

	Input/Task	Names	Input/Task	Names	Input/Task	Names
Monday	8.45am - FB Input: Draw PV columns on mini whiteboards. Say a number for them to write in the columns, particularly ones with 0s. Make with Place-value cards tool 5.1.1 for chn to check. Complete challenges from last lesson, then TB1 p.6 EXT: Pick a 5 digit number card (or 5 ones) & partition it e.g. $56023 = 50000 + 6000 + 20 + 3$ LO: To understand the place value of each digit in a 5 digit number.	Jasmine Peter Billy Olivia Lola Scarlett Ruby Callum Jemima Charlotte Isabel Alice Reuben	Complete challenges from last lesson & ordering 5 digit numbers w/s. 9.15am - FB input: Ordering decimals Divide mini whiteboards up to PV columns: 1s, 0.1s, 0.01s, 0.001s Roll plasticine into 1s (sausages) Divide each one into 10ths. Divide each 10th into 10 for 100ths Divide each 100th into 10 for 1000ths. Using the plasticine 1s, 0.1s, 0.01s and 0.001s, make different decimal numbers on the PV columns. Ordering decimals worksheets – go through first one together, using plasticine to support.	Louis DV Klay Martha Grace Amelia Floyd Louis M Oliver Hannah Cameron Leah Samuel James	9am - CB Input: 2 and 3 digit place value. Pull out a 2 digit number card. Say how many tens/ones. Make the number with PV cards. Y3 TB1 p.14	Jonathan Ella Zak Jude?
Comments/ Feedback						
Tuesday	Go through $<$ = less than, $>$ = greater than. Chn – TB1 p.8 LO: To read, write, compare and order numbers to 10,000s. (and 50)	Reuben Billy Klay Olivia Martha Grace Scarlett			Test – TC to read questions.	Jude

		Oliver Charlotte Alice				
Comments/ Feedback						
Wednesday	LO: To count forwards and backwards in tens, hundreds and thousands. • Ask chn to write the number: forty-three thousand, seven hundred and fifteen. • Ask chn to check by counting the number of digits (5) and comparing with a friend. Now ask chn to write the number on the place-value grid on whiteboards • Model writing it on Screen 5.1.2. • Ask chn to add 10 to 43 715. • Remind chn these are what we call 'no work' additions or subtractions! We just have to know which digit we change. They are EASY, no real work! • Then rpt, subtracting 100 – which digit changes? What about if we add 100? • Rpt, having chn add or subtract 1, 10, 100, 1000 and 10 000. • Discuss what happens – which digit is changing? • Include some examples such as adding 10 to 23 497, adding 100 to 36 917. • Does adding 10, 100, 1000 ever mean two digits change? When does this happen and why? • Rpt with adding/subtracting multiples of 10, 100, 1000 Key questions • Add/subtract 10 to/from 52 756; 100 to 37 364; 1000 to 12 756. • Add/subtract 10 to/from 2956; 100 to/from 57 921; 1000 to/from 29 260. • Which digit changes? Why? How can you be sure? • What happens to the digits when we subtract 10 000? • How can we add 4000 to this number? How does that connect to what we do when we add			Half the class at a time (swimming)	Same LO; smaller numbers.	Ella Jonathan Zak Jude

	1000? TB1 p.7					
Comments/ Feedback						
Thursday	Multiply and divide by 10, 100 etc.	Reuben Jasmine Peter Lola Ruby Scarlett Jemima Floyd Cameron Leah Charlotte Isabel Alice Samuel	Ordering decimals	Olivia Klay Martha Grace Amelia Louis M Callum Oliver Hannah James	Rounding	Billy Zak Ella
Comments/ Feedback						

Friday	Number lines – negative numbers	Klay Peter Louis D Olivia Lola Grace Amelia Ruby Scarlett Jemima Callum Louis M Cameron Leah Charlotte Isabel Alice				
Comments/ Feedback						