Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
First Week	13th January to 17th January	Pages 1 to 9	To be able to add 10 to any number	Number and Place Value	★ To be able to write and know the value of 4 and 5 digit numbers ★ To be able to write 4 and five digit numbers in words ★ To be able to order numbers into size order	➤ Whiteboard work- the teacher says a number and the children write in words ➤ Paired practise- one says a number and the other writes in figures or words ➤ Give numbers for the children to expand ➤ Give dice to roll to make numbers to expand ➤ Ordering- give cards for the children to order ➤ Children write their own numbers and order ➤ Say a number and the children write in figures or words ➤ True or false/ thumbs up thumbs down MENTAL MATHS ❖ Use 100 square to show changing 10's values ❖ Teach which digit changes ❖ Change game ❖ Whiteboards ❖ Clap click ❖ Ping pong ❖ Circle Games	Know the value of 4 and 5 digit numbers Can write 4 and 5 digit numbers in words Can order numbers into size order	100 square Digit cards Dice Number cards

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Second Week	20th January to 24th January	Pages 1 0 to 15	To be able to add tens and ones in their heads	Number and Addition	★ To be able to use the symbols ‹ › = accurately ★ To be able to change laari into ruffiah ★ To be able to add two and three digit numbers	➢ To show relationships using ‹ › = ➢ Use number cards for the children to show relationships between ➢ Make a shop and children use money to show the price ➢ Say how many ruffiah and laari in each price ➢ Whiteboard work in pairs- one write and the other show ➢ Counting on amounts in their heads to add ➢ Using hundreds, tens and ones to add ➢ Using a place value ghrid to show addition using a written sum MENTAL MATHS ❖ Count on in their heads ❖ Give numbers and the children add tens and ones to it ❖ Give numbers with number circles and cards ❖ Target number ❖ 100 square	Can use ‹ › and = accurately Can change laari to ruffiah and ruffiah to laari. Can add two and three digit numbers	Shops Whiteboards Number cards Number cards Number circles

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Third Week	27th January to 31st January	Pages 16 to 19	Tto be able to add tens and ones in their heads	Addition	★ To be able to add four digit numbers using a written sum ★ To be able to add four or five sets of two digit numbers ★ To be able to answer worded problems ★ To be able to add amounts using money	➢ Treasure hunt ➢ Give number cards face down the children turn two and add ➢ Paired- one gives a sum and the other finds the answer ➢ Write their own sums and use them to have a quiz ➢ Collecting sums game ➢ Use number squares to add the horizontal and vertical numbers to each other MENTAL MATHS ❖ Count on in their heads ❖ Give numbers and the children add tens and ones to it ❖ Give numbers with number circles and cards ❖ Target number ❖ 100 square ❖ Number lines	Can add four digit numbers using a written sum Ca add four or five sets of two digit numbers Can answer worded problems on addition Can add amounts of money	Numberlines Number cards Whiteboards 100 square

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Fourth Week	3rd February to 7th February	Pages 20 to 22	To be able to add 100's in their heads	Addition	★ To be able to add four digit numbers using a written sum ★ To be able to add four or five sets of two digit numbers ★ To be able to answer worded problems ★ To be able to add amounts using money	➢ Treasure hunt ➢ Give number cards face down the children turn two and add ➢ Paired- one gives a sum and the other finds the answer ➢ Write their own sums and use them to have a quiz ➢ Collecting sums game ❖ Use number squares to add the horizontal and vertical numbers to each other ❖ Write their own word problems- swap and solve MENTAL MATHS ❖ Count on in their heads ❖ Give numbers and the children add tens and ones to it ❖ Give numbers with number circles and cards ❖ Target number ❖ 100 square ❖ Number lines	Can add four digit numbers using a written sum Ca add four or five sets of two digit numbers Can answer worded problems on addition Can add amounts of money	Numberlines Number cards Whiteboards

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Fifth Week	10th February to 14th February	Pages 23 to 27	To be able to take away tens and ones- using numbers below 50	Subtraction	★ To be able to subtract two and three digit numbers from three digit numbers ★ To be able to answer word problems on subtraction	❖ Using whiteboards for show me and paired work ❖ Paired questioning and answers ❖ Make their own sums using number cards ❖ Use cards, squares etc to give numbers to subtract ❖ Use dice to give numbers to subtract ❖ Treasure hunt ❖ Relay race MENTAL MATHS ★ Gunfighter ★ 100 square ★ Circle games ★ Whiteboards- paired work ★ Number cards ★ Group 100 squares	Can subtract two and three digit numbers from a three digit number.	100 squares Number cards Number squares Dice Whiteboards

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Sixth Week	17th February to 21st February	Pages 27 to30	To be able to take away tens and ones	Subtraction	★ To be able to subtract three and four digit numbers ★ To be able to subtract using a worded problem ★ To be able to subtract using money	❖ Using whiteboards for show me and paired work ❖ Paired questioning and answers ❖ Make their own sums using number cards ❖ Use cards, squares etc to give numbers to subtract ❖ Use dice to give numbers to subtract ❖ Treasure hunt ❖ Relay race ❖ Write their own word problems MENTAL MATHS ★ Gunfighter ★ 100 square ★ Circle games ★ Whiteboards- paired work ★ Number cards ★ Group 100 squares	Can subtract three and four digit numbers Can subtract from a worded problem Can subtract money ASSESSMENT 1	Number cards Whiteboards Dice 100 squares

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Seventh Week	24th February to 28th February	Pg 32 -37	To be able to recall their 6 times table randomly in order	Multiplication	➢ Be able to multiply using a written sum ➢ To know their 6 and 7 times table ➢ To be able to multiply by 0 ➢	★ Make groups of a given amount ★ Grouping children- bingo game ★ Putting a given number into containers ★ Modelling how to use written sums ★ Whiteboards for show me or to work within groups ★ Paired work- one child writes a sum and the other child has to solve ★ Target boards ★ Play treasure hunt ★ Use dice to multiply Relay races MENTAL MATHS ACTIVITIES ★ Rapid fire questions ★ Ping pong ★ Clap click ★ Change game ★ Disappearing tables ★ Circle game ★ Counting in multiples in groups, between groups and around the class ★ Number salad ★ Fizz buzz ★ Gunfighter ★ Chasing diamonds	Can multiply by using a written sum Can say their 6 and 7 times table randomly Know that any number multiplied by 0 is 0	Counters Containers Whiteboards Target board Dice

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Eighth Week	2nd March to 6th March	Pg 37 - 44	To be able to say their six times table randomly and in order	Multiplication	➢ Be able to multiply using a written sum ➢ To know their 6 and 7 times table ➢ To be able to multiply by 0	★ Make groups of a given amount ★ Grouping children- bingo game ★ Putting a given number into containers ★ Modelling how to use written sums ★ Whiteboards for show me or to work within groups ★ Paired work- one child writes a sum and the other child has to solve ★ Target boards ★ Play treasure hunt ★ Use dice to multiply Relay races MENTAL MATHS ACTIVITIES ★ Rapid fire questions ★ Ping pong ★ Clap click ★ Change game ★ Disappearing tables ★ Circle game ★ Counting in multiples in groups, between groups and around the class ★ Number salad ★ Fizz buzz ★ Gunfighter ★ Chasing diamonds	Can multiply by using a written sum Can say their 6 and 7 times table randomly Know that any number multiplied by 0 is 0	Counters Containers Whiteboards Target board Dice Sum cards

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Ninth Week	10ᵗʰ March to 13ᵗʰ March (4 days)	Pg 46 – 51	To know all their times tables randomly and in order	Division	☞ To understand how to divide a two digit number by a single digit in their heads ☞ To be able to divide using a written sum ☞ To divide with a remaining number	★ Use real objects to give and the children must make groups of a given number ★ Take the number of children and see how many groups of 3, 4, 5, 6 etc you can make. Note the remainder ★ Teach the children that multiplication can be done in any order. The teacher says 3 x 4 =12 and the children should be able to say 4 x 3 = 12 ★ Model how to do written division ★ Teach inverses. If the children know 12 divided by 3 is 4 they should also know 12 divided by 4 is 3 and 3 x 4 is 12 and 4 x 3 is 12. ★ Use target boards ★ Give a number of objects and the children can find all the numbers that divide exactly into that number MENTAL MATHS ★ Rapid fire questions ★ Ping pong ★ Clap click ★ Change game ★ Disappearing tables ★ Circle game ★ Counting in multiples in groups, between groups and around the class ★ Number salad ★ Fizz buzz ★ Gunfighter ★ Chasing diamonds	Can divide a two digit number by a single digit in their heads Can divide using a written sum Can divide a number with a remainder	Counters Containers Target boards Whiteboards

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Tenth Week	23rd March to 27th March	Pg 52 – 59	To know all their times tables randomly and in order	Division	☞ To understand how to divide a two digit number by a single digit in their heads ☞ To be able to divide using a written sum ☞ To divide with a remaining number ☞ To be able to answer written sums using division	★ Use real objects to give and the children must make groups of a given number ★ Take the number of children and see how many groups of 3, 4, 5, 6 etc you can make. Note the remainder ★ Teach the children that multiplication can be done in any order. The teacher says 3 x 4 =12 and the children should be able to say 4 x 3 = 12 ★ Model how to do written division ★ Teach inverses. If the children know 12 divided by 3 is 4 they should also know 12 divided by 4 is 3 and 3 x 4 is 12 and 4 x 3 is 12. ★ Use target boards ★ Give a number of objects and the children can find all the numbers that divide exactly into that number MENTAL MATHS ★ Give them word problems to solve ★ Write their own word problems ★ Problems from the problem solving book ★ Make their own problems for a quiz or competition ★ Give puzzles or riddles ★ Make their own problem book	Can divide a two digit number by a single digit in their heads Can divide using a written sum Can divide a number with a remainder ASSESSMENT 2	Counters Containers Target boards Whiteboards

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Eleventh Week	30ʰ March to 3ʳᵈ April	Pages 61 to 67	To be able to estimate angles with reasonable accuracy	Geometry and Angles	★ To be able to understand and recognize parallel lines ★ To be able to draw parallel lines ★ To understand an angle is a measure of turn ★ To be able to measure acute and obtuse angles using a protractor	➢ Find object in and around the classroom which have parallel lines ➢ Draw parallel lines with a compass and a protractor ➢ Investigation into how many degrees in a right angle ➢ Guess the angle- the teacher gives the children an angle- e.g. 45 and the children must say if it is acute or obtuse ➢ Use angle turners to show acute and obtuse angles ➢ Estimate angles using angle turners ★ Draw angles on photocopies of a protractor MENTAL MATHS ★ Draw and estimate ★ Use hands and compasses to estimate angles ★ Look for angles around the room ★ Find all the 90 degree angles in the room ★ Search for angles greater and less than 90 degrees	Can understand an recognize parallel lines Can draw parallel lines Can understand that an angle is a measure of turn Can measure acute and obtuse angles using a protractor	Compass Protractor Angle turners Photocopies of compasses

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Twelfth Week	6th April to 10th April (4 days)	Pages 68 to 70	To be able to able estimate angles with some degree of accuracy	Geometry and Angles	★ To be able to measure acute and obtuse angles using a protractor ★ To be able to recognize the four different types of triangle and recognize their properties	➤ Measure and draw angles of a given degree ➤ Give two sets of cards to each group: one with the name and properties of the triangles and one with the drawing of the triangles. The children must match the drawing with the properties (can also use the cards later for hidden pairs) ➤ Measure the angles on each type of triangle ➤ Give a set of shapes to each group, the teacher describes a shape and the children must hold up the correct shape. ➤ Guess my shape- put all the shapes on the bag, describe them by using their properties. The children must guess the shape ➤ Grouping shapes- using hoops or using whiteboards. Group according to sides, parallel sides, angles etc ➤ MENTAL MATHS ★ Draw and estimate ★ Use hands and compasses to estimate angles ★ Look for angles around the room ★ Find all the 90 degree angles in the room ➤ Search for angles greater and less than 90 degrees	Can measure acute and obtuse angles using a protractor Can recognize the four different types of triangle and their properties	Matching cards Protractors Shapes whiteboards

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Thirteenth Week	13th April to 17th April	Pg 72 – 7 6	To be able to name and give the properties of the common quadrilaterals and triangles	Geometry Angles and shape	➢ To be able to recognize and name shapes: square, rectangle, circle, triangle, trapezium, rhombus and parallelogram ➢ To be able to name the different types of triangle and know their properties ➢ To recognize quadrilaterals ➢ To be able to recognize and draw parallel lines	➢ Go for a walk and look for parallel and unparallel lines ➢ Checking the distance between parallel lines ➢ Drawing parallel lines of a given distance ➢ Give two sets of cards to each group: one with the name and properties of the triangles and one with the drawing of the triangles. The children must match the drawing with the properties (can also use the cards later for hidden pairs) ➢ Measure the angles on each type of triangle ➢ Give a set of shapes to each group, the teacher describes a shape and the children must hold up the correct shape. ➢ Guess my shape- put all the shapes on the bag, describe them by using their properties. The children must guess the shape before the teacher can show them ➢ Grouping shapes- using hoops or using whiteboards. Group according to sides, number of parallel sides, angles etc ➢ Make their own triangles and quadrilaterals MENTAL MATHS ★ Compare shapes and say their similarities and differences ★ The teacher or a student describes a shape and the rest draw ★ Guess my shape ★ Shape Salad ★ Matching/ hidden pairs ★ Write riddles for the shapes	Can measure angles less than 180 Can name basic shapes Know the different types of triangle and know their properties Can recognize quadrilaterals and their properties	Protractors Cards with shapes and properties Shape sets

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Fourteenth Week	20th April to 24th April	Pages 78 to 83	To be able to expand numbers and explain their place value	Measurement – length	★ To be able to measure l and draw lines in cm and mm. ★ Can convert between the metric measures of length ★ Can measure length using a scale	➢ Measure items in the classroom using rulers- remember the metre rule and tape measures. ➢ Measure large distances using meters, e.g. between the goal posts, the length of the classroom. ➢ Draw lines of given lengths- can be done in pairs, e.g. one child giving the measure and the other drawing. The first child checks that it is correct ➢ Use thread to measure around curved parts of the body, e.g. head, wrist, waist, around leg, finger etc Measure distances on the map and convert measures MENTAL MATHS ★ Use whiteboards for show me and paired work ★ To identify the value of a digit ★ Number salad with place values ★ Problem solving with digit cards- make the biggest/ smallest/ a bigger number etc	Can draw using cm and mm Can convert between metric measures of length Can measure length using a scale	Rulers Tape measures Thread Number cards

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Fifteenth Week	27th April to 1st May	Pages 84 to 88	To be able to change between different metric measures mentally	Measures	★ To be able to convert between different metric measures ★ To be able to recognize metric equivalences	➢ Use scales to balance equal weights using one weight in kilograms and one in grams. Write the weights on cards ➢ Use the same cards to play matching games ➢ Use the same cards to play hidden pairs ➢ Capacity- fill bottles with water and see how many make one litre. ➢ Compare the sizes of containers by filling one and then pouring the water into another MENTAL MATHS ★ Find a partner ★ Hidden pairs ★ Paired work- one writes an amount and the other changes the way it is written ★ Clap click ★ Ping pong ★ Sorting cards	Can convert measures between the different metric measures Can recognize metric equivalences ASSESSMENT 3	Weight cards Bottles and containers

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Sixteenth Week	4th May to 8th May	Pg 91 - 100	To know their 5 times table randomly and in order	Time	➢ To be able to write and read the time analogue in and 12 hour time ➢ To be able to give times in to and past the hour ➢ To be able to match the digital and the analogue time ➢ To understand the meaning of am and pm	➢ Use clocks for the children to show a time given by the teacher- please check that the children know that when the time is half past the hour hand should be half way between the hours. ➢ The teacher shows the children the time on a clock and the children use a whiteboard to write the time in digital and analogue ➢ Use whiteboards for you to give the children a digital and the children must write analogue. You could also give them analogue for the children to give you digital time. ➢ Matching digital time and analogue time- play find a partner, hidden pairs etc ➢ Make a clock using children and giving the children a number to show the hours and give the children sticks for the hands of a clock. ➢ Use symbols of the sun and moon and the words am and pm and paste them on opposite sides of the classroom- tell the children something you do at certain times of the day, e.g. breakfast and the children need to go to the right side of the room MENTAL MATHS ★ Point to the numbers around the clock face as they count in 5's ★ Counting in groups, in pairs, between groups and between the teacher and the students ★ Point to a number and the children must say the multiple of 5 past the hour and the multiple of 5 to the hour! ★ Ping pong ★ Clap click ★ Gunfighter ★ Dice game ★ Rapid recall questions	Can write and read the time analogue in and 12 hour time Can give times in to and past the hour Can match the digital and the analogue time To understand the meaning of am and pm	Clocks for all the class Matching cards for digital and analogue Sun, moon, am and pm cards

Week	Date	Pages	Syllabus Aim	Topic	Objectives	Activities	Assessment	Resources
Seventeenth Week	11th May to 15th May	Pg 101 -105	To know their 6 times table randomly and in order	Time	➤ To understand how 24 hour clock stars from midnight one night to midnight the next night ➤ To be able to give times in 24 hr clock ➤ Can count on and count back in minutes and hour ➤ To be able to convert between hours and minutes	➤ Use whiteboards for you to give the children a digital/ 24 hour time and the children must write analogue or digital. You could also give them digital or analogue for the children to give you 24 hr time. ➤ Have matching paired games with digital, 24 hr and analogue time ➤ Give the children time problems using simple addition of minutes or hours. E.g. I went to the shop at 9:15 and it took 20 minutes what time did I get back ➤ Ask children to write their own time problems and solve them ➤ Use whiteboards to show the conversions between minutes and hours ➤ Teach children how to add 12 to change into 24 hour time ➤ Teacher says an am or pm time and the children must say if they must add 12 or not ➤ Show how to multiply by 60 by multiplying by 6 and 10. MENTAL MATHS ➤ Relay race ➤ Target boards ★ Circle game ★ Counting in multiples in groups, between groups and around the class ★ Number salad ★ Fizz buzz ★ Gunfighter ★ Chasing diamonds	To understand how 24 hour clock stars from midnight one night to midnight the next night To be able to give times in 24 hr clock Can count on and count back in minutes and hours ASSESSMENT 4	White-boards Time cards Time problems

Assessment 1   *Thursday*   *21st February 2008*   *(Numbers an Place value / Addition and Subtraction)*

Assessment 2   *Thursday*   *27th March 2008*   *(Multiplication and Division)*

Assessment 3   *Thursday*   *1st May 2008*   *(Geometry / Angles / Shapes / Measurement and Length)*

Assessment 4   *Thursday*   *15th May 2008*   *(Time)*