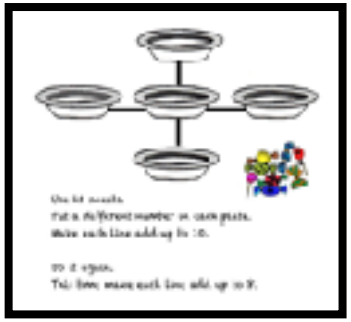
A4 Fruity Sweet Party

The Big Picture

Recommended for year 2

Strategy A - Act it Out/Make a Model. Children will solve the problem by physically interacting with it



NC Objectives

add and subtract numbers using concrete objects, pictorial representations, and mentally (year 2, addition and subtraction)

Stickability

represent and use number bonds and related subtraction facts within 20 (year 1: + & -)

solve problems, including missing number problems, using number facts and place value (y3: + & -)

Key Questions

What can we do to help us solve this problem?
Which strategy are we focusing on today?
How will you modify your model?
Why could you keep some plates with the same counters on?

Paper Plates
Some sweets, or counters that represent sweets.

Problem based learning

To analyse how the number placed in the centre affects both lines.

To evaluate how different odd and even numbers would change the thinking process, e.g. do two odd numbers total an odd number?

LEARNING SEQUENCE

HOOK

Show the children the plates and "sweets" and ask what they think we could be doing with them today.

Teacher Led

Introduce the PitSTOP 2 problem to the children.

How many different ways can you arrange the 10 sweets? Model some examples.
What if each plate has a different amount of sweets?

Student Led

Children to investigate number of arrangements in pairs and report back. Extension: can all three numbers be odd?
Support: PitSTOP 1

Teacher Led

Let's increase the challenge! What if we use three plates in a triangular shape? (PitSTOP 4). Explain "consecutive" and model an example. Children to work in pairs to explore.
Support: PitSTOP 3

AFL & Independent

For your assessment question, show the children PitSTOP 5 on the board.
Did you get it? Go to question 6 and 7 (printed to use independently?
If children cannot do it, support them with problem 5 or go back to PitSTOP 4.

PLENARY

What strategies did you use?

Was it important to be resilient? Why?