

# LESSON PLAN

## KS1 MATHS



**Length of lesson:** 50 minutes

### Lesson objectives:

Begin to choose the appropriate strategy to solve problems.

Begin to use mental addition, subtraction or simple multiplication strategies to solve story problems.

Be able to explain orally or in writing how the problem was solved.

### Lesson outcomes:

**All** students will be able to calculate a one-step word problem.

**Most** students will be able to independently identify the maths function needed.

**Some** students will be able to complete two-step word problems.

### National curriculum link:

**Addition and subtraction/  
multiplication and division**

Solve one-step problems that involve addition and subtraction.

Solve one-step problems involving multiplication and division.

### Preparation:

- Print and cut out one set of welly number flashcards per child/table
- One worksheet per child

### Starter/warm up:

Ask children a selection of one-step simple maths problems. Ask them to hold up the correct answer from their welly flashcards.

### Whole class teaching:

Explain that we sometimes use mental maths strategies to help solve problems. Look at a one-step operation as a class. Explain that numbers and operations can be written as both numbers and words. Highlight the key words together and look at the different words for each operation. (Add, plus etc) Look at one of the word problems. Ask the children what the question is asking us. What operation do we need to use? Why? How could we work out the answer? Model one strategy on the board. Ask if the children did it differently? Repeat with another one-step operation and then a two-step operation: For example, there are seven school books on the classroom shelf. Five more books are put back and then three are taken off the shelf. How many books are left? Encourage children to explain their thinking and check whether they have done what the question asked them to do.

### Independent work:

Give each child a worksheet with the real life story problems to complete. Encourage them to show their working. Lower ability children could work on one or two problems only or work in pairs. Higher ability children and extension work could use higher numbers in the problems or a two-step operation.

### Plenary:

As a class go through each story problem on the sheet: what was each one asking us? Which operation did you use and why? Did some children use different strategies to others? Address any misconceptions the children may have had.



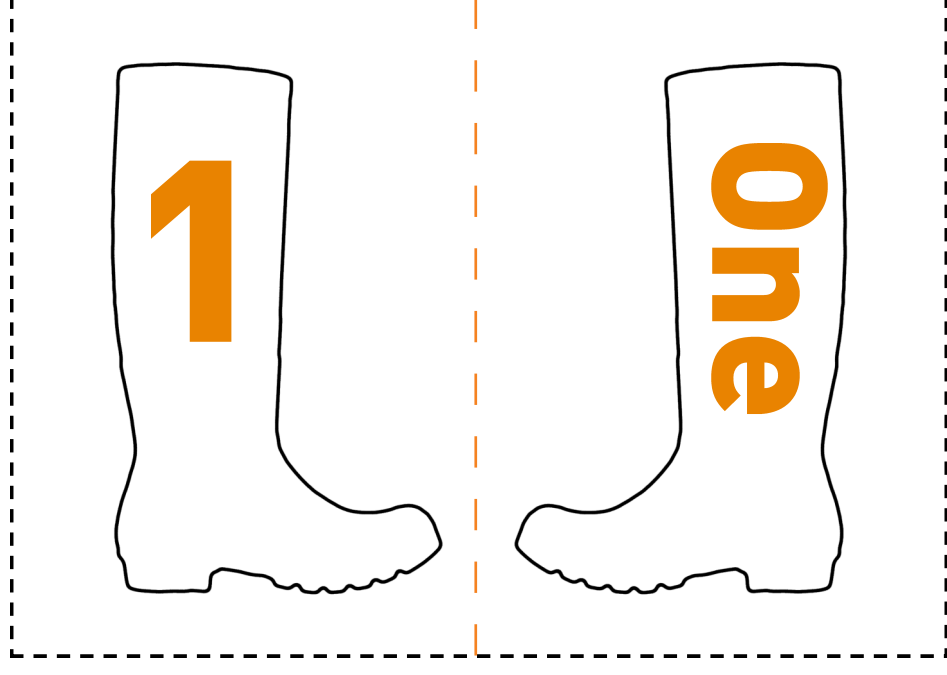
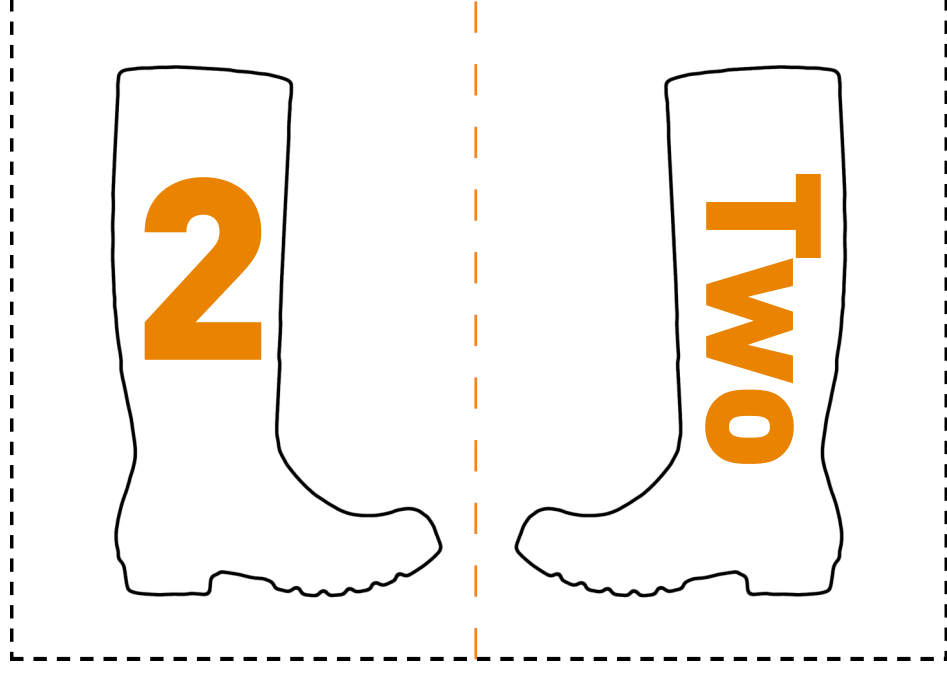
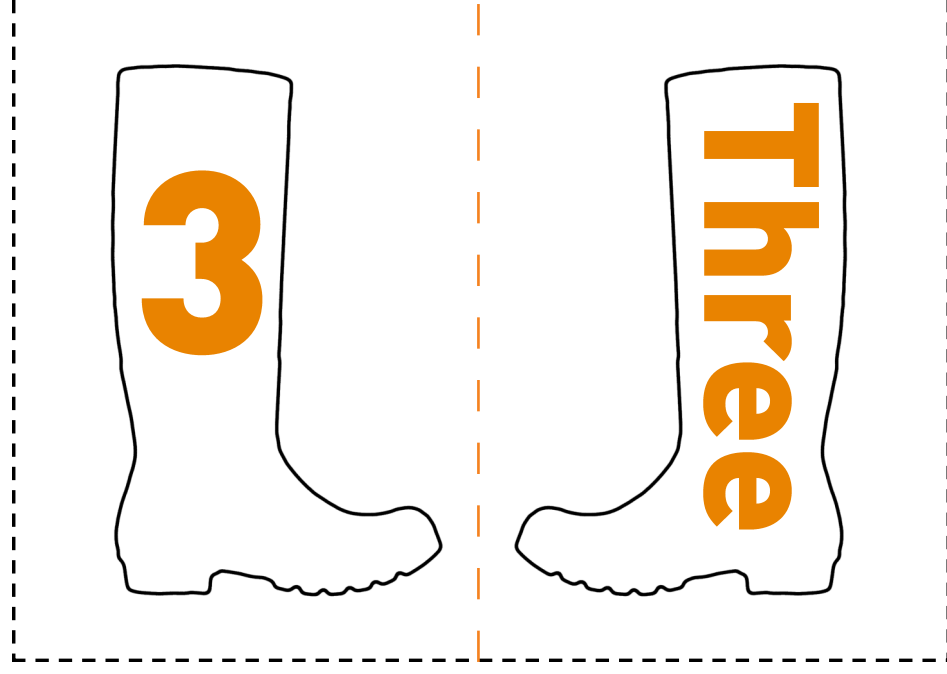
**Name:** ..... **Date:** .....

**Learning objectives:** .....

1. Sally walks three miles and then decides to walk another mile. How many miles has she walked in total?
2. Issac, Jomila and Matt each walk two miles. How many miles have the children walked in total?
3. Mrs Jones planned a sponsored walk seven miles long. She then decides to make it two miles shorter. How many miles will the sponsored walk be?
4. Sarah walks one mile, Mohamed walks two miles and Mr Green walks four miles. How many miles have they all walked together?
5. Jessica and Helen each walk three miles. Tim was going to walk three but then only walked two. How many miles have Jessica, Helen and Tim walked in total?

# Cut out and fold welly flashcards

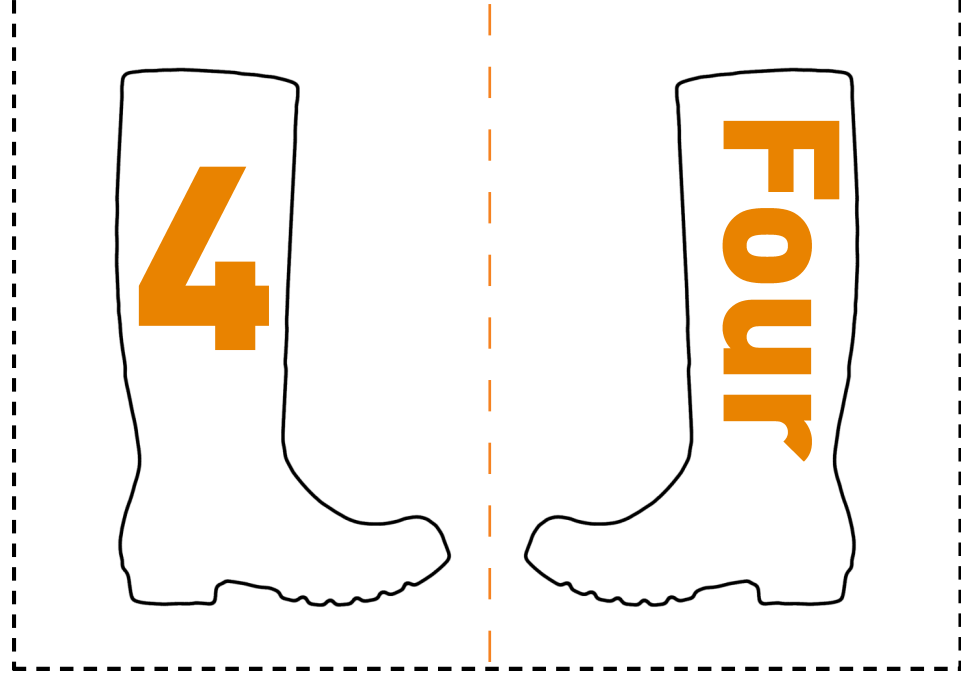
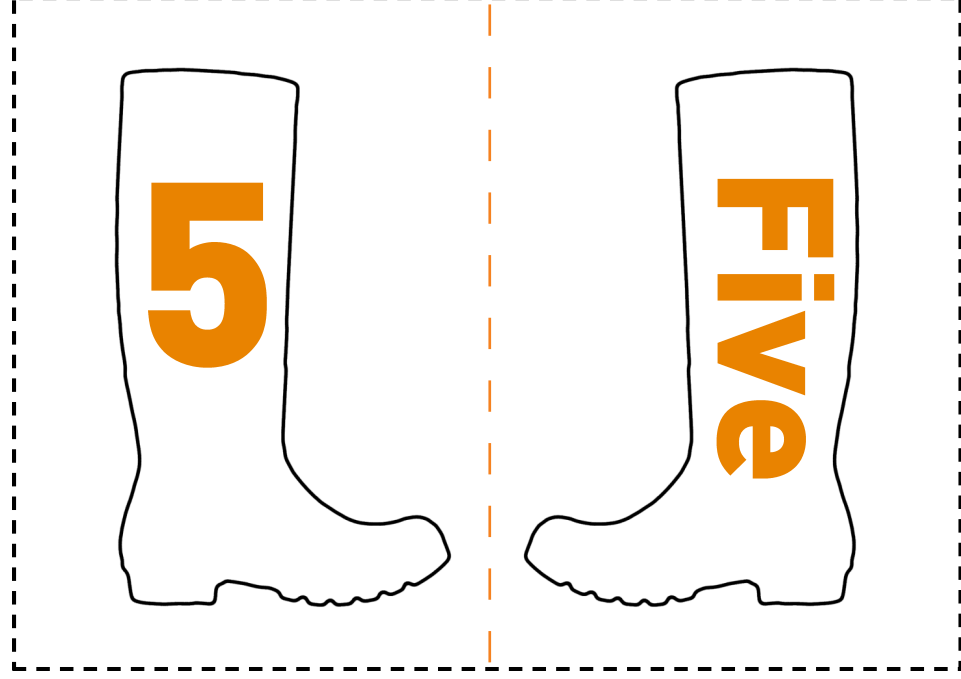
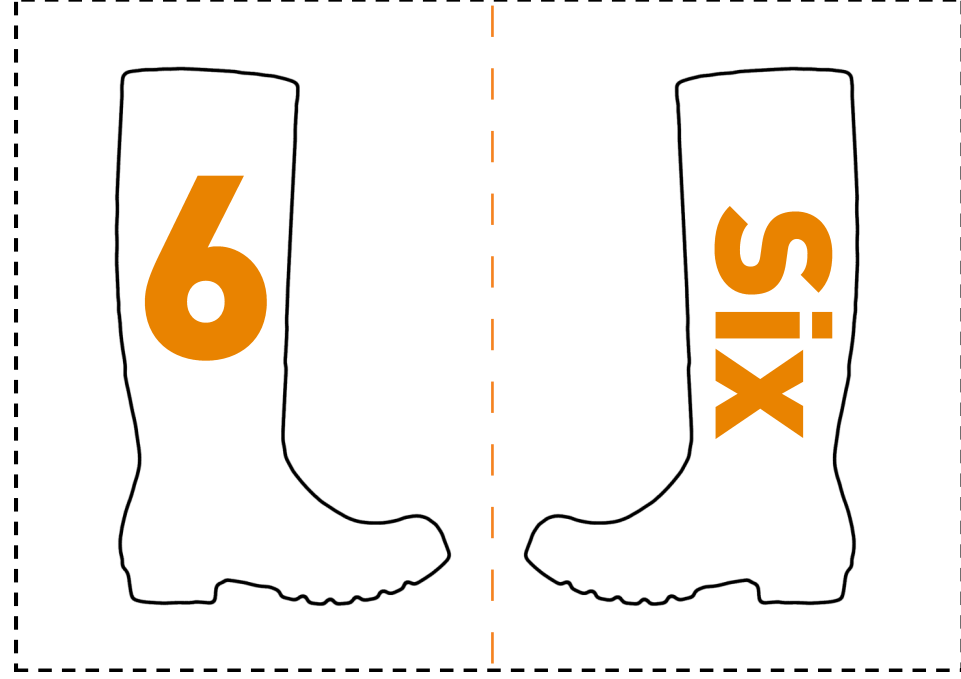
Use one set per child or per table.





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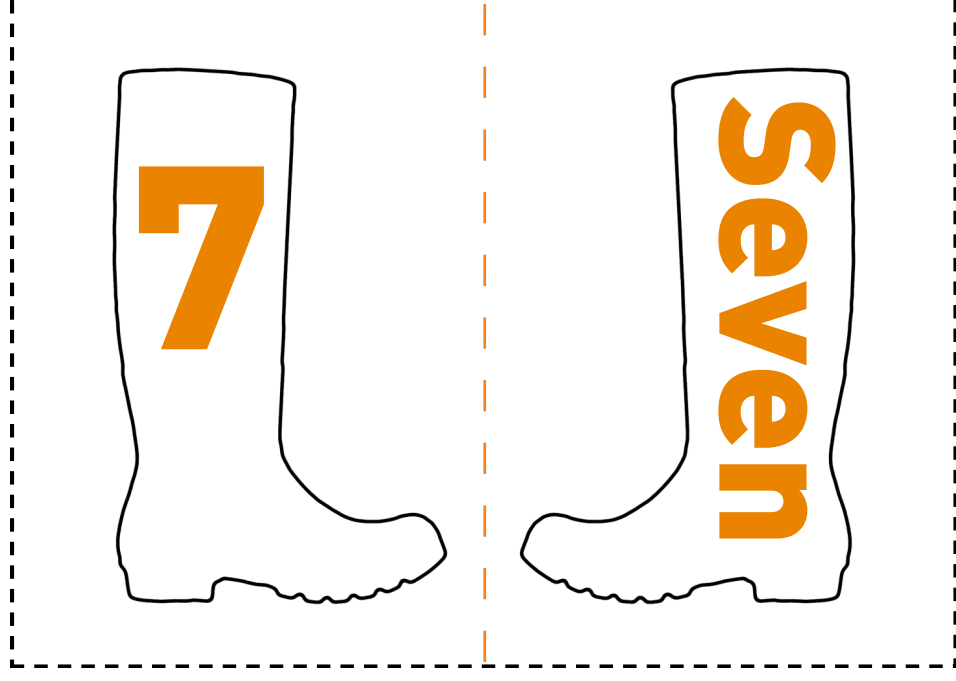
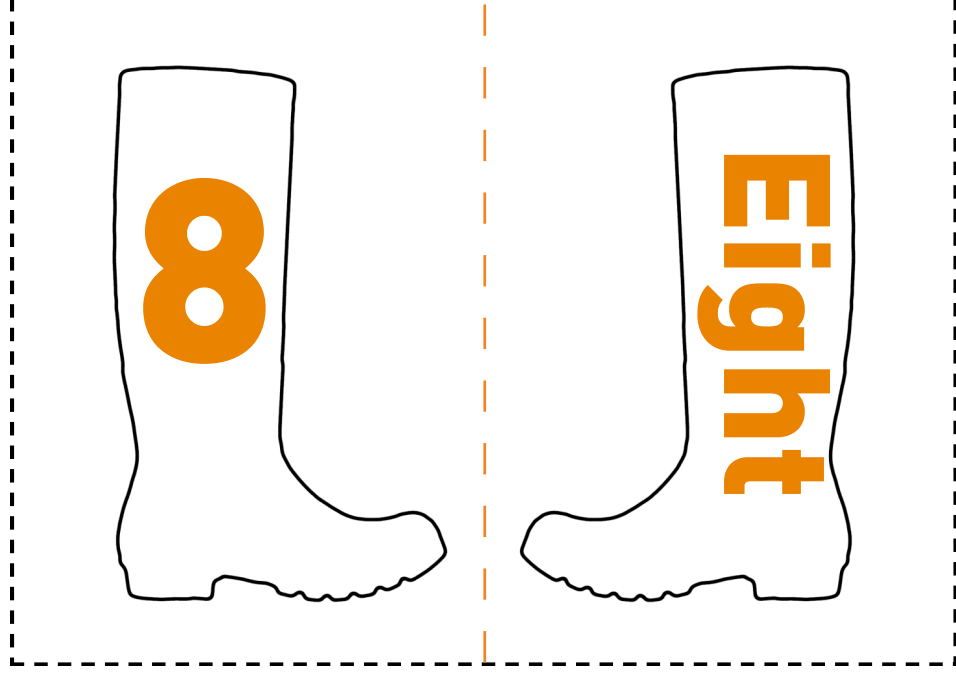
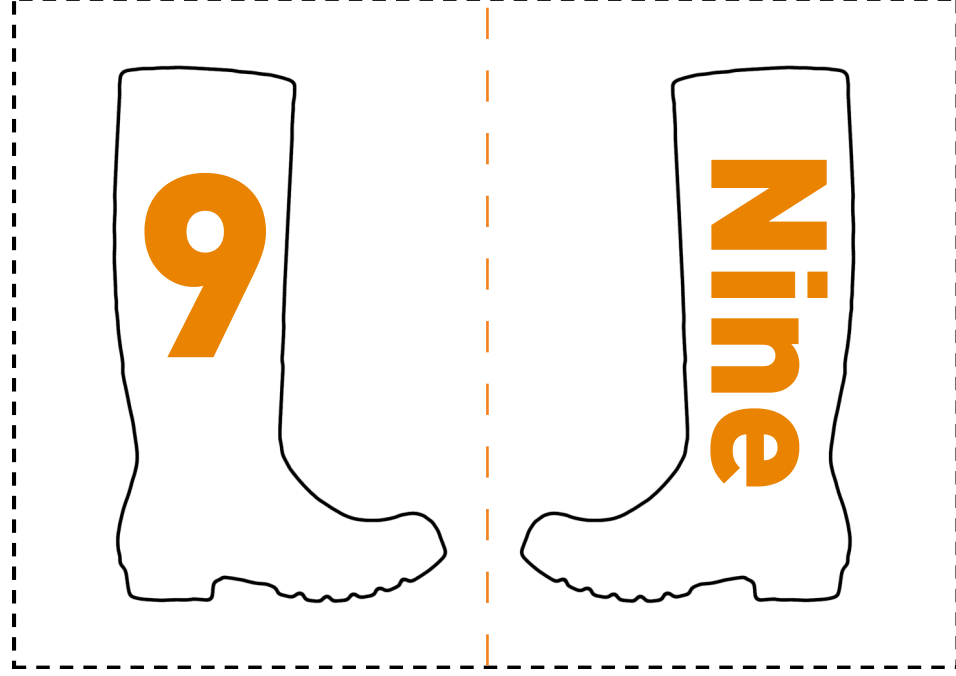
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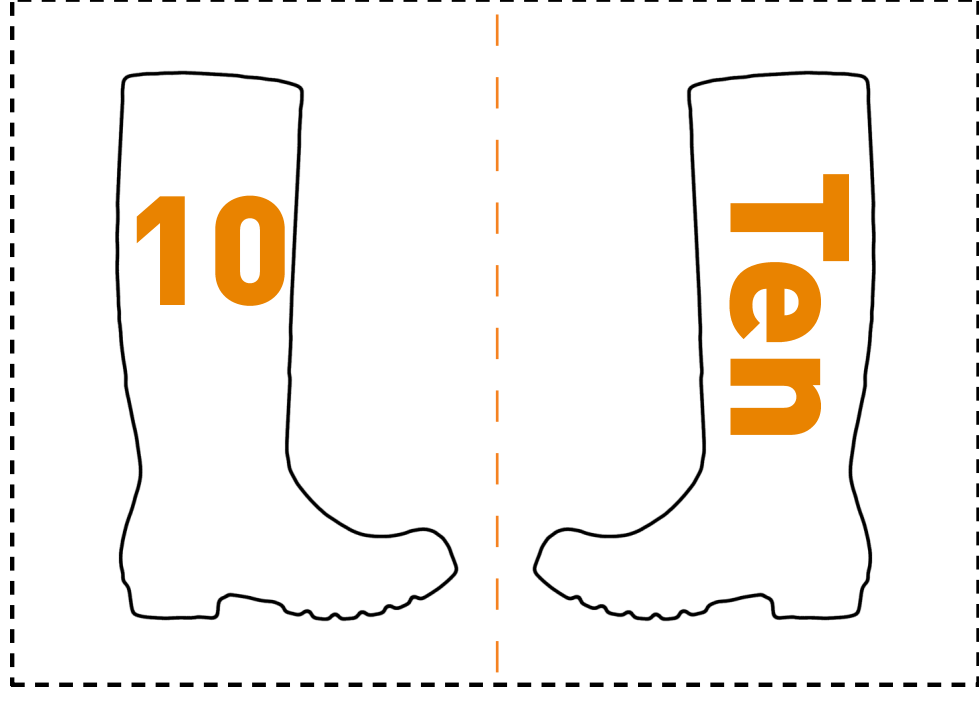
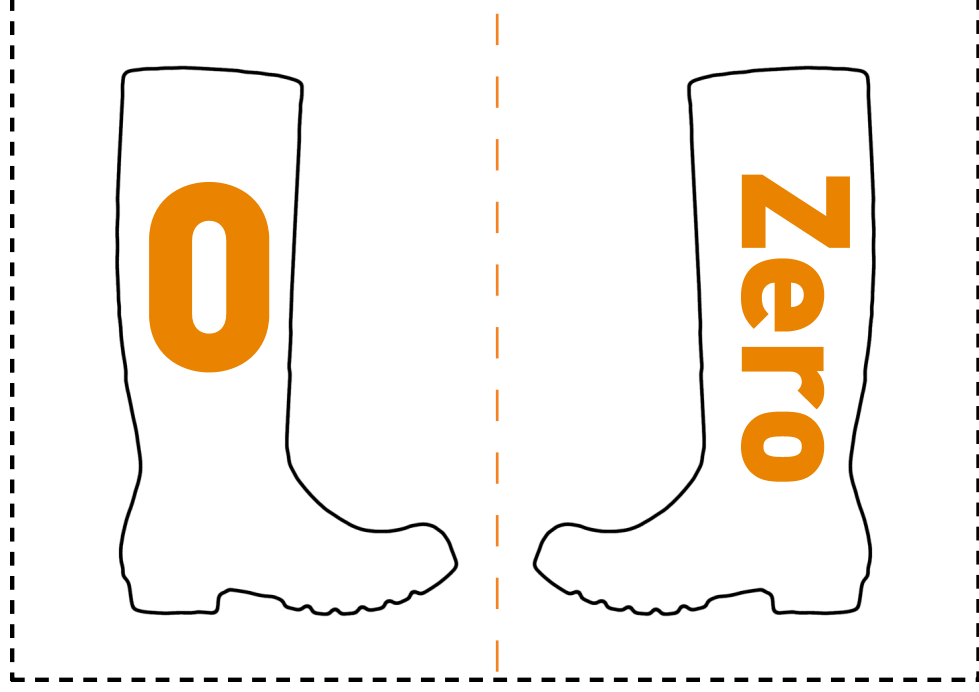
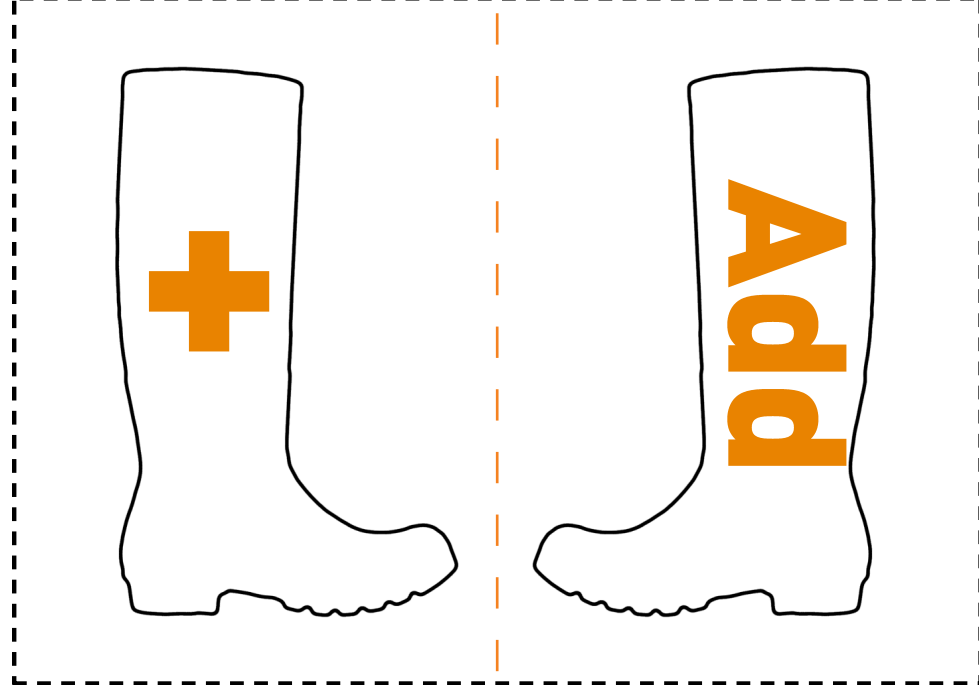
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