

# Welcome to Year 1 live maths lesson

The session will begin at 10.40

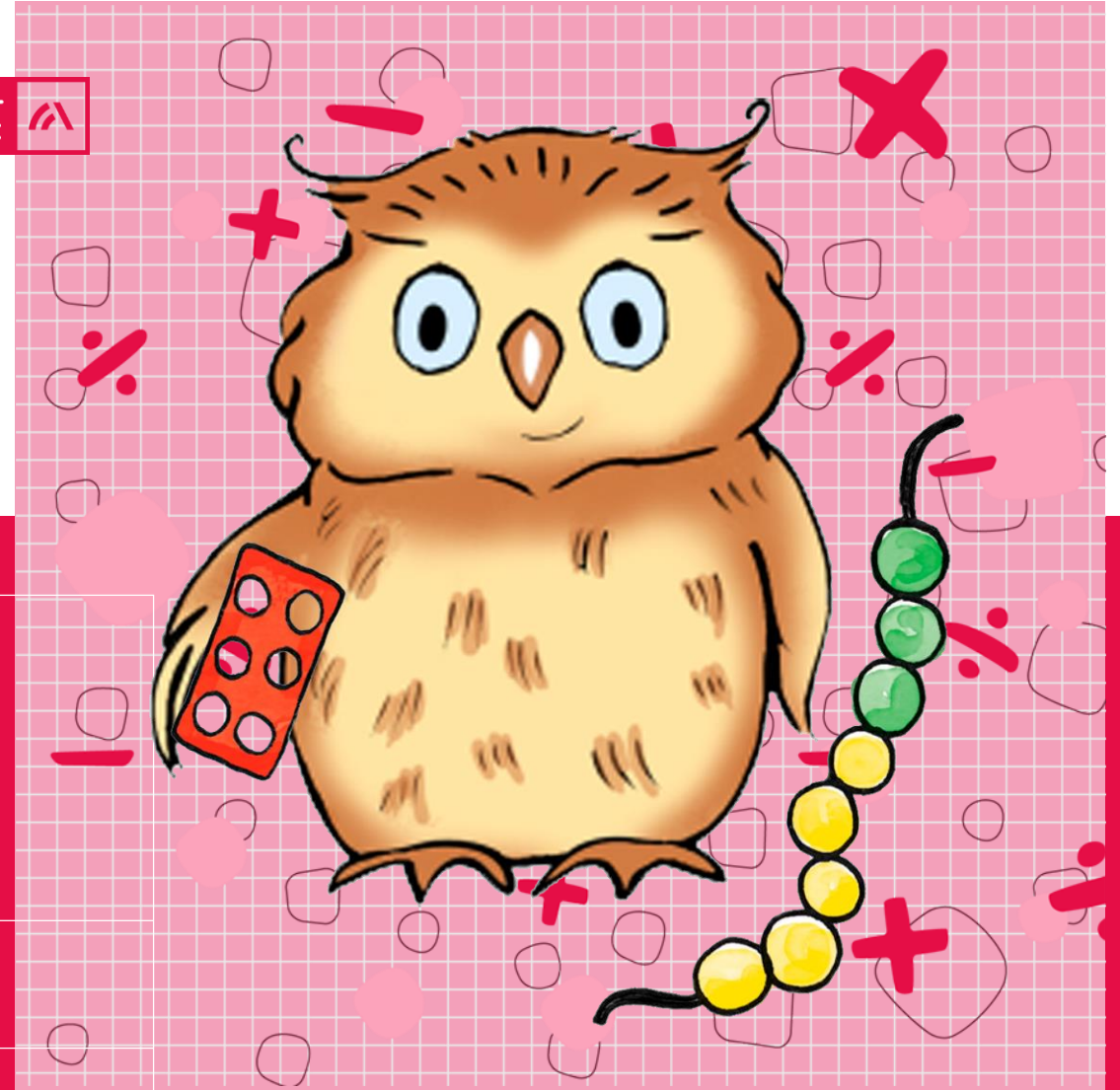


Turn your camera and microphone off please

# Year 1 Unit 8: Numbers to 50

## Lesson 8: Counting in twos and fives

Mathematics  
**Mastery**



# Five tennis

Counting in fives



Do Now



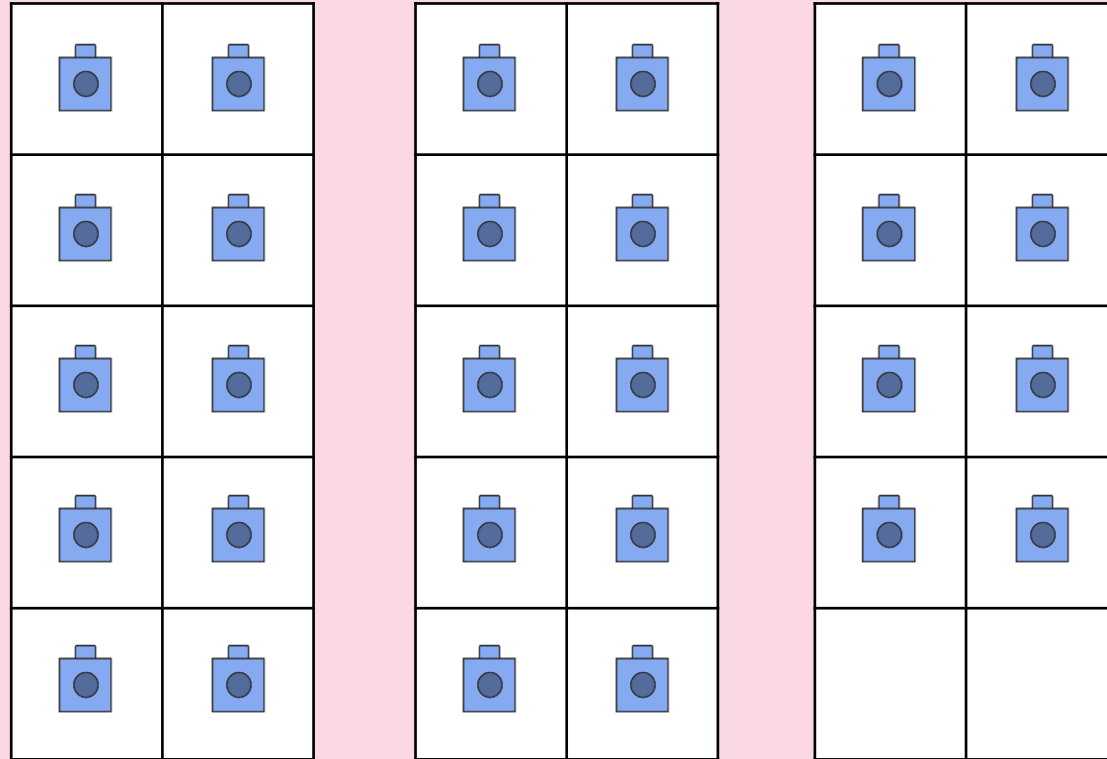


**groups of five**

**groups of two**



# My turn



How could we count the cubes?



New Learning



































# New Learning

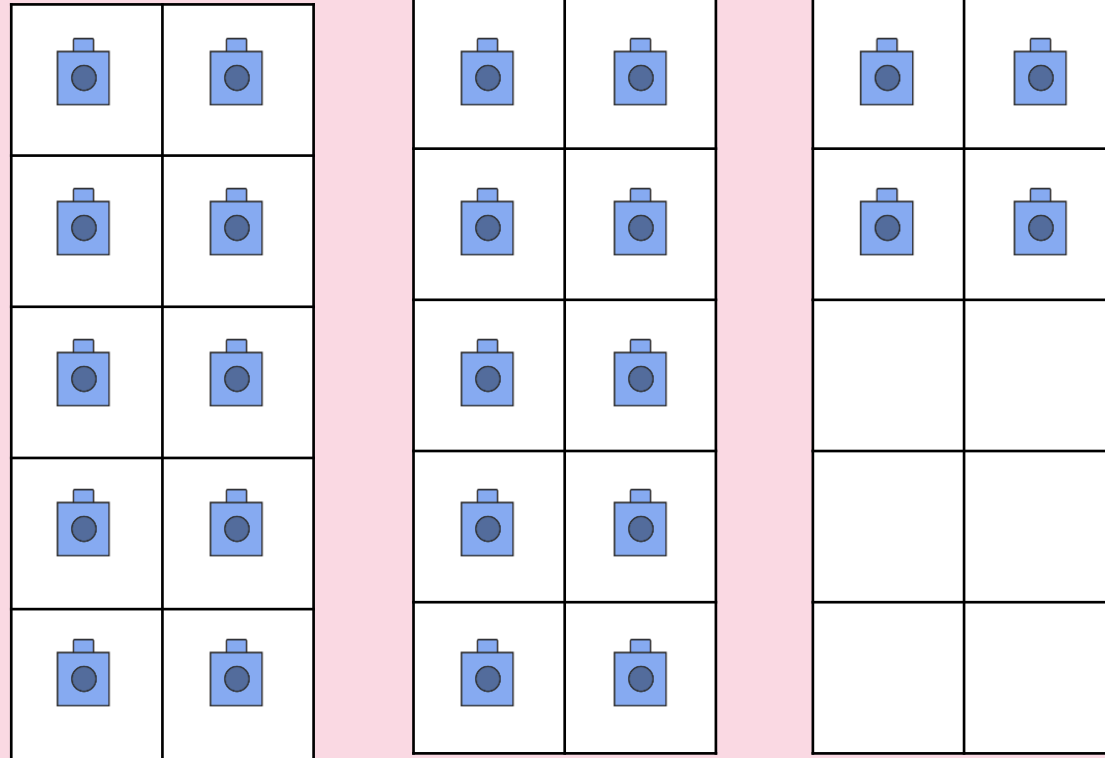


# Our turn



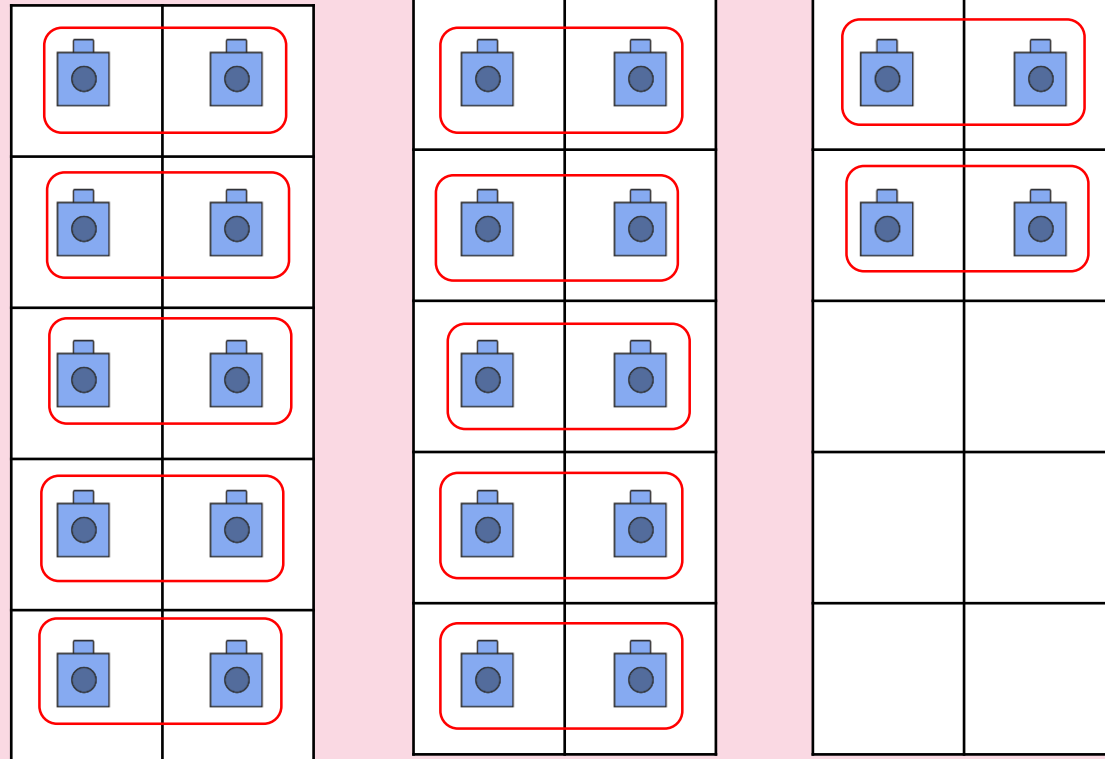
How could we count the cubes?



New Learning



# Our turn



How could we count the cubes?





















New Learning





Your turn











	
	
	
	












New Learning



# Your turn




New Learning

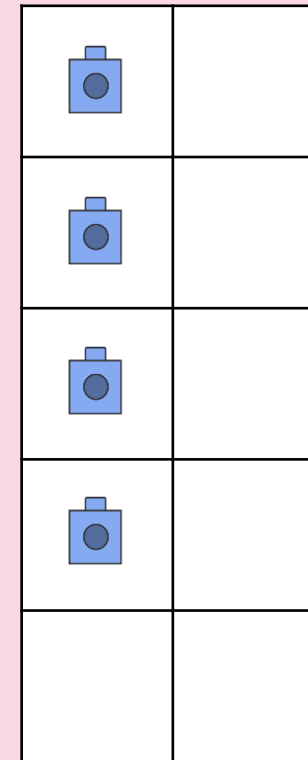
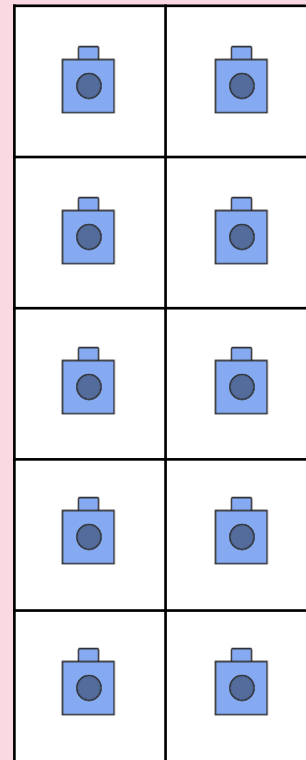
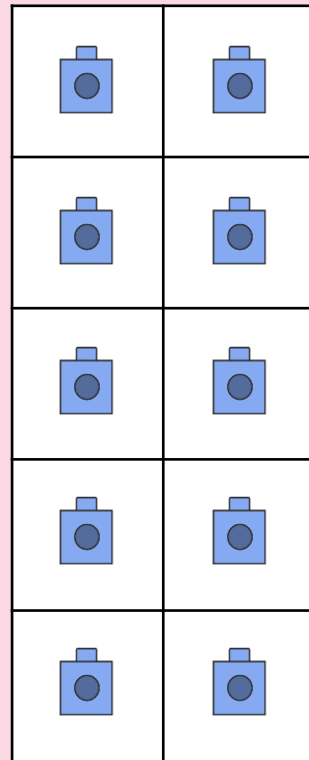
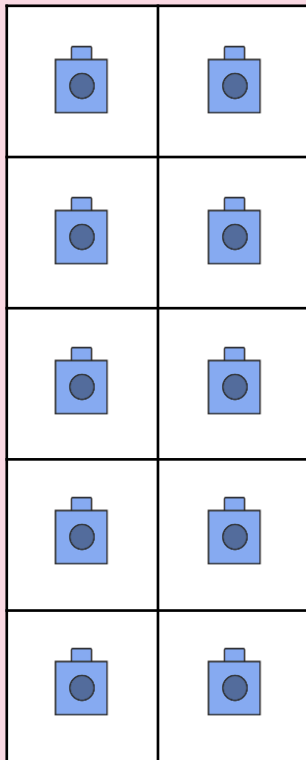


# My turn













Develop Learning











How else could we count the cubes?

































Can we still count in fives?























# Our turn












Develop Learning

How else could we count the cubes?

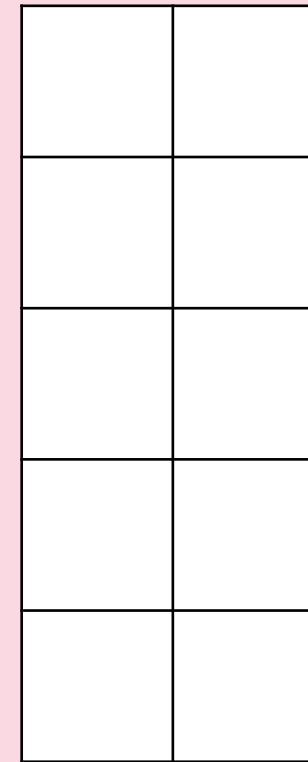
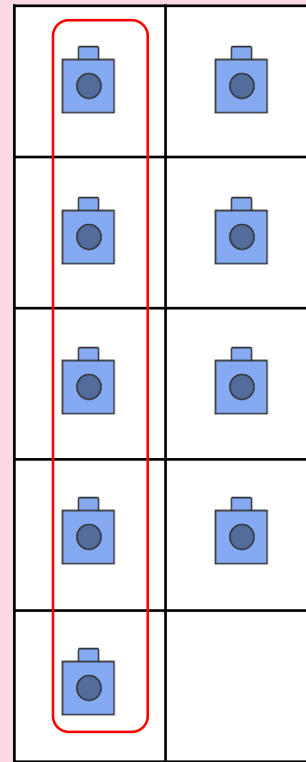
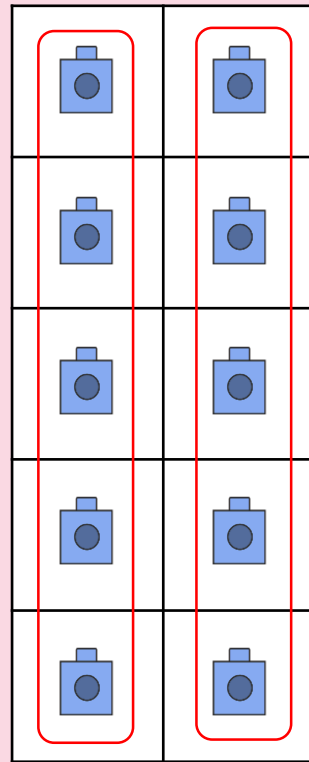
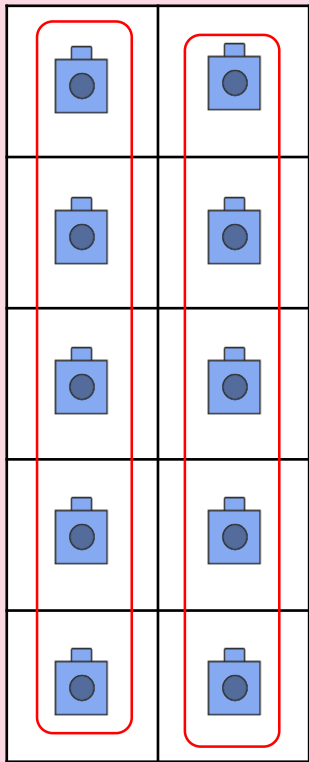
	
	
	
	
	






# Our turn

How else could we count the cubes?

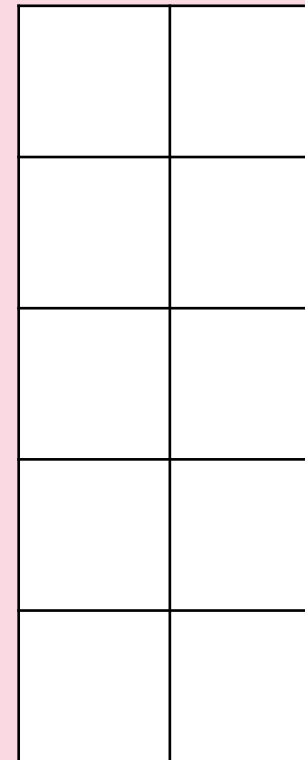
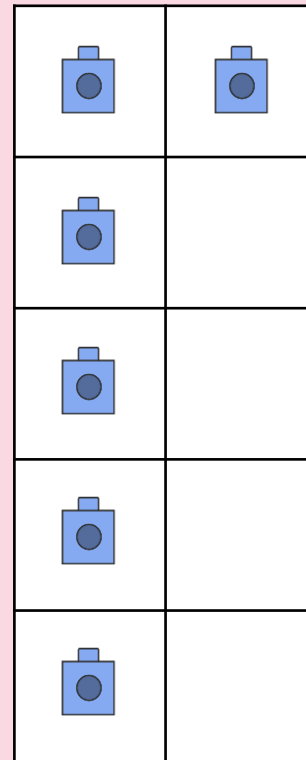
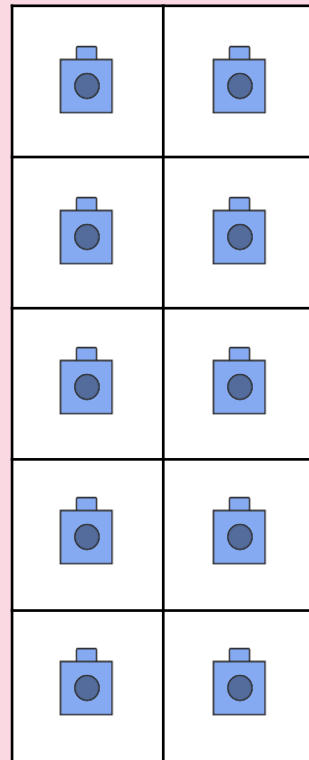
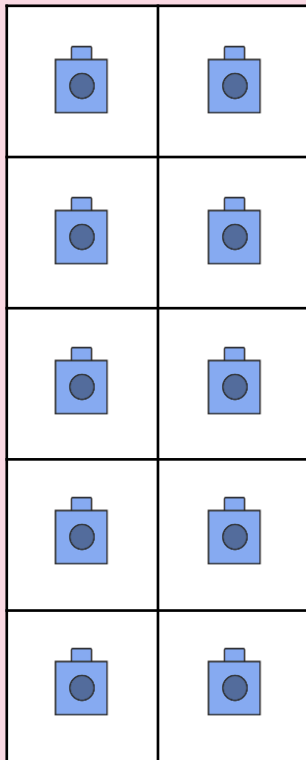


Develop Learning



# Your turn

How else could we count the cubes?

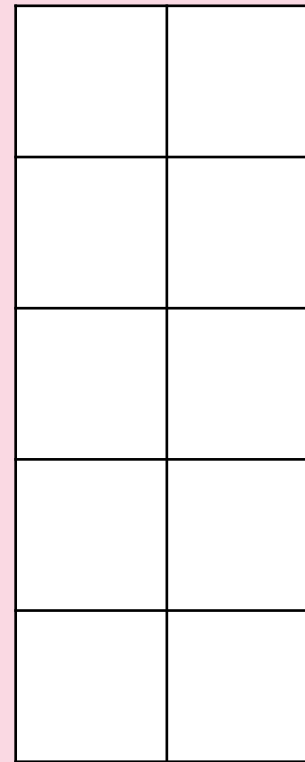
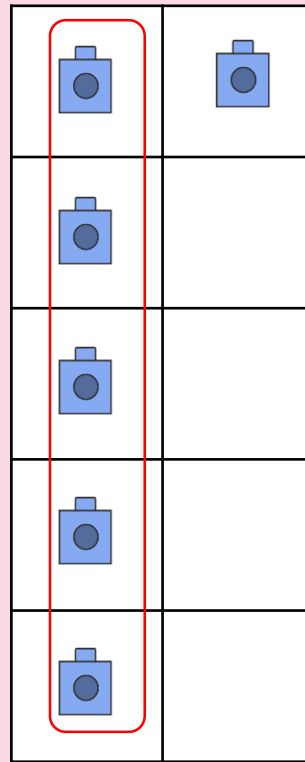
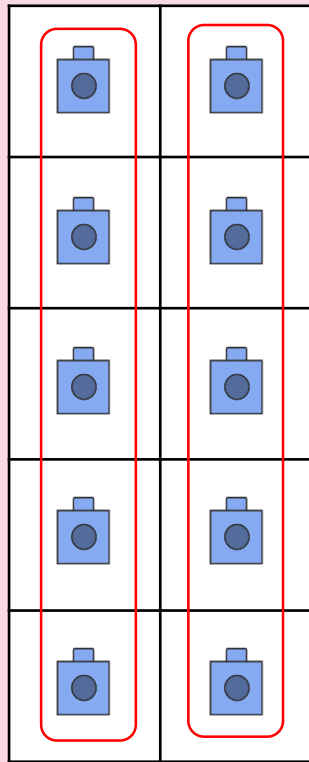
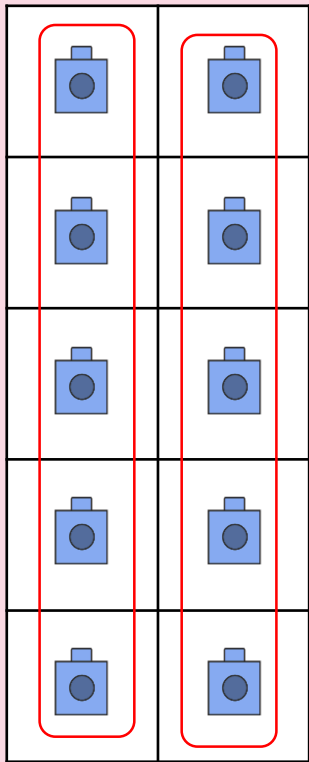


Develop Learning



# Your turn

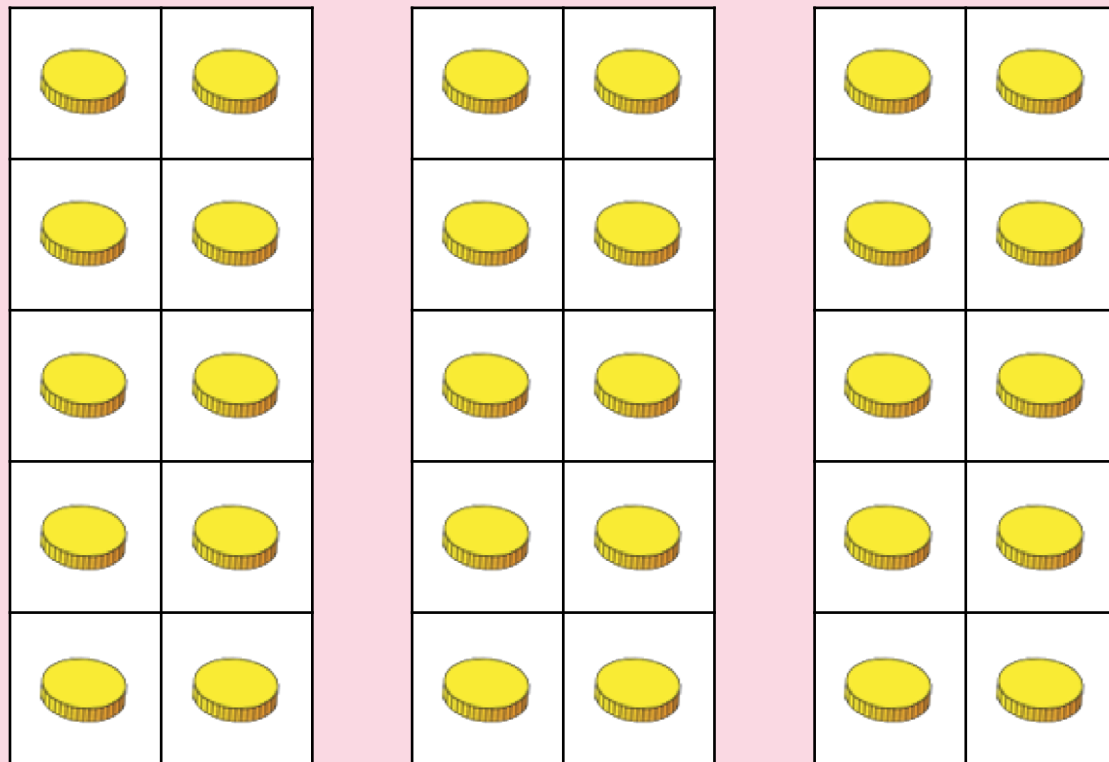
How else could we count the cubes?



Develop Learning



- Count in fives then someone else count in twos. Then swap.



Total:

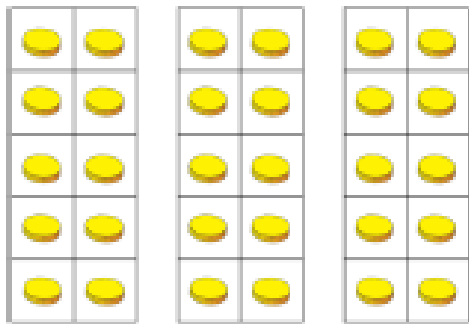
**Remember to count on in ones if there isn't a whole group.**



Independent Task

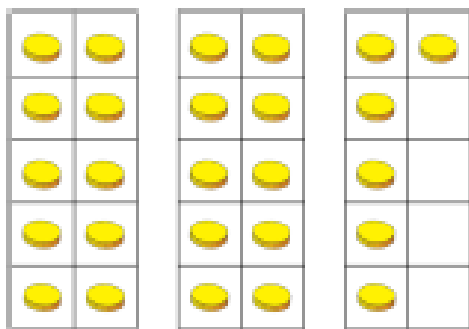


1)



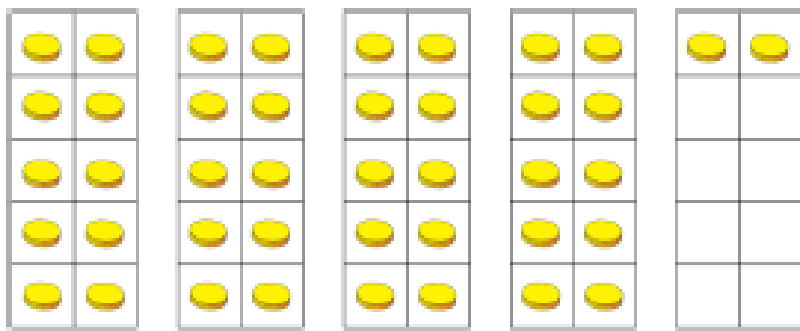
Total:

2)



Total:

3)



Total:



New Learning







4)



Total:

5)



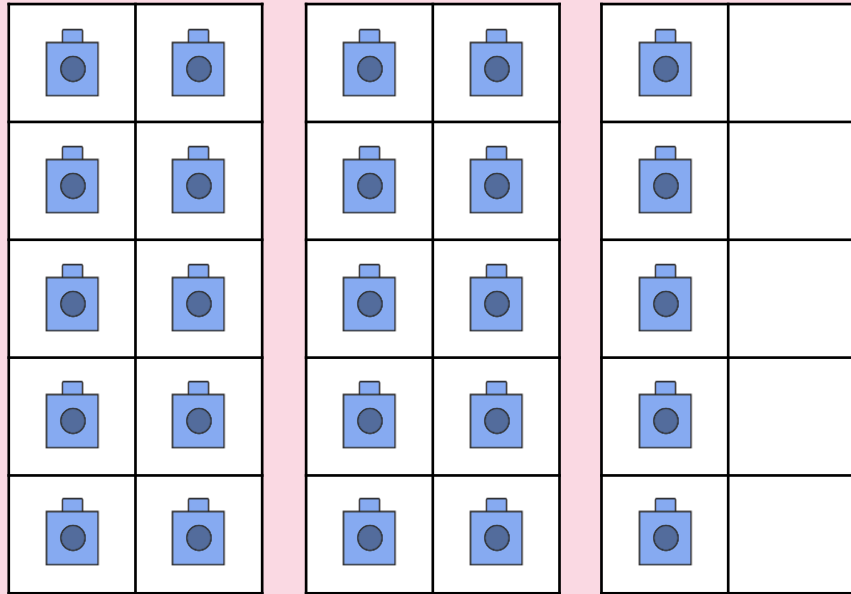
Total:

6)



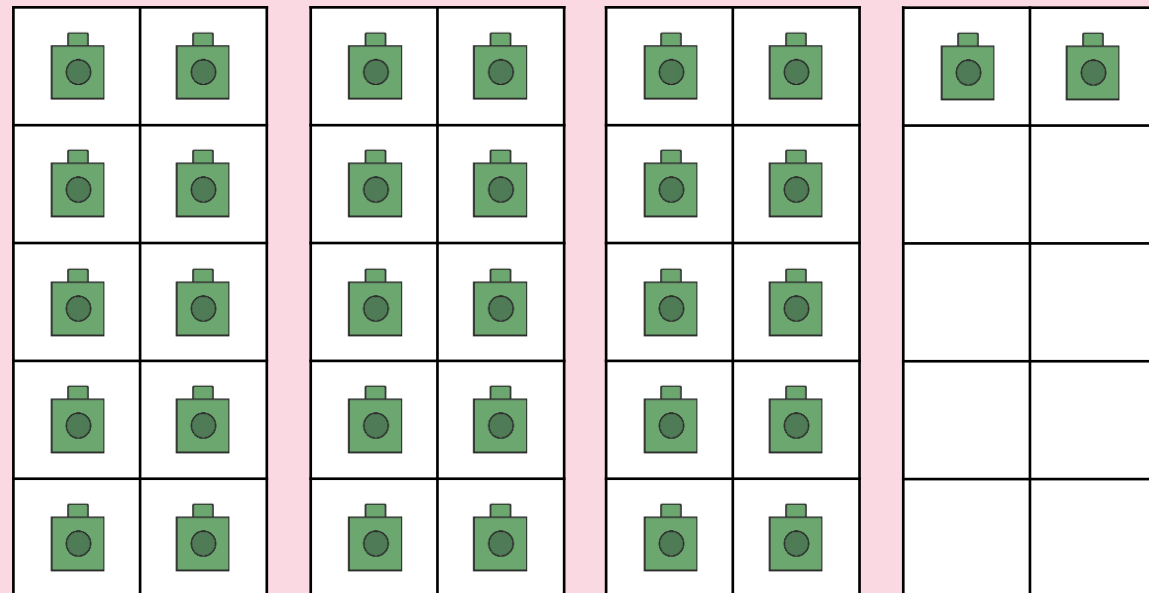
Total:

# Reasoning



Would you choose to count in twos or fives?

Why?



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 – 10.20	10.20 – 10.35	10.35 – 11.45	11.45 – 12.45	12.45 – 2.00		2.05 -2.20	2.20 - 2.40	2.40 – 2.55
Monday	Self-directed and movement activity	PE (Go noodle/Jo & Wickes)	Whole School Assembly <b>LIVE</b>	Spelling and Grammar <b>LIVE</b>	Break	Maths - <b>LIVE</b>	Lunch	ART and MUSIC <b>LIVE</b>		Handwriting - <b>LIVE</b>	Phonics <b>LIVE</b>	Story time - <b>LIVE</b>
Tuesday	Self-directed and movement activity	ART (Recorded/Video on Teams)	Phonics - <b>LIVE</b>			Maths - <b>LIVE</b>		Science <b>LIVE</b>	Handwriting - <b>LIVE</b>	Phonics <b>LIVE</b>	Story time - <b>LIVE</b>	
Wednesday	Self-directed and movement activity	MyOn/Times table Rock stars	Phonics - <b>LIVE</b>			Maths - <b>LIVE</b>		Geography - <b>LIVE</b>	Handwriting - <b>LIVE</b>	Phonics <b>LIVE</b>	Story time - <b>LIVE</b>	
Thursday	Self-directed and movement activity	PE (Go noodle/Jo & Wickes)	Phonics - <b>LIVE</b>			Maths - <b>LIVE</b>		Languages (Teams Assignment)	Religious Education <b>LIVE</b>	Computing <b>LIVE</b>	Singing Assembly 2:30 – 3:00 <b>LIVE</b>	
Friday	‘Screen free’ Friday											