

Welcome to Year 1 live maths lesson

The session will begin at 10.55



Turn your camera and microphone off please



difference

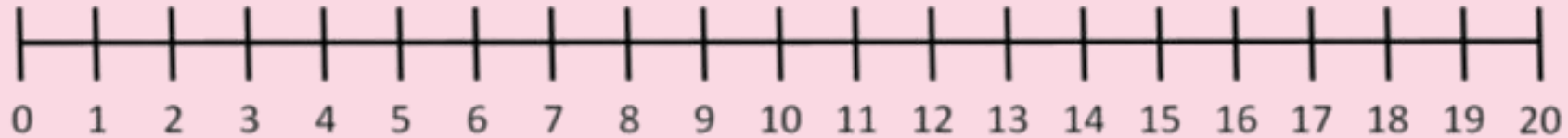
‘Make ten’



My turn

What is the difference between 8 and 13?

How can I show it on a number line?



New Learning

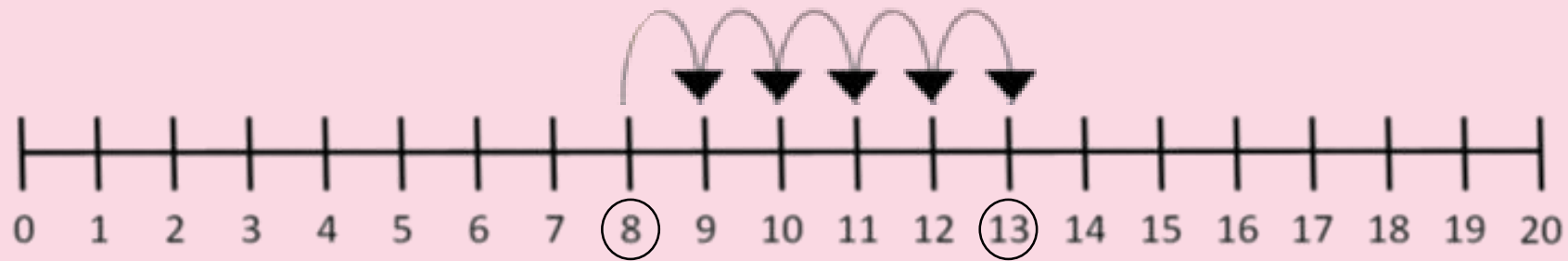
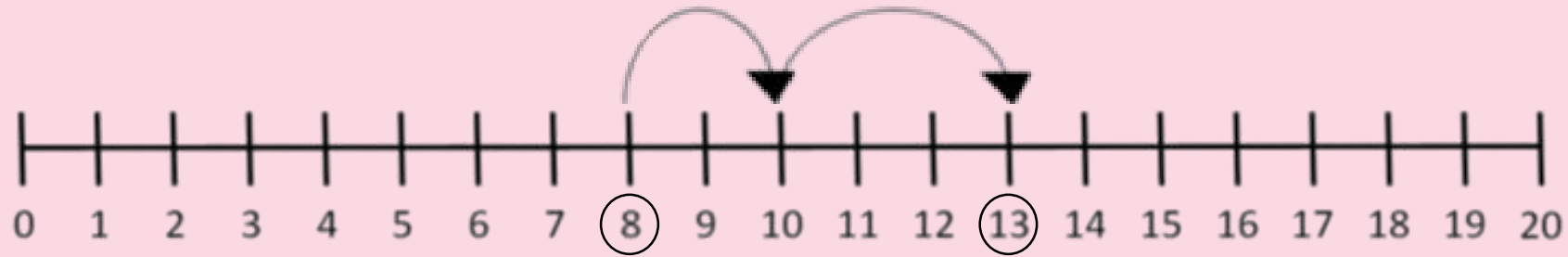




- Does it matter if we jump forwards or backwards? Will the number of jumps change if we jump backwards from 13 instead?
- Who can make a difference sentence about the numbers eight and 13? Can you make more than one sentence?
- We made five jumps of one from eight to 13. Can anybody think of a different way of jumping?



My turn



What's the same? What's different?



New Learning



Our turn

What is the difference between 7 and 15?

How can I show it on a number line?



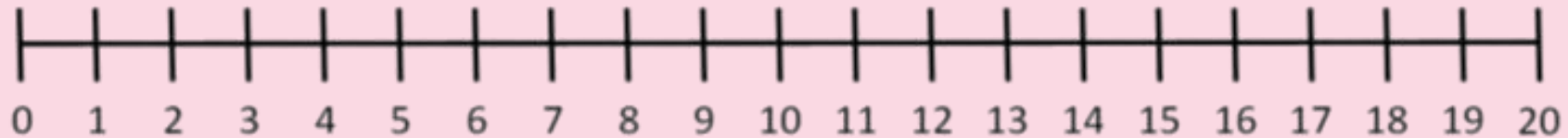
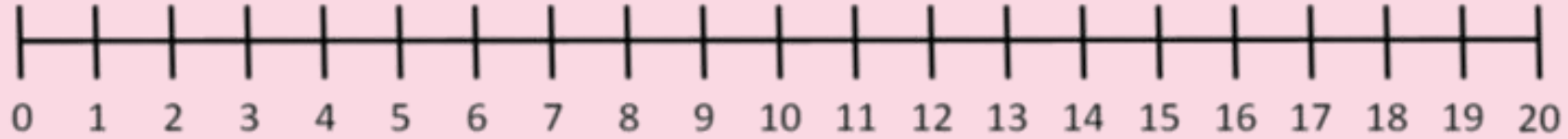
New Learning



Your turn

What is the difference between 9 and 18?

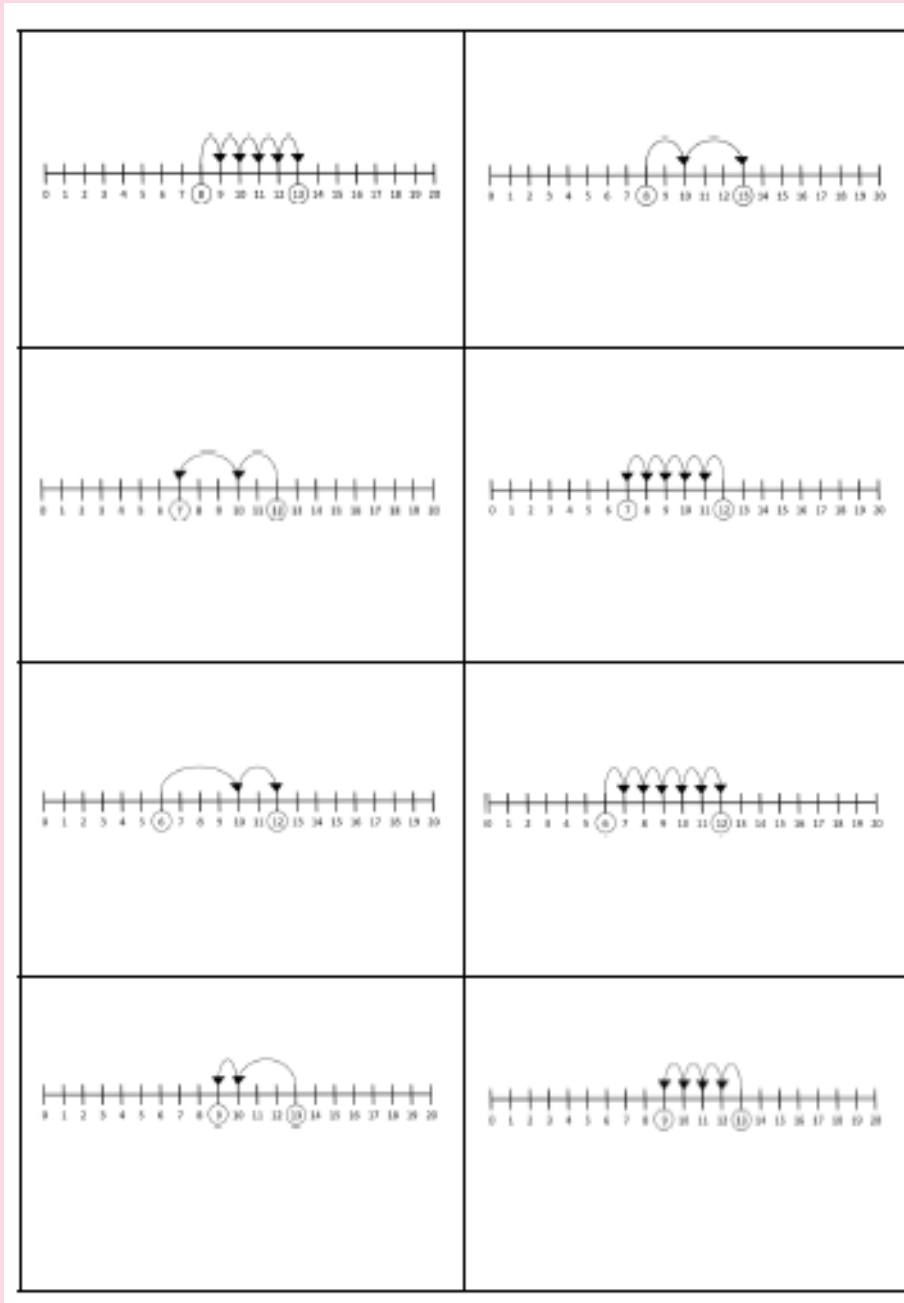
How can I show it on a number line?



New Learning

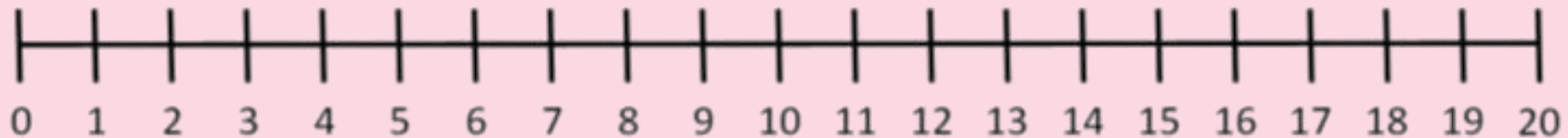
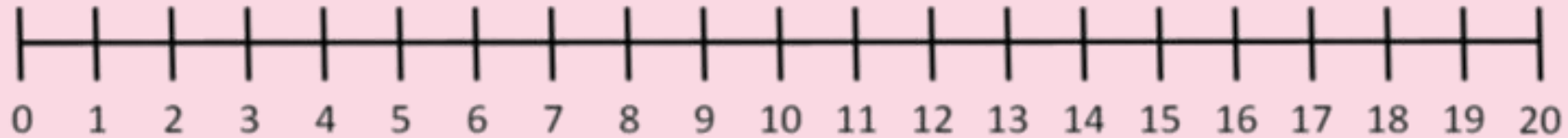


Talk task



My turn

What is the difference between 6 and 12?

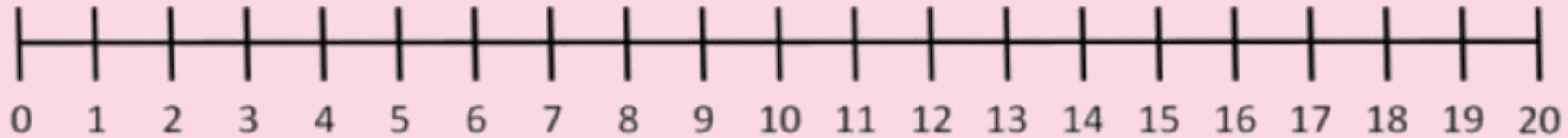
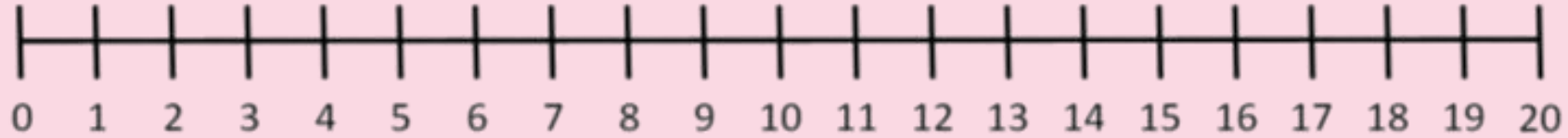


New Learning



Our turn

What is the difference between 9 and 13?



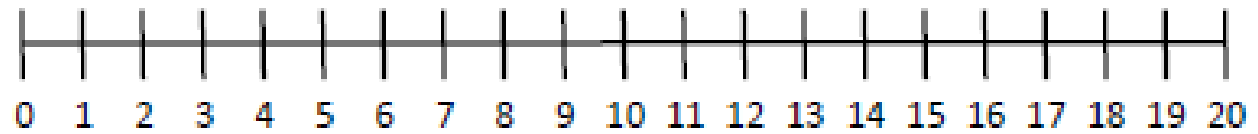
New Learning



Independent task

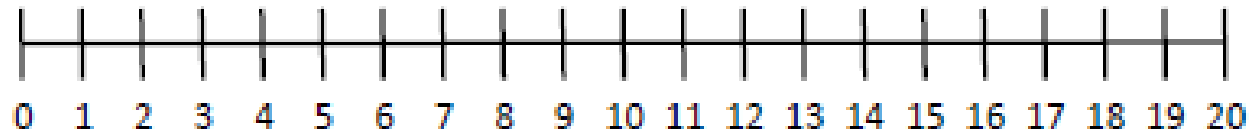


1) Find the difference between 9 and 15.



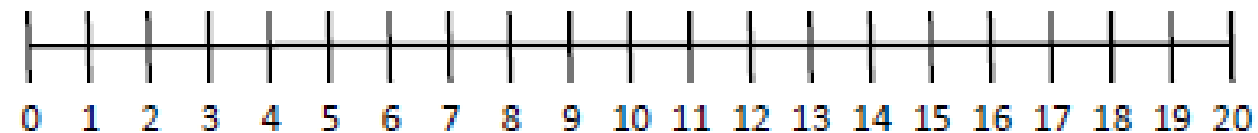
The difference between 9 and 15 is _____. I jumped _____ and then _____.

2) Find the difference between 8 and 14.



The difference between 8 and 14 is _____. I jumped _____ and then _____.

3) Find the difference between 7 and 13.



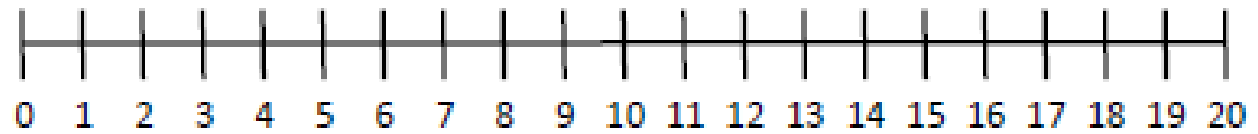
The difference between 7 and 13 is _____. I jumped _____ and then _____.



Independent task

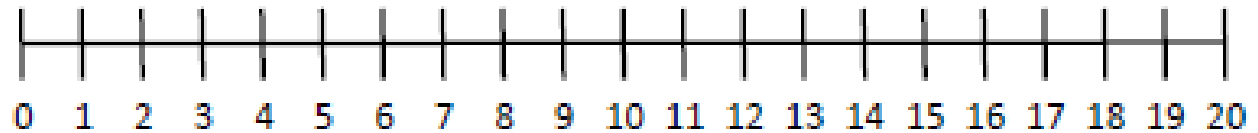


1) Find the difference between 9 and 15.



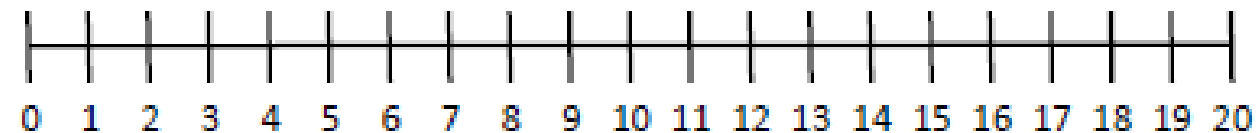
The difference between 9 and 15 is _____. I jumped _____ and then _____.

2) Find the difference between 8 and 14.



The difference between 8 and 14 is _____. I jumped _____ and then _____.

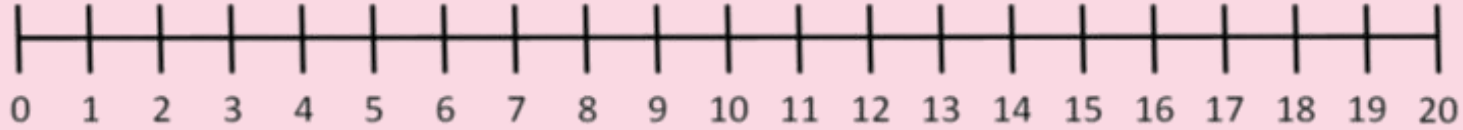
3) Find the difference between 7 and 13.



The difference between 7 and 13 is _____. I jumped _____ and then _____.



Applying a context to the number line



I have £12 in my piggy bank and my sister has £7. What is the difference between the amount of money we have?

How else could we use a number line to solve this?



Plenary



Feedback

Was there anything you found tricky?

Was there anything you thought you did well with?

How can we help you?

		9.05 – 9.30	09.30 – 10.00	10.00 – 10.30	10.30 – 10.35	10.35 – 11.45	11.45 – 12.45	12.45 – 2.00		2.05 - 2.30	2.30 - 2.40	2.40 – 2.55
Monday	Self-directed and movement activity	PE (Go noodle/Joe Wicks)	Whole School Assembly LIVE	Spelling and Grammar LIVE	Break	Maths - LIVE	Lunch	PSHCE – LIVE (12.45 – 1.05)	ART - LIVE	Handwriting - LIVE	Phonics LIVE	Story time - LIVE
Tuesday	Self-directed and movement activity	ART (Recorded/Video on Teams)	Phonics - LIVE			Maths - LIVE		Science LIVE	Handwriting - LIVE	Phonics LIVE	Story time - LIVE	
Wednesday	Self-directed and movement activity	MyDn/Timoteo Rock stars	Phonics - LIVE			Maths - LIVE		History - LIVE	Handwriting - LIVE	Phonics LIVE	Story time - LIVE	
Thursday	Self-directed and movement activity	PE (Go noodle/Joe Wicks)	Phonics - LIVE			Maths - LIVE		Language (Teams Assignment)	Religious Education LIVE	Computing LIVE	Singing Assembly 2:50 – 3:00 LIVE	
Friday	'Screen free' Friday											