Maths Weekly Plan: Year 1 and 2

Block C1.c: Know days of the week and hours in a day, and order events in time
Block C1.d: Know the months and seasons of the year

	Mental oral starter	Objectives	Main teaching	Activities: Group 1 (Y1)	Activities: Group 2 (Y1)	Activities: Group 3 (Y2)	Activities: Group 4 (Y2)	Plenary	Outcomes
Day 1	**Partition 'teens' numbers into 10 plus units.** Give each child a number card 0–10. Count in unison along 0–20 number line until you reach 17. *What number is this?* Chn show you 10 toes and 7 fingers. *Take away 10 toes, how many are left?* Any child with a 7 card gets a cube. Rpt.	**Y1** • Order familiar events in time • Know the days of the week **Y2** • Use units of time and know the relationship between them: hours in a day, days in a week	**All** Read *The Very Hungry Caterpillar*. Recite **days** of **week** in order. Open book at day other than **Saturday** or **Sunday**. *What's the day? What does the caterpillar eat? What day comes **next**?* Continue like this, turning to different pages in the book and repeating the questions. **Y2** *How many **hours** in a day?* Show clock. *12 in a day, 12 in a **night**: 24 hours.* Show hands. *Short hand shows hours; long hand **minutes**.* Set to 12 o'clock. *What do we do at 12? Lunch.* Move hands round, asking what we do at each hour. Back to 12: ***Midnight*** *and* ***midday***. **[ITR Y2 C1.c]**	Y1 C1.c.1 Ordering day of the week cards (TA)	Y1 C1.c.5 Making a zig-zag book of pictures to represent days of the week	Y2 C1.c.1 Setting a clock to o'clock times and drawing pictures to represent hours of the day (T)	Y2 C1.c.2 Drawing pictures and matching to clock stamp to show hours of the day	Seat chn in circle. 1st child says ***Monday***, next says ***Tuesday***, … 7th says *Sunday. One week.* Continue on from Monday. *Two weeks.* Continue. *How many weeks have passed now that everyone has had a turn?*	**Y1** • Learn the days of the week in order **Y2** • Learn the days of the week in order • Learn that there are 24 hours in a day, made up of two sets of 12 hours
Day 2	**Find totals of two or three coins.** Blu-tack a large cardboard 5p coin and 2p coin onto board. Chn show **total** number of pence using their number fans: 7. Rpt with totals up to 20p and progressing to larger totals. Extend to **adding** three coins.		**All** Write days in **order**. Recite. Say what caterpillar ate each day. Write *The Very Hungry Child*. Chn say food for each day. Set clock to 12 o'clock. *Midday is **lunchtime**. What do we eat?* Set to breakfast and dinner times. *What do we eat?* Discuss hours in a week. **[ITR Y1 C1.c]** **Y1** Teach chn rhyme to remember days of the week in order, eg *Solomon Grundy born on Monday, christened on Tuesday* etc. (You can make up a class rhyme). Practice rhyme, giving individual chn day of the week cards. As they say the rhyme they order themselves correctly.	Y1 C1.c.5 Making a zig-zag book of pictures to represent days of the week (T)	Y1 1.1 p27 Ordering days of the week	Y2 2.1 p26 Identifying and ordering days of the week	Y2 C1.c.7 Writing a poem for days of the week (TA)	Shuffle a set of number cards 1–12. Reveal one, eg 9. Choose 2 chn to say what they might be doing at that time in the **evening**, eg 9 o'clock: ***Bedtime***. Repeat for other numbers.	**Y1** • Learn the days of the week in order **Y2** • Learn the days of the week in order • Learn that there are 24 hours in a day, made up of two sets of 12 hours
Day 3	**Say a number 1 more or 1 less than a given number.** Give some chn number cards 1–100. Divide class into two teams: A is **1 more**; B is **1 less**. One child holds up their card. Chn in each team write their answers on whiteboards. Give teams 5 points if correct. Rpt.	**Y1** • Begin to know and order the months of the year • Know the seasons of the year	**All** Draw four columns on the board headed ***Winter***, ***Spring***, ***Summer***, ***Autumn***. *In Britain we have four **seasons**. Each one has different **weather**. Other countries have a different number of seasons, eg Indonesia has two: a wet season approx. Nov–Apr and a dry season approx. May–Oct.* Discuss. Point to winter. *What is the weather like in winter?* Draw clothes that we might wear in winter. Rpt for other seasons. Stress the weather to identify each season. **[ITR Y2 C1.d]**	Y1 1.1 p28 Matching pictures to seasons	Y1 1.1 p28 Matching pictures to seasons	Y2 C1.d.1 Relating months to seasons (TA)	Y2 C1.d.2 Ordering months with descriptions (T)	Give each pair a card with a season on it (use Y1 PCM 126). Draw weather symbol on board, eg sun. Chn holding the season card to match the weather stand up. Rpt for other symbols.	**Y1** • Learn the seasons and associate them with weather **Y2** • Learn the seasons and associate them with weather

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Week 6

	Mental oral starter	Objectives	Main teaching	Activities: Group 1 (Y1)	Activities: Group 2 (Y1)	Activities: Group 3 (Y2)	Activities: Group 4 (Y2)	Plenary	Outcomes
Day 4	**Give a number between two numbers.** Play 'Stand up'. Give a number card 10–50 to each child. *Stand up if your number is **between** 25 and 32.* Check their numbers. Extend: *Stand up if your number is **more than** 18 and **less than** 35.*	*(Continued)* **Y2** • Use units of time and know the relationship between them: months in a year, seasons in a year • Order the months of the year	**All** Use **month** cards **January–December**. Choose child to find January card and peg it to a washing line. Continue until line shows all 12 months. Point to and say months together. *How many months in a **year**?* Remind chn that spring, summer, autumn and winter are called seasons. Ask the class to remind you of the weather in each season. Group the months into seasons. Practise reciting months. Discuss whose **birthdays** are in which month. *Which season is your birthday in?* **[ITR Y1 C1.d]**	Y1 1.1 p29 Ordering the months of the year	Y1 C1.d.1 Identifying seasons and months (T)	Y2 C1.d.3 Saying the month that comes after a given month (TA)	Y2 C1.d.4 Playing a card game, finding the month that comes before or after a given month	Show chn 'knuckle method' for remembering months of year. Close fists, thumbs hidden. Start with the knuckle of the left-hand little finger. Each knuckle is a long month; each dip is a short month.	**Y1** • Learn the months of the year in order **Y2** • Learn the months of the year in order • Group months of the year into seasons
Day 5	**Add a 1-digit number to a 2-digit number, not crossing a ten.** Write five **additions** of 1-digit numbers to 2-digit numbers on board. Make sure that two of these are incorrect, eg 12 + 5 = 19. Chn work in pairs to 'mark' your work. Allow 5 mins for this then discuss their decisions.		**All** Choose a pair of chn to peg month cards January–December on a washing line in order. Discuss **current** month. *Who has a birthday in July?* Count the number of children and put that many pegs on that month. Repeat for the other months. *How many of us have a birthday in the summer months? Which month comes before November?* Ask chn to recite the months of the year, first looking at the line, and then without looking.	Y1 C1.d.2 Matching months and seasons (T)	Y1 C1.d.4 Sorting month cards by season (TA)	Y2 2.1 p27 Ordering the months of the year	Y2 2.1 p28 Ordering months	Chn born in Jan form a line. Chn born in Feb form line behind them, and so on. Shuffle month cards. Pick one and say it, eg *May*. All chn born in this month sit down. Winners are the last month standing.	**Y1** • Learn the months of the year in order • Group months of the year into seasons **Y2** • Identify each month in order; identify events and weather of that month

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Vocabulary
day
week
Monday, Tuesday, … Sunday
next
last
after
before
current
hour
minute
hour hand
minute hand
night
midnight
midday
order
morning
afternoon
evening
lunchtime
bedtime
season
winter, spring, summer, autumn
weather
month
year
January, February, … December
birthday
how old …?
total
add
addition
1 more/less
between
more/less than

Resources
number cards 0–10 (one card per child)
cubes
The Very Hungry Caterpillar by Eric Carle
large analogue clock with moveable hands
number cards 1–100
clock stamp
Blu-tack
large cardboard coins
number fans (one per child)
day cards Monday–Sunday (Y1 PCM 123)
individual whiteboards
month chart (3 × 4 grid with month names written at top of each space)
about four sets of month cards January–December (Y1 PCMs 124 and 125)
season cards winter–autumn
number cards 10–50 (one card per child)
washing line
about 45 pegs
counters