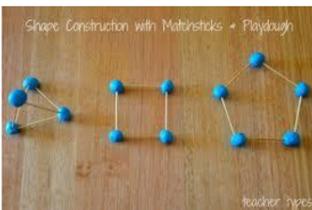
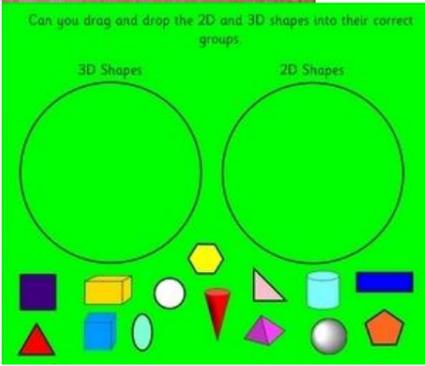
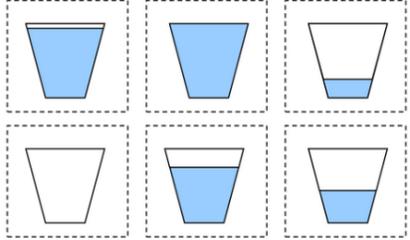




Churchill Park School

Mid Term Plan – Key Stage - - Food and Festivals

Math – Measurement and Geometry

	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>Objective: To identify/handle 2D shapes (including describing properties)</p> <p>Success Criteria:</p> <p>Support: I can find big and small objects on request from a choice of two (S5) I can match 2D shapes (S6) I can pick out described shapes from collection, e.g. picking out all the round shapes in the classroom, or finding shapes with straight objects when shown an example (S7) I can respond to mathematical vocabulary such as straight, circle, larger, to describe the shape and size of solids, shapes and flat shapes (S8) Core: I can sort, match and name common 2D shapes (S9) Extension: I can compare and sort common 2D and 3D shapes and everyday objects (S12) I can identify and describe the properties of 2D shapes, including the number of sides and any symmetry (S12) LOtC: Find 2D shapes around the school/outside Find shapes on the playground – Use small/big shapes SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities:</p> <p>http://www.topmarks.co.uk/Search.aspx?q=2d%20shapes http://www.bbc.co.uk/bitesize/ks1/maths/shapes/play/popup.shtml http://www.mathlearningcenter.org/web-apps/geoboard/ http://www.mathlearningcenter.org/web-apps/pattern-shapes/ http://www.mathcats.com/explore/polygon_s.html http://www.iboard.co.uk/activities/path/understanding-shape-and-space_2d-shapes/subject/maths http://www.sheppardsoftware.com/mathgames/earlymath/shapes_shoot.htm http://www.iboard.co.uk/activity/Guess-the-Hidden-Shape-605</p> <ul style="list-style-type: none"> • Geoboard activities – interactive and physical activity • Name the shape activity – PowerPoint • Have physical shapes to show pupils to identify • Sort shapes by properties – number of sides/straight-curved edges • Shape Bingo • Match name to shape 	<p>Objective: To identify/handle 3D shapes (Including describing properties)</p> <p>Success Criteria:</p> <p>Support: I can Manipulate 3D shapes, e.g. putting shapes in a shape sorter (S6) I can respond to mathematical vocabulary such as straight, circle, larger, to describe the shape and size of solids, shapes and flat shapes (S8) Core: I can sort, match and name common 3D shapes (S10) Extension: I can compare and sort common 2D and 3D shapes and everyday objects (S12) I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces (S12) LOtC: Find 3D shapes around the school/outside Find shapes on the playground – Use small/big shapes SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities:</p> <p>http://www.topmarks.co.uk/Flash.aspx?a=activity20 http://www.math-play.com/3d-shapes-game/3d-shapes-game.html</p> <ul style="list-style-type: none"> • 3D shapes in the environment – look around the classroom what 3D shapes can you find? • Create 3D shapes using lolly sticks, spaghetti and marshmallows • Describe properties of 3D shapes • Match shapes to their properties • Make 3D nets  	<p>Objective: To measure length</p> <p>Success Criteria:</p> <p>Support: I can compare the overall size of an object (S6) I can compare objects directly, focusing on one dimension such as length or height where the difference is marked indicating 'the long one' or 'the tall one' (S8) Core: I can begin to measure objects using standard units of measurements (S10) I can measure and begin to record the following; length and height, mass and weight, capacity and volume (S11) Extension: I can compare and order lengths (S12) I can measure, compare, add and subtract lengths, mass, volume and capacity (S13) I can choose and use appropriate standard units to estimate and measure length/height in any direction, mass, temperature and capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (S12) LOtC: Find objects around the school/outside – Can you put them into length order? SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities:</p> <p>http://www.iboard.co.uk/activities/path/measuring_length/subject/maths http://mathszone.co.uk/measuring/length/ http://interactivesites.weebly.com/measuring.html</p> <ul style="list-style-type: none"> • Measure length/height of pupils – then put into height order • Order objects by length – shortest – longest • Use cubes to make different length towers and then order by size • Measure objects using non-standard e.g. paper clips and then standard units of measurements 	<p>Objective: To measure perimeter and area of shapes</p> <p>Success Criteria:</p> <p>Support: I can compare the overall size of an object (S6) Core: I can begin to measure objects using standard units of measurements (S10) Extension: I can measure the perimeter of simple 2D shapes (S13) LOtC: Find the perimeter of the corridor outside your classroom SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities:</p> <p>http://interactivesites.weebly.com/areaperimeter.html http://www.topmarks.co.uk/Search.aspx?q=perimeter</p> <ul style="list-style-type: none"> • PowerPoint activity on perimeter and area to introduce concepts • Use rulers to measure perimeters of drawn shapes in pupils books • Draw 2D shapes on the playground/quad – find the perimeter • Use craft tape to make polygons • Use geoboards to find perimeter and area of shapes • Lego bricks/cubes to represent idea of square units • Create name banners for pupils in the class – Find area and perimeter of entire name <p>You could also look at angles for your extension group</p>	<p>Objective: Volume and Capacity</p> <p>Success Criteria:</p> <p>Support: I can familiar words in practical situations when comparing sizes and quantities, e.g. using the words: heavy, light, more, less, enough, not enough (S7) I can compare the capacity and volume of two objects where there is a marked difference (S9) Core: I can compare the capacity and volume of two objects, where the difference is not marked (S10) I can measure and begin to record the following; length and height, mass and weight, capacity and volume (S11) Extension: I can measure, compare, add and subtract lengths, mass, volume and capacity (S13) I can choose and use appropriate standard units to estimate and measure length/height in any direction, mass, temperature and capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (S12) LOtC: Food tech room SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities:</p> <p>http://www.bbc.co.uk/schools/starship/maths/games/alien_cookbook/big_sound/full.shtml - Volume and weight http://www.iboard.co.uk/iwb/Measure-Capacity-Simple-114 http://www.bbc.co.uk/skillswise/game/ma23capa-game-taking-measures-capacity http://mathszone.co.uk/measuring/volume-and-capacity/measuring-cylinder-nns-itp/</p> <ul style="list-style-type: none"> • Order cups – Empty to Full • Look at drink bottles/cans – Which has the most liquid in? Which has the least liquid in? • Read measuring jugs • Capacity word problems • Capacity dominoes <p>Order the cups: empty to full.</p> 

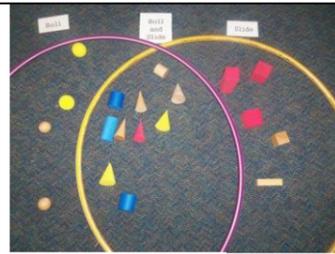
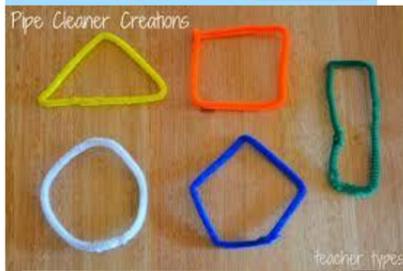
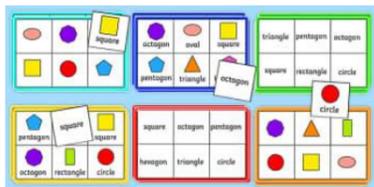
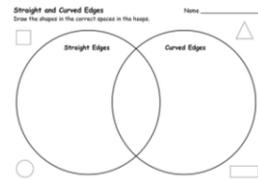


Churchill Park School

Mid Term Plan – Key Stage - - Food and Festivals

(Differentiated)

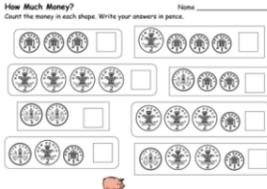
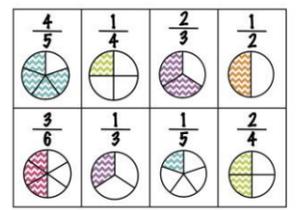
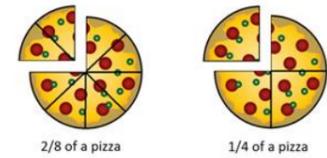
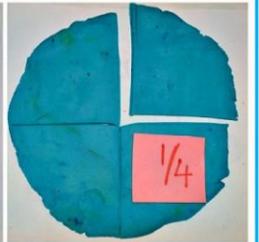
- Pupils to make 2D shapes out of lolly stick
- Fill in table – Properties of shapes
- Make shapes with Elastic bands – use huge piece of elastic to get pupils to move inside to make shape





Churchill Park School

Mid Term Plan – Key Stage - - Food and Festivals

Week 6	Week 7	Week 8	Week 9	Week 10																				
<p>Objective: Weight</p> <p>Success Criteria: Support: I can use familiar words in practical situations when comparing sizes and quantities, e.g. using the words: heavy, light, more, less, enough, not enough (S7) Core: I can compare and describe two objects directly. Compare the mass and weight of two objects (S10) I can measure and begin to record the following; length and height, mass and weight, capacity and volume (S11) Extension: I can read relevant scales to the nearest numbered unit (S12) I can choose and use appropriate standard units to estimate and measure length/height in any direction, mass, temperature and capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (S12) LotC: Food tech room SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities: http://www.bbc.co.uk/schools/starship/maths/games/alien_cookbook/big_sound/full.shtml - Volume and weight</p> <ul style="list-style-type: none"> • Weight a range of different objects using scales – order lightest – heaviest • Show pupils a range of different packaged foods, can they predict which is lightest/heaviest by holding items in their hand? Or by looking at them? E.g which will be heavier, a tin of beans or a box of cereal? • Reading scales • Sort items into light/heavy  	<p>Objective: Recognise coins</p> <p>Success Criteria: Support: I can complete a range of classification activities using a given criteria, e.g. sorting a pile of coins by shape, colour and size (S7) I can sort coins from other objects (S8) I can recognise some coins (S9) Core: I can recognise all coins (S10) Extension: I can recognise and know the value of different denominations of coins and notes (S11) LOtC: Find coins around the school/outside SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities: http://www.topmarks.co.uk/Flash.aspx?f=coins http://www.topmarks.co.uk/money/toy-shop-money http://www.topmarks.co.uk/Flash.aspx?f=PostSortingcalculationsv2 http://www.topmarks.co.uk/Flash.aspx?f=PriceListsv5 http://www.ictgames.com/moneyPage.htm http://www.teachingmoney.co.uk/ Range of different games involving money</p> <ul style="list-style-type: none"> • Simple baseline assessment to recognise coins – Play as a whole class game • Sort coins from other objects • Sort coins by shape/size/amount • Dominoes • Coin bingo  	<p>Objective: Add and subtract money</p> <p>Success Criteria: Support: I can sort coins from other objects (S8) I can recognise some coins (S9) I can begin to understand coins have value (exchange) (S9) Core: I can pay for items using coins combining two within 10p (S10) Extension: I can recognise and use symbols for pounds and pence; combine amounts to make a particular value and match different money combinations of coins to equal the same amounts of money; add and subtract money of the same unit (S12) LOtC: Find coins to add/subtract together around the school SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities: http://www.topmarks.co.uk/Flash.aspx?f=coins http://www.topmarks.co.uk/money/toy-shop-money http://www.topmarks.co.uk/Flash.aspx?f=PostSortingcalculationsv2 http://www.topmarks.co.uk/Flash.aspx?f=PriceListsv5 http://www.ictgames.com/moneyPage.htm http://www.teachingmoney.co.uk/ Range of different games involving money</p> <ul style="list-style-type: none"> • Find different ways of finding the same amount using different coins • Add different coins together (differentiate based on pupils) • Pick coins from pot – add/subtract amounts <p>How Much Money? <small>Count the money in each shape. Write your answers in pence.</small></p>  <p>Coin Number Line <small>For each value, show the smallest number of coins you can use.</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1p</td><td>2p</td><td>3p</td><td>4p</td><td>5p</td><td>6p</td><td>7p</td><td>8p</td><td>9p</td><td>10p</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table> <p>Use these coins: </p>	1p	2p	3p	4p	5p	6p	7p	8p	9p	10p											<p>Objective: Add and subtract money (Including paying for items using coins)</p> <p>Success Criteria: Support: I can sort coins from other objects (S8) I can recognise some coins (S9) I can begin to understand coins have value (exchange) (S9) Core: I can pay for items using coins combining two within 10p (S10) Extension: I can recognise and know the value of different denominations of coins and notes (S11) Extension: I can add/subtract amounts of money to give change, using both pounds and pence in practical contexts (S13) LOtC: Go to the local shop and pay for items – checking you have the right amount of change. SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities: http://www.topmarks.co.uk/Flash.aspx?f=coins http://www.topmarks.co.uk/money/toy-shop-money http://www.topmarks.co.uk/Flash.aspx?f=PostSortingcalculationsv2 http://www.topmarks.co.uk/Flash.aspx?f=PriceListsv5 http://www.ictgames.com/moneyPage.htm http://www.teachingmoney.co.uk/ Range of different games involving money</p> <ul style="list-style-type: none"> • Add amounts using column addition, taking note of the decimal place • Solve money word problems • Set up a shop – get pupils to buy things, and count out their own change • Go to the shop, give pupils £1 and see what they can buy with that. 	<p>Objective: Identifying Fractions</p> <p>Success Criteria: Support: I can sort or match objects or pictures recognising similarities (S5) I can create a whole using parts of that shape I can split a shape in half and quarters Core: I can recognise, find and name a half and a quarter as one, two or four equal parts of an object or shape (S10) Extension: I can recognise, find and name a half and a quarter as one of two/four equal parts of an object, shape and quantity (S11) LOtC: Find fractions around the school to add together. SMSC: Developing deep thinking and questioning Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning</p> <p>Suggested Activities: http://resources.hwb.wales.gov.uk/VTC/ngfl/ngfl-flash/fractions/fractions.html http://www.topmarks.co.uk/Flash.aspx?f=WhatFractionv3 http://www.iboard.co.uk/activity/Fraction-Machine-Tool-377 https://phet.colorado.edu/sims/html/fraction-matcher_en.html</p> <ul style="list-style-type: none"> • PowerPoint introducing fractions • Label fractions • Make a whole from different fractions • Use playdoh to make fractions • Use food to make fractions    
1p	2p	3p	4p	5p	6p	7p	8p	9p	10p															



Churchill Park School
Mid Term Plan – Key Stage - - Food and Festivals

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Week 11

Objective: Fractions

Success Criteria:

Support: I can create a whole using parts of that shape

I can split a shape in half and quarters

Core: I can recognise, find and name a half and a quarter as one of two/four equal parts of an object, shape and quantity (S11)

Extension: I can recognise, find, name and write fractions ($\frac{1}{4}$, $\frac{1}{2}$) of a length, shape or set of objects. Write simple fractions, e.g. $\frac{1}{2}$ of 6=3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (S12)

I can recognise and use fractions as numbers, unit fractions or non-unit fractions. Recognise and show, using diagrams, equivalent fractions with small denominators.

Add and subtract fractions within the same denomination within one whole.

Solve problems that involve all of the above (S13)

LOtC: Survey around the school

SMSC: Developing deep thinking and questioning

Using IT: Interactive games/whiteboard, PowerPoints and use of iPad to take photos of pupils' learning

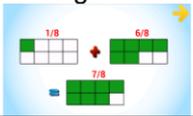
Suggested Activities:

Suggested Home Learning

- Ask your child what they have been learning in Maths – Get them to explain to you what activities they have completed
- Use websites (Links above) to consolidate learning and practice skills
- Ask your child to recognise 2D and 3D shapes in the environment
- Ask your child to explain why it is that shape – what are the properties?
- Encourage your child to identify coins/notes
- Encourage your child to be responsible for their own money and recognise the value of money e.g. what can £1 buy?
- Encourage your child to pay for items at the shop and count the change, making sure they have the correct change.



Churchill Park School
Mid Term Plan – Key Stage - - Food and Festivals

	<p>http://resources.hwb.wales.gov.uk/VTC/ngfl/ngfl-flash/fractions/fractions.html http://www.topmarks.co.uk/Flash.aspx?f=WhatFractionv3 http://www.iboard.co.uk/activity/Fraction-Machine-Tool-377 https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html</p> <ul style="list-style-type: none">• Simplify fractions• Match fractions• Adding/subtracting fractions 				
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