# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 1 | 13th - 17th January 2008 | To be able to add 10 to any number mentally in their heads | Number | ➢ To be able to write two digit numbers as tens and ones<br>➢ To be able to match figures and words<br>➢ To be able to count to 100 | ★ To use number cards and to arrange in order<br>  ★ To make numbers with digit cards and say aloud<br>  ★ Paired work- one child says a number and the other writes in figures or words<br>  ★ The teacher says a number and the children must write or choose the correct number<br>  ★ Bingo Game<br>  ★ Counting forwards and backwards<br>  ★ Counting games<br>MENTAL MATHS<br><br>★ Use a 100 square to illustrate how the tens digit changes when we add ten<br>★ Adding and removing ten from any number<br>★ Show me with whiteboards<br>★ Counting around in tens<br>★ Ping pong<br>★ Clap click | Can write two digit numbers in tens and ones<br><br>Can match figures and words<br><br>Can count to 100 | Number cards<br><br>Whiteboards<br><br>100 square | 1<br>2<br>3<br>4<br>5<br>6 |

# Maths Scheme of Work, GR 2
# First Term 2008
# H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 2 | 20th – 24th January 2008 | To be able to add and take away 10 mentally | Number | ➢ To be able to say the number before and after a two digit number<br>➢ To be able to match figures and words<br>➢ To be able to write number sequences | ★ Put numbers on the board for children to read, write or spell<br>★ Matching words and numbers<br>★ Hidden pairs<br>★ Find a partner<br>★ Play clap click or ping pong where the teacher says a number and the children have to say the number before or after<br>★ Arranging number cards into size order<br>★ The children write the ir own number and arrange these into size order<br>★ Dice roll three dice and say the number made<br>★ Paired work- one say the other writes<br>★ Number salad using place value<br>MENTAL MATHS<br><br>★ Use a 100 square to illustrate how the tens digit changes when we add ten<br>★ Adding and removing ten from any number<br>★ Show me with whiteboards<br>★ Counting forwards and backwards<br>★ Ping pong<br>★ Clap click | Can say a number before and after a two digit number<br><br>Can match figures and words to 100<br><br>Can write number sequences | Whiteboards<br><br>Matching cards<br><br>Dice | 7<br>8<br><br>9<br><br>10<br>11<br><br>12<br><br>13 |

# Maths Scheme of Work, GR 2
## First Term 2008
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| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 3 | 27th – 31st January 2008 | To be able to say one more or one less than any two and three digit numbers | Number | ➢ To be able to put three digit numbers into size order<br>➢ To be able to use the symbols < > and = to show relationships | ★ Place number cards into size order<br>★ Use digit cards to make the number the teacher says<br>★ Hold a number card and the children say one more or one less<br>★ Count the number of trees in different areas and order as a class<br>★ Moving lines<br>★ Number chain<br>★ Give number cards and the children should use < >= to show the correct relationship<br>★ Tell the story of the hungry Sear Fish<br><br>MENTAL MATHS<br><br>★ Whiteboards for show me and paired work<br>★ Thumbs up and thumbs down<br>★ Count on and back from any number<br>★ True or false<br>★ Change game<br>★ Counting in groups and pairs | Can place three digit numbers into size order<br><br><br>Can use < >= to show relationships | Number cards<br><br>Digit cards<br><br>Whiteboards | 14<br><br>15<br>16<br><br>17<br><br>18<br>19<br><br>20<br>21 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| **4** | 3rd – 7th February 2008 | To be able to place numbers into size order | numbers | ➢ To be able to recognize the notes and coins used in the Maldives and their value | *Make values by combining the notes and coins<br>*Trace the notes and coins and write the value<br>*Make a shop and buy goods<br>*Look at shop objects- discuss the amount and discuss which items are more or less than another | Can write two digit numbers in tens and ones<br>Can match figures and words<br>Can count to 100<br><br>**Assessment 1** | Number cards<br><br>Whiteboards<br><br>100 square | **22**<br>**23** |
| | | | Ordinal numbers | To be able to say the ordinal numbers to 20th<br>To be able to write the ordinal numbers<br>To be able to order the ordinal numbers | *Have races and ask who came 1st, 2nd etc<br>*Show a picture of a race and ask who came first second etc<br>*Give the children ordinal number cards and get the children to place them into order<br>*Match words and digits for ordinal numbers<br>*Order birthdays using ordinal numbers<br>*Use ordinal numbers to write about their day<br>*Tell a story using ordinal numbers<br>*Get the children into assembly lines and ask them which ordinal number they are<br>*Spelling activities<br>MENTAL MATHS<br>Ordering the numbers, Circle game, Bingo, Ping pong, Line game, Hidden pairs | Can say the ordinal numbers to 20th<br><br><br>Can write the ordinal numbers<br><br><br>Can order the ordinal numbers | Ordinal number cards<br><br>Matching cards<br><br>Whiteboards | **24**<br><br>**25**<br>**26**<br><br>**27** |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 5 | 10 – 14th February 2008 | To be able to add a single digit to a double digit number by counting on | Ordinal numbers | | ★ Assessment 2 | **Assessment 2** | | |
| | | | Addition | ➢ To be able to count on a single digit from a double digit in their heads<br>➢ To be able to add two double digit numbers using a written sum<br>➢ To be able to say the number of tens and ones in a two digit number | ★ Use pencils etc to add amounts<br>★ Use number wheels to add two numbers<br>★ Use number circles<br>★ Use digit cards- the teacher gives an answer and the children must hold up two numbers that make that answer<br>★ Target number<br>★ Use dice to add<br>★ Count trees and chairs etc and add<br>MENTAL MATHS<br><br>★ Count on by putting the first number in their heads<br>★ Get them to identify the big number and count on the smaller<br>★ Use a ruler as a number line to count on<br>★ Use whiteboards to work in pairs<br>★ Digit cards- turn two and add | Assessment 3<br><br>Can count on a single from a double digit number<br><br>Can add two digit numbers by using a written sum<br><br>Can identify the number of tens and ones in a two digit number | Number wheels<br><br>Number circles<br><br>Digit cards<br><br>Number cards<br><br>Dice | 28<br>29<br><br>30<br>31<br><br>32<br>33<br><br>34<br>35 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 6 | 17th – 21st February 2008 | To be able to count on and back from any given number | Addition | ➤ To be able to add two double digit numbers using a written sum<br>➤ To be able to say the numbers of tens and ones in a two digit number | ★ Use tens and ones to add<br>★ Matching sums and answers<br>★ Finding pairs game<br>★ Target numbers<br>★ Treasure hunt<br>★ Relay race<br>★ Whiteboards- the teacher says a number and the children draw in tens and ones<br>★ Make a paper dart board- drop a pencil and add<br>★ Paired- one writes and sum and the other adds<br>★ Write their own sums and swap with a partner<br>MENTAL MATHS<br><br>★ Count forwards and back wards from any number given<br>★ Counting in pairs, groups and as a whole class<br>★ Ping pong<br>★ Clap click<br>★ Change game<br>★ Stop start | Can add two digit numbers using a written sum<br><br>Can identify the number of tens and ones in a two digit number | Tens and ones<br><br>Dice<br><br>Dartboard<br><br>Matching cards<br><br>whiteboards | 38<br>39<br>40<br>41<br>42 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 7 | 24th – 28th February 2008 | To be able to add 11 by adding ten and then adding 1 | Addition | ➢ to be able to add amounts of money<br>➢ To be able to solve word problems about addition | ★ Ask the children to look at worded problems and find the words that tell us to add<br>★ Write their own word problems and swap them with another<br>★ Place word problems in a box and have a quiz<br>★ Teacher mimes a word problems and the children must say and then solve the word problem<br>★ Use shops to write word problems about<br>★ Act out buying goods from the shop and then write word problems about each<br><br>MENTAL MATHS<br><br>★ Make a shop and add<br>★ Use number cards and circles and add 11 to each number<br>★ Treasure hunt using number cards<br>★ Dice<br>★ Digit cards<br>★ Paired work- one gives a number and the other adds 11 | Can add amounts of money<br><br>Can solve word problems about addition<br><br><br>Assessment 3 | Whiteboards<br><br>Shops<br><br>Number cards and circles | 43<br>44<br><br>45<br>46<br><br>47<br>48<br><br>49<br>50 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 8 | 2nd – 6th March 2008 | To be able to count backwards in 10's | Subtraction | ➢ To be able to count back in tens<br>➢ To be able to subtract using two digit numbers and a written sum | ★ Use real objects to subtract<br>★ Use children to subtract<br>★ Use tens and ones to subtract<br>★ Give a starting number and make groups to subtract<br>★ Paired work- one gives a sum and the other answers<br>★ Use tens and ones in tens and ones grids to illustrate regrouping<br>★ Use dice to subtract<br>★ Use number wheels and circles<br>★ Use dominoes (if you know the game)<br>MENTAL MATHS<br><br>★ 100 square<br>★ Hidden numbers on the 100 square<br>★ Counting back in tens<br>★ Clap click<br>★ Ping pong<br>★ Paired work<br>★ Circle game<br>★ Danger number<br>★ Number cards | Can subtract 10 from any number<br>Can subtract two digit numbers using a written sum | Real objects<br><br>Tens and ones<br><br>Tens and ones grids<br><br>Number wheels<br><br>Number circles<br><br>Dominoes<br><br>Number cards<br><br>100 square | **53**<br>**54**<br><br>**55**<br>**56**<br><br>**57**<br><br>**58**<br><br>**59**<br>**60** |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 9 | 10th – 13th March 2008 | To be able to subtract 11 from any number | Subtraction | ➢ To be able to subtract using two digit numbers<br>➢ To be able to subtract using regrouping | ★ Make a shop and the children have to buy and give change<br>★ Use a hundred square to show how to take away tens and ones<br>★ Missing number sums<br>★ Use a number square to take away tens and ones<br>★ Say a sum and the children work out by drawing<br>★ Roll two dice and subtract<br>★ Use number cards to subtract<br>★ Use number wheels to subtract<br><br>MENTAL MATHS<br><br>★ Make a shop and subtract for change<br>★ Use number cards and circles and take 11 from each number<br>★ Treasure hunt using number cards<br>★ Dice<br>★ Digit cards<br>★ Paired work- one gives a number and the other subtracts 11 | Can subtract two digit numbers<br><br>Can subtract using regorouping | Shops<br><br>100 Square<br><br>Dice<br><br>Whiteboards<br><br>Number wheels<br><br>Number cards<br><br>Number circles | 61<br><br>62<br><br>63<br><br>64 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 10 | 23rd – 27th March 2008 | To be able to subtract 11 from any number | Subtraction | ➢ To be able to subtract using two digit numbers<br>➢ To be able to subtract using regrouping | *Make a shop and the children have to buy and give change<br>*Use a hundred square to show how to take away tens and ones<br>*Missing number sums<br>*Use a number square to take away tens and ones<br>*Say a sum and the children work out by drawing<br>*Roll two dice and subtract<br>*Use number cards to subtract<br>*Use number wheels to subtract | Can subtract two digit numbers<br><br>Can subtract using regorouping<br><br><br>**Assessment 4** | Shops<br>100 Square<br>Dice<br>Whiteboards<br>Number wheels<br>Number cards<br>Number circles | **65**<br>**66**<br><br>**67**<br>**68** |
| | | To recognize the basic shapes and be able to say their properties | Shape | ➢ To be able to recognize and draw the basic common shapes<br>➢ To be able to count the number of sides and corners of the basic shapes | ★    Matching the name with the shape<br>★    Guess my shape<br>★    Look for shapes in objects around the room<br>★    Counting the number of sides and corners of the basic shapes<br>★    Paired work where the children describe and the other guess or draw<br>★    Show one child from each group a shape and they must go back to their group and describe<br>★    Drawing the shapes<br>★    The teacher describes how to draw and the children draw<br>★    Draw big and small shapes | Can recognize and draw the basic shapes<br><br>Can count the sides and corners of the basic shapes | Shapes<br><br>Real objects<br><br>Whiteboards | **69**<br><br>**70** |

| | | | | ★ Use tangram stories<br>★ Make tangram pictures<br>★ Check how many triangles they can make by folding a square repeatedly | | | |
|---|---|---|---|---|---|---|---|

## Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 11 | 30th March- 3rd April 2008 | To recognize the basic shapes and be able to say their properties | Shape | ➢ To be able to recognize and draw the basic common shapes<br>➢ To be able to count the number of sides and corners of the basic shapes | ➢ Make patterns by using given shapes (photocopy from the teachers book)<br>➢ Finish patterns by the teacher starting a pattern and the students finishing<br>➢ Missing shapes- the teacher makes a pattern and misses a shape the children must guess the shape that the teacher has missed out.<br>➢ Children must make their own patterns by using dot paper<br>➢ Use the children to make patterns, either boy, girl, boy, girl or with children standing, bending etc<br>➢ Make displays of patterns | Can recognize and draw the basic shapes<br><br>Can count the sides and corners of the basic shapes<br><br>ASSESSMENT 1 | Shapes<br><br>Real objects<br><br>Whiteboards<br><br>Dot paper | 71<br>72<br>73<br>74<br>75 |

| | | | | | MENTAL MATHS | | | 76 |
| | | | | | | | | 77 |

MENTAL MATHS

★ Guess my shape
★ Frog in the box
★ Paired work- one describe and the other draw or one says the name and the other draws
★ Naming objects with the same shape as one of the basic shapes
★ Circle game
★ Shape salad

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| | | | Shapes | | | **Assessment 5** | | |
| 12 | 6th – 10th April 2008 | To be able to tell the time on the hour and half past the hour | Time | ➢ To be able to tell the time on the hour and half hour<br>➢ To be able to show the time using analogue clocks<br>➢ To be able to recall the numbers of days in each month | ➢ To use clock faces to show the time<br>➢ To write the time on their white boards<br>➢ Paired work- one child says and the other child shows the time<br>➢ Children draw clocks and hands<br>➢ Look closely at the hour hand and where it is<br>➢ Make a display of times and actions<br>➢ To use a calendar to find important dates<br><br>MENTAL MATHS ACTIVITIES<br><br>❖ Show times on the clocks<br>❖ Write times on the whiteboards<br>❖ Paired work<br>❖ Paired work (one child says a time the other says what they do at that time<br>❖ Treasure hunt | Can tell the time on the hour and the half hour<br><br>Can show the time using an analogue clock<br><br>Can recall the number of days in each month | Clock faces<br><br>Whiteboards<br><br>Calendars | 88<br><br>89<br><br>90<br>91 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

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|---|---|---|---|---|---|---|---|---|
| 13 | 13th – 17th April 2008 | To be able to order the months of the year | Time | ➢ To be able to recall the number of days in each month<br>➢ To be able to read a calendar to read the day and date | ➢ Look at calendars and discuss the day on given days<br>➢ Children find out what day is their birthday<br>➢ Make a birthday chart<br>➢ Look for special days- teachers day, national day etc)<br>➢ Order the days and the month<br>➢ Children order their birthday months from earliest to latest<br><br>MENTAL MATHS ACTIVITIES<br><br>❖ Say the months in order<br>❖ To be able to continue the months when the teacher starts at any month<br>❖ When the teacher says a month the children have to say the next month<br>❖ Teach the children the number of days in a month by teaching the hand method<br>❖ Name the monsoon months | Can recall the number of days in each month<br><br>Can read a calendar to find information on days and dates | Shops<br><br>100 Square<br><br>Dice<br><br>Whiteboards<br><br>Number wheels<br><br>Number cards<br><br>Number circles | 92<br>93<br>94<br>95<br>96<br>97 |

# Maths Scheme of Work, GR 2
## First Term 2008
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|----|----|----|----|-----------|-----------|-------------|---------|-----|
| | | | Time | | | **Assessment 6** | | |
| 14 | 20th – 24th April 2008 | To know their 2 times table randomly and in order | Multiplication | ➢ To know that multiplication is groups of a number<br>➢ To be able to read groups of a given number<br>➢ To know their 2, times tables<br>➢ To be able to understand that multiplication is repeated addition | ★ To make groups of children, books or pencils<br>★ Make groups of counters or seeds<br>★ Say a sum and the children must draw<br>★ Paired work- one child says and the other child draws<br>★ To be able to count in multiples of two<br>★ To write sums for pictures of groups- or hedhikha<br>★ Say a sum and the children must write the repeated addition<br>★ Treasure hunt<br>MENTAL MATHS<br><br>*Gunfighter, Clap click, Frog in a box Ping pong, Counting forwards and backwards in two's, as a class, between groups or within groups ,Counting steps and claps, Dice | Know that multiplication is groups of a number<br><br>Can read groups of a given number<br><br>Know their 2, 5 and 10 times tables<br><br>Know that multiplication is repeated addition | Dice<br><br>Pencils<br><br>Pictures of groups<br><br>Hedhikha pictures<br><br>Sum cards | 88<br>89<br>90<br>91<br>92 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 15 | 27th April – 1st May 2008 | To know their two times table randomly and in order | Multiplication | ➢ To know that multiplication is groups of a number<br>➢ To be able to read groups of a given number<br>➢ To know their 2, times tables<br>➢ To be able to understand that multiplication is repeated addition | ★ Danger number<br>★ Teach reversibility so children know 2x4=4x2<br>★ Use dice to make their own sums<br>★ Use digit cards and dice to make their own sums<br>★ Draw groups for given sums<br>★ To make groups of children, books or pencils<br>★ Make groups of counters or seeds<br>★ Say a sum and the children must draw<br>★ Paired work- one child says and the other child draws<br>★ To be able to count in multiples of two<br>★ To write sums for pictures of groups- or hedhikha<br>★ Say a sum and the children must write the repeated addition<br>★ Treasure hunt<br>MENTAL MATHS<br><br>★ Gunfighter<br>★ Clap click<br>★ Frog in a box<br>★ Ping pong<br>★ Counting forwards and backwards in two's, as a class, between groups or within groups<br>★ Counting steps and claps<br>★ Dice<br>★ Splat cards<br>★ Number salad | Know that multiplication is groups of a number<br><br>Can read groups of a given number<br><br>Know their 2, 5 and 10 times tables<br><br>Know that multiplication is repeated addition | Whiteboards<br><br>Counters<br><br>Dice<br><br>Number cards<br><br>Grouping pictures<br><br>Sum cards | 93<br><br>94<br>95<br><br>96<br><br>97<br><br>99 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 16 | 4th - 8th May 2008 | To know their 3 times table in order | Multiplication | ➢ To know that multiplication is groups of a number<br>➢ To be able to read groups of a given number<br>➢ To know their 2, times tables<br>➢ To be able to understand that multiplication is repeated addition | Danger number<br>★ Teach reversibility so children know 2x4=4x2<br>★ Use dice to make their own sums<br>★ Use digit cards and dice to make their own sums<br>★ Draw groups for given sums<br>★ To make groups of children, books or pencils<br>★ Matching cards and hidden pairs<br>★ Say a sum and the children must draw<br>★ Paired work- one child says and the other child draws<br>★ To be able to count in multiples of two<br>★ To write sums for pictures of groups- or hedhikha<br>★ Say a sum and the children must write the repeated addition<br>★ Treasure hunt<br>MENTAL MATHS<br><br>★ Gunfighter<br>★ Clap click<br>★ Number salad<br>★ Ping pong<br>★ Counting forwards and backwards in two's, as a class, between groups or within groups<br>★ Counting steps and claps<br>★ Dice<br>★ Splat cards | Know that multiplication is groups of a number<br><br>Can read groups of a given number<br><br>Know their 2, 5 and 10 times tables<br><br>Know that multiplication is repeated addition<br><br>ASSESSMENT 4 | Whiteboards<br><br>Counters<br><br>Dice<br><br>Number cards<br><br>Grouping pictures<br><br>Sum cards | 100<br><br>101<br><br>102<br>103<br><br>104<br><br>105<br>106 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 17 | 11th – 15th May 2008 | To know their 3 times table in order | Multiplication | ➢ To know that multiplication is groups of a number<br>➢ To be able to read groups of a given number<br>➢ To know their 2, times tables<br>➢ To be able to understand that multiplication is repeated addition | *Danger number<br>*Teach reversibility so children know 2x4=4x2<br>*Use dice to make their own sums<br>*Use digit cards and dice to make their own sums<br>★ Draw groups for given sums<br>★ To make groups of children, books or pencils<br>★ Matching cards and hidden pairs<br>★ Say a sum and the children must draw | Know that multiplication is groups of a number<br>Can read groups of a given number<br>Know their 2, 5 and 10 times tables<br>Know that multiplication is repeated addition<br><br>**ASSESSMENT 7** | Whiteboards<br>Counters<br>Dice<br>Number cards<br>Grouping pictures<br>Sum cards | **107**<br><br>**108** |
| | | To be able to find halves of numbers up to 20 | Division | ➢ To know that division is the opposite of multiplication<br>➢ To be able to share numbers into a given amount of groups<br>➢ To be able to write division correctly | ★ To make equal groups from a given amount<br>★ Inverses- the teacher gives a multiplication sum and the children give one other multiplication and two division facts from that number<br>★ Say a sum and the children draw to solve<br>★ Paired work- one child says a sum and the other child draws<br>MENTAL MATHS<br><br>★ Clap click<br>★ Ping pong<br>★ Paired work with whiteboards<br>★ Circle game<br>★ Action game<br>Whiteobards to show me | Know that division is the opposite of multiplication<br><br>Can share numbers into a given amount of groups<br><br>Can write division correctly | Whiteboards<br><br>Counters<br><br>Dice<br><br>Number cards<br><br>Grouping pictures<br><br>Sum cards | **109**<br><br>**110** |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 18 | 18<sup>th</sup> - 22<sup>nd</sup> May 2008 | To be able to find halves of numbers up to 20 | Division | ➢ To know that division is the opposite of multiplication<br>➢ To be able to share numbers into a given amount of groups<br>➢ To be able to write division correctly | ★ To make equal groups from a given amount<br>★ Inverses- the teacher gives a multiplication sum and the children give one other multiplication and two division facts from that number<br>★ Say a sum and the children draw to solve<br>★ Paired work- one child says a sum and the other child draws<br>★ Use counters or real objects to group<br>★ Make group with the children- highlight remainders<br>★ Give counters and give dice to select how big the groups are<br>★ Bingo game<br>MENTAL MATHS<br><br>★ Clap click<br>★ Ping pong<br>★ Paired work with whiteboards<br>★ Circle game<br>★ Action game<br>★ Whiteboards to show me | Know that division is the opposite of multiplication<br><br>Can share numbers into a given amount of groups<br><br>Can write division correctly | Whiteboards<br><br>Counters<br><br>Dice<br><br>Number cards<br><br>Grouping pictures<br><br>Sum cards | 113<br>114<br><br>115<br><br>116<br><br>117<br><br>118 |

# Maths Scheme of Work, GR 2
## First Term 2008
## H.Dh. AEC

| WK | DT | MM | TPC | Objectives | Activities | Assessments | T. Aids | PG |
|---|---|---|---|---|---|---|---|---|
| 19 | 25th - 29th May 2008 | To be able to find halves of numbers up to 20 | Division | ➢ To know that division is the opposite of multiplication<br>➢ To be able to share numbers into a given amount of groups<br>➢ To be able to write division correctly<br>➢ To be able to draw group from a given number | ★ To make equal groups from a given amount<br>★ Inverses- the teacher gives a multiplication sum and the children give one other multiplication and two division facts from that number<br>★ Say a sum and the children draw to solve<br>★ Paired work- one child says a sum and the other child draws<br>★ Use counters or real objects to group<br>★ Make group with the children- highlight remainders<br>★ Give counters and give dice to select how big the groups are<br>★ Bingo game<br>MENTAL MATHS<br><br>★ Clap click<br>★ Ping pong<br>★ Paired work with whiteboards<br>★ Circle game<br>★ Action game<br>★ Whiteboards to show me | To know that division is the opposite of multiplication<br><br>To be able to share numbers into a given amount of groups<br><br>To be able to write division correctly<br><br>To be able to draw group from a given number<br><br>**ASSESSMENT 8** | Whiteboards<br><br>Counters<br><br>Dice<br><br>Number cards<br><br>Grouping pictures<br><br>Sum cards | **119**<br><br>**120**<br><br>**121**<br>**122** |