

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
First Week	13 <sup>th</sup> January 17 <sup>th</sup> January	To be bale to count to five	Pages 1-6	Numbers	<ul style="list-style-type: none"> <li>➤ To be able to say the numbers to four</li> <li>➤ To be able to write the numbers to four</li> <li>➤ To be able to recognize the amount that each number represents</li> </ul>	<ul style="list-style-type: none"> <li>❖ Counting real objects</li> <li>❖ Write numbers in the air and on the table</li> <li>❖ Say the numbers and the spellings</li> <li>❖ Paired work- one says the number and the other writes the figure or the word</li> <li>❖ Counting fingers</li> <li>❖ Counting the number of actions, e.g. 4 jumps, 5 claps</li> <li>❖ Teacher says a number and that number of children must join hands</li> <li>❖ Show a number of pencils</li> <li>❖ Matching figures and words</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Circle game where the children count to five around the circle and run if they forget the number</li> <li>★ Count as a class, in pairs or around the table</li> <li>★ Walk and count steps</li> <li>★ Sing five little fishing boats</li> <li>★ Use dice roll and say the number</li> </ul>	<p>Can say the numbers one to four</p> <p>Can write the numbers one to four</p> <p>Can recognize the amount that each number represents</p>	<p>Dice</p> <p>Objects</p> <p>Pencils</p> <p>Word and number cards</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Second Week	20 <sup>th</sup> January 24 <sup>th</sup> January	To be able to count to 8	Page 7 to 11	Numbers	<ul style="list-style-type: none"> <li>➤ To be able to say the numbers to four</li> <li>➤ To be able to write the numbers to four</li> <li>➤ To be able to recognize the amount that each number represents</li> </ul>	<ul style="list-style-type: none"> <li>❖ Counting real objects</li> <li>❖ Write numbers in the air and on the table</li> <li>❖ Say the numbers and the spellings</li> <li>❖ Paired work- one says the number and the other writes the figure or the word</li> <li>❖ Counting fingers</li> <li>❖ Counting the number of actions, e.g. 4 jumps, 5 claps</li> <li>❖ Teacher says a number and that number of children must join hands</li> <li>❖ Show a number of pencils</li> <li>❖ Matching figures and words</li> <li>❖ Count the number of objects in the room, e.g. windows</li> <li>❖ Count the number of body parts</li> <li>❖ Draw pictures of numbers and display</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>❖ Bingo game</li> <li>❖ Paste numbers- say a number and the children must point or go to that number</li> <li>❖ Number salad</li> <li>❖ True or false</li> <li>❖ Thumbs up thumbs down</li> <li>❖ Counting in groups and pairs</li> <li>❖ Stop start</li> </ul>	<p>Can say the numbers one to four</p> <p>Can write the numbers one to four</p> <p>Can recognize the amount that each number represents</p>	<p>Real objects</p> <p>Number and word cards</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Third Week	27 <sup>th</sup> January 31 <sup>st</sup> January	To be able to count to nine	Pages 12 to 14	Number	<ul style="list-style-type: none"> <li>➤ To be able to say the numbers to four</li> <li>➤ To be able to write the numbers to four</li> <li>➤ To be able to recognize the amount that each number represents</li> </ul>	<ul style="list-style-type: none"> <li>❖ Counting real objects</li> <li>❖ Write numbers in the air and on the table</li> <li>❖ Say the numbers and the spellings</li> <li>❖ Paired work- one says the number and the other writes the figure or the word</li> <li>❖ Counting fingers</li> <li>❖ Counting the number of actions, e.g. 4 jumps, 5 claps</li> <li>❖ Teacher says a number and that number of children must join hands</li> <li>❖ Show a number of pencils</li> <li>❖ Matching figures and words</li> <li>❖ Count the number of objects in the room, e.g. windows</li> <li>❖ Count the number of body parts</li> <li>❖ Draw pictures of numbers and display</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Circle game where the children count to five around the circle and run if they forget the number</li> <li>★ Count as a class, in pairs or around the table</li> <li>★ Walk and count steps</li> <li>★ Sing five little fishing boats</li> <li>★ Use dice roll and say the number</li> </ul>	<p>Can say the numbers one to four</p> <p>Can write the numbers one to four</p> <p>Can recognize the amount that each number represents</p>	Real objects Number and word cards

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Fourth Week	3 <sup>rd</sup> February 7 <sup>th</sup> February	To be able to count to 9	Pages 15 to 18	Number	<ul style="list-style-type: none"> <li>➤ To be able to say the numbers to four</li> <li>➤ To be able to write the numbers to four</li> <li>➤ To be able to recognize the amount that each number represents</li> </ul>	<ul style="list-style-type: none"> <li>❖ Counting real objects</li> <li>❖ Write numbers in the air and on the table</li> <li>❖ Say the numbers and the spellings</li> <li>❖ Paired work- one says the number and the other writes the figure or the word</li> <li>❖ Counting fingers</li> <li>❖ Counting the number of actions, e.g. 4 jumps, 5 claps</li> <li>❖ Teacher says a number and that number of children must join hands</li> <li>❖ Show a number of pencils</li> <li>❖ Matching figures and words</li> <li>❖ Count the number of objects in the room, e.g. windows</li> <li>❖ Count the number of body parts</li> <li>❖ Draw pictures of numbers and display</li> <li>❖ Matching numbers and spelling</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>❖ Bingo game</li> <li>❖ Paste numbers- say a number and the children must point of go to that number</li> <li>❖ Number salad</li> <li>❖ True or false</li> <li>❖ Thumbs up thumbs down</li> <li>❖ Counting in groups and pairs</li> <li>❖ Stop start</li> </ul>	<p>Can say the numbers one to four</p> <p>Can write the numbers one to four</p> <p>Can recognize the amount that each number represents</p> <p>ASSESSMENT 1</p>	<p>Real objects</p> <p>Number and word cards</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Fifth Week	10 <sup>th</sup> February 14 <sup>th</sup> February	To be able to say a number that is one more than a given number	Pages 19 - 23	Numbers	<ul style="list-style-type: none"> <li>➤ To be able to say the numbers to four</li> <li>➤ To be able to write the numbers to four</li> <li>➤ To be able to recognize the amount that each number represents</li> <li>➤ To be able to place numbers in size order</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make pictures with a given number of trees, birds etc</li> <li>❖ Show a number and the children show an equal number or amount</li> <li>❖ Put the numbers in order</li> <li>❖ Show a number and the children point to or say a number which is one more</li> <li>❖ Say a number and the children show a number of objects that is one more</li> <li>❖ Roll the dice and the children say a number that is one more</li> <li>❖ Show number card and the children say one which is one more</li> </ul> <p>Mental Maths</p> <ul style="list-style-type: none"> <li>★ Ping pong</li> <li>★ Clap click</li> <li>★ Paired work- one child says or writes a number and the children write or say a number which is one more</li> <li>★ Counting as a class, groups or pairs</li> <li>★ Show a number on fingers and the children show a number which is one more</li> </ul>	<p>Can say the numbers one to four</p> <p>Can write the numbers one to four</p> <p>Can recognize the amount that each number represents</p> <p>Can place numbers into size order</p>	<p>Number cards</p> <p>Whiteboards</p> <p>Dice</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Sixth Week	17 <sup>th</sup> February 21 <sup>st</sup> February	To be able to count on in their heads up to 9	Pages 24 - 27	Numbers and Addition	<ul style="list-style-type: none"> <li>➤ To be able to count a number of objects</li> <li>➤ To be able to add objects up to ten</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to order the numbers up to 9</li> <li>❖ Place the numbers in a line and then remove one the children must guess which is removed</li> <li>❖ Walk and count steps</li> <li>❖ Add and count any objects</li> <li>❖ Draw and count</li> <li>❖ Count and draw</li> <li>❖ Introduce the + and = sign</li> <li>❖ Add children</li> <li>❖ Go outside and count objects, e.g. number of trees</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Using real objects, shells or beans</li> <li>★ Drawing</li> <li>★ Counting on using fingers</li> <li>★ Grouping amounts and adding</li> <li>★ Adding pictures</li> <li>★ Telling stories and drawing</li> </ul>	<p>Can count a number of objects up to ten</p> <p>Can add a number of objects up to ten</p> <p>ASSESSMENT 2</p>	Real objects whiteboards

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Seventh Week	24 <sup>th</sup> February 28 <sup>th</sup> February	To be able to count on from a number to 9	Pages 28 - 33	Addition	<ul style="list-style-type: none"> <li>➤ To be able to count a number of objects</li> <li>➤ To be able to add objects up to ten</li> <li>➤ To be able to add numbers up to ten</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to order the numbers up to 9</li> <li>❖ Place the numbers in a line and then remove one the children must guess which is removed</li> <li>❖ Walk and count steps</li> <li>❖ Add and count any objects</li> <li>❖ Draw and count</li> <li>❖ Count and draw</li> <li>❖ Introduce the + and = sign</li> <li>❖ Add children</li> <li>❖ Go outside and count objects, e.g. number of trees</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Using real objects, shells or beans</li> <li>★ Drawing</li> <li>★ Counting on using fingers</li> <li>★ Grouping amounts and adding</li> <li>★ Adding pictures</li> <li>★ Telling stories and drawing</li> <li>❖</li> </ul>	<p>Can count a number of objects up to ten</p> <p>Can add a number of objects up to ten</p> <p>Can add numbers up to ten</p>	Real objects Whiteboards

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Eighth Week	2 <sup>nd</sup> March 6 <sup>th</sup> March	To be able to count on from a number so the answer is 9 or less	Pages 34 - 38	Addition	<ul style="list-style-type: none"> <li>➤ To be able to count a number of objects</li> <li>➤ To be able to add objects up to ten</li> <li>➤ To be able to add numbers up to 10</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make number chains</li> <li>❖ Use a rule as a number line to add 1 or 2</li> <li>❖ Use objects to add to 9</li> <li>❖ Count the fruit</li> <li>❖ Write their own sums and then count to solve</li> <li>❖ Give a set number of shells and see how many different ways they can add them to make the total</li> <li>❖ Matching sums and answers</li> <li>❖ Use whiteboards for show me</li> </ul> <p><b>MENTAL MATHS</b></p> <ul style="list-style-type: none"> <li>★ Using real objects, shells or beans</li> <li>★ Drawing</li> <li>★ Counting on using fingers</li> <li>★ Grouping amounts and adding</li> <li>★ Adding pictures</li> <li>★ Telling stories and drawing</li> </ul>	<p>Can count a number of objects up to ten</p> <p>Can add a number of objects up to ten</p> <p>Can count numbers up to ten</p> <p><b>ASSESSMENT 3</b></p>	Fruit and shells



Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Ninth Week	9 <sup>th</sup> March 13 <sup>th</sup> March	To be able to count on from a number so the total is less than 10	Pages 39 - 43	Addition	<ul style="list-style-type: none"> <li>➤ To be able to count a number of objects</li> <li>➤ To be able to add objects up to ten</li> <li>➤ To be able to add numbers up to 10</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use number cards on their desk to turn and add</li> <li>❖ Hidden pairs</li> <li>❖ To be able to order the numbers up to 9</li> <li>❖ Place the numbers in a line and then remove one the children must guess which is removed</li> <li>❖ Walk and count steps</li> <li>❖ Add and count any objects</li> <li>❖ Draw and count</li> <li>❖ Count and draw</li> <li>❖ Introduce the + and = sign</li> <li>❖ Add children</li> <li>❖ Go outside and count objects, e.g. number of trees</li> </ul> <p><b>MENTAL MATHS</b></p> <ul style="list-style-type: none"> <li>★ Using real objects, shells or beans</li> <li>★ Drawing</li> <li>★ Counting on using fingers</li> <li>★ Grouping amounts and adding</li> <li>★ Adding pictures</li> <li>❖ Telling stories and drawing</li> </ul>	<p>Can count a number of objects up to ten</p> <p>Can add a number of objects up to ten</p> <p>Can count numbers up to ten</p> <p><b>ASSESSMENT 4</b></p>	

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Tenth Week	23 <sup>rd</sup> March - 27 <sup>th</sup> March	To be able to count back from a number within 10	Pages 44 - 48	Subtraction	<ul style="list-style-type: none"> <li>➤ To be able to count a number of objects</li> <li>➤ To be able to subtract objects within ten</li> <li>➤ To be able to subtract numbers within ten</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use real objects to subtract</li> <li>❖ Use stories for the children to understand subtraction</li> <li>❖ Songs 'Ten Green Bottles' or 'Three Little Ducks'</li> <li>❖ Bingo</li> <li>❖ Real problems</li> <li>❖ Drawing</li> <li>❖ Paired work- one writes a sum and the other solves</li> <li>❖ Collect corals and take away one group</li> <li>❖ Use fingers and pencils to take away</li> <li>❖ Matching- hidden pairs</li> <li>❖ Eye Spy</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Count back using their fingers</li> <li>★ Count back by putting a number in their heads</li> <li>★ Counting backwards from nine to one</li> <li>★ Change game</li> <li>★ Stop Start</li> <li>★ Ping pong</li> <li>★ Clap click</li> </ul>	<p>Can count a number of objects up to ten</p> <p>Can subtract a number of objects within ten</p> <p>To be able to subtract numbers within 10</p>	<p>Tape</p> <p>Corals</p> <p>Pencils</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Eleventh Week	30 <sup>th</sup> March 3 <sup>rd</sup> April	To be able to count backwards from 9	Pages 49 - 54	Subtraction	<ul style="list-style-type: none"> <li>➤ To be able to count a number of objects</li> <li>➤ To be able to subtract objects within ten</li> <li>➤ To be able to subtract numbers within ten</li> </ul>	<ul style="list-style-type: none"> <li>❖ Number chains</li> <li>❖ Use a ruler as a number line</li> <li>❖ Use magic number lines</li> <li>❖ Use real objects</li> <li>❖ Use whiteboards for show me and paired work</li> <li>❖ Take away using children</li> <li>❖ Songs, Ten Green Bottles or Five Little Ducks</li> <li>❖ Stories using subtraction</li> <li>❖ Using fingers</li> <li>❖ Use numbers cards face down - turn two and then subtract</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Count back using their fingers</li> <li>★ Count back by putting a number in their heads</li> <li>★ Counting backwards from nine to one</li> <li>★ Change game</li> <li>★ Stop Start</li> <li>★ Ping pong</li> <li>★ Clap click</li> </ul>	<p>Can count a number of objects up to ten</p> <p>Can subtract a number of objects within ten</p> <p>To be able to subtract numbers within 10</p>	<p>Number cards</p> <p>Number lines</p> <p>Tapes</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Twelfth week	6 <sup>th</sup> April 10 <sup>th</sup> April	To be able to count backwards from 9	Pages 55 - 59	Subtraction	<ul style="list-style-type: none"> <li>➤ To be able to count a number of objects</li> <li>➤ To be able to subtract objects within ten</li> <li>➤ To be able to subtract numbers within ten</li> </ul>	<ul style="list-style-type: none"> <li>❖ Number chains</li> <li>❖ Use a ruler as a number line</li> <li>❖ Use magic number lines</li> <li>❖ Use real objects</li> <li>❖ Use whiteboards for show me and paired work</li> <li>❖ Take away using children</li> <li>❖ Songs, Ten Green Bottles or Five Little Ducks</li> <li>❖ Stories using subtraction</li> <li>❖ Using fingers</li> <li>❖ Use numbers cards face down - turn two and then subtract</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Count back using their fingers</li> <li>★ Count back by putting a number in their heads</li> <li>★ Counting backwards from nine to one</li> <li>★ Change game</li> <li>★ Stop Start</li> <li>★ Ping pong</li> <li>❖ Clap click</li> </ul>	<p>Can count a number of objects up to ten</p> <p>Can subtract a number of objects within ten</p> <p>To be able to subtract numbers within 10</p> <p>ASSESSMENT</p>	<p>Number cards</p> <p>Number lines</p> <p>Tapes</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Thirteenth Week	13 <sup>th</sup> April 17 <sup>th</sup> April	To be able to say the ordinal numbers in order	Pages 60 - 64	Numbers	<ul style="list-style-type: none"> <li>➤ To be able to recognize a square, circle, triangle and rectangle</li> <li>➤ To be able to draw the common shapes</li> <li>➤ To be able to recognize the names of the common shapes in written form</li> </ul>	<ul style="list-style-type: none"> <li>★ Use counters or cubes for the children to make the number that the teacher has said</li> <li>★ Count forwards and backwards to twenty- they can do in different voices</li> <li>★ Counting claps and steps</li> <li>★ Take the children outside and they must make groups of a given number</li> <li>★ Take children for a counting walk- e.g. 10 steps forward, turn then 6 steps etc</li> <li>★ Give the children a number and the children must draw that number of objects</li> <li>★ Play board games- try snakes and ladders with higher numbered dice</li> <li>★ Give children a number and ask them to get into order</li> <li>★ Story telling</li> </ul> <p><b>MENTAL MATHS</b></p> <ul style="list-style-type: none"> <li>★ Hangman</li> <li>★ Chasing game</li> <li>★ Change game</li> <li>★ Ping pong</li> </ul> <p style="text-align: center;">❖</p>	<p>Can recognize the common shapes</p> <p>Can draw the common shapes</p> <p>Can recognize the written names of the common shapes</p>	<p>Counters</p> <p>Cubes</p> <p>Whiteboards</p> <p>Dice</p> <p>Matching and ordering cards</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Fourteenth Week	20 <sup>th</sup> April 24 <sup>th</sup> April	To be able to recognize four basic shapes	Pages 65 - 71	Shape	<ul style="list-style-type: none"> <li>➤ To be able to recognize the common shapes</li> <li>➤ To be able to draw the common shapes</li> <li>➤ To be able to recognize the properties of the common shapes</li> <li>➤ To be able to group the common shapes by properties</li> </ul>	<ul style="list-style-type: none"> <li>★ Bring roshi (or ask the children to bring) and they can tear into halves or quarters</li> <li>★ Play hidden pairs or find a partner with halves and quarter cards</li> <li>★ Sort equal and unequal fractions</li> <li>★ Give the children shapes which they can partition or fold to show halves</li> <li>★ Play a circle game where the children are given pictures of halves or quarters and when the teacher says their fraction they must run around the circle</li> <li>★ Play fraction salad with halves and quarters</li> <li>★ Sort halves, quarters and shapes partitioned incorrectly</li> <li>★ Play true or false</li> <li>★ Play moving lines</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Folding papers to make halves and quarters</li> <li>★ Paired work on whiteboards- one says half or quarter and the other has to draw or one draws and the other writes the fraction</li> <li>★</li> </ul>	<p>Can recognize the common shapes</p> <p>Can draw the common shapes</p> <p>Can recognize the properties of the common shapes</p> <p>Can group the common shapes according to properties</p> <p>ASSESSMENT</p>	

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Fifteenth Week	27 <sup>th</sup> April 1 <sup>st</sup> May	To be able to measure length using non-standard measures	Pages 72 - 76	Length	<ul style="list-style-type: none"> <li>➤ To be able to understand the words long, longer, short, shorter, tall, taller, wide, wider.</li> <li>➤ To be able to compare lengths using the correct words</li> </ul>	<ul style="list-style-type: none"> <li>★ Give the children long and short straws for the children to hold up when the teacher says longer or shorter</li> <li>★ The children can make patterns of long short long short etc</li> <li>★ Match words and pictures for each one- then use cards for find a partner or hidden pairs</li> <li>★ Use shells, seeds, counters, cubes etc to measure the length of items</li> <li>★ Use their books to measure the length of longer items</li> <li>★ Get the children to draw around their hands and then order the length or the span in their groups. You can make a display from this!</li> </ul> <p><b>MENTAL MATHS</b></p> <ul style="list-style-type: none"> <li>★ Counting how many footsteps between given objects</li> <li>★ Measuring stationery items with non-standard measures, e.g. the number of pencil sharpeners.</li> </ul> <p style="text-align: center;">❖</p>	<p>Can understand the words long, longer, short, shorter, tall, taller, wide, wider.</p> <p>Can compare lengths using the correct words</p>	<p>Straws</p> <p>Matching words and pictures</p> <p>Counters</p>

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Sixteenth Week	4 <sup>th</sup> May 8 <sup>th</sup> May	To be able to measure length using non-standard measures	Pages 77 - 81	Length	<ul style="list-style-type: none"> <li>➤ To be able to compare lengths using the correct words</li> <li>➤ To be able to measure lengths using non-standard measurements</li> </ul>	<ul style="list-style-type: none"> <li>★ Give the children long and short straws for the children to hold up when the teacher says longer or shorter</li> <li>★ The children can make patterns of long short long short etc</li> <li>★ Match words and pictures for each one- then use cards for find a partner or hidden pairs</li> <li>★ Use shells, seeds, counters, cubes etc to measure the length of items</li> <li>★ Use their books to measure the length of longer items</li> <li>★ Get the children to draw around their hands and then order the length or the span in their groups. You can make a display from this!</li> </ul> <p><b>MENTAL MATHS</b></p> <ul style="list-style-type: none"> <li>★ Counting how many footsteps between given objects</li> <li>★ Measuring stationery items with non-standard measures, e.g. the number of pencil sharpeners.</li> </ul> <p style="text-align: center;">❖</p>	<p>Can compare lengths using the correct words</p> <p>Can measure lengths using non-standard measures</p>	<p>Straws</p> <p>Matching words and pictures</p> <p>Counters</p>



Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Seventeenth Week	11 <sup>th</sup> May 15 <sup>th</sup> May	To be able to measure length using non-standard measures	Pages 82 - 83	Length	<ul style="list-style-type: none"> <li>➤ To be able to measure and compare lengths using non-standard measures</li> <li>➤ To be able to compare lengths using the correct words</li> </ul>	<ul style="list-style-type: none"> <li>★ Give the children long and short straws for the children to hold up when the teacher says longer or shorter</li> <li>★ The children can make patterns of long short long short etc</li> <li>★ Match words and pictures for each one- then use cards for find a partner or hidden pairs</li> <li>★ Use shells, seeds, counters, cubes etc to measure the length of items</li> <li>★ Use their books to measure the length of longer items</li> <li>★ Get the children to draw around their hands and then order the length or the span in their groups. You can make a display from this!</li> </ul> <p><b>MENTAL MATHS</b></p> <ul style="list-style-type: none"> <li>★ Counting how many footsteps between given objects</li> <li>★ Measuring stationery items with non-standard measures, e.g. the number of pencil sharpeners.</li> </ul> <p style="text-align: center;">❖</p>	<p>Can measure lengths using non-standard measures</p> <p>Can compare lengths using the correct vocabulary</p>	<p>Straws</p> <p>Matching words and pictures</p> <p>Counters</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Eighteenth Week	18 <sup>th</sup> May 22 <sup>nd</sup> May	To be able to recognize $\frac{1}{2}$ and $\frac{1}{4}$	Pages 85 - 90	Fractions	<ul style="list-style-type: none"> <li>➤ To be able to recognize a half and a quarter</li> <li>➤ To be able to write a half and a quarter</li> <li>➤ To understand that the whole must be cut into equal parts</li> </ul>	<ul style="list-style-type: none"> <li>★ Bring roshi (or ask the children to bring) and they can tear into halves or quarters</li> <li>★ Play hidden pairs or find a partner with halves and quarter cards</li> <li>★ Sort equal and unequal fractions</li> <li>★ Give the children shapes which they can partition or fold to show halves</li> <li>★ Play a circle game where the children are given pictures of halves or quarters and when the teacher says their fraction they must run around the circle</li> <li>★ Play fraction salad with halves and quarters</li> <li>★ Sort halves, quarters and shapes partitioned incorrectly</li> <li>★ Play true or false</li> <li>★ Play moving lines</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Folding papers to make halves and quarters</li> <li>★ Paired work on whiteboards- one says half or quarter and the other has to draw or one draws and the other writes the fraction</li> <li>★ Matching cards</li> <li>★ Equivalence cards</li> </ul> <p style="text-align: center;">❖</p>	<p>Can recognize a half and a quarter</p> <p>Can write a half and a quarter</p> <p>Can understand that in fractions the whole must be cut into equal parts</p>	<p>Roshi</p> <p>Matching cards</p> <p>Shapes</p> <p>Paper strips</p>

Week	Date	Mental Maths	Pages	Syllabus Aim	Objectives	Activities	Assessment	Teaching Aids
Nineteenth Week	25 <sup>th</sup> May 29 <sup>th</sup> May	To be able to recognize $\frac{1}{2}$ and $\frac{1}{4}$	Pages 91 - 93	Fractions	<ul style="list-style-type: none"> <li>➤ To be able to recognize a half and a quarter</li> <li>➤ To be able to colour half or quarter of a shape</li> </ul>	<ul style="list-style-type: none"> <li>★ Bring roshi (or ask the children to bring) and they can tear into halves or quarters</li> <li>★ Play hidden pairs or find a partner with halves and quarter cards</li> <li>★ Sort equal and unequal fractions</li> <li>★ Give the children shapes which they can partition or fold to show halves</li> <li>★ Play a circle game where the children are given pictures of halves or quarters and when the teacher says their fraction they must run around the circle</li> <li>★ Play fraction salad with halves and quarters</li> <li>★ Sort halves, quarters and shapes partitioned incorrectly</li> <li>★ Play true or false</li> <li>★ Play moving lines</li> </ul> <p>MENTAL MATHS</p> <ul style="list-style-type: none"> <li>★ Folding papers to make halves and quarters</li> <li>★ Paired work on whiteboards- one says half or quarter and the other has to draw or one draws and the other writes the fraction</li> <li>★ Matching cards</li> <li>★ Equivalence cards</li> </ul> <p>❖</p>	<p>Can recognize a half and a quarter</p> <p>Can colour half of a shape</p>	<p>Roshi</p> <p>Matching cards</p> <p>Shapes</p> <p>Paper strips</p>