**Teaching Input Wednesday 13th January**

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| **Objectives** | Estimate a quantity. |
| **Resources** | Selection of objects (e.g. Lego bricks, or cubes, pencils, scissors, paintbrushes, paper clips), sticky notes, different sized boxes |
| **Starter** | **Pairs to 10** *(simmering skills)*  Show children 9 fingers. They show 1. Repeat, showing 8, 7… 1, 0 fingers. Children show the complement to 10. Try to build up the pace.  Children put their hands behind their backs. Show 8 fingers*. How many more to make 10?* Children bring hands from behind their backs and show 2. Repeat with other pairs to 10 in random order. |
| **Teaching** | **PPT Day 2**   * Show children boxes of identical items (e.g. Lego bricks, or cubes). Include boxes with approximately 10, 20, 50 and 100 items. * Write ‘about10’, ‘about 20’, ‘about 50’ and ‘about 100’ on sticky notes. * Show box of approximately 20 items. *How many do you think might be in this box? It is about 10, 20, 50 or 100.* * Ask children a group at a time to choose the sticky note they think and stick it to the box. * If they are wrong, leave it until you have looked at all 4 boxes. * Repeat with each box. * Afterwards ask if children want to change any of the sticky notes. * Give a box to each group (according to ability) and ask them to count the items, grouping them in 10s to help. * Compare the children’s estimates to the actual number of items in the boxes. Were they right? How did they make their estimates? * Show children different boxes of items, e.g. 50 pencils, 20 scissors, 10 paintbrushes and 100 paper clips. * *The paper clips are in the smallest box, so I think that box has the fewest things in it. What do you think? Which box has the most? The least?* * Ask children to match the sticky notes to the boxes.   Introduce practice sheets – complete independently whilst the Teacher works round the groups  Use Bonus ‘sweet jar’ estimate sheets for extra practice |

**Group activity notes Tuesday**

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| Estimate numbers of seeds and match to the correct pot. |
| **Objectives:** Estimate a quantity. |
| **You will need:** Plastic containers with different sized seeds, plant pots with labels |
| **Groups of 6 – with Teacher** *Work with each grp in turn*   * Organise some different sized seeds into 4 different containers, approximately 10, 20, 50 and 100 in each, respectively. * Explain that a gardener needs to plant the seeds but she has to have the right amount for each plant pot. Show children the plant pots, labelled ‘about 10’, ‘about 20’, ‘about 50’ and ‘about 100’. * Ask children to work out in pairs which plant pot belongs to which container without counting the seeds. * Draw out children’s discussions by asking them to think about the size of the seeds and whether the container that is the most full would necessarily contain the most seeds. Feedback their ideas and agree together which containers and plant pots might match. Ask children to count out the seeds to see if they were correct.   *Working towards/Below ARE* Keep the number of seeds smaller, e.g. about 5, about 10, about 20, about 50. Children can tip out the seeds onto paper to compare. |
| **Outcomes:**   * I can make sensible estimates and make comparisons. |
| **Plenary:** share chrns methods and strategies |