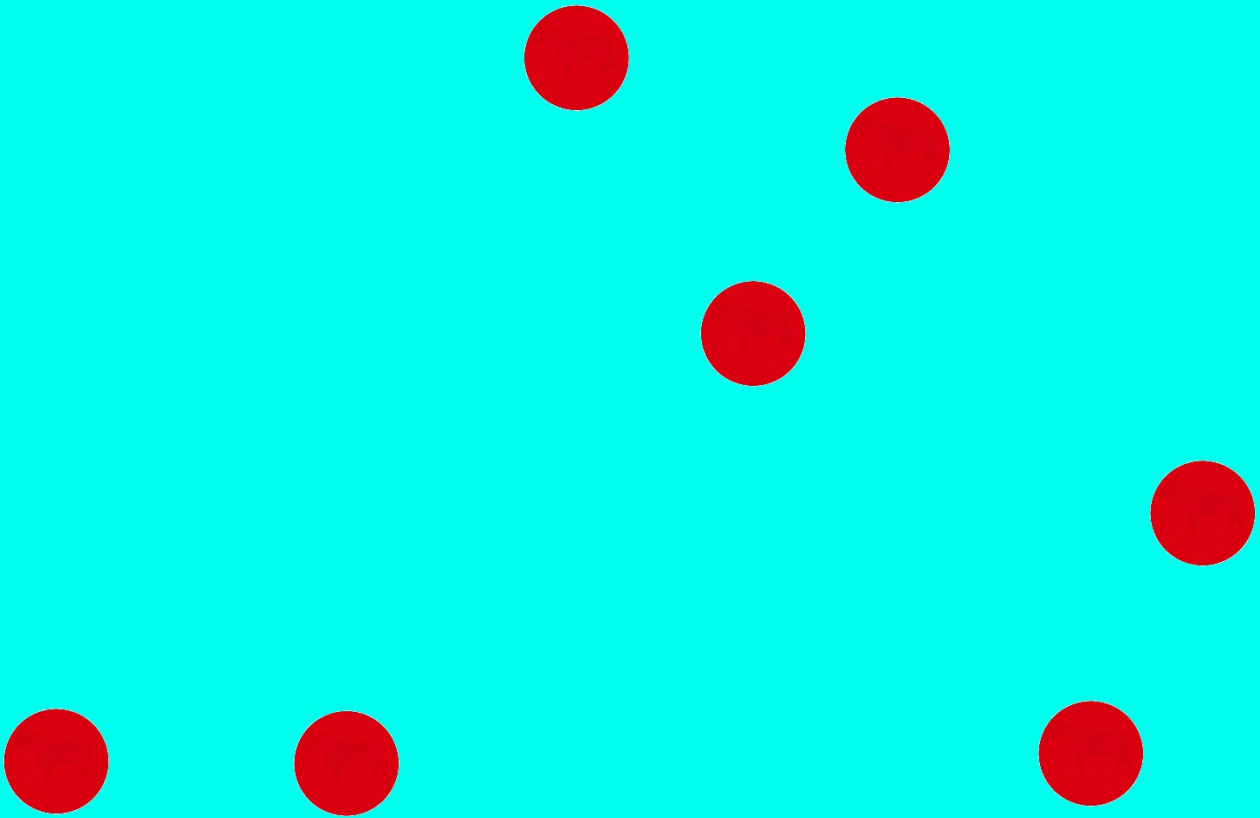


Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?



Show me...



How do you know that?
What did you do?
Convince me...



Super Starter:

Let's count in 2s to 20.



0	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20



LO: To take away an amount.

Steps to success

I can:

- count an amount and write it down
- subtract an amount and write the numeral
- say how many I have left
- begin to understand that I am subtracting



This symbol is...

less than

subtract



take-away

This symbol is...

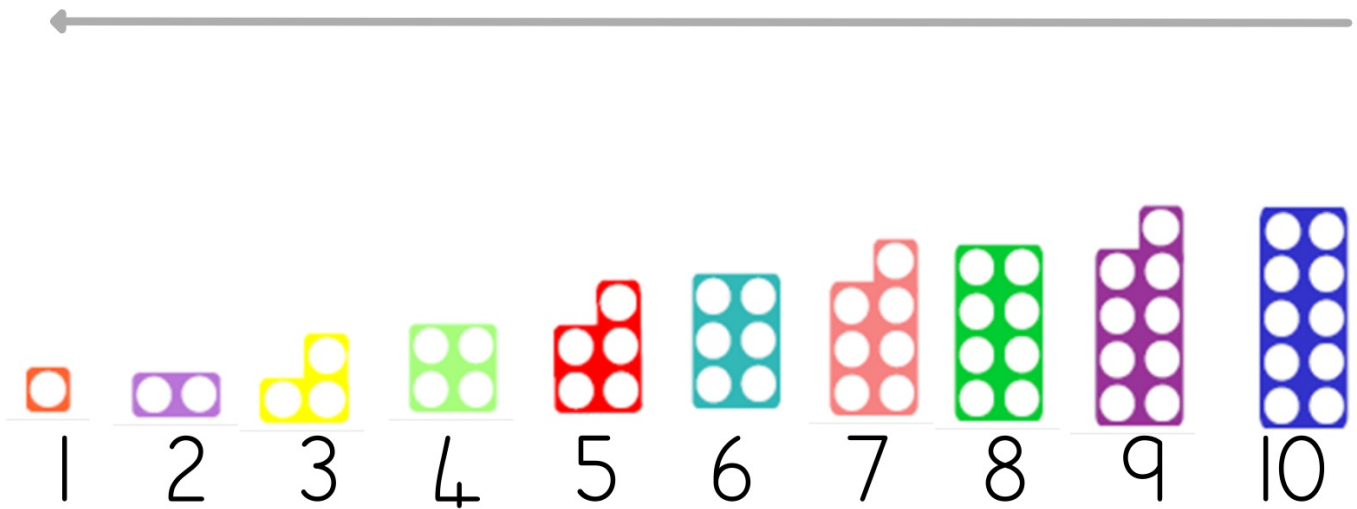
total

equals



altogether

When we takeaway/subtract we go backwards on the numberline.



Can you help Marvin
Money?



Children to grab a handful of counters to represent bananas and either roll a dice or choose a number to take away. Write the number sentence.



$$\begin{array}{r} \text{---} \\ \text{---} \end{array} - \begin{array}{r} \text{---} \\ \text{---} \end{array} =$$

Children to grab a handful of counters to represent bananas and either roll a dice or choose a number to take away. Write the number sentence.




$$\text{-----} - \text{-----} =$$

Children to grab a handful of counters to represent bananas and either roll a dice or choose a number to take away. Write the number sentence.



$$\text{-----} - \text{-----} =$$

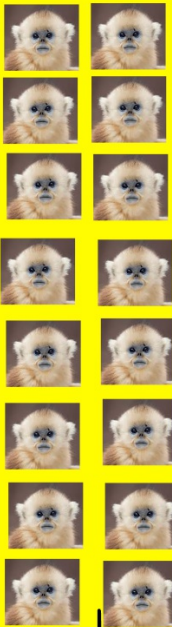
Children to grab a handful of counters to represent bananas and either roll a dice or choose a number to take away. Write the number sentence.

Plenary: Watch the video clip. Can you tell your  learning partner what you know about subtraction? Does the number get bigger or smaller?



Session 2

16.06.20



day



month



year



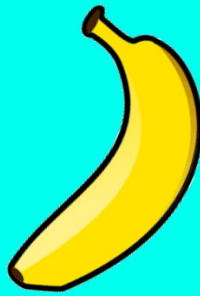
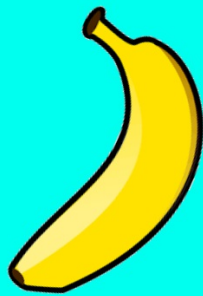
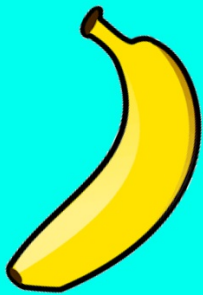
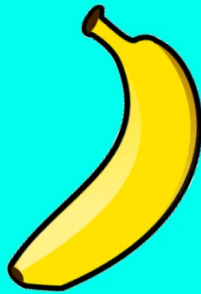
Super Starter:

Visualising number
time!



See the number, say
the number!

What number can you see?

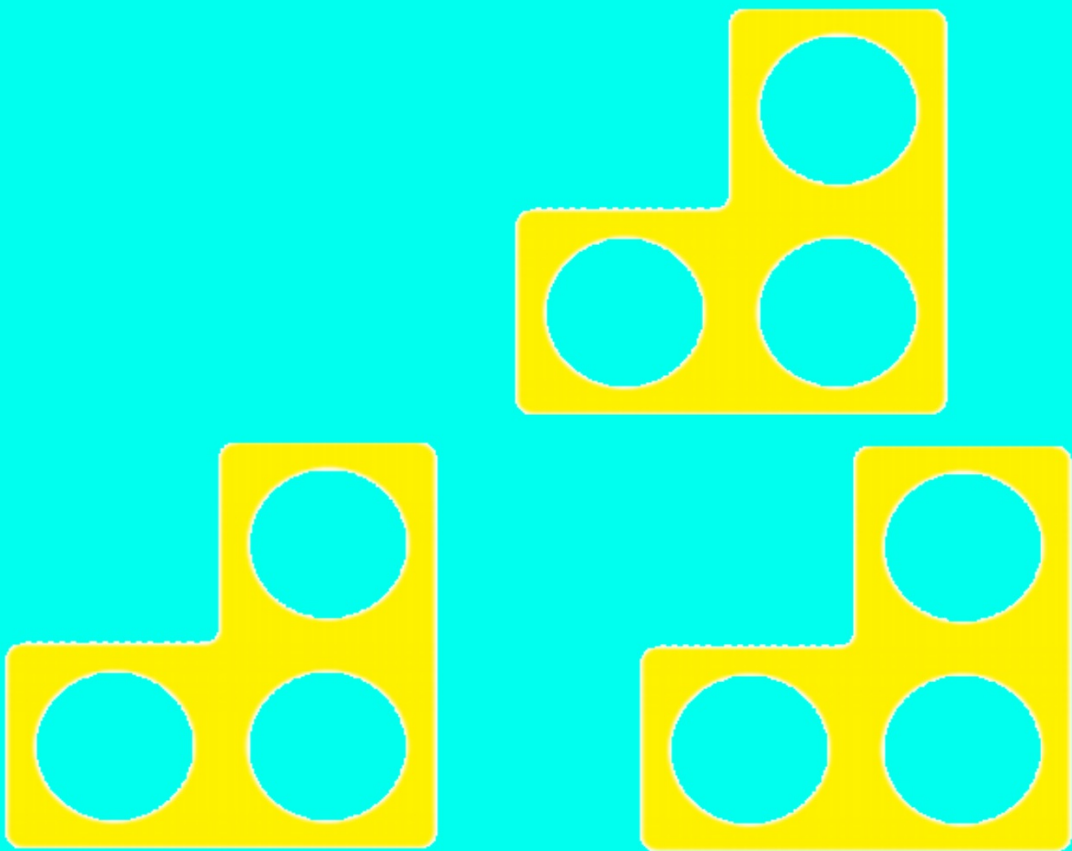


Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?

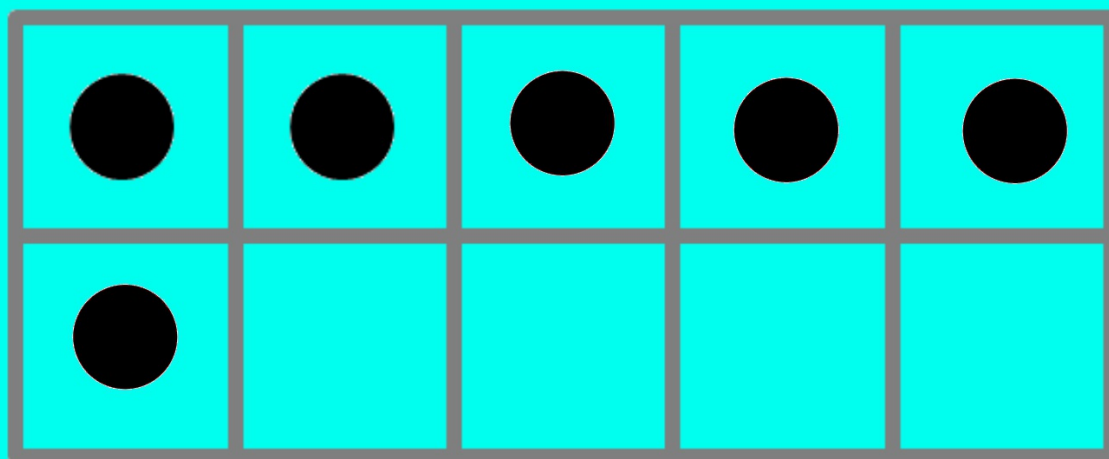


Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?

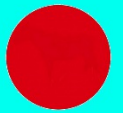
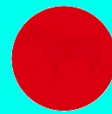
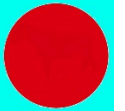
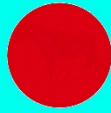


Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?



Show me...



How do you know that?
What did you do?
Convince me...



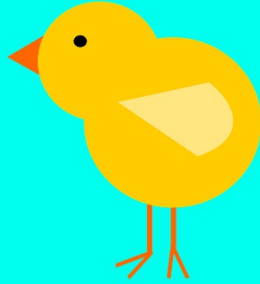
Super Starter: One more / one less

Can you workout the missing numbers?

THINK: What is 1 more than the previous number?

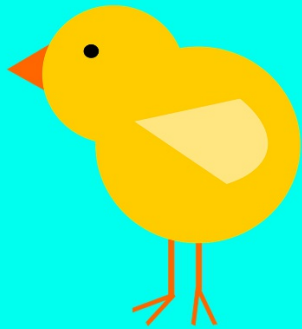
What is 1 less than the number after it?

8



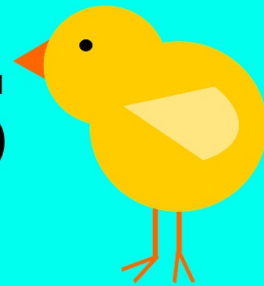
10

11



14

15





LO: To take away an amount.



Steps to success

I can:

- say which number I should start on
- subtract an amount
- say how many I have left
- begin to understand that I am subtracting
- check by counting backwards on the numberline

This symbol is...

less than

subtract



take-away

This symbol is...

total

equals

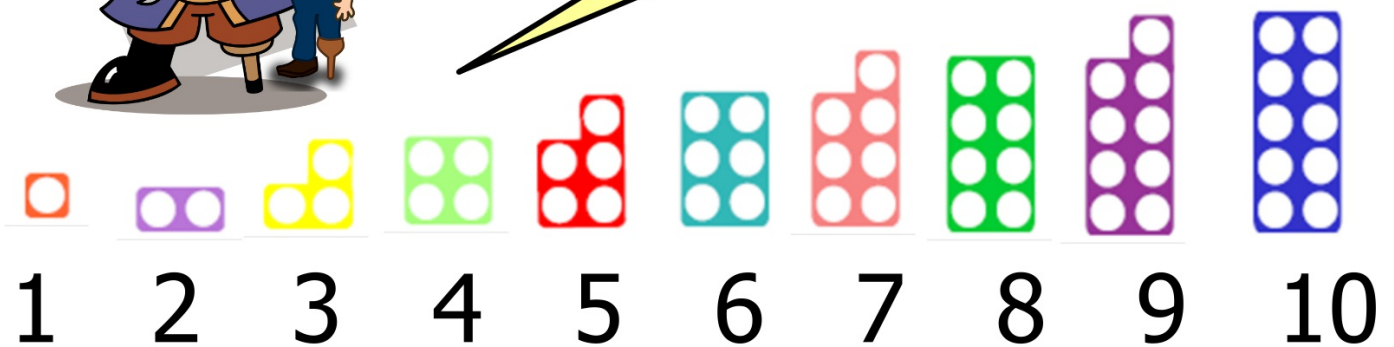


altogether

Let's subtract like a pirate:



10 shipmates
How many do I decide to subtract?
Walk them along the plank,
countdown as the jump off.
Jump backwards on your number
line
How many shipmates do I have left?



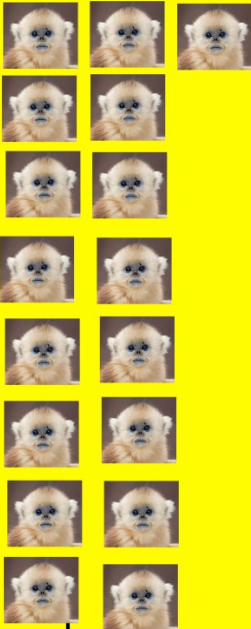


Plenary: Can you tell your learning partner what you know about subtraction?



Session 3

17.06.20



day



month



year



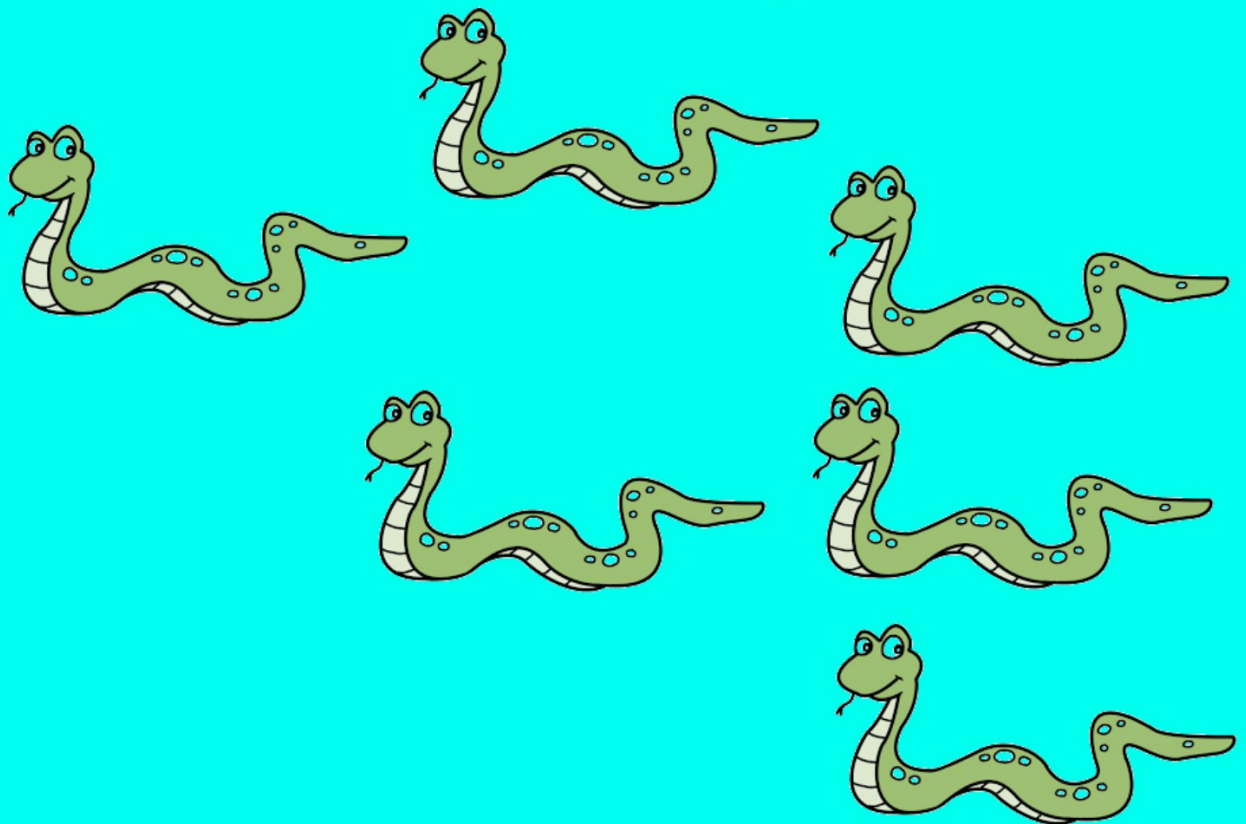
Super Starter:

Visualising number
time!



See the number, say
the number!

What number can you see?

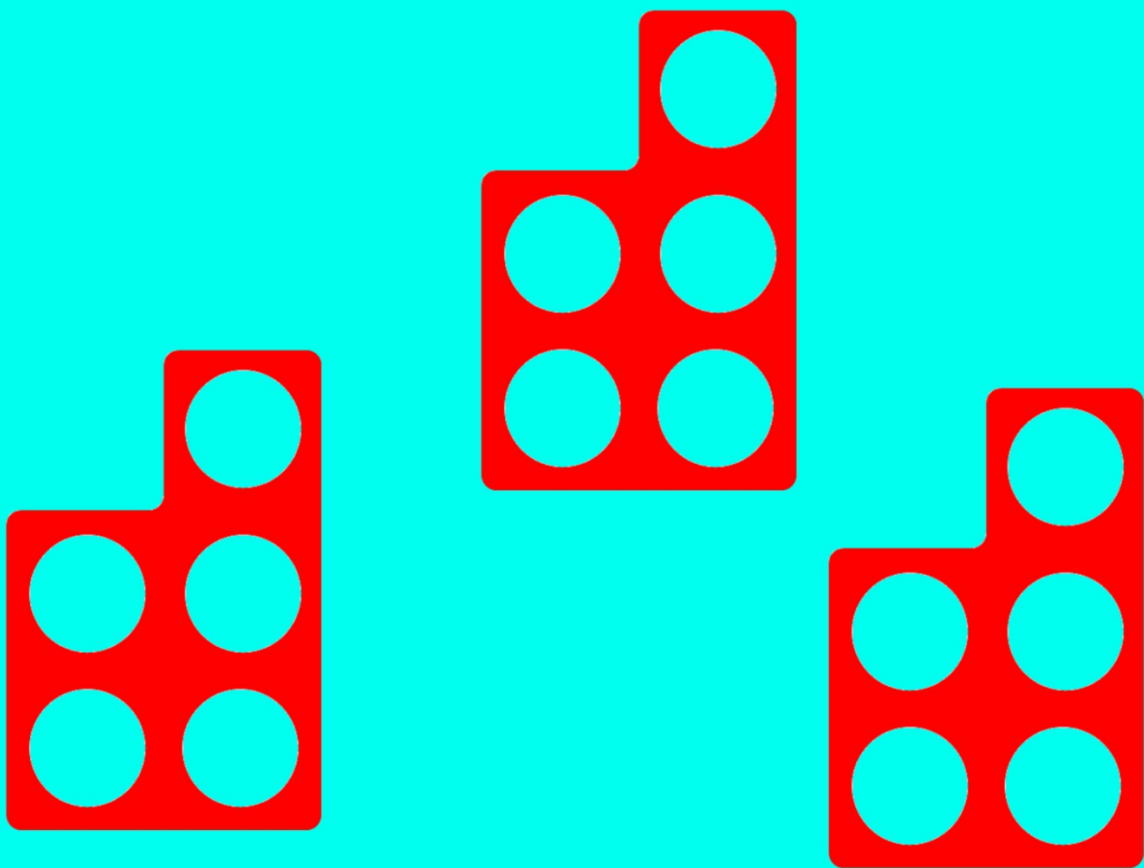


Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?

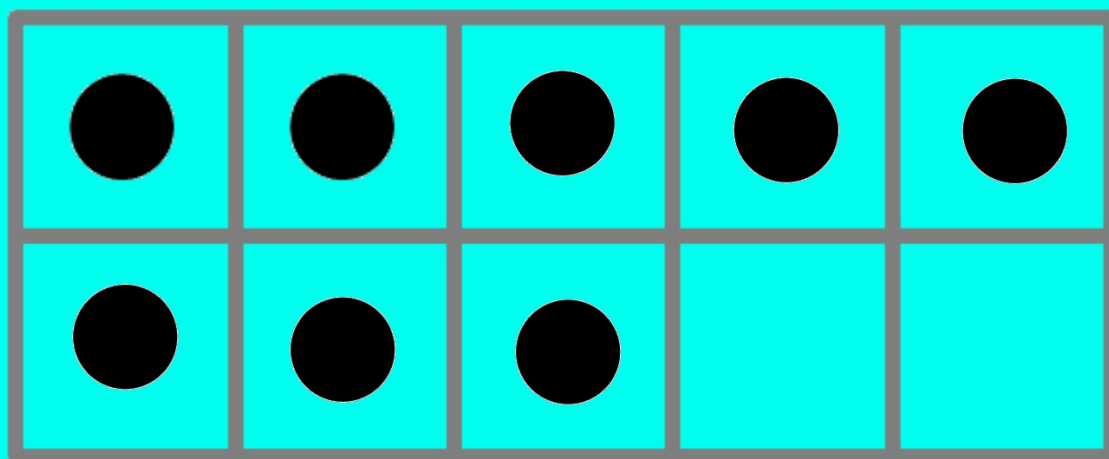


Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?

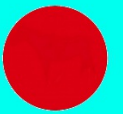


Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?



Show me...



How do you know that?
What did you do?
Convince me...



Super Starter:

Count - Let's practise our counting!

What are our characters?

In a moment, I will cover a number up.

Which have I covered?

Teenage Turtle



13

Teenage Turtle



14

Teenage Turtle



15

Teenage Turtle



16

Teenage Turtle



17



LO: To take away an amount.



Steps to success

- say which number I should start on
- subtract an amount
- say how many I have left
- begin to understand that I am subtracting
- check by counting backwards on the numberline


Find the answers by crossing out the animals?



- 5 =



- 7 =



- 12 =



- 4 =

Let's have a go at subtracting on the computer game!



CHALLENGE: Can you work out the answer by drawing out the objects on your MW and taking the correct amount away?

Plenary:

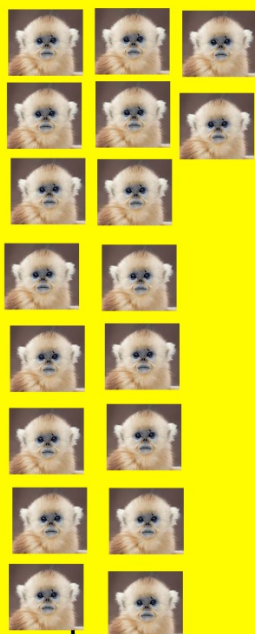
A sneaky giant African snail has eaten a number, can you help solve this number sentence?

$$11 - \text{snail} = 6$$



Session 4

18.06.20



day



month



year



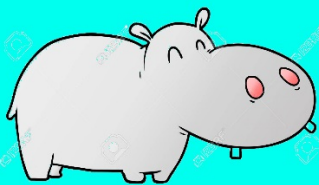
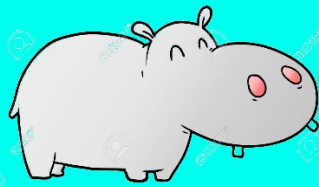
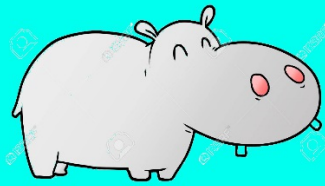
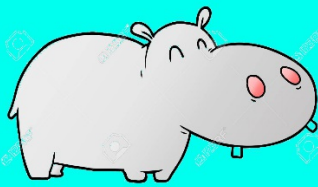
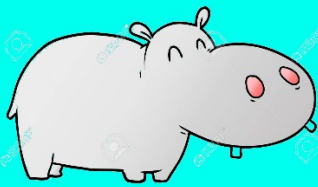
Super Starter:

Visualising number
time!



See the number, say
the number!

What number can you see?

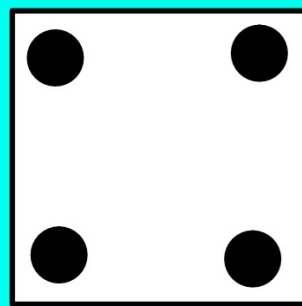
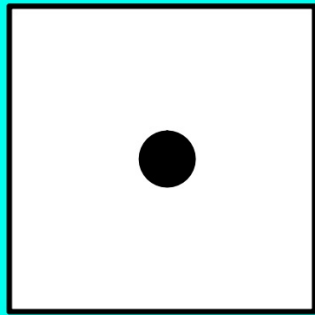


Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?

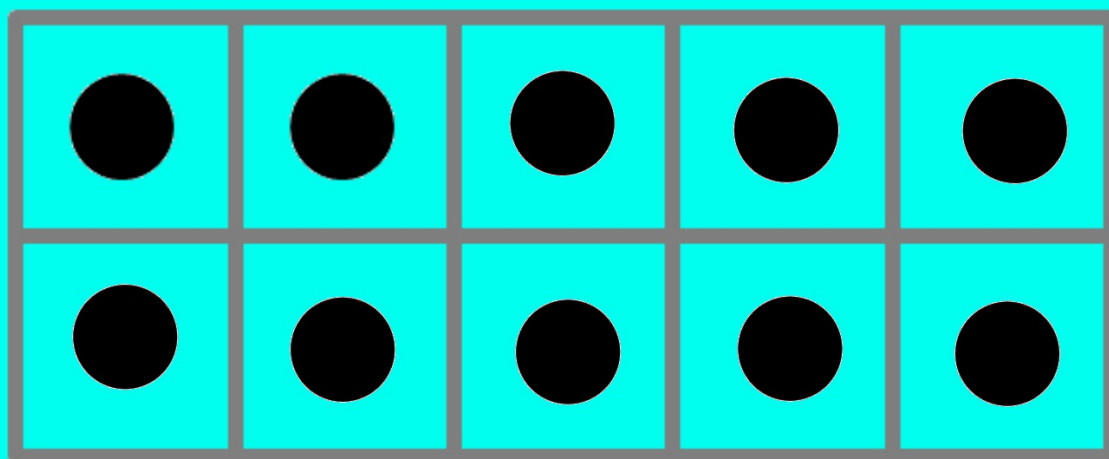


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Convince me...

What number can you see?

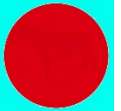
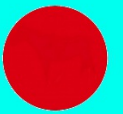
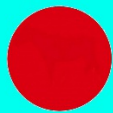


Show me...



How do you know that?
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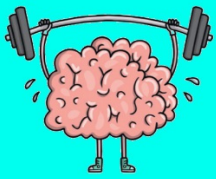
What number can you see?



Show me...



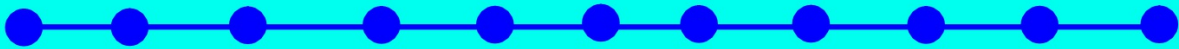
How do you know that?
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Convince me...



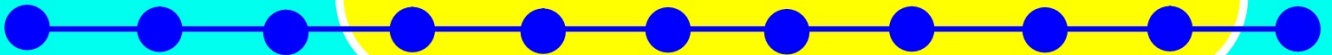
Super Starter:



0 1 2 3 4 5 6 7 8 9 10



10 11 12 13 14 15 16 17 18 19 20



What is one more and one less?



LO: To subtract amounts
in different ways.



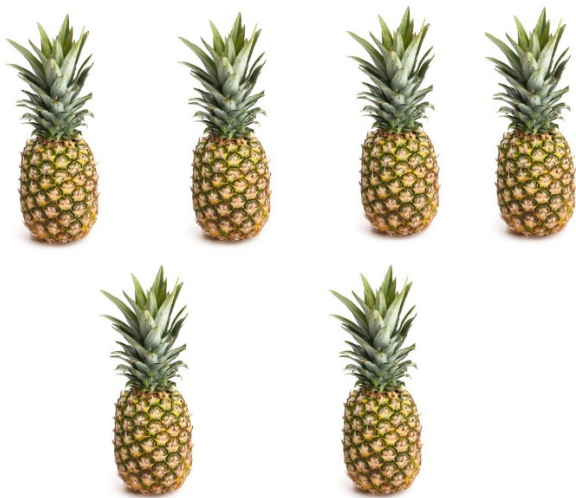
Steps to success

I can:

- say what subtract means
- say the number sentence
- use the strategy I know to find the answer

Take away

$$\boxed{6} - \boxed{2} = \boxed{}$$



8

-

3

=



7

-

5

=

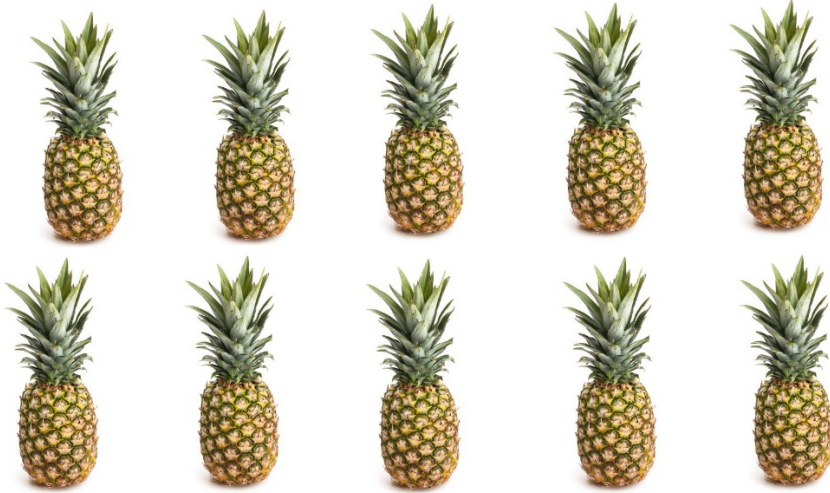


10

-

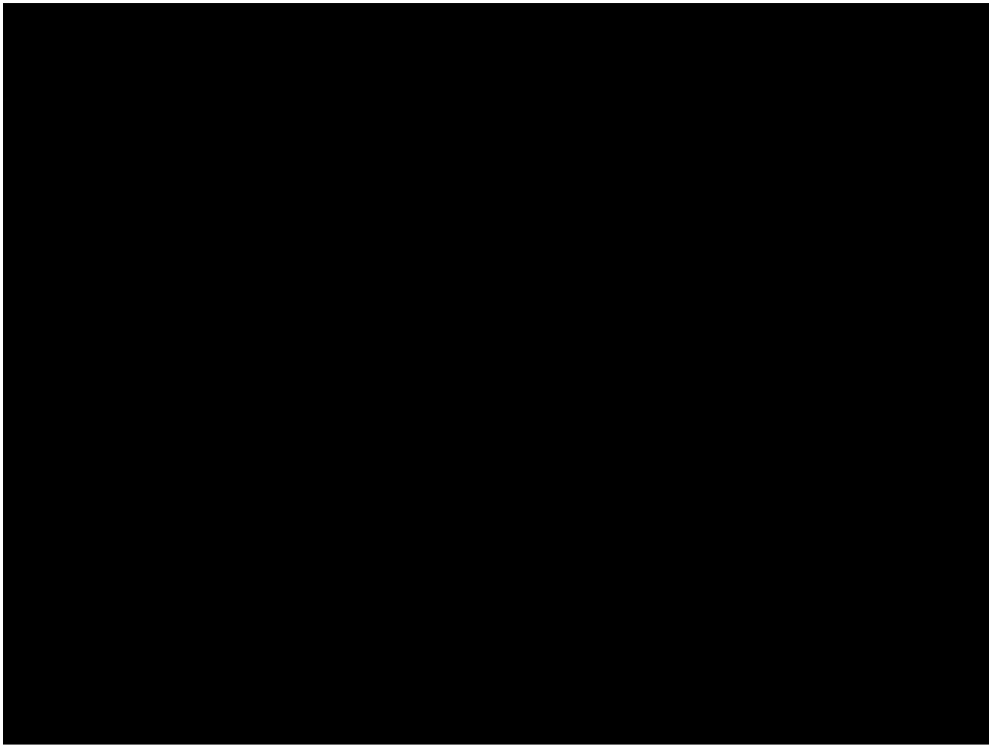
4

=

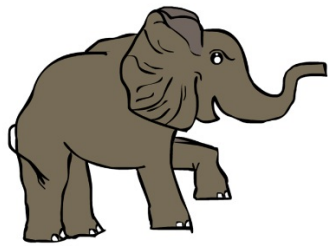


Plenary:

The cheeky animals keep stealing the fruit.
Can we work out the number problems?



You have 5 fruits. I steal 4.
How many do you have
left?



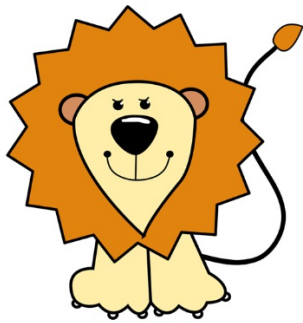
Number sentence:

You have 6 fruits. I steal 3.
How many do you have
left?



Number sentence:

You have 9 fruits. I steal 5.
How many do you have
left?

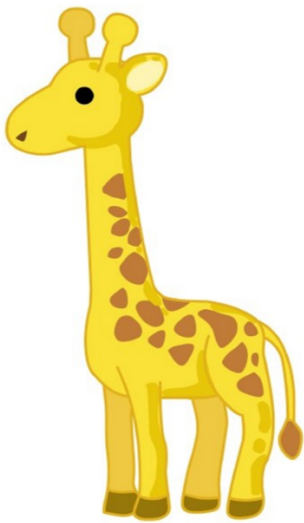


Number sentence:

Plenary:

Can you do this number sentence independently?

$$9 - 5 =$$



Session 5



day

19.06.20



month



year



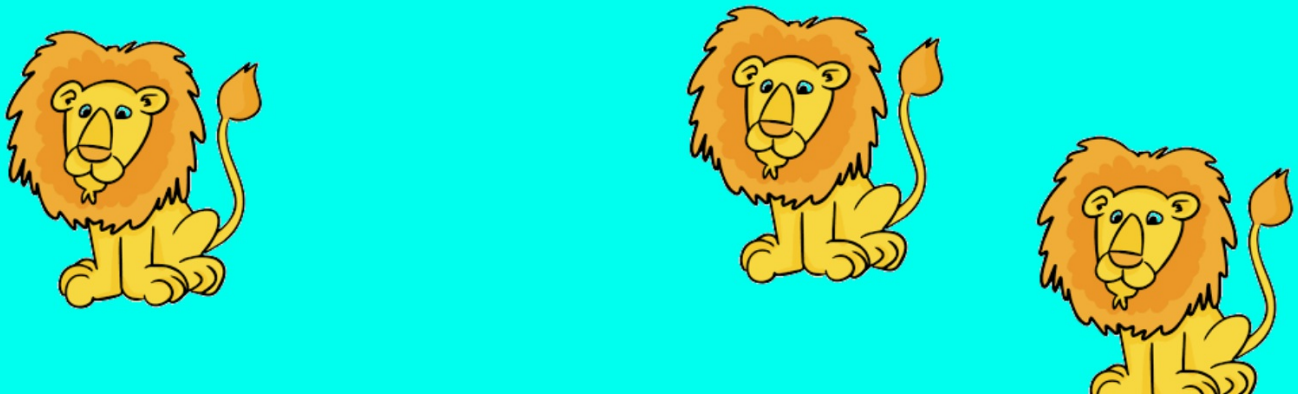
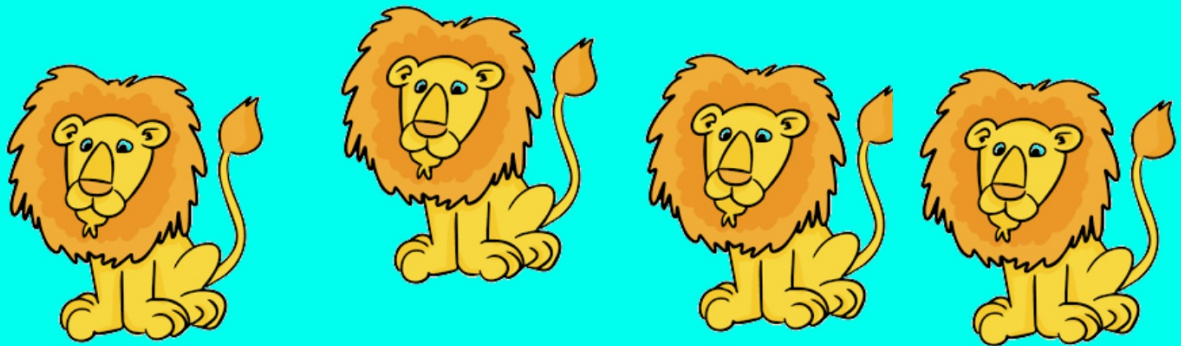
Super Starter:

Visualising number
time!



See the number, say
the number!

What number can you see?

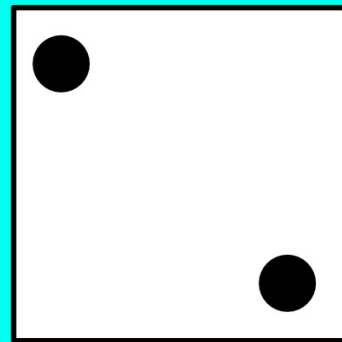
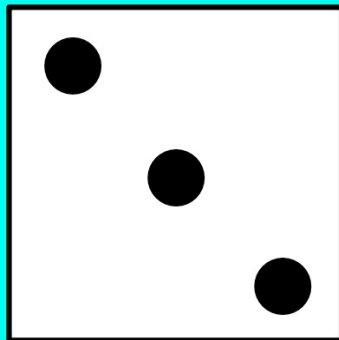


Show me...



How do you know that?
What did you do?
Convince me...

What number can you see?

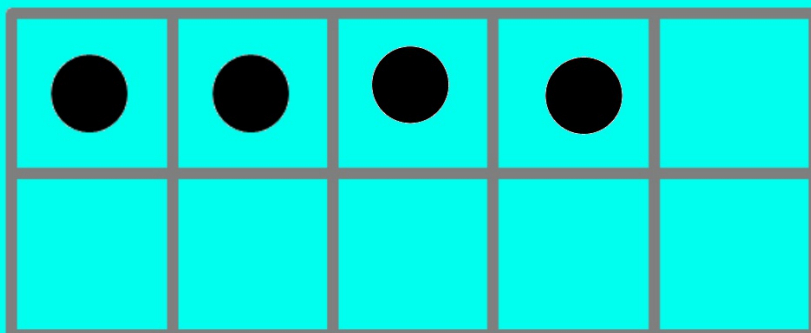
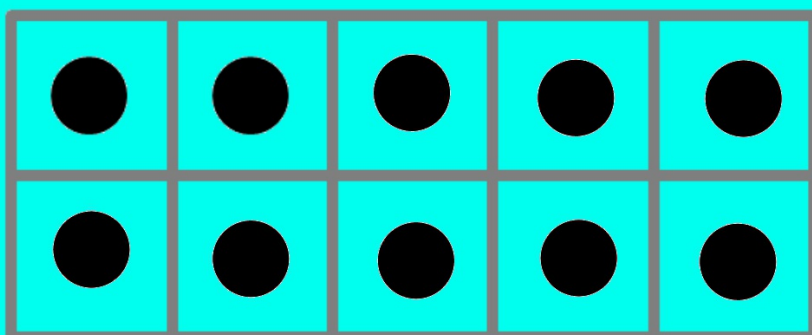


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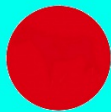


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How do you know that?
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Convince me...

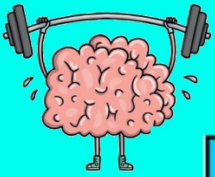
What number can you see?



Show me...



How do you know that?
What did you do?
Convince me...



Super Starter:

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

Let's practise counting to 20 in 2s!



LO: To subtract amounts
in different ways.



Steps to success

I can:

- say what subtract means
- say the number sentence
- use the strategy I know to find the answer

Let's practise using a numberline to subtract

$$\boxed{10} - \boxed{5} = \boxed{}$$



$$\boxed{9} - \boxed{3} = \boxed{}$$



$$\boxed{12} - \boxed{6} = \boxed{}$$



$$\boxed{15} - \boxed{5} = \boxed{}$$

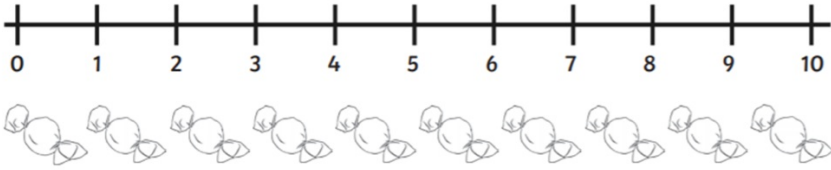
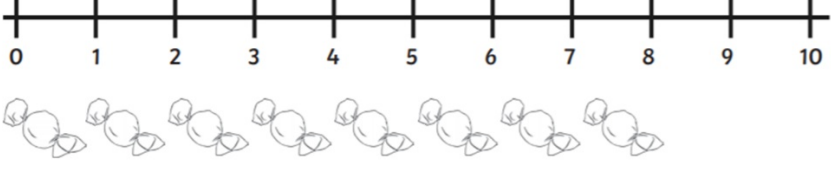
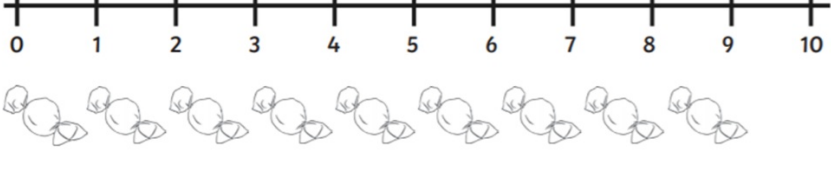


$$\boxed{18} - \boxed{5} = \boxed{}$$



Plenary:

Let's practise our numberline skills!

$10 - 5 =$	 <p>A horizontal number line with tick marks labeled from 0 to 10. Below the number line, there are 10 small line drawings of apples, each with a stem and two leaves, arranged in a single row.</p>
$8 - 6 =$	 <p>A horizontal number line with tick marks labeled from 0 to 10. Below the number line, there are 8 small line drawings of apples, each with a stem and two leaves, arranged in a single row.</p>
$9 - 4 =$	 <p>A horizontal number line with tick marks labeled from 0 to 10. Below the number line, there are 9 small line drawings of apples, each with a stem and two leaves, arranged in a single row.</p>

