

Thomas: Foundation Phase

I am learning to use < and > signs

97 > 80 ✓

17 < 47 ✓

80 > 12 ✓

31 > 17 ✓

94 > 56 ✓

51 > 41 ✓

56 < 63 ✓

41 < 47 ✓

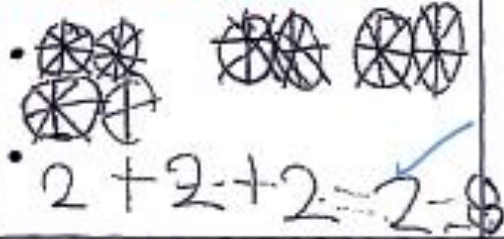
39 < 88 ✓

51 < 56 ✓

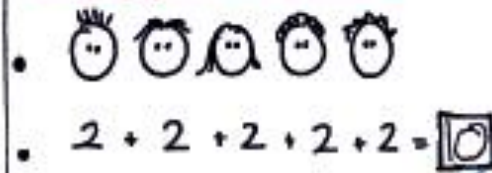
Pupils had been developing their understanding of place value through a range of activities, representing numbers using equipment such as bead strings, coins, bundles of straws and using base ten apparatus. They had also explored the meanings of '<' and '>' signs.

This was an assessment activity where pupils had to select two 2-digit number cards from the centre of the table and compare them, recording their work as statements using the '<' or '>' sign as appropriate. Thomas pupil chose to make each equation using tens and ones apparatus to support his recording.

How many wheels do 4 bikes have?



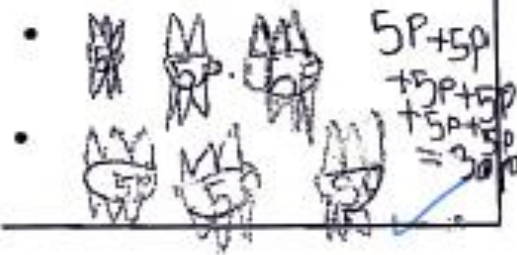
How many eyes do 5 children have?



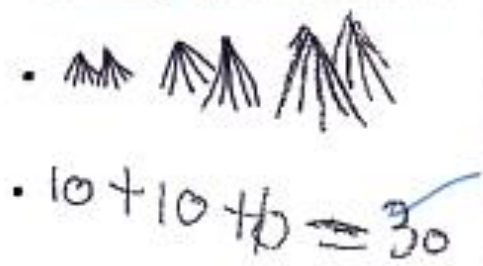
How much does it cost for 3 lollies when they cost 5p each?



How much does it cost for 6 toffees when they cost 5p each?

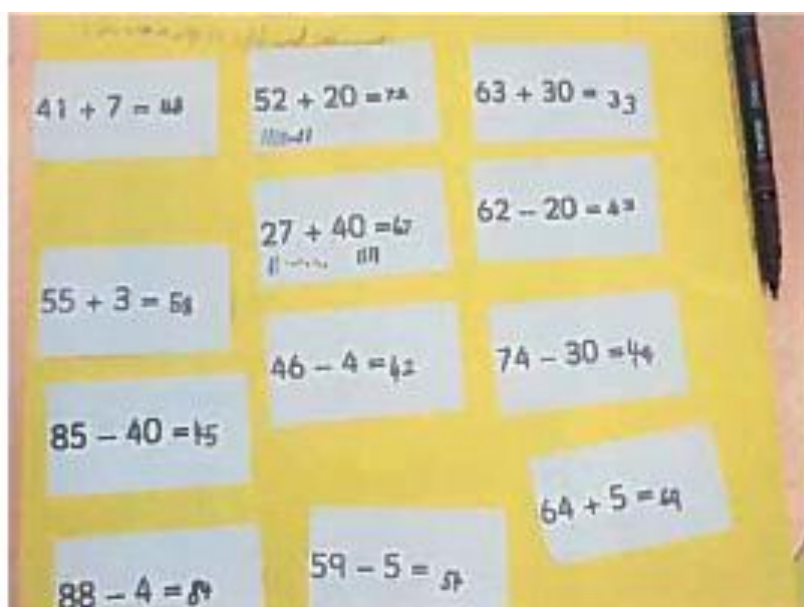


How many fingers do 3 children have?



The pupils were asked to find or create situations which involved counting in twos, fives and tens. Following discussions with the pupils, they were given some questions to apply their knowledge.

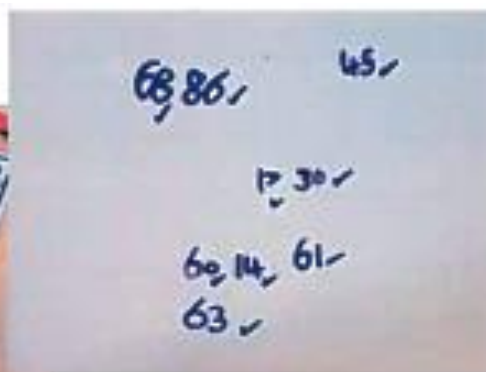
The pupils had been working on addition and subtraction calculations. In the middle of the table were a range of addition and subtraction problems to solve, The pupils had to select a calculation, stick it to their paper and then solve it. They could use 2 different forms of tens and ones apparatus to help them. The bottom picture shows Thomas' work.





Numbers for reading were covered with a square to aid the teacher to match the writing of numbers to those read.

Children sat with a whiteboard frame between them, so that the writer couldn't see the numbers on the 100 square.

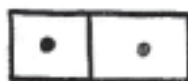


Pupils worked in pairs to play a game, sitting with a whiteboard frame between them. Pupil A read numbers from a

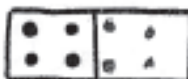
100 square to pupil B who then had to write them down on their side of the whiteboard. The teacher covered specific numbers of the grid for pupils to read, so that easy checking could take place. The picture above shows what Thomas wrote.

Can I double numbers?

Draw the same number of dots on the other side of the domino then add together and record.



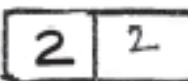
$$\text{double } 1 = 2$$



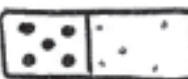
$$\text{double } 4 = 8$$



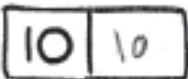
$$\text{double } 7 = 14$$



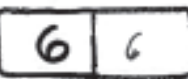
$$\text{double } 2 = 4$$



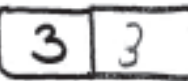
$$\text{double } 5 = 10$$



$$\text{double } 10 = 20$$



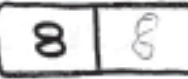
$$\text{double } 6 = 12$$



$$\text{double } 3 = 6$$



$$\text{double } 9 = 18$$



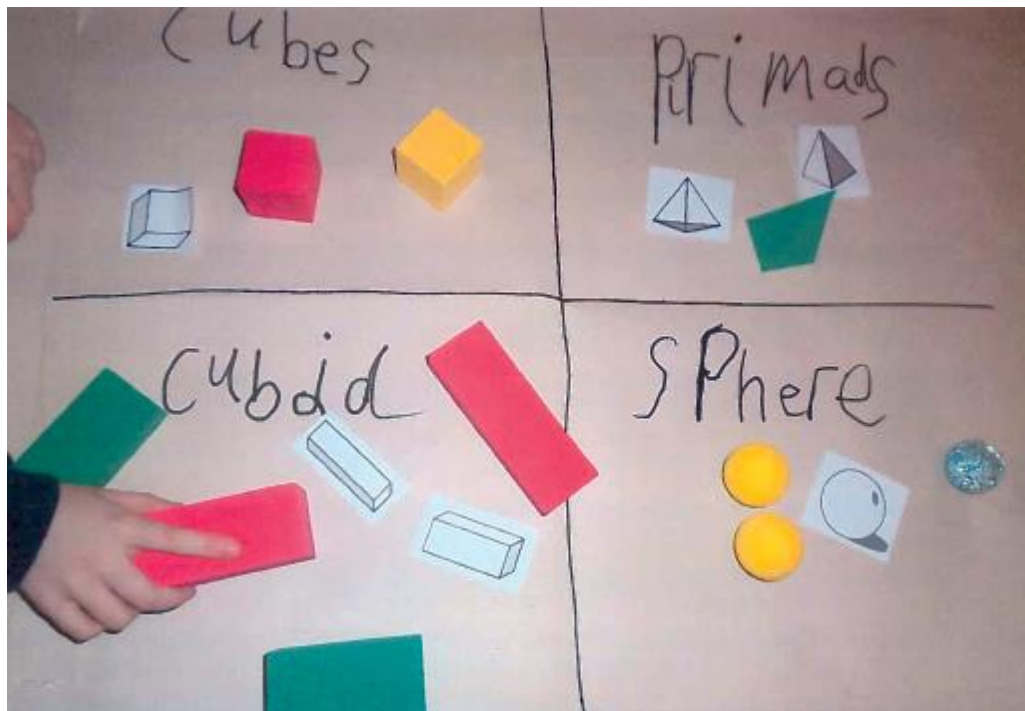
$$\text{double } 8 = 16$$

The pupils had been using dominoes to explore doubling. Thomas could recall these facts when asked on 3 later occasions.

LO: sort 2D shapes

triangles	circles	squares	rectangles
			
			
			

The pupils worked together in pairs to group a range of shapes and as a follow up activity were each given shapes to cut out and stick on a grid. Thomas worked with confidence, counting the sides and vertices to help him place the shapes correctly



The pupils were asked to group the 3D shapes according to their own criteria. Thomas sorted a variety of images and 3D shapes according to shape name.