

Cambridge Primary Mathematics 0096 · Stage 1

CM1-B4

Albert Starts School

Gt Time · A 30-minute lesson with a 15-minute short version.

Learning intention

For learners

We are learning to know the days of the week and the months of the year.

Success criteria

- I can show days of the week with objects.
- I can draw or diagram the same maths.
- I can record my answer and explain how the story supports it.
- I can use TWM.02 while I work.

Learning objectives

1Gt.02

Know the days of the week and the months of the year.

TWM.02

Generalising: spot a pattern that holds across many examples.

30-minute lesson

Governed source lesson: The Week Albert Walks · Concept · Ordering the seven days of the week and stepping forward and back along them

1

Find the maths in the story

4 min**1Gt.02**

Read-along: Listen with highlighting and pause at the passage used by "The Week Albert Walks".

Teacher: Deal the seven day cards face up in a jumble, then lay them left to right in the order the story walks them, starting at Sunday. Read the line aloud, touching one card per day name. Turn one card face down and say from the cards on either side which day is hiding.

Learners: Notice the story evidence and say the maths question in their own words.

2

Model it with objects

5 min**1Gt.02**

Read-along: Replay the source passage while building the quantities, shapes or measures it supplies.

Teacher: Put the pointer on Monday. Each time your partner says the story's words for one day forward, slide the pointer one card to the right and say the day you land on. Do it four times from Monday and say where you stop, then start again from Tuesday and say whether you stop on the same card.

Learners: Build a concrete model and check that each part matches the read-along.

3

Try the concrete task

6 min

1Gt.02

Read-along: Keep the relevant story page visible as the class tests the model.

Teacher: Put the pointer on Friday and slide it one card to the left for yesterday, then one more for the day before that. Say each day out loud as you land on it. Say which direction the pointer moves for tomorrow and which for yesterday, with a finger on the strip.

Learners: Change or compare the objects, then explain what stayed the same and what changed.

4

Draw the maths

5 min

1Gt.02

Read-along: Return to the same story evidence before learners make a pictorial record.

Teacher: Model a clear drawing, diagram or mark for the concrete work without adding a quantity the story does not supply.

Learners: Draw the model and label the important parts with maths language.

5

Record and solve

6 min

1Gt.02

Read-along: Use the read-along once more as the evidence check for the abstract record.

Teacher: Clip the seven cards end to end so Saturday touches Sunday and the strip becomes a loop. Walk the pointer round the loop from Monday and count the days until it comes back to Monday. Say how many days that walk took, and say which day Frankie's turn falls on if it comes one whole loop after Friday.

Learners: Record the result with suitable numbers, words or symbols and link it back to the picture.

6

Reflect and convince

4 min

TWM.02

Read-along: Show the source passage and invite a final evidence-based check.

Teacher: Name the Thinking and Working Mathematically focus: Generalising: spot a pattern that holds across many examples.

Learners: Use the concrete model, drawing and record together to justify the answer.

Read-along routes

Shared maths question

How does Albert Starts School help us explore days of the week?

Evidence required

Show the story evidence, a concrete model, a pictorial record and a matching abstract record.

Solo

Read independently, pause at the named source passage and complete the shared maths model.

Supported

Read with the audio and use the teacher's pause points, objects and response frame.

Listening

Listen with the text highlighted, build the same model and give the explanation orally.

Assessment check

The learner meets 1Gt.02 by showing and explaining the objective through the story model. Evidence for TWM.02 is visible when the learner demonstrates this Thinking and Working Mathematically focus: Generalising: spot a pattern that holds across many examples.

15-minute short version

1

Story question

4 min**1Gt.02**

Read-along: Listen to the passage used by "The Week Albert Walks".

Teacher: Deal the seven day cards face up in a jumble, then lay them left to right in the order the story walks them, starting at Sunday. Read the line aloud, touching one card per day name. Turn one card face down and say from the cards on either side which day is hiding.

Learners: Name the maths question and the story evidence.

2

Build, draw and record

7 min**1Gt.02**

Read-along: Replay the evidence while learners move from objects to a drawing and a record.

Teacher: Put the pointer on Monday. Each time your partner says the story's words for one day forward, slide the pointer one card to the right and say the day you land on. Do it four times from Monday and say where you stop, then start again from Tuesday and say whether you stop on the same card.

Learners: Make one concrete model, draw it and add numbers, words or symbols.

3

Check and explain

4 min

TWM.02

Read-along: Return to the source page for the final check.

Teacher: Ask learners to demonstrate: Generalising: spot a pattern that holds across many examples.

Learners: Explain why the model answers the story question.

Learner activity

Concrete, pictorial, abstract: Days of the week

Use the read-along evidence for every part. Do not add a number or measure that the story does not give.

1. Build the story maths with objects.

2. Draw the same model and label its important parts.

3. Record the result with suitable numbers, words or symbols.

4. Explain how your evidence uses TWM.02.
