New Busy at Maths

Year 1

Teacher's Resource Book



ALIGNED WITH THE Northern Ireland Primary Mathematics and Numeracy Curriculum 2007

CJFallon NORTHERN IRELAND

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Introduction

New Busy at Maths is a vibrant and engaging new maths programme which fully aligns with the **Northern Ireland Primary Maths and Numeracy Curriculum** (2007). The strands and strand units of the curriculum are presented in a clear and modern fashion.

How does ***New Busy at Maths*** implement the Primary Maths and Numeracy Curriculum?

Linked to each chapter of the Core book is a selection of carefully tailored **Maths Eyes**, **Maths Chat** and **Maths Action** activities which ensure smooth implementation of the curriculum:

- **Maths Eyes** activities highlight the wealth of **maths all around us**.
- **Maths Chat** activities promote meaningful **maths talk** in the classroom.
- **Maths Action** activities encourage **playful learning** and **mathematical modelling**.

The pupils are encouraged to explore these tasks through the use of concrete materials, drawing pictures and the plentiful use of discussion. Each chapter also contains at least one challenging '*Low Threshold, High Ceiling*' activity for the children to explore.

To enhance retention of new learning, **tactile numbers** are used in Year 1. This multisensory learning experience is also designed to motivate and engage pupils.

As part of the ***New Busy at Maths*** programme, each child in Foundation Stage receives an individual **dry wipe board**. In Year 1, it features a five frame on one side and a ten frame on the other, each with accompanying number lines. In Year 2, it includes a twenty frame with a number line on one side and a fifty grid on the other. These are invaluable tools to help children carry out the hands-on tasks and activities throughout the programme.

Engaging **digital activities** are linked to each chapter of the Core book. The activities aim to further consolidate the mathematical concepts being explored as well as bring maths alive through fun and enjoyable maths games. You can explore these interactives at: https://newbusyatmathsni.cjfallon.co.uk/

The digital programme also includes an **interactive e-book** where all the games, activities, and slideshows are embedded for easy access.

New Busy at Maths is designed to be a one-stop shop for all your maths needs in the primary classroom from Year 1 to Year 7. The scheme places **an equal emphasis on 'what' and 'how' children learn** and includes:

- a vibrant and colourful Core book;
- a Home/School Links book that is clearly aligned to the Core book for consolidation and further exploration of the mathematical concepts;
- an individual dry wipe board for the pupil (for Year 1 and Year 2);
- an Individual Pupil Profile Assessment booklet;
- an extensive bank of photocopiable support sheets (PCMs) and Home Support Sheets (worksheets that can be sent home if a child needs help with a particular topic);
- a huge catalogue of digital activities that feature demonstrations, slideshows and interactive games that are engaging, fun and playful;
- comprehensive teacher's notes with editable daily, weekly and yearly plans, all designed to support pupil progression and ensure that all the requirements of this key Area of Learning are met.

Programme Overview

New Busy at Maths has been designed to draw together the key skills, capabilities and mathematical language that are consistent with the statutory requirements of the Northern Ireland Primary Maths and Numeracy Curriculum (2007). The programme supports the development of mathematical confidence, proficiency and understanding by helping children recognise the relevance and importance of maths in their everyday lives. By making purposeful connections between learning and real-life contexts, children are encouraged to become active and engaged learners with a positive approach to problem-solving. Throughout each key stage, the children learn to value maths as a conduit for making sense of the world around them, fuelling natural curiosity and capturing and celebrating imagination.

At **Foundation Stage**, through practical, playful and engaging learning experiences, the children explore:

Foundation Stage

- Number
- Measures
- Shape and Space
- Sorting
- Patterns and Relationships

During **Key Stage 1** and **Key Stage 2**, they build on this foundational learning through ongoing development of understanding and skills in:

Key Stage 1 and Key Stage 2

- Processes in Mathematics
- Number
- Measures
- Shape and Space
- Handling Data

New Busy at Maths forges strong and meaningful cross-curricular links and fosters integrated STEM (Science, Technology, Engineering and Mathematics) learning. In so doing, it builds key skills such as observing, analysing, evaluating, recognising patterns, estimating, using logical thinking and working collaboratively.

Using a range of interactive tools and suggestions for active pupil-led learning, the programme provides opportunities for teachers to tailor the curriculum to the emerging needs of children. The programme is underpinned by clear and measurable learning intentions and success criteria, enabling teachers to plan effectively and to use both formative and summative assessment to inform teaching, monitor progress and support next steps in learning.

Skills Development

New Busy at Maths carefully aligns its resources to support the key skills and capabilities laid out in the Northern Ireland Primary Maths and Numeracy Curriculum (2007)

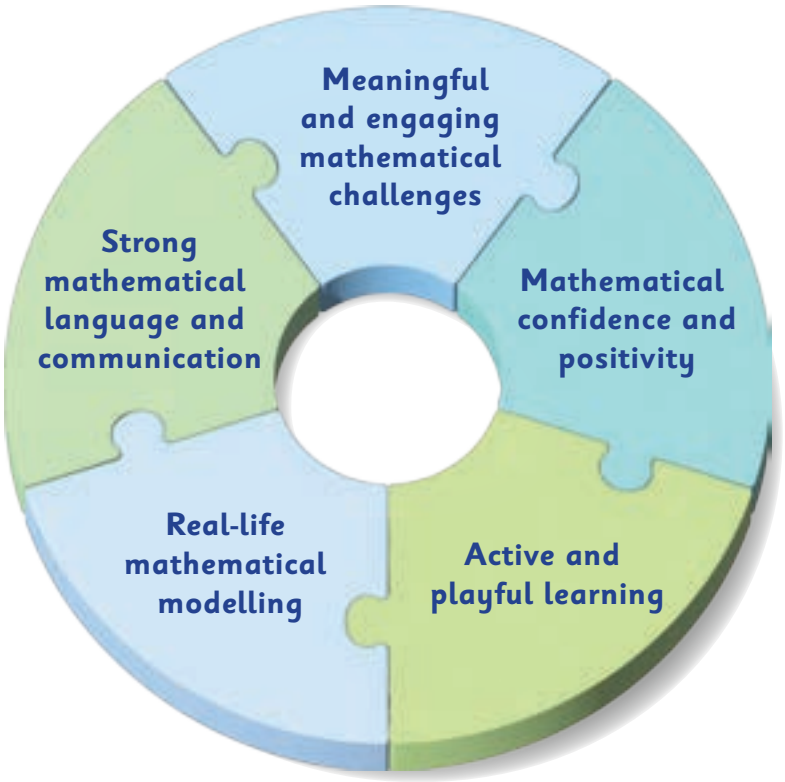
Primary Maths and Numeracy Curriculum – Key Skills and Capabilities	*New Busy at Maths* Programme
• Developing as a responsible citizen • Taking an active role in learning • Applying mathematical knowledge and cross-curricular skills to solve real-life problems • Using mathematics to collect, process and interpret information to develop a critical understanding of the world	The Core book, Home/School Links book and our associated online digital programme reflect the mathematical experiences common to the primary classroom in Northern Ireland. They encourage active and playful learning, both in the classroom and around the school grounds where concrete materials and mathematical tools are foundational to the learning experience. Assessment procedures and opportunities for the children to demonstrate their emerging knowledge are built into each week's work. Teachers can easily gather together meaningful examples of pupil attainment – pupil-led assessments such as coloured traffic lights, half- term formal assessments and the gathering together of work samples.
• Communicating effectively and using language confidently across a range of contexts • Expressing thinking using mathematical language, symbols and representations • Sharing, discussing and comparing mathematical ideas using a range of representations	The programme recognises that 'speaking the language of mathematics' is crucial to the success of the children in their acquisition of new mathematical skills and capabilities. Content specific language is outlined for each strand and both textbooks and online material provide ample opportunities for the children to use this new language.
• Developing creativity and imagination through learning experiences • Exploring mathematical ideas through curiosity and imaginative thinking • Investigating a range of ways to solve mathematical problems and discussing solutions • Using mathematics to make sense of real life information and situations	Maths Eyes, Maths Chat and Maths Action opportunities for each class level and each strand are presented in an intelligent, thoughtful and manageable manner for both the children and teachers. The children are invited to explore the classroom, grounds and local community in order to define what maths in the world 'around us' might look like.
• Sustaining effort when tackling challenging mathematical tasks • Reviewing and evaluating different strategies used to solve mathematical problems • Developing and explaining perspectives and ideas about maths situations • Applying maths in meaningful contexts to support confidence and success in learning	Activities are thoughtfully designed to encourage both collaborative exploration and individual investigation. They are relevant to the lives of the children and draw on the resources readily available to teachers. The use of concrete materials is elaborated upon throughout the programme so that the teacher and the children can co-create meaning and deepen their mathematical experiences.
• Developing skills in using ICT to support learning across the curriculum • Applying a range of digital tools to explore, express and represent mathematical thinking	There is a diverse range of interactive online games, collaborative activities and thought-provoking images. There are suggestions and recommendations for how and where technologies might be employed by the children to demonstrate their skills and share their learning with their families and school communities.

• Simplifying tasks and concepts to support the development of higher-order thinking skills • Developing mathematical thinking through reasoning and problem-solving • Enjoying and engaging in mathematical learning through effort, challenge, reflection and critical thinking	There is a broad range of Maths Action Stations for each topic and strand that allows the teacher to establish consistent and ongoing opportunities for collaborative learning. The children are afforded every opportunity to explore new concepts using a varied approach that supports different learning strengths and needs.

Planning and Preparation

New Busy at Maths provides clear, concise and curriculum-based planning that is easily adapted for use by each teacher across all learning environments, including special classes.

The programme supports key pedagogical practices for the primary classroom by promoting:



It also offers:

- Clear learning intentions and learning outcomes which address all key maths and numeracy competencies.
- Glance cards – single page planning which outlines the week's work and covers the Core book, Home/School Links book, online resources, active learning experiences, Maths Eyes, Maths Chat and Maths Action (stations) teaching.
- Systematic and comprehensive whole school planning that supports progression and ensures that pupils from Foundation Stage through to Key Stage 3 plot a far-reaching experience of maths as part of STEM learning experiences.
- Thoughtfully planned assessment opportunities to complement teaching and learning.

Digital Resources



Interactive digital resources play a key role in enhancing the learning experience of the children. Our *New Busy at Maths* programme includes a suite of invaluable digital resources. These are highly engaging digital activities and games linked to each chapter of the Core book. The digital activities that accompany the programme are expertly structured, colourful, easy to use and access, and are designed with the classroom and home learning experience in mind.

The activities aim to further consolidate the mathematical concepts being explored as well as bring maths alive through fun and enjoyable maths games. Digital literacy is an important feature of the Northern Ireland Curriculum and because of this, *New Busy at Maths* places a significant emphasis on the level of digital resources that accompany the programme.

The free digital resources that accompany *New Busy at Maths* are designed to give the children an opportunity to problem-solve both in school and at home. There are suggestions and recommendations for how and where technologies might be employed by the children to demonstrate their skills and share their learning with their families and school communities.

The interactives are available to explore at: https://newbusyatmathsni.cjfallon.co.uk/

Access

The full suite of digital resources can be accessed both at school by the teacher and at home.

The digital programme also includes an interactive e-book where all the games, activities and slideshows are embedded for easy access.

A key feature of the digital programme is the ease with which it can be navigated. There is a landing page for each Core book, whereby the digital resources are accessible by chapter. Within each chapter, the activities and resources are broken down page by page. This accessibility allows for resources to be accessed efficiently and in sync with how the teacher would naturally progress through the Core book. This creates a comprehensive and robust digital experience to aid teachers in covering the content of each chapter.

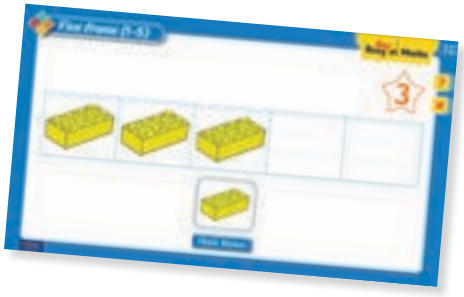
The digital resources for use on the whiteboard include:

- Maths Eyes, Maths Chat and Maths Action Slideshows
- Interactives: Games and Activities
- Dashboard Manipulatives
- Digital Photocopiable Sheets (PCMs)
- Audio



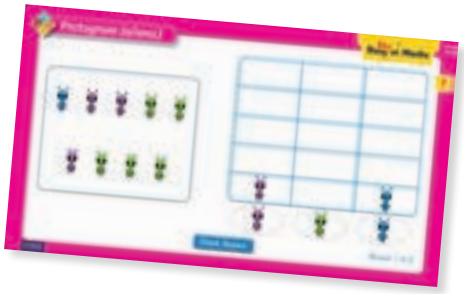
Features of Digital Resources

Maths Eyes, Maths Chat and Maths Action Slideshows



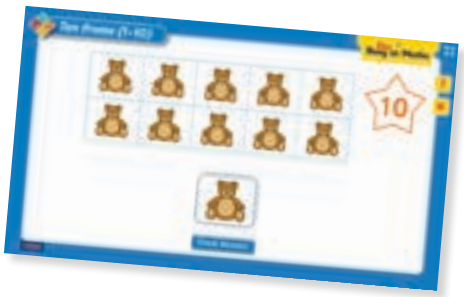
Digital versions of the important Maths Eyes, Maths Chat and Maths Action activities featured in the Core book are available to utilise through the digital programme in the form of slideshows. These aim to stimulate further class discussion and to bring maths into the real world in order for the children to experience and understand maths around them.

Interactives: Games and Activities



The digital programme encompasses a bank of highly engaging and vibrant interactive games and activities. Activities such as drag and drop games and click the correct answer activities support the key elements of each chapter and reinforce content through playful digital learning experiences. Resources such as ten frame activities, sorting objects and ordering/sequencing pictures are key features of the programme to enable further understanding.

Dashboard Manipulatives



The dashboard is a key feature of the digital programme. It is a comprehensive mathematical resource, split by key curriculum sections, such as Number, Time, Money, 2-D and 3-D Shapes, and Weight, etc. Each manipulative is created with adjustable parameters to suit each class level. For example, number lines can be set to a 0–5 or 0–10 line for Year 1 and expanded to a longer 0–20 line for Year 2, and so on. Manipulatives are based on the main class resources but can be used for teacher-led extension activities and to support any additional teaching.

Digital Photocopiable Sheets (PCMs)



An extensive bank of digital photocopiable sheets (PCMs) is available to access. These PCMs link largely to the Maths Eyes, Maths Chat and Maths Action slideshows. They offer extended digital-only activities to expand upon topics covered in the Core book and to reinforce learning.

Audio



Audio-led activities are available for the teacher to play in class.

Suggested Yearly Scheme

Term	Month	Week	Strand	Strand Unit	Core book (pages)	Home/School Links (pages)	✓
Halloween	September	1	Data and Chance	Data	1–4	1–2	
		2	Data and Chance	Data	5–9	3–4	
		3	Number	Numeration and Counting	10–13	5–6	
		4	Number	Uses of Number	14–18	7	
	October	1	Shape and Space	Shape	19–23	8	
		2	Number	Uses of Number	24–27	9	
		3	Number	Uses of Number	28–31	10	
		4	Shape and Space	Shape	32–35	11	
		Assessment/Revision					
Christmas	November	1	Number	Uses of Number	36–39	12–13	
		2	Number	Numeration and Counting	40–44	14–15	
		3	Number	Sets and Operations	45–48	16	
	December	1	Data and Chance	Data	49–52	17–18	
		2	Number	Numeration and Counting	53–55	19–21	
		3	Measures	Measuring – Length	56–59	22–23	
		Assessment/Revision					
February (Mid-term)	January	1	Number	Numeration and Counting	60–63	24–25	
		2	Number	Numeration and Counting	64–66	26–27	
		3	Measures	Time	67–71	28	
	February	1	Number	Numeration and Counting	72–75	29–30	
		2	Number	Numeration and Counting	76–77	31	
		3	Number	Sets and Operations	78–81	32	
		Assessment/Revision					
Easter	March	1	Number	Uses of Number	82–84	33	
		2	Number	Numeration and Counting	85–88	34–35	
		3	Shape and Space	Spatial Awareness and Location	89–91	36	
		4	Number	Numeration and Counting	92–95	37–38	
	April	1	Measures	Measuring – Weight	96–98	39	
		2	Algebra	Patterns, Rules and Relationships	99–101	40	
		3	Number	Numeration and Counting	102–104	41–42	
		Assessment/Revision					
Summer	May	1	Measures	Money	105–108	43–44	
		2	Number	Sets and Operations	109–111	45–46	
		3	Number	Numeration and Counting	112–114	47–48	
		4	Measures	Time	115–117	49	
	June	1	Measures	Measuring – Length	118–120	50–51	
		1	Measures	Measuring – Capacity	121–124	52	
		2	Number	Numeration and Counting	125–127	53–54	
		3	Measures	Money	128–131	55	
		4	Number	Place Value and Base Ten	132–135	56	
		Assessment/Revision					

September: Week 1	**Chapter 1** (Colours)	**Strand:** Data and Chance	**Strand Unit:** Data
Core book: Pages 1–4	**Home/School Links book:** Pages 1–2	**Teacher's Resource book:** Pages 9–11	**PCMs:** 2–6, 12

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • explore freely properties of a range of materials and one/two/three property collections, respond to questions about the arrangements; • sort collections of random materials and talk about the arrangements; • sort for one criterion using one-property materials, talk about the arrangement.
Learning Outcome(s)	Explore, interpret and explain data in a variety of ways for a range of purposes.
Mathematical Concepts	Objects and sets can be sorted according to one or more attributes, e.g. by colour.

Promoting Maths Talk
Red, blue, the same colour, item, cross out, other, usually, correct, match, same, is a different colour to…, not the same colour…

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Colours can be found on the Chapter 1 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Early finishers can colour **PCM 12** (scarecrow), using as many of the eight colours as is within their ability.

Linkage
Number: Problem-solving, Ordinal Number
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 1** home so parents/guardians can help children with their colours.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Sorting Objects; **Station 2:** Scavenger Hunt; **Station 3:** Colour the Paint Blobs; **Station 4:** Cut and Colour 1; **Station 5:** Cut and Colour 2; **Station 6:** Lots of Colours; **Station 7:** Chat and Draw.

Digital Resources: Chapter 1 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Colours.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 1: September – Week 1

Chapter 1: Helpful Hints – Colours

Maths Action – Whole Class Activity

1. The teacher can give the children a range of easily sourced objects – buttons, cubes, counters, Lego blocks/bricks, multi-links, attribute bears/camels, beads, pom poms, clothes pegs, crayons, balls, toy cars, teddies, etc. The children sort the objects into boxes/bowls by one attribute, e.g. colour.
2. Play the 'I Spy' game saying, 'I spy with my little eye, something that is the colour red/green/blue/yellow, etc.'

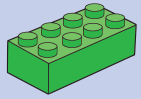
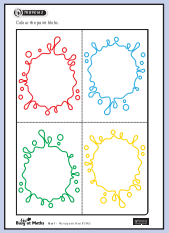
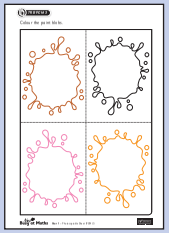
Maths Chat

1. How many yellow/red/green/blue/orange/pink/black/brown fruits or vegetables can your group name?
2. Which children in the class are wearing yellow/red/green/blue/orange/pink/black/brown clothing? Ask the children to get into groups, preferably in the PE hall, or school playground.
3. Talk about different coloured items in the classroom and/or at home.

Maths Eyes

Look around the classroom. How many yellow/red/green/blue items can you see and name? Spot colour patterns in the wallpaper, tiles, clothes, jumpers, etc. (Linkage: Algebra)

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**Sorting Objects:** Provide the children with a selection of objects (Lego blocks/bricks, pegs, pom poms, etc.). The children must sort them by colour. **Differentiation:** The teacher can increase/decrease the number of objects to be sorted, as well as the number of focus colours, e.g. only focus on red and blue, or add in additional colours, e.g. green/yellow/pink/black/brown/orange. 
Station 2	**Scavenger Hunt:** The teacher provides the class with colour cards/bowls/paper plates. The children must move around the classroom, carefully collecting items specific to their colour card. By the end of the activity, the children will have a collection of objects for each colour card. **Differentiation:** The teacher can increase/decrease the number of focus colours for the scavenger hunt. 
Station 3	**Colour the Paint Blobs:** Give the children **PCMs 2** and **3**. The children colour the 'paint blobs' the correct colour. **Differentiation:** The children may source some objects in the classroom and place the correct colour beside them.  
Station 4	**Cut and Colour 1:** Photocopy **PCM 4**, which has four objects to be coloured in, using the colours red, blue, green or yellow. **Differentiation:** The children may cut out the pictures and paste them separately onto A4 sheets of paper. 

Station 5	**Cut and Colour 2:** Photocopy **PCM 5**, which has four objects to be coloured in, using the colours pink, brown, black or orange. **Differentiation:** The children may cut out the pictures and paste them separately onto A4 sheets of paper. 
Station 6	**Lots of Colours:** Photocopy **PCM 6**, which has a selection of black and white objects that come in different colours – red/green/blue/yellow, etc. It can be enlarged onto A3 paper, if necessary. The children must identify each object and its usual colour. They must work together to colour it the correct colour. **Differentiation:** The children may cut out the individual pictures and place the colour names under/beside each picture. 
Station 7	**Chat and Draw:** Give the class some sheets of blank paper and a selection of coloured crayons. The children must draw representations of objects that have a specific colour, e.g. 'Draw a banana with a yellow crayon.' **Differentiation:** The teacher may increase/decrease the number of coloured crayons provided, e.g. only red crayons, red and blue crayons, etc. 

September: Week 2	**Chapter 2** (Matching Pairs)	**Strand:** Data and Chance	**Strand Unit:** Data
Core book: Pages 5–9	**Home/School Links book:** Pages 3–4	**Teacher's Resource book:** Pages 12–15	**PCMs:** 1, 7–11, 13–18

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • sort for one criterion using one-property materials, talk about the arrangement; • sort for one criterion using two-property collections, re-sort for the second criterion, explain their work; • match objects in real contexts.
Learning Outcome(s)	Explore, interpret and explain data in a variety of ways for a range of purposes.
Mathematical Concepts	Objects and sets can be sorted according to one or more attributes.

Promoting Maths Talk
Red, belong together, blue, same colour as, green, match, yellow, goes with, pink, brown, black, colour, correct.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Matching Pairs can be found on the Chapter 2 Landing Page.

Station Activities (Identical Pairs of Objects 1–7 and Related Pairs of Objects 1–4) can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

1. The early finishers can match and colour **PCM 11**, which has more matching of identical pairs of objects.
2. The early finishers can complete **PCM 13**, which matches related pairs of objects.

Linkage
Number: Counting
Data and Chance: Colours

Home Support Sheets:
Send **Home Support Sheet 2** home so parents/guardians can help children with matching exercises.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations for identical pairs of objects
Station 1: Matching Identical Objects; **Station 2:** Memory Game; **Station 3:** Match and Colour; **Station 4:** Playdough Printing; **Station 5:** Match, Trace and Colour; **Station 6:** Matching Playing Cards; **Station 7**: Lollipop Stick Matching.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations for related pairs of objects
Station 1: Find the Object; **Station 2:** Match the Animals to their Homes; **Station 3:** Jig-saw Matching; **Station 4:** More Related Pairs.

Digital Resources: Chapter 2 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Matching identical/related pairs.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Identical Pairs

Maths Action – Whole Class Activity
Place some identical pairs of objects on your desk, e.g. gloves, socks, beakers, yoghurt cartons, spools, spoons, maths books, glasses, candles, buttons, shells, etc.
Hold up an item and ask: 'Is this a match for the button? Why? Why not?' If the items are different colours, the children should be encouraged to say how the items are the same or different.

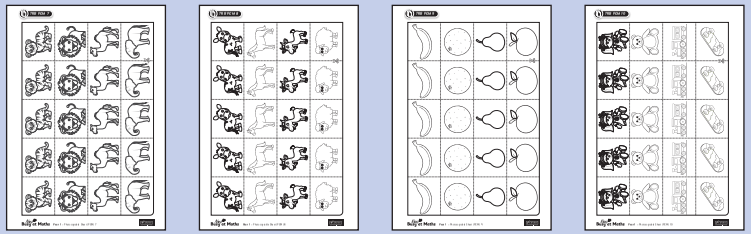
Maths Chat
Ask the children to talk about different matching pairs of objects that are in their group, classroom, home, or in the environment – hands, feet, eyes, ears, chairs, pencils, crayons, schoolbags, lunchboxes, spoons, forks, plates, cups, jumpers, beanbags, bibs, books, mugs, knives, forks etc.
Talk about different pairs of related items in the classroom/at home. **PCMs 7–10**: Colour identical pairs of objects/animals.

Maths Eyes
Ask the children to look around the classroom. How many matching pairs of objects can you see?
Give each group one of eight colour cards. Each group has a different colour focus.
Task: Find objects of this colour in the classroom. Make a collection.

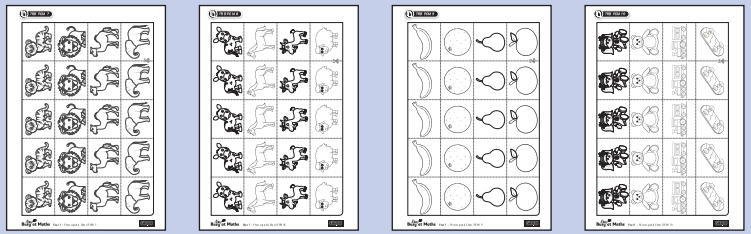
Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations – Identical Pairs

Station 1
Matching Identical Objects: Give out two sets of identical objects, e.g. pencils, beakers, blue attribute bear, pencil sharpeners, etc. Take turns matching the objects that are the same.
Differentiation: One child in the group should hide one of the objects (while everyone else closes their eyes). Match the objects, again. Which object does not have a match?

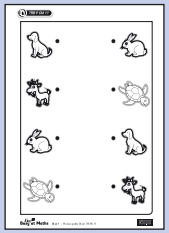
Station 2
Memory Game: Photocopy **PCMs 7–10**, which have a range of animals, fruit and toys. Ask the children to cut out the individual pictures to make them into cards (these can be laminated and stored). Place eight cards face down on the table. The children have to find the matching pairs. The child who finishes first is the winner.
Differentiation: The teacher may increase/decrease the number of pictures on the table that need to be matched.



Station 3
Match and Colour: The children will colour-match the animals in **PCMs 7** and **8**.
Differentiation: The teacher may make their own PCM using pictures from **PCMs 7–10**. The pictures can be glued on to an A4 sheet of paper.



Station 4
Playdough Printing: The children can be given some objects and playdough. Objects can be any plastic type of object such as animals, etc., that are readily available in the classroom. Squash an object into the playdough. The children ask their partner, or the group, to guess which object was used. Take turns.
Differentiation: The teacher may increase/decrease the number of objects available in the activity, depending on the ability of the group.

Station 5	**Match, Trace and Colour:** Place pairs of identical small objects on the table, e.g. two counters, two cubes, two chubby stumps, two crayons, or two pencil sharpeners. Any small items may be used. Ask the children to find the matching objects and place each pair together on the table, e.g. counters together, cubes together. **Differentiation:** Ask the children to trace around the different items on **PCM 11**. They can then colour the matching pairs and draw a line to join them together. 
Station 6	**Matching Playing Cards:** Give the children pairs of cards including the court cards and jokers from a deck of regular playing cards. Ask them to find the matching pairs. The child who gets the most pairs wins the game. (Although the children have not been exposed formally to the numerals at this stage, they can still play this game.) **Differentiation:** Children who are able can use a full deck of cards.
Station 7	**Lollipop Stick Matching:** Give the children some coloured lollipop sticks and some coloured cups/bowls. Match each stick to the correct cup/bowl. **Differentiation:** The teacher may increase/decrease the number of focus colours depending on the ability of the group.

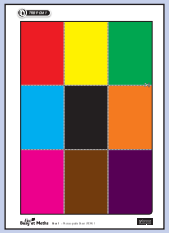
Related Pairs

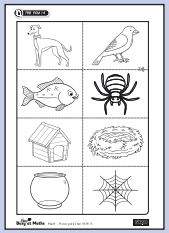
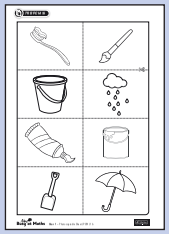
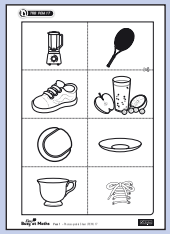
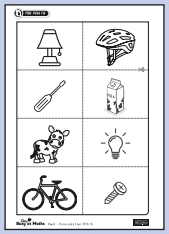
Maths Action – Whole Class Activity
Hold up a cup and a saucer. Ask, 'Is the cup a match for the saucer? Why? Why not?'
Do the same for a knife and fork, a tennis racquet and tennis ball, a bowl and a book, a jug and some milk, a cup and a spoon.
It is important that the children justify their answers.

Maths Chat
Arrange the children into groups and give each child a copy of **PCM 1**. Each group must show other children in the class all of the coloured objects they found in the task involving PCM 1. Are all the objects the exact same colour? Are some light/dark? Do some objects have more than one colour?

Maths Eyes
Arrange the children in pairs and give each child a copy of **PCM 1**. Using PCM 1, each pair has a set of colour cards. **Task:** Find objects of this colour in your classroom. Make a collection.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations – Related Pairs

Station 1	**Find the Object:** Photocopy **PCM 1**, which shows a range of different coloured cards. Ask the children to cut the individual cards (these can be laminated and stored). Using a particular card, ask each pair/group to find objects of this colour in the classroom. Make a collection. **Differentiation:** Children who are able can use more than one coloured card. 

Station 2	**Match the Animals to their Homes:** Photocopy **PCM 14**, which has a set of cards made up of animals and their homes. Ask the children to cut the individual cards (these can be laminated and stored). The children match the animals and their homes. When a child makes a match, he/she keeps the cards. **Differentiation:** The teacher may increase/decrease the number of sets that need to be matched. 
Station 3	**Jig-saw Matching:** Photocopy **PCM 15** (this can be laminated and stored). Using half the cards from PCM 15, the children must match related pairs of objects. When a child makes a match, he/she keeps the cards. The child with the most cards wins. **Differentiation:** Use fewer cards for children encountering difficulty. 
Station 4	**More Related Pairs:** Photocopy **PCMs 16**, **17** and **18** (these can be laminated and stored). Each PCM has four items and its corresponding related pair. Ask the children to cut out the pictures from PCM 16. The children must colour-match the related pairs. Do the same with PCMs 17 and 18. **Differentiation:** Children who are able can match all eight related pairs from PCMs 17 and 18.   

September: Week 3	**Chapter 3** (Counting 1–5)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 10–13	**Home/School Links book:** Pages 5–6	**Teacher's Resource book:** Pages 16–18	**PCMs:** 7–10, 19–20

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • count a variety of objects; • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • count forwards/backwards in ones within 5; • investigate different ways of making sets for a given number.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify. Use a range of counting strategies for a range of purposes.
Mathematical Concepts	Quantities can be subitised and compared without needing to count or assign a numerical value. There are five principles of counting: one-one, stable order, cardinal, order irrelevance and abstraction. The last number in the count indicates the quantity in a set. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations.

Promoting Maths Talk
Count, how many, colour, one, two, three, four, five, correct, forwards, each, set.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Counting 1–5 can be found on the Chapter 3 Landing Page.

Station Activities 1–5 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Counting
Data and Chance: Colours

Home Support Sheets:
Send **Home Support Sheet 3** home so parents/guardians can help the children with their counting from 1–5.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Match the Pom Poms; **Station 2:** Count the Eyes; **Station 3:** Playdough Balls; **Station 4:** Counting Animals; **Station 5:** Counting Beads.

Digital Resources: Chapter 3 Landing Page

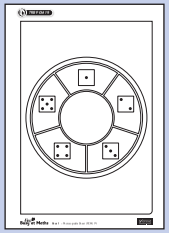
Assessment:	**1.** Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress. **2.** Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation). **3.** Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Counting to 5. **4.** Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Place 5 objects in a row on the teacher's desk – teddies, dolls, toy cars, toy trains, toy buses, interlocking cubes, Lego blocks, multi-links, buttons, shells, pom poms, etc. Use of larger items for this activity is recommended. Ask the children to count forwards in a chorus. Individual children can then be called upon to count. It is vital that the children get to practise counting forwards and backwards.

Maths Chat
1. Talk about the number of children in each group, in their immediate family, and how many brothers/sisters the children may have (if deemed appropriate in your classroom situation). Talk about items that come in groups of five or less. Talk about the number of fingers on one hand, toes on one foot, leaves on a clover, legs on a stool/chair, etc.
2. Talk about different groups of objects, animals and fruit using **PCMs 7–10**.

Maths Eyes
The children are presented with a toy shop scene on the interactive whiteboard (IWB). They are invited to identify arrangements of toys by number, e.g. find the set of toys that has five.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**Match the Pom Poms:** Give each child a copy of **PCM 19**. Ask the children to place the correct number of pom poms in each tray, or use bowls/cupcake cases. 
Station 2	**Count the Eyes:** Give each child a copy of **PCM 20**. Give each pair/group a set of 5 'googly eyes' (alternatively, counters or pom poms are sufficient). One child should take turns placing 1–5 eyes on the aliens. His/her partner/group must count how many eyes were used on each alien. The children take turns completing the activity. 
Station 3	**Playdough Balls:** Ask the children to make 2/5/4/3/1 playdough balls. Arrange the children in pairs or groups. One child places a number of balls on the table and asks his/her partner to say that number. The children take turns completing the activity. Counters, cubes, etc., can also be used. 

Station 4	**Counting Animals:** Photocopy **PCM 7** or **8** for each child/group. The children must cut out and colour one set of 5 animals – tigers, lions, camels, elephants, cows, horses, goats, sheep, etc. They can then count the number of animals both forwards and backwards. **Differentiation:** Children who are able may colour and count more than one set of animals.
Station 5	**Counting Beads:** Ask the children to place 5 beads on a piece of string, or 5 interlocking cubes or 5 multi-links. They can then count them forwards and backwards, either individually or together in a chorus. Counters, buttons, shells, etc., can also be used. They can photograph their arrays and display them. **Differentiation:** Ask the children to draw and colour their own array of beads/counters.

September: Week 4	**Chapter 4** (Sets of 1 and 2)	**Strand:** Number	**Strand Unit:** Uses of Numbers
Core book: Pages 14–18	**Home/School Links book:** Page 7	**Teacher's Resource book:** Pages 19–21	**PCMs:** 21–23

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • count a variety of objects; • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • state, without counting, quantities within 5; • match numerals to sets; • recognise numerals up to 5/10; • explore numbers relevant to their everyday lives.
Learning Outcome(s)	Develop an awareness that numbers have a variety of uses.
Mathematical Concepts	Numbers are used to measure. Numbers denote quantity or the amount within a set (cardinality). Numbers can be used in different ways.

Promoting Maths Talk
Count, how many, one, two, circle, sets, match, large, numeral, correct, ring, counters, five frame.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Sets 1 and 2 can be found on the Chapter 4 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Algebra: Extending patterns
Data and Chance: Colours, Numbers in different columns/rows
Shape and Space: 3-D shapes

Home Support Sheets:
Send **Home Support Sheet 4** home so parents/guardians can help children with sets of one (1) and two (2).

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: What Have I? Task 1 and 2; **Station 2:** Draw the Numerals 1 and 2; **Station 3:** Scavenger Hunt; **Station 4:** Showing the Numerals 1 and 2 on the Five Frame; **Station 5:** The Numerals 1 and 2 in the Environment; **Station 6:** Rainbow Colouring the Numeral 1; **Station 7:** Rainbow Colouring the Numeral 2.

Digital Resources: Chapter 4 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: The numerals 1 and 2.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 1: September – Week 4

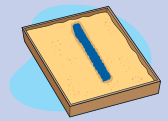
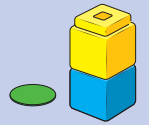
Chapter 4: Helpful Hints – Sets of 1 and 2

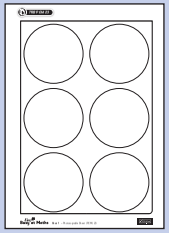
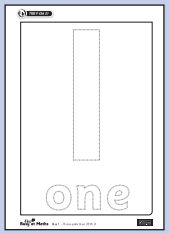
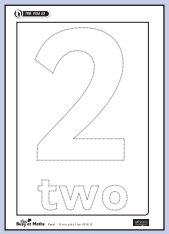
Maths Action – Whole Class Activity
Roll the interactive die – it can only show 1 and 2. The teacher gives an instruction such as 'Clap your hands one time (once),' or 'Hop on the spot two times (twice).' This can also be played as a game in the PE hall.

Maths Chat
Talk about:
1. Body parts that you have only one of, e.g. head, nose, heart.
2. Objects that you have one of, e.g. schoolbag, coat, chair.
3. Body parts that you have two of, e.g. hands, feet, ears, eyes.
4. Objects that you have two of, e.g. gloves, socks.
5. Places where you can see the numerals 1 and 2, e.g. door, clock, calendar, phone, wall posters, mobile phones, buses.
6. Talk about where sets of one and two can be seen in the environment or at home: eyes, ears, feet, hands, knees, fingers, shoes, gloves, head, nose, heart, thumbs, socks, mobile phones, buses, shops, clocks, watches.

Maths Eyes
The children are presented with a playground scene on the IWB. They are invited to identify objects of which there is only one, e.g. slide, sand pit.
The children are also presented with a picnic scene. They are invited to identify objects of which there are two, e.g. plates, forks.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**What Have I?** Task 1 – How many things have I one of? Mouth, nose, heart, brain, etc. Task 2 – How many things have I two of? Hands, legs, eyes, ears, kidneys, lungs, thumbs, knees, elbows, etc. 
Station 2	**Draw the Numerals 1 and 2:** The children draw the numerals 1 and 2 in the air, on their hand, on their friend's back, on their table, using playdough, in a sandbox, etc. 
Station 3	**Scavenger Hunt:** The children will work in pairs to find objects – one pencil, one yoghurt carton, two interlocking cubes, two crayons, two lollipop sticks, etc. They must look carefully at the number of each object that must be found. Who will be the first pair to have all these things on their whiteboard (or desk)? The children must race with their partner to show one or two on the five frame and take turns calling out the required number. 
Station 4	**Showing the Numerals 1 and 2 on the Five Frame:** The children work in pairs or groups. Each child in the group has a five frame. They have up to five counters. One child holds up one or two cubes, buttons, multi-links, Lego blocks/bricks, attribute bears, etc. The other child places that number of counters on the five frame.

Station 5	**The Numerals 1 and 2 in the Environment:** Identify the numerals 1 and 2 on a calendar, bus, mobile phone, door, calculator, money, safe, cooker dial, scoreboard, prices in the supermarket, registration plates on a car, lanes in a race, on a horse in a race, cubicles in a hospital, etc. **Differentiation:** Give the children **PCM 23**. Ask them to place one or two of any six items that are to hand on each of the six circles.	
Station 6	**Rainbow Colouring the Numeral 1:** Give each child in the group a copy of **PCM 21**, where they can colour the numeral 1 using the colours of the rainbow and trace the word one. **Note:** Formal practice of writing the numeral 1 will come later in chapter 13. **Differentiation:** Children who are able may practise these activities a number of times.	
Station 7	**Rainbow Colouring the Numeral 2:** Give each child in the group a copy of **PCM 22**, where they can colour the numeral 2 using the colours of the rainbow and trace the word two. **Note:** Formal practice of writing the numeral 2 will come later in chapter 13. **Differentiation:** Children who are able may practise these activities a number of times.	

October: Week 1	**Chapter 5** (2-D Shapes)	**Strand:** Shape and Space	**Strand Unit:** Shape
Core book: Pages 19–23	**Home/School Links book:** Page 8	**Teacher's Resource book:** Pages 22–23	**PCMs:** 24–26

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • explore and talk about shapes in the environment; • investigate and talk about the properties of shapes; • describe and name common 3-D and 2-D shapes; • create pictures and patterns with 2-D shapes.
Learning Outcome(s)	Explore and recognise the properties of 2-D shapes.
Mathematical Concepts	2-D shapes can be classified and sorted by their appearance and by simple properties – circle, square, triangle and rectangle. Shapes can be combined to make other shapes and/or structures.

Promoting Maths Talk
Count, how many, colour, shape, square, triangle, rectangle, circle, straight, round, curved, one/two/three/four sides, trace, big, small, odd-one-out, cross out.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for 2-D Shapes can be found on the Chapter 5 Landing Page.

Station Activities 1–5 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

The children who are able may cut out the shapes on **PCM 25** and paste them on to A4 sheets of paper.

Linkage
Number: Counting
Data and Chance: Colours
Algebra: Extending shape patterns

Home Support Sheets:
Send **Home Support Sheet 5** home so parents/guardians can help children with 2-D shapes.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Shapes – Look, Trace and Match; **Station 2:** Trace and Colour; **Station 3:** Making Shapes; **Station 4:** Body Shapes; **Station 5:** Sort the Shapes.

Digital Resources: Chapter 5 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: 2-D Shapes.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Play the game 'I Spy with my little eye…'. Prompt the game by saying 'I Spy with my little eye something in the classroom with the shape of a square/circle/rectangle/triangle.'
A clock in the shape of a a small circle, or an interactive whiteboard in the shape of a large rectangle can be mentioned. The game can be made easier by giving the first letter/sound of the item.

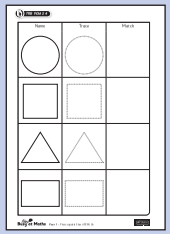
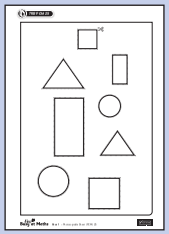
Maths Chat
Talk about where the children can see 2-D shapes (circle, square, rectangle, triangle) in the classroom or in the environment: windows, doors, lunchboxes, Toblerone bars, tables, television screens, cooker faces, place mats, plates, saucers, cups, glasses, microwave ovens, lamp shades, tins of beans/peas, biscuits, cakes, books, cupboards, beds, clock faces, mobile phones, etc.

Maths Eyes
How many objects with the following shapes can the child or group see in the classroom or around the school: circle/square/rectangle/triangle?

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

Shapes – Look, Trace and Match: Give each child a copy of **PCM 24** and **PCM 25**. Ask the children to look carefully at each 2-D shape in the first column of PCM 24. In the next column, ask them to trace neatly over the outline of each shape. When they have finished tracing, invite them to cut out one circle, one triangle, one rectangle and one square from PCM 25. They then match and paste the correct shape into the blank space on each row.
Differentiation: Encourage the children who are able to name the 2-D shapes.

Station 2

Trace and Colour: Give the children a selection of 3-D objects, e.g. plate, cup, tin, coin, book, box, eraser, lunchbox, sugar cube, dice, etc. The children trace around the objects to make circles/squares/rectangles/triangles of different sizes on to A4 sheets of paper. They can colour the different shapes. The shapes may then be displayed on the noticeboard.
Differentiation: The children may use more/fewer shapes depending on ability.



Station 3

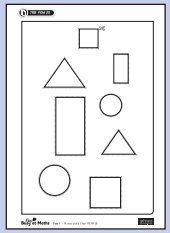
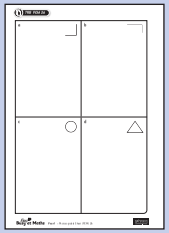
Making Shapes: Hand out a selection of materials to make 2-D shapes of different sizes, e.g. lollipop sticks, straws, pipe cleaners, string, playdough, Lego blocks/bricks, etc.
Differentiation: The children may make more/fewer shapes depending on ability.

Station 4

Body Shapes: Ask the children to use their bodies to make 2-D shapes, e.g. hands to make a triangle, join together to make a square with their hands, use their hands to make rectangular shapes, etc.
Differentiation: Try to ensure that a child with less flexibility is paired with a child with greater flexibility, where appropriate. Please note: Activities of this nature are at the discretion of the teacher, as he/she sees fit.

Station 5

Sort the Shapes: Give the children **PCM 25**. Ask them to sort the shapes by type, placing all circles together, etc. They can paste the shapes on to **PCM 26** with the circles in one section, the triangles in another, and so on.
Differentiation: The children may use more/fewer shapes depending on ability.

October: Week 2	**Chapter 6** (Sets of 3)	**Strand:** Number	**Strand Unit:** Uses of Number
Core book: Pages 24–27	**Home/School Links book:** Page 9	**Teacher's Resource book:** Pages 24–25	**PCMs:** 23, 27

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • count a variety of objects; • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • state, without counting, quantities within 5; • match numerals to sets; • recognise numerals up to 5/10; • explore numbers relevant to their everyday lives.
Learning Outcome(s)	Develop an awareness that numbers have a variety of uses.
Mathematical Concepts	Numbers are used to measure. Numbers denote quantity or the amount within a set (cardinality). Numbers are used for labelling and identification purposes (nominality), e.g. a phone number or the number of a bus. Numbers can be used in different ways.

Promoting Maths Talk
Count, how many, colour one, two, three, circle, sets, ring, match, number, correct, five frame, counter, numeral.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Sets of 3 can be found on the Chapter 6 Landing Page.

Station Activities 1–6 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Children can 'rainbow colour' the numeral 3 on **PCM 27**.

Linkage
Number: Counting
Data and Chance: Colours
Algebra: Extending shape patterns

Home Support Sheets:
Send **Home Support Sheet 6** home so parents/guardians can help children with sets of three.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: What Comes in Sets of 3? **Station 2:** Draw the Numeral 3; **Station 3:** Scavenger Hunt; **Station 4:** Showing the Numbers 1, 2 and 3 on the Five Frame; **Station 5:** The Numeral 3 in the Environment; **Station 6:** Rainbow Colouring.

Digital Resources: Chapter 6 Landing Page

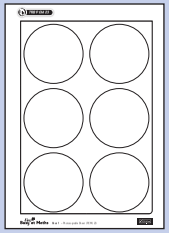
Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Sets of 3.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Bring three children to the top of the classroom. Ask: 'How many children are in this set/group?' You could ask the children in the whole class to get into sets of three in the classroom, playground or PE hall.

Maths Chat
1. Show the pictures of a tricycle, three-leafed clover/shamrock, triangle and the image of the 'Three Blind Mice'. Talk about why the number 3 is special to these pictures.
2. Talk about the things that come in sets of three – triangle, legs on a stool, wheels on a tricycle, 'The Three Bears', 'Three Coins in a Fountain', 'Three French Hens', 'Three Billy Goats Gruff', goals in a hat-trick, the medals to be won in a race, traffic lights, colours in different flags, three-legged race, etc.
3. Talk about where sets of three (3) can be seen in the classroom, at home or in the general environment: stool legs, triangles, Toblerone boxes (three long flat faces and three sides on each end), etc.

Maths Eyes
Show the children the scene of a rug/table with three yellow Lego blocks/bricks, three red Lego blocks/bricks, one large brown Lego block/brick, three Lego people, two orange marbles, three blue marbles, three toy cars, one toy truck. Look at the scene and decipher how many sets of three objects are visible? Name them.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**What Comes in Sets of 3?** Talk to the children about things that come in sets of 3 – triangle, legs on a stool, wheels on a tricycle, 'The Three Bears', 'Three Coins in a Fountain', 'Three French Hens', 'Three Billy Goats Gruff', 'Three Blind Mice', goals in a hat-trick, the medals to be won in a race, traffic lights, colours in different flags, three-legged race, etc.
Station 2	**Draw the Numeral 3:** Ask the children to draw the numeral 3 in the air, on their hand, on their friend's back, on their table, using playdough, in a sandbox, etc.
Station 3	**Scavenger Hunt:** The children work in pairs/groups to find objects, e.g. three crayons, two pom poms, two interlocking cubes, three paper clips, one pencil. Ask the children to look carefully at the number of each object that must be found. Who will be the first pair/group to have all these things on their paper plate?
Station 4	**Showing the Numbers 1, 2 and 3 on the Five Frame:** Give each child a five frame and three counters. Ask the children to take it in turns to hold up one, two or three cubes, buttons, multi-links, Lego blocks/bricks, attribute bears, etc. The other children place the matching number of counters on their five frame.
Station 5	**The Numeral 3 in the Environment:** Talk to the children about places they might see the numeral 3, e.g. on a calendar, bus, mobile phone, door, calculator, money, safe, cooker dial, scoreboard, prices in the supermarket, registration plates on a car, lanes in a race, on a horse in a race, cubicles in a hospital, etc. **Differentiation:** Give the children **PCM 23**. Ask them to place three of any six items that are to hand on each of the six circles. 
Station 6	**Rainbow Colouring:** Give each child in the group a copy of **PCM 27**, where they can rainbow colour the numeral 3 as well as trace the word three. **Note:** Formal practice of writing the numeral 3 will come later in chapter 15. **Differentiation:** Children who are able can practise these activities a number of times. 

October: Week 3	**Chapter 7** (Sets of 4)	**Strand:** Number	**Strand Unit:** Uses of Number
Core book: Pages 28–31	**Home/School Links book:** Page 10	**Teacher's Resource book:** Pages 26–28	**PCMs:** 23, 28–30

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • count a variety of objects; • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • state, without counting, quantities within 5; • match numerals to sets; • recognise numerals up to 5/10; • explore numbers relevant to their everyday lives.
Learning Outcome(s)	Develop an awareness that numbers have a variety of uses.
Mathematical Concepts	Numbers are used to measure. Numbers denote quantity or the amount within a set (cardinality). Numbers are used for labelling and identification purposes (nominality), e.g. a phone number or the number of a bus. Numbers can be used in different ways.

Promoting Maths Talk
Count, how many, colour, circle, draw, puzzle, crack the code, one, two, three, four, blue, green, red, brown, five frame, counters, correct, reveal.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Sets of 4 can be found on the Chapter 7 Landing Page.

Station Activities 1–6 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

The children can rainbow colour the numeral 4 on **PCM 30**.

Linkage
Number: Counting, Ordinal Number
Data and Chance: Colours
Algebra: Extending shape patterns

Home Support Sheets:
Send **Home Support Sheet 7** home so parents/guardians can help children with sets of four.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Sets of 4; **Station 2:** Fill the Cupcake Cases; **Station 3:** Tower Builders; **Station 4:** Five Frame Fun; **Station 5:** Crack the Code; **Station 6:** Rainbow Colouring.

Digital Resources: Chapter 7 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Sets of 4.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Bring four children to the top of the classroom. Ask: 'How many children are in this set/group?' You could ask the children in the whole class to get into sets of four in the classroom, school yard or PE hall.

Maths Chat
1. Look at the interactive pictures of the playing card, car, cow and square. Talk about why the number 4 is special to these pictures.
2. Talk about the things that come in sets of 4 – sides on a square/rectangle, legs on many animals, chair legs, suits in a deck of cards, Ninja Turtles, four seasons, wheels on a car, etc.
3. Talk about where sets of four (4) can be seen in the classroom, at home or in the general environment: chair legs, car wheels, quadruplets, a quad bike, four-leafed clover, the number of rings on most cookers.

Maths Eyes
The children are presented with a picture of a display of fruit on the IWB. They are invited to identify the fruits that are in sets of 4, e.g. grapes, etc.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

Sets of 4: What objects/things come in sets of 4? Talk about the things that come in sets of 4 – sides on a square/rectangle, legs on many animals, chair legs, suits in a deck of cards, Ninja Turtles, four seasons, wheels on most cars, quadruplets, a quad bike, four-leafed clover, the number of rings on most cookers.
Differentiation: Ask the children to draw some of these items on a piece of A4 paper.



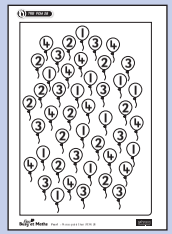
Station 2

Fill the Cupcake Cases: The teacher supplies a number of cupcake cases/bowls/plates. There is a numeral 1, 2, 3 or 4 on each cupcake case/bowl (pre-prepared by the teacher). The children must look at the numeral on each cupcake and place the correct amount of objects (pom poms, beads, attribute bears, counters, etc.) in each.
Differentiation: The teacher can increase/decrease the number of cupcake cases to be filled. To increase difficulty, the teacher may instruct the children to use tweezers to pick up the objects rather than their fingers.



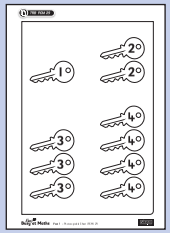
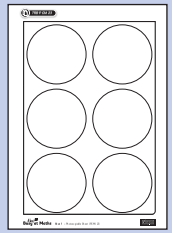
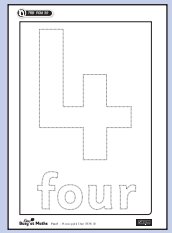
Station 3

Tower Builders: Arrange the children in pairs. Each pair needs a copy of **PCM 28**. The children must look at the numeral shown in each balloon and make a tower using the corresponding number of cubes. They should then colour the matching balloon once the tower has been completed.
Differentiation: To increase difficulty, the children can race against a partner/the group to see who is first to complete all the towers correctly.



Station 4

Five Frame Fun: Each pair/group needs a five frame and numeral cards 1–4. The four cards are turned upside down on the table. The children take turns flipping a card over. They must then race to show the value of the numeral on their five frame. Before playing again, the children must shuffle the numeral cards on the table.
Differentiation: To increase the challenge, the children must also make a set of objects for each numeral, e.g. four pom poms/paperclips/cars, etc.

Station 5	**Crack the Code:** Cut out the 10 keys on **PCM 29**. The children use the keys to make a code for the safe in the Core book. (Don't go higher than four keys.) The same number can be used only twice at most. The children ask their partner to crack the code. Take turns. **Differentiation:** Give the children **PCM 23**. Ask them to place four of any six items that are to hand on each of the six circles.  
Station 6	**Rainbow Colouring:** Give each child in the group a copy of **PCM 30**, where they can rainbow colour the numeral 4, as well as trace the word four. **Differentiation:** Early finishers can practise these activities a number of times. 

October: Week 4	**Chapter 8** (3-D Shapes)	**Strand:** Shape and Space	**Strand Unit:** Shape
Core book: Pages 32–35	**Home/School Links book:** Page 11	**Teacher's Resource book:** Pages 29–31	**PCMs:** 31–35

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • explore and talk about shapes in the environment; • build and make models with 3-D shapes; • investigate and talk about the properties of shapes; • describe and name common 3-D and 2-D shapes; • sort collections of shapes in several ways and describe the arrangements.
Learning Outcome(s)	Explore and recognise the properties of 3-D shapes.
Mathematical Concepts	3-D shapes, or solids, have three dimensions: length, width and depth. 3-D shapes can be classified and sorted by their appearance and by simple properties. Shapes can be combined to make other shapes and/or structures.

Promoting Maths Talk
Count, how many, colour, draw, circle, square, rectangle, triangle, sphere, cube, cuboid, cylinder, one, two, three, four, blue, green, red, brown, real-life items, match, start, shape, now, key, roll, tower.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for 3-D Shapes can be found on the Chapter 8 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Counting
Data and Chance: Colours
Algebra: Extending shape patterns
Shape and Space: 2-D Shapes/ 3-D Shapes

Home Support Sheets:
Send **Home Support Sheet 8** home so parents/guardians can help children with 3-D shapes.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: What Have I? **Station 2:** Real-Life Shapes; **Station 3:** Trace and Colour; **Station 4:** Playdough Shapes; **Station 5:** Building Towers – Will They Stack? **Station 6:** Will It Roll? **Station 7:** Shapes – Look, Trace and Match.

Digital Resources: Chapter 8 Landing Page

Assessment:	**1.** Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress. **2.** Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation). **3.** Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: 3-D Shapes. **4.** Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

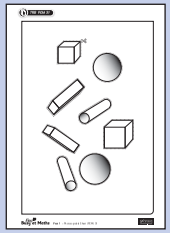
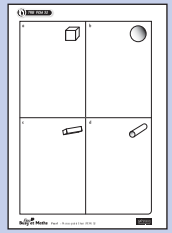
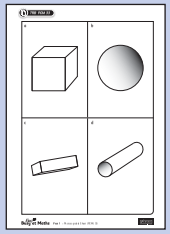
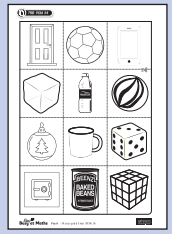
Term 1: October – Week 4

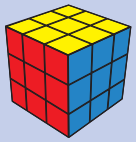
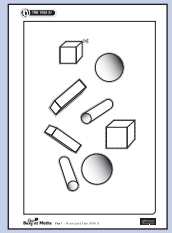
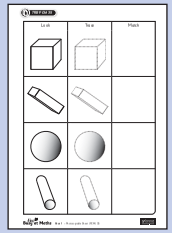
Chapter 8: Helpful Hints – 3-D Shapes

Maths Action – Whole Class Activity	**Maths Chat**	**Maths Eyes**
In pairs, the children can make a simple ramp using the Core book and some blocks. Test out which 3-D shapes can roll smoothly down the ramp.	Talk about where the children can see 3-D shapes (sphere, cube, cuboid and cylinder) in the classroom or in the environment. Spheres: footballs, beach balls, lollipops, oranges, melons, pumpkins, balloons, baubles, pom poms, marbles, etc. Cubes: dice, ice/sugar cubes, OXO cubes, wall safe, Rubik's cubes, tissue boxes, etc. Cuboids: boxes, presents, bricks, blocks, books, cabinets, lunchboxes, microwave ovens, fish tanks, a deck of cards, etc. Cylinders: tins of vegetables/fruit/soup, gas, oil, buckets, pencils, dustbins, cakes, drums, pipes, logs, etc.	How many objects with these shapes (sphere, cube, cuboid and cylinder) can the children see in the classroom or around the school?

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Teacher Note: Children in P1 may not yet have the language to name 3-D shapes, but the teacher should expose them to this vocabulary where possible throughout the stations.

Station 1	**What Have I?** Give each child a copy of **PCM 31** and ask them to cut out the 3-D shapes before pasting them onto their copy of **PCM 32**. The children then sort the shapes by type into the correct box. **Differentiation:** The teacher may increase/decrease the number of 3-D shapes.	 
Station 2	**Real-Life Shapes:** Give the children in the group copies of **PCMs 33** and **34**. The children cut out the cards showing the shapes from PCM 34. They must look at each small, real-life shape, e.g. a football, and decide which of the four 3-D shapes would make the best football. They can place the smaller real-life objects on the correct shape on PCM 33. **Note:** The focus is on recognising shapes and selecting shapes for purpose. The children may/may not have the vocabulary for specific shapes so the response 'I think this shape is best' is perfectly acceptable. **Differentiation:** The teacher may increase/decrease the number of focus cards used by the group.	 
Station 3	**Trace and Colour:** Give the children a selection of 3-D objects – plate, cup, tin, coin, box, eraser, lunchbox, tin, sugar cube, dice, etc. The children trace around the objects to make circles/squares/rectangles/triangles of different sizes. They can colour the different shapes. This is to show the connection between 2-D and 3-D shapes. **Differentiation:** The teacher can increase/decrease the number of a shapes to be traced.	

Station 4	**Playdough Shapes:** The teacher places an example of a sphere on the table. The children must use their playdough to make their own model of a sphere. **Differentiation:** Once the children have successfully made a model of sphere, they can be challenged to make a model of a cylinder, then a cuboid, then a cube.	
Station 5	**Building Towers – Will They Stack?** Give the children a selection of 3-D shapes to build different types of towers. **Differentiation:** To increase the difficulty, the teacher may alter the parameters for the children, e.g. 'Your tower must have shapes with flat tops. Build a tower that is taller than your table. Your tower must include a shape that rolls'.	
Station 6	**Will It Roll?** Make a simple ramp, e.g. using a whiteboard and some books. Give the children a selection of 3-D shapes to see if they can roll: Lego blocks/bricks, interlocking cubes, dice, Dienes blocks, toilet roll tube, a small ball, plastic beaker, Rubik's cube, a small present box or shoe box, sugar cubes, an empty juice carton, marbles, etc. **Differentiation:** When the children have identified the objects that roll, encourage them to investigate which object rolls the furthest/shortest distance.	
Station 7	**Shapes – Look, Trace and Match:** Give each child a copy of **PCM 31** and **PCM 35**. Ask the children to look carefully at each 3-D shape in the first column of PCM 35. In the next column, ask them to trace neatly over the outline of each shape. When they have finished tracing, invite them to cut out one cube, one cuboid, one sphere and one cylinder from PCM 31. They then match and paste the correct shape into the blank space on each row. **Differentiation:** Encourage the children who are able to name the 3-D shapes.	 

November: Week 1	**Chapter 9** (Sets of 5)	**Strand:** Number	**Strand Unit:** Uses of Number
Core book: Pages 36–39	**Home/School Links book:** Pages 12–13	**Teacher's Resource book:** Pages 32–34	**PCMs:** 23, 36–37

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • count a variety of objects; • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • state, without counting, quantities within 5; • match numerals to sets; • recognise numerals up to 5/10; • explore numbers relevant to their everyday lives; • develop an understanding of conservation of number within 5/10.
Learning Outcome(s)	Develop an awareness that numbers have a variety of uses.
Mathematical Concepts	Numbers are used to measure. Numbers denote quantity or the amount within a set (cardinality). Numbers can be used for labelling and identification purposes (nominality), e.g. phone number, number of a bus.

Promoting Maths Chat
Count, how many, colour, circle, draw, puzzle, red, green, orange, yellow, blue, one, two, three, four, five.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Sets of 5 can be found on the Chapter 9 Landing Page.

Station Activities 1–6 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Children can rainbow colour the numeral 5 using **PCM 37**.

Linkage
Number: Counting, Ordinal Number
Data and Chance: Colours
Algebra: Extending shape patterns

Home Support Sheets:
Send **Home Support Sheet 9** home so parents/guardians can help the children with sets of 5.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Playdough Number 5s; **Station 2:** Listen and Count; **Station 3:** Rainbow Colouring; **Station 4:** Making a Glitter 5; **Station 5:** Five Frame Fun; **Station 6:** Arrays of 5.

Digital Resources: Chapter 9 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Sets of 5.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Bring five children to the top of the class. Ask: How many children are in this set/group?
You could also ask all the children in the class to get into sets of 5 in the classroom/school playground or PE hall.

Maths Chat
1. Look carefully at the pictures of the star, hand, 5p coin and 5 birds on the IWB. Talk about why the number 5 is special to these pictures.
2. Talk about the things that come in sets of 5: fingers, toes, vowels (a, e, i, o and u), points on a star, Power Rangers.

There may be examples in the classroom, e.g. 5 groups of children, 5 children in a group, 5 shelves, 5 windows.

Maths Eyes
Show a garden patio scene on the IWB. Invite the children to identify the fruits that are in sets of five, e.g. grapes.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

Playdough Number 5s: Give the group some playdough. Ask the children to make the numeral 5 using the playdough.
Differentiation: Ask the children to make a rainbow 5 using different coloured playdough.



Station 2

Listen and Count: Each child needs a set of numeral cards 1–5 from **PCM 36**. One child is the leader and picks up a numeral card (without the others seeing) and must clap that number of times. The other children must count the number of claps and hold up the numeral card that matches the number of claps. The leader checks to see which children have the correct answer. The children take turns being the leader.
Differentiation: Instead of clapping the answer, the leader might 'show' the numeral by tapping a pencil or by performing star jumps.



Station 3

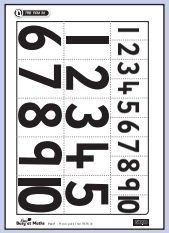
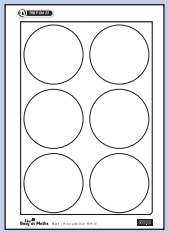
Rainbow Colouring: Give each child in the group a copy of **PCM 37** where they can rainbow colour the numeral 5 as well as trace the number word 'five'.
Differentiation: The more able children can practise these activities a number of times.



Station 4

Making a Glitter 5: Give the children a copy of **PCM 37**. Ask the children to cut out the number 5 shape and tack it to another blank sheet of A4 paper. They can then paint over the whole sheet including the cut out 5. When the paint has dried a little, remove the cut out 5 slowly from the sheet. The white 5 is then clearly left on the A4 sheet.
Differentiation: When the sheet is dry, cover the cut-out 5 only with glue. Scatter some glitter on the glue. You now have a 'glitter 5'.



Station 5	**Five Frame Fun:** Showing the numbers 1, 2, 3, 4 and 5 on the five-frame. Each group/pair needs numeral cards 1–5 (use the large numerals from **PCM 36**). Ask the children to cut out the cards with large numerals on them. The five cards are turned upside-down on the table. The children take turns flipping a card over. The children must race to show the value of the numeral on their five-frames using counters. Before playing again, the children must shuffle the numeral cards. **Differentiation:** For an extra challenge, the children must also make a set of objects for each numeral, e.g. 5 pom poms, paperclips or cars. 
Station 6	**Arrays of 5:** To show conservation of the number 5, ask the children to order cubes, buttons, counters, etc. in as many different arrays of 5 as they can. These arrays can be digitally photographed and placed on the classroom wall. **Differentiation:** Give the children **PCM 23**. Ask them to place 5 of any 6 items that are to hand on each of the six circles to show sets of 5. 

November: Week 2	**Chapter 10** (One-to-one Correspondence)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 40–44	**Home/School Links book:** Pages 14–15	**Teacher's Resource book:** Pages 35–37	**PCMs:** 38–46

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • compare sets by matching objects/counting objects to understand the terms 'more than', 'less than', 'the same'.
Learning Outcome(s)	Explore, interpret and explain data in a variety of ways for a range of purposes. Use a range of counting strategies for a range of purposes.
Mathematical Concepts	Quantities can be subitised and compared without needing to count or assign a numerical value. There are five principles of counting: one-one, stable order, cardinal, order irrelevance and abstraction.

Promoting Maths Talk
Count, how many, colour, circle, match, more, less, fewer, the same amount, the same number, equal, together.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for One-to-one Correspondence can be found on the Chapter 10 Landing Page.

Station Activities 1–6 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Early finishers can complete the exercises on **PCMs 44**, **45** and **46** which involve comparing 2 and 3 sets of different animals using one-to-one correspondence.

Linkage
Number: Counting
Data and Chance: Colours

Home Support Sheets:
Send **Home Support Sheet 10** home so parents/guardians can help the children with matching exercises.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Hungry Animals; **Station 2:** Dice Roll; **Station 3:** Same/More/Less; **Station 4:** Comparing Towers; **Station 5:** Which of the Two Sets has More?
Station 6: Which of the Three Sets has Less?

Digital Resources: Chapter 10 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: One-to-one Correspondence.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 1: November – Week 2

Chapter 10: Helpful Hints – One-to-one Correspondence

Maths Action – Whole Class Activity
Arrange the children in pairs. Give each pair up to 10 red/blue interlocking cubes, Lego bricks, multi links, shells, buttons, pencils, crayons, markers, etc. Hold up sets of 4 cubes and 3 cubes. Ask the children to mirror what you have done using their materials. Ask them or ask them to ask each other some questions about the sets, e.g. Which set has more/less/fewer cubes?

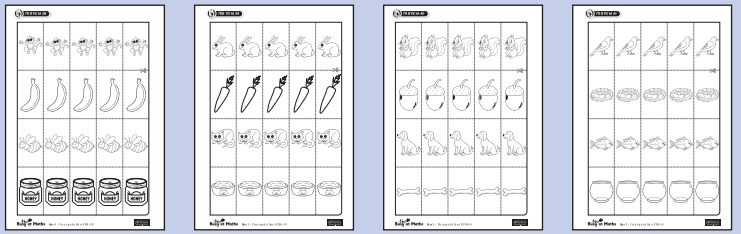
Maths Chat
Talk about which sets have more/less/fewer in the maths action sections.

Maths Eyes
Matching Fingers: Say, 'Ready, Steady, GO', and then raise your hand in the air, showing a number of fingers from 1 to 5. At the same time, the children in the class raise their hands, showing a number of fingers from 1 to 5. Walk around the classroom to find the children with your matching number.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

Hungry Animals: Photocopy the separate pairs of items on **PCMs 38** and **39** so that there are 5 of each item: monkeys, bananas, bees, honey, rabbits, carrots, cats and cat food. Cut them out to make individual cards. Photocopy the separate pairs of items on **PCMs 40** and **41** so that there are 5 of each item: squirrels, nuts, dogs, bones, birds, nests, fish and fish bowls. Cut them out to make individual cards. Children work in pairs or small groups, taking turns to be the 'leader'. The leader throws a die to get a number between 1 and 5. (If they roll a 6, they must roll again.) If the leaders rolls a '5', he/she makes a row of 5 monkeys (or other animal), and asks his/her partner to give a banana to each monkey. They continue taking turns rolling the die and feeding the different animals.
Differentiation: The leader can ask his/her partner to give out one more/or one less piece of food than is needed.



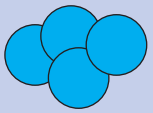
Station 2

Dice Roll: Children work in pairs or small groups. One child has five red counters/pom poms. The other child has five green counters/pom poms. Each child must use a die to roll a number between 1 and 5. (If they roll a 6, they must roll again.) Child A makes a row with that number of counters on the five frame. Child B places his/her counters on his/her frame. The children state the relationship between the two rows, e.g. 'I have the same number of counters'; 'I have more counters than you'; 'I have fewer/less counters than you'.
Differentiation: Encourage the children to state how many more/less counters they have.



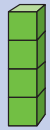
Station 3

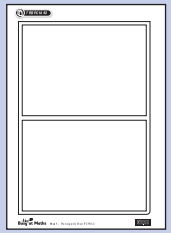
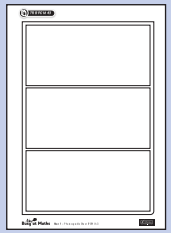
Same/More/Less: Children work in groups. Each child in the group has five counters. Each child must use a die to roll a number between 1 and 5. (If they roll a '6', they must roll again.) They must put that number of counters onto their whiteboard. Once everyone in the group has counters on their whiteboards, the children must compare their counters. e.g. 'Zara and Owen have the same amount'; 'I have more than Mark'; 'Sean has less/fewer than Emma'; 'Mario has the most counters'.
Differentiation: Offer question prompts when needed. Children finding this activity tricky can work with a partner.



Station 4

Comparing Towers: Each child has 5 Unifix cubes, blocks or Lego bricks. Each child must use a die to roll a number between 1 and 5. (If they roll a 6, they must roll again.) They must use that number of cubes to make a tower. The children must compare their towers and state the relationship between the two towers, e.g. 'Our towers are the same size/height/have the same number or amount'; 'My tower has more cubes'; 'My tower has fewer cubes'.



Station 5	**Which of the Two Sets has More?** Give each group a copy of the Carroll diagram on **PCM 42** and some counters, multi-links, interlocking cubes, etc. Ask one child to make a row of up to five counters/interlocking cubes, etc. He/she places them in the top section of the Carroll diagram. Another child makes another row of cubes and places it the bottom section of the Carroll diagram. The children must compare their rows and ask appropriate questions, e.g. Are our rows equal? Have you more or less than me?	
Station 6	**Which of the Three Sets has Less?** Give each group a copy of the Carroll diagram on **PCM 43** and some counters, multi-links, interlocking cubes, etc. Ask Child A to make a row of up to five counters interlocking cubes. He/she places them in the top section of the Carroll diagram. Child B makes another row of cubes and places it the middle section of the Carroll diagram. Child C makes another row of cubes and places it the middle section of the Carroll diagram. The children must compare their rows and ask appropriate questions, e.g. Have you more, less/fewer the same amount as me? Are our rows equal? Have you more/less/fewer than me?	

November: Week 3	**Chapter 11** (Combining 1)	**Strand:** Number	**Strand Unit:** Sets and Operations
Core book: Pages 45–48	**Home/School Links book:** Page 16	**Teacher's Resource book:** Pages 38–40	**PCMs:** 47–49

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • understand the concept of addition by combining sets of objects to find 'how many'; • carry out simple mental calculations; • discover the components of numbers within 5/10 by investigating different ways of partitioning sets into subsets practically, talk about the outcomes.
Learning Outcome(s)	Recognise and understand what happens when quantities (sets) are partitioned and combined.
Mathematical Concepts	Quantities (or sets) can be partitioned and combined.

Promoting Maths Talk
Combining, count, colour, number line, total, zero, one, two, three, four, five, and, equals.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Combining 1 can be found on the Chapter 11 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Counting/matching

Home Support Sheets:
Send **Home Support Sheet 11** home so parents/guardians can help the children understand the concept of 'equals'.

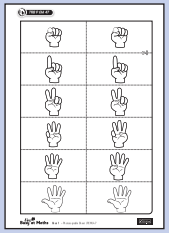
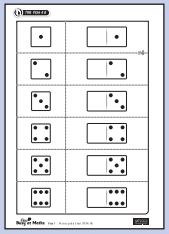
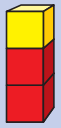
Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Finger Matching; **Station 2:** Dominoes and Dice; **Station 3:** Equal Grabs; **Station 4:** Barrier Game Towers; **Station 5:** Hula Hoop Combining; **Station 6:** Block Combining; **Station 7:** Matching Playing Cards.

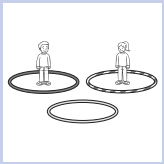
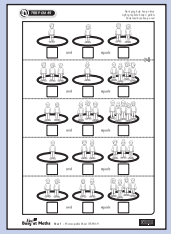
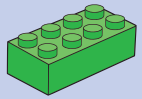
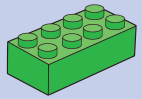
Digital Resources: Chapter 11 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Combining 1.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity	**Maths Chat**	**Maths Eyes**
Arrange the children in pairs or small groups. Give each pair/group 5 cubes, buttons, Lego bricks, shells, counters, multi-links, etc. Ask them to make the items into as many different arrays as possible: 4 equals 1 and 3 / 2 and 2 / 3 and 1	Ask the children to talk about the different ways that they could make different sets of 3, 4 and 5.	Ask the children where they can see sets of 3, 4 and 5 in the classroom and at home.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Teacher's Note: To demonstrate 'equals' in some of the stations, we have gone up as far as 10 as the children are comparing rather than combining.

Station 1	**Finger Matching:** Give the children a copy of the hands/fingers from **PCM 47**. They need to cut out the individual pictures and use them as matching cards. The cards should be shuffled/mixed. The children must match the hands that have an equal number of fingers. **Differentiation:** The matching hands can be glued onto an A4 piece of paper.	
Station 2	**Dominoes and Dice:** Give the children a copy of the dominoes and dice from **PCM 48**. They need to cut out the individual pictures and use them as matching cards. The cards should be shuffled/mixed. The children must match the dominos and dice that have an equal number of dots. The matches look like a two-piece jigsaw. **Differentiation:** The matching dominoes and dice can be glued onto an A4 piece of paper.	
Station 3	**Equal Grabs:** Each pair needs a bag of 10 similar objects (e.g. Unifix cubes, attribute bears, counters). One child must close his/her eyes and 'grab' a handful of the objects from the bag and place them on his/her whiteboard. The partner must now 'grab' a handful from the bag and place them on his/her whiteboard. The children must compare their grabs. Are they equal or not equal? **Differentiation:** To add an element of competition, the different pairs within the group can compete with each other. When there is an 'equal grab', the pair receives a counter. At the end of the allotted time, the pair with the most counters is the winner.	
Station 4	**Barrier Game Towers:** Each child has a small set of cubes or blocks (no more than ten) and a barrier placed between them, such as a lunchbox or schoolbag. One child is the leader. When the leader gives the signal, both children build a tower using any number of blocks from their own set. On the leader's instruction, they reveal their towers at the same time and compare them. Are the towers equal or not equal? **Extension:** How many more cubes do I (or you) need for the towers to be equal? **Differentiation:** The number of cubes/blocks being used can be increased or decreased depending on ability.	

Station 5	**Hula Hoop Combining:** Each group has three hula hoops (e.g. blue, red, yellow) and a set of combining cards **PCM 49**. One child acts as the leader. The leader selects a domino card (e.g. 2) and a dice card (e.g. 3). They choose the correct number of children to stand in the blue hoop (2) and red hoop (3). Children count how many are in each hoop. On the leader's signal, all children move into the yellow hoop to combine the groups. The group counts how many children are now in the yellow hoop and says the number sentence together: '2 and 3 equals 5.' Repeat with different combinations within 5, reinforcing the mathematical language 'and' and 'equals.' **Extension: PCM 49** will help consolidate this vocabulary.  
Station 6	**Block Combining:** Provide each group with several bowls of Lego blocks or multilink cubes. Each bowl should contain blocks in two different colours. Prepare the bowls so children can explore combinations within 5 (e.g. 1 and 1, 1 and 2, 2 and 3, etc.). Children sort the blocks by colour into two groups and count how many are in each group. They then combine the two groups and count how many there are altogether. Encourage them to describe what they have done using early addition language, e.g. '2 and 3 equals 5.' 
Station 7	**Matching Playing Cards:** Give each child, pair or group a pack of playing cards with the court cards removed. Ask the children to match the cards that have an equal number of dots or whatever pictures denote the card numbers. **Extension:** Ask the children to play the game Snap, where each player places a card in turn in the centre of the table. Play continues and when matching/equal cards are played, a player calls out 'Snap!' The player with the most cards at the end of the game, wins. **Differentiation:** Use two or three packs of cards to make the game last longer and have a greater competitive element. 

December: Week 1	**Chapter 12** (Data)	**Strand:** Data and Chance	**Strand Unit:** Data
Core book: Pages 49–52	**Home/School Links book:** Pages 17–18	**Teacher's Resource book:** Pages 41–43	**PCMs:** 10, 42, 50–55

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • sort for one criterion using one-property materials, talk about the arrangement; • compare sets by matching objects/counting objects to understand the terms 'more than', 'less than', 'the same'; • talk about data represented in simple block graphs, tables and diagrams.
Learning Outcome(s)	Explore, interpret and explain data in a variety of ways for a range of purposes.
Mathematical Concepts	Objects and sets can be sorted according to one or more attributes – items we wear/eat. Data is all around us and helps us interpret the world. A data set is a collection of information that can provide answers to questions we ask. Data can be collected and represented in many ways. Data displays (e.g. tables, picture graphs, block graphs) are a useful way of conveying information.

Promoting Maths Talk
Count, how many, colour, circle, sort, cross out, odd one out, belong, different, groups, sets, yellow, blue, green, red, correct, same, more, less, fewer, amount, pictogram, Carroll diagram, big, small, hard, soft, taller, shorter.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Data can be found on the Chapter 12 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Children can revisit **PCMs 52** and **53** to get more practice at sorting different sets of objects and finding the odd one out in different sets.

Linkage
Number: Counting
Data and Chance: Colours

Home Support Sheets:
Send **Home Support Sheet 12** home so parents/guardians can help the children with sorting and pictograms.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Odd One Out; **Station 2:** Lollipop Sorting; **Station 3:** Sorting by Colour; **Station 4:** Carroll Diagram Sorting; **Station 5:** Building Towers; **Station 6:** Paper Clip Snake; **Station 7:** Mini-beast Sorting.

Digital Resources: Chapter 12 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Data.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 1: December – Week 1

Chapter 12: Helpful Hints – Data

Maths Action – Whole Class Activity

1. Give the children up to five red and five yellow counters (any two colours will suffice). Ask the children to place the counters in horizontal/vertical rows. The vertical rows prepares them for observing information from pictograms. Encourage the children to use varying amounts of counters, as well as the same amount in different rows. Ask a number of questions, e.g. Which row has same/more/less (fewer) counters?
2. Give the children the dolls and teddies/trains and skateboards from **PCM 10**. Ask them to arrange them in rows as in activity 1 above.

Maths Chat

Talk about which sets of objects in the classroom/group have same, more or less (fewer) – tables/chairs; pencils/lunchboxes; windows/doors; toilets/coats; whiteboards/blackboards; eyes/noses; ears/thumbs.

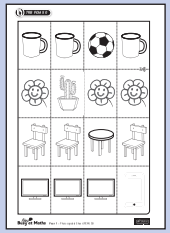
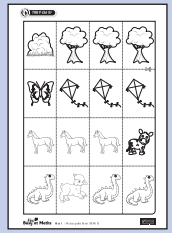
Maths Eyes

Look around the classroom. How many things can you see that you can sit on, write on, open, close, eat, write with, drink, etc.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

Odd One Out: Photocopy **PCMs 50** and **51.** Ask the children to cut out the four separate strips/rows of cards on each sheet. The children must focus on one card at a time. They must circle or 'x' the object that is different/does not belong to the set. They must explain the reasons for their answers.
Extension: Invite the children to colour the objects that are the same, being careful that they stay the same.
Differentiation: Encourage the children to work to their ability. Some may complete one or two cards, while others might complete all eight.

Station 2

Lollipop Sorting: Provide each group with a large selection of art lollipop sticks/clothes pegs in three striking colours, e.g. red, yellow, blue. The children must sort the lollipop sticks into bowls by colour.
Differentiation: Reduce/increase the number of focus colours depending on ability.



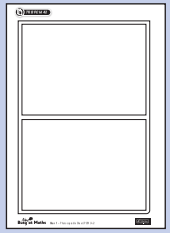
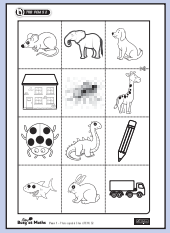
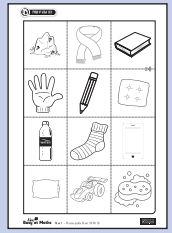
Station 3

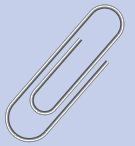
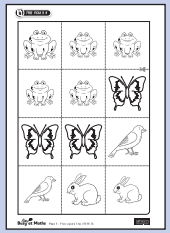
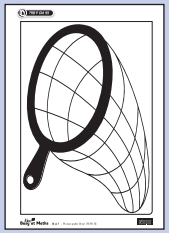
Sorting by Colour: Provide the group with a large selection of classroom objects in three striking colours, e.g. red, yellow, blue. These objects might include crayons, cubes, Lego blocks, pom poms, beads, cars, paper clips, etc. The children must sort the objects by colour into bowls/baskets/coloured card.
Differentiation: Reduce/increase the number of focus colours depending on ability.



Station 4

Carroll Diagram Sorting: Give each child in the group a copy of **PCM 42** (Carroll diagram) and a copy of **PCM 52** which has pictures of 12 big and small items. Place the headings 'Big' and 'Small' on each rectangle of the Carroll diagram. The children must sort the objects into the correct rectangles.
Extension: Give **PCM 53** which has pictures of 12 hard and soft items. Teacher will place the headings 'Hard' and 'Soft' on each rectangle of the Carroll diagram and children will sort the items into the correct rectangles.
Differentiation: Encourage the children to work to their ability. Some children may complete one sorting PCM, while others might complete both.

Station 5	**Building Towers:** Place a number of two different coloured Lego bricks (or Unifix cubes) in a bowl. There can be any number of each colour within five. Children work in pairs or groups. Each child must choose a colour, and make a tower using those coloured bricks. Encourage the children to compare their towers. Which tower is taller/shorter? How many more/less (fewer) bricks does your tower have? **Extension:** Increase the number of colours to three or four. **Differentiation:** Have 6 bowls of cubes prepared for use. Some children might only complete one or two bowls.
Station 6	**Paper Clip Snake:** Place a number of two different coloured paper clips (or multi-links/interlocking cubes) in a bowl. There can be any number of each colour, up to five. Children work in pairs or groups. Each child must choose a colour, and make a 'snake' using those coloured clips/links. Encourage the children to compare their snakes, placing them alongside each other. Which snake is longer/shorter? How many more/less (fewer) clips/links does your snake have? **Extension:** Increase the number of colours to three or four. **Differentiation:** Have 6 bowls of paper clips/links prepared for use. Some children might only complete one or two bowls. 
Station 7	**Mini-beast Sorting:** Give each child/group a copy of **PCM 54** with pictures of mini-beasts and a picture of a net (**PCM 55**). Ask the children to cut out the mini-beasts from PCM 54. Ask the children to sort the mini-beasts by different criteria as outlined below. There is no need to paste. When each task is completed, the children take the mini-beasts out to move onto the next sorting activity. **1.** Put all the butterflies into the net. **2.** Put all the birds into the net. **3.** Put all the creatures that have wings into the net. **4.** Put all the creatures that live in water into the net. **5.** Put all the creatures with 4 legs into the net.  

December: Week 2	**Chapter 13** (Numerals 1 and 2)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 53–55	**Home/School Links book:** Pages 19–21	**Teacher's Resource book:** Pages 44–46	**PCMs:** 21–23, 56–58

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • count a variety of objects; • match numerals to sets; • recognise numerals up to 5/10; • count in the context of number rhymes, jingles and stories.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	The last number in the count indicates the quantity in a set. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations.

Promoting Maths Talk
One, two, run, finger, different, colours, rainbow, make, write, correct numeral, large, small, medium, count.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numerals 1 and 2 can be found on the Chapter 13 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

The children can practise more using **PCMs 56–58**.

Linkage
Number: Problem-solving, Ordinal Number
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 13** home so parents/guardians can help the children with the numerals one (1) and two (2).

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Drawing the Numerals 1 and 2; **Station 2:** Playdough Numbers 1 and 2; **Station 3:** Making Button Numbers; **Station 4:** Making Sets of 2; **Station 5:** Tracing the Numeral 1; **Station 6:** Tracing the Numeral 2; **Station 7:** Tracing the Numerals 1 and 2.

Digital Resources: Chapter 13 Landing Page

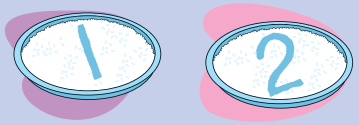
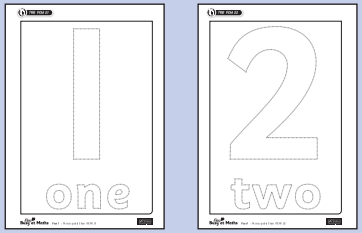
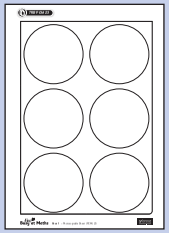
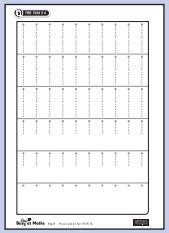
Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numerals 1 and 2.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
1. Sing the song 'Five Little Monkeys'. As you sing the song, pretend that your hand is a bed, and five pom poms are the monkeys!
2. As a quick revision, ask the children to rainbow colour the 1 and 2 as well as the words 'one' and 'two' on **PCMs 21** and **22**.

Maths Chat
Talk about all the places where you might see sets of 1 and 2 in the classroom, in the playground, at home or in the environment: eyes, ears, feet, hands, knees, fingers, shoes, gloves, head, nose, heart, thumbs, socks, mobile phones, buses, shops, clocks, watches.

Maths Eyes
Look around the classroom. Where can you see the numeral 1? What objects can you see that come in sets of 1? Now look for the numeral 2. Finds objects that come in pairs.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**Drawing the Numerals 1 and 2:** The children draw the numerals 1 and 2 in (a) in a box of rice; (b) in a sandbox and (c) in a box of sprinkles. 
Station 2	**Playdough Numbers 1 and 2:** Give the group some playdough. Ask the children to make the numerals 1 and 2 using the playdough.
Station 3	**Making Button Numbers:** Use buttons, beads, cotton wool or counters to 'make' the numerals 1 and 2 on **PCMs 21** and **22**. **Differentiation:** Some children may only manage to make the numeral 1. 
Station 4	**Making Sets of 2:** Give each child, pair or group a copy of **PCM 23**. Give the children a selection of six different, small manipulatives. Ask them to complete the six circles with sets of 2. 
Station 5	**Tracing the Numeral 1:** Give each child in the group a copy of **PCM 56**. Ask the children to trace the rows of the numeral 1. **Differentiation:** Some children may only manage to trace a few rows of the numeral 1. 

Station 6	**Tracing the Numeral 2:** Give each child in the group a copy of **PCM 57**. Ask the children to trace the rows of the numeral 2. **Differentiation:** Some children may only manage to trace a few rows of the numeral 2.
Station 7	**Tracing the Numerals 1 and 2:** Give each child in the group a copy of **PCM 58**. Ask the children to trace the rows of the numeral 1and 2. **Differentiation:** Some children may only manage to trace a few rows of the numerals 1 and 2.

December: Week 3	**Chapter 14** (Length 1)	**Strand:** Measures	**Strand Unit:** Measuring – Length
Core book: Pages 56–59	**Home/School Links book:** Pages 22–23	**Teacher's Resource book:** Pages 47–49	**PCMs:** 59–63

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • compare two objects of different length/weight/capacity/area; understand and use the language of comparison; • find an object of similar length, weight, capacity, area; talk about their findings in terms of 'just about the same' length, weight, capacity, area; • begin to explore the notion of conservation of length, weight, capacity in practical situations, engage in discussion about their observations.
Learning Outcome(s)	Demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared.
Mathematical Concepts	We can compare and order things by how much of a particular attribute (physical quantity) they have relative to each other. One of the purposes of measurement is to compare.

Promoting Maths Talk
Colour, objects, long, longer, short, shorter, tall, taller, wide, wider, narrow, narrower.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Length 1 can be found on the Chapter 14 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Problem-solving, Ordinal Number
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 14** home so parents/guardians can help the children with length.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: What is Shorter than 10 Cubes; **Station 2:** I Spy With My Little Eye Something That is Wider Than…; **Station 3:** Longer or Shorter; **Station 4:** Wider or Narrower; **Station 5:** Building Walls; **Station 6:** Measuring Pencils; **Station 7:** Measuring Children.

Digital Resources: Chapter 14 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Length 1.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 1: December – Week 3

Chapter 14: Helpful Hints – Length 1

Maths Action – Whole Class Activity
Place two pieces of string horizontally on the whiteboard/magnetic board using Blu-tack. Both pieces of string must start from the same point. Use strings of different lengths and ask a number of questions: Are the pieces of string the same length/longer/shorter, etc. Now place the pieces of string vertically and use the language of tall/taller, etc.
Extension: Use different starting points to see if the children give the same answers.

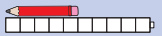
Maths Chat
Talk about things in the class that are longer, shorter, tall, taller, wide, narrower than a particular object, e.g. the radiator, door or whiteboard.

Maths Eyes
Look around the classroom. Find something that is wider than:
1. your outstretched hand
2. your shoe
3. your pencil case
4. your outstretched arms.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

What is Shorter than 10 Cubes? Place a line of no more than 10 cubes, already joined together by an adult, on the table. Ask the children to find objects in the classroom that are shorter than the line of cubes and place each object beside the line to compare the lengths.
Differentiation: The children can use lines of 10/15 cubes, Uni-blocks or multi-links, together.



Station 2

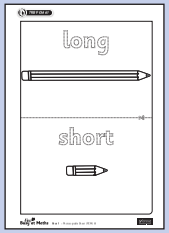
I Spy With My Little Eye Something That is Wider Than…: One child in the group starts the game by saying, 'I spy with my little eye something that is wider than a ___,' and then calls out an object, e.g. a chair. He/she picks another child in the group to answer. If that pupil answers correctly, he/she has to spy something that is wider than a chair, e.g. 'table', and picks a child to answer. If this child answers correctly, he/she then spies something that is **narrower** than the object as their answer and picks another child to answer. Questions alternate between wider than and narrower than.
Rule: You cannot call out an object already used by someone else in the game.

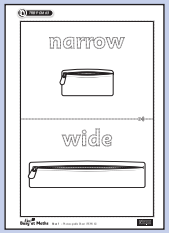
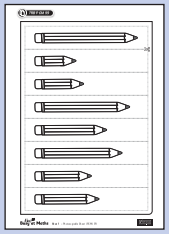
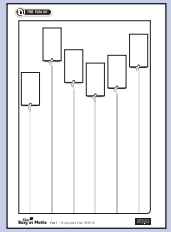
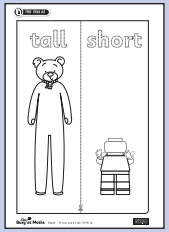


Station 3

Longer or Shorter? Give the group a piece of string, tape or ribbon about 1 metre long and another about ½ a metre long. (These measurements have not been formally taught, yet.) Have the strings placed horizontally on the table. Ask the group to name different objects in the classroom that are longer or shorter than the pieces of string, tape, or ribbon. For example, a table, a window ledge or the floor is longer than the 1metre string; a school bag, lunchbox, or book is shorter than the 1metre string.
Extension:
Activity 1: Give the children a copy of **PCM 61**. Ask the children to look around the classroom and find objects that are long and objects that are short. The children must place them beside the 'long' card and the 'short' card.
Activity 2: Ask the children to find two items in the classroom and compare them. Which item is longer and which item is shorter? Place the long item beside the 'long' card and the shorter item beside the 'short' card.
Differentiation: Allow items from the environment to be used for comparison.





Station 4	**Wider or Narrower?** Give the group a book that is wide, e.g. their maths book. Ask the group to name different objects in the classroom that are wider/narrower than the book. **Extension:** **Activity 1:** Give the children a copy of **PCM 63**. Ask the children to look around the classroom and find objects that are wide and objects that are narrow. The children must place them beside the 'wide' card and the 'narrow' card. **Activity 2:** Ask the children to find two items in the classroom and compare them. Which item is wider and which item is narrower? Place the wide item beside the 'wide' card and the narrower item beside the 'narrow' card. **Differentiation:** Use base items such as a schoolbag, lunchbox, chair, table, window and allow items from the environment to be used for comparison. 
Station 5	**Building Walls:** Ask the children to build a Lego wall that is five bricks wide and six bricks tall. Then ask them to build a Lego wall that is three bricks wide and seven bricks tall. You can ask them a number of questions such as: 'Which wall is wider/narrower/taller/shorter?' **Differentiation:** Add a third wall and ask the children to compose their own questions.
Station 6	**Measuring Pencils:** Each pair needs a copy of **PCM 59**. The children must cut out the pencils and order them from shortest to longest. When they are happy that the pencils are ordered, they should paste/glue them in order on a piece of A4 paper. **Differentiation:** Decrease or increase the numbers of pencils for the children to focus on. 
Station 7	**Measuring Children:** The children will need help to do this. Measure the height of each child in the group against a wall, marking it with a piece of string. Discuss the results: Who is the tallest/shortest/smallest? (Be careful not upset any child who might be sensitive about their height.) Are any children almost the same height? Give the children a copy of **PCM 60**, which has space for small photographs of up to six children. Each child can draw a line to his/her photograph which can be pasted on to the PCM. **Extension 1:** Invite the children to work together to make a tower of blocks or cubes that is taller than the tallest child in the group. **Extension 2:** **Activity 1:** Give the children a copy of **PCM 62**. Ask the children to look around the classroom and find objects that are tall and objects that are short. The children must place them beside the 'tall' card and the 'short' card. **Activity 2:** Ask the children to find two items in the classroom and compare them. Which item is taller and which item is shorter? Place the taller item beside the 'tall' card and the shorter item beside the 'short' card.  

January: Week 1	**Chapter 15** (Numeral 3)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 60–63	**Home/School Links book:** Pages 24–25	**Teacher's Resource book:** Pages 50–52	**PCMs:** 23, 27, 43, 64–65

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • count a variety of objects; • match numerals to sets; • recognise numerals up to 5/10; • count in the context of number rhymes, jingles and stories.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	The last number in the count indicates the quantity in a set. Quantities can be subitised and compared without needing to count or assign a numerical value. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations.

Promoting Maths Talk
One, two, three, run, finger, different colours, rainbow, make, write, trace, correct numeral, count, items, set.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeral 3 can be found on the Chapter 15 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/ Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Give the early finishers a copy of **PCM 43** (Carroll diagram) and **PCM 65**. Ask them to cut out the individual 1s, 2s and 3s from PCM 65. They can then paste them on to PCM 43 with the 1s in the top section, the 2s in the middle section and the 3s in the bottom section.

Linkage
Number: Problem-solving, Ordinal Number
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 15** home so parents/guardians can help the children with the numeral 3.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Stations 1: Draw the Numeral 3; **Station 2:** Making Playdough Numbers; **Station 3:** Making Button Numbers; **Station 4:** Making Sets of 3; **Station 5:** Tracing the Numeral 3; **Station 6:** Tracing the Numerals 1, 2, and 3; **Station 7:** Matchstick Numbers.

Digital Resources: Chapter 15 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeral 3.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
The Numbers Quiz (Revision of sets of 1 and 2 as well as 3)

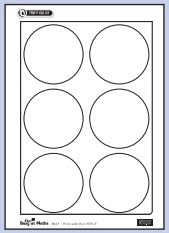
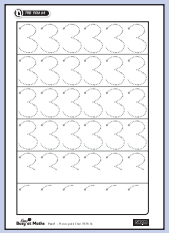
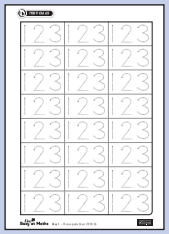
1. How many noses do you have?
2. How many wheels does a bicycle have?
3. How many feet do you have?
4. How many people are in a set of twins?
5. How many arms do you have?
6. How many shoes come in a pair?
7. How many teachers are in this classroom?
8. Daddy Bear, Mammy Bear and Baby Bear were eating porridge. How many bears were there?
9. How many ears do you have?
10. What is the name of the story – 'The ____ Little Pigs'. (Hint if needed: One pig made a house of straw. One pig made a house of sticks. One pig made a house of bricks. How many pigs were there?)

Maths Chat
Talk about all the places where you might see sets of 3 in the classroom, playground, at home or in the environment (stool legs, triangles, tricycle, triplets, tripod, trio in a band, coins in a fountain, The Three Blind Mice, The Three Billy Goats Gruff, etc.).

Maths Eyes
Look around the classroom. Where can you see the numeral 3? What objects can you see that come in sets of 3? (Stool legs, triangles, tricycle, triplets, tripod, etc.)

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**Draw the Numeral 3:** Draw the numeral 3 in a) a box of rice, b) a sandbox, c) a box of sprinkles. 
Station 2	**Making Playdough Numbers:** Use playdough to make the numeral 3. 
Station 3	**Making Button Numbers:** Use buttons, beads, cotton wool, counters, etc., to 'make' the numeral 3 using **PCM 27**. **Differentiation:** Some children may want to make the numeral using a variety of materials. 

Station 4	**Making Sets of 3:** Give each child, pair, or group a copy of **PCM 23** (six circles for sets). Give the children a selection of six different, small manipulatives, e.g. counters, cubes, Lego bricks, multi-links, uni-fix cubes, shells, buttons, pasta shells, etc. Ask the children to complete the six circles with sets of 3. **Differentiation:** Some children may only manage to make two, three or four sets of 3.	
Station 5	**Tracing the Numeral 3:** Give each child in the group a copy of **PCM 64**. Ask the children to trace the rows of the numeral 3. **Differentiation:** Some children may only manage to trace a few rows of the numeral 3.	
Station 6	**Tracing the Numerals 1, 2 and 3:** Give each child in the group a copy of **PCM 65**. Ask the children to trace the rows of the numerals 1, 2 and 3. **Differentiation:** Some children may only manage to trace a few rows of the numerals.	
Station 7	**Matchstick Numbers:** Give each group some headless matches or lollipop sticks. Ask them to make the numerals 1, 2 and 3.	

January: Week 2	**Chapter 16** (Numeral 4)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 64–66	**Home/School Links book:** Pages 26–27	**Teacher's Resource book:** Pages 53–55	**PCMs:** 23, 30, 66–68, 70–71

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and that the last number names the set; • count a variety of objects; • match numerals to sets; • recognise numerals up to 5/10; • develop an understanding of conservation of number within 5/10.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	The last number in the count indicates the quantity in a set. Quantities can be subitised and compared without needing to count or assign a numerical value. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations.

Promoting Maths Talk
Run, one, two, three, four, finger, different colours, rainbow, make, write, trace, correct numeral, count, items, set.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeral 4 can be found on the Chapter 16 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

The early finishers can complete **PCMs 70** and **71**, working up to number 4 on the PCM only.

Linkage
Number: Problem-solving, Ordinal Number
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 16** home so parents/guardians can help the children with the numeral 4.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Draw the Numeral 4; **Station 2:** Making Playdough Numbers; **Station 3:** Making Button Numbers; **Station 4:** Making Sets of 4;
Station 5: Tracing the Numeral 4; **Station 6:** Tracing the Numerals 1, 2, 3 and 4; **Station 7:** Matchstick Numbers.

Digital Resources: Chapter 16 Landing Page

Assessment:	**1.** Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress. **2.** Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation). **3.** Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeral 4. **4.** Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 2: January – Week 2

Chapter 16: Helpful Hints – Numeral 4

Maths Action – Whole Class Activity

1. Each child, pair or group needs a pipe cleaner or an uncooked stick of spaghetti and four beads. Task: One child puts some of the beads on the straw (pipe cleaner or spaghetti). Their partner must count them and write the correct numeral on their whiteboard. The children take turns.
2. Arrange the children in groups of four. Each group stands inside a hula hoop. Ask the children to order themselves in as many different arrays of four as they can. The teacher can photograph the different arrays.
   Alternatively, the children can make sets of 4 using beanbags, balls, cones, etc.

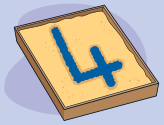
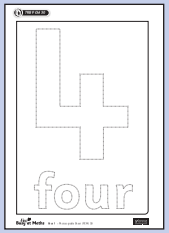
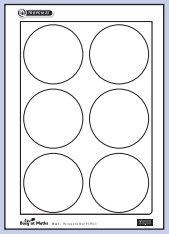
Maths Chat

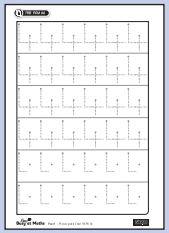
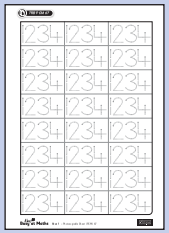
Talk about all the places where you might see sets of 4 in the classroom, playground, at home, or in the environment (sides on a rectangle, square, legs on many animals, chair, suits in deck of cards, Ninja Turtles, the four seasons, the directions of North, South, East and West, wheels on most cars, quadruplets, a quad bike, four-leaf clover, etc.)

Maths Eyes

Look around the classroom. Where can you see the numeral 4? What objects can you see that come in sets of 4?
PCM 68: Look at the pictures. Which pictures show sets of 4, e.g. *a dog has 4 paws*. Colour them. Cross out the pictures that do not show sets of 4.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**Draw the Numeral 4:** Draw the numeral 4 in a) a box of rice, b) a sandbox, c) a box of sprinkles. 
Station 2	**Making Playdough Numbers:** Use playdough to make the numeral 4. 
Station 3	**Making Button Numbers:** Use buttons, beads, cotton wool, counters, etc., to 'make' the numeral 4 using **PCM 30**. **Differentiation:** Some children may want to make the numeral using a variety of materials. 
Station 4	**Making Sets of 4:** Give each child, pair, or group a copy of **PCM 23** (six circles for sets). Give the children a selection of six different, small manipulatives, e.g. counters, cubes, Lego bricks, multi-links, uni-fix cubes, shells, buttons, pasta shells, etc. Ask the children to complete the six circles with sets of 4. **Differentiation:** Some children may only manage to make two, three or four sets of 4. 

Station 5	**Tracing the Numeral 4:** Give each child in the group a copy of **PCM 66**. Ask the children to trace the rows of the numeral 4. **Differentiation:** Some children may only manage to trace a few rows of the numeral 4.	
Station 6	**Tracing the Numerals 1, 2, 3 and 4:** Give each child in the group a copy of **PCM 67**. Ask the children to trace the rows of the numerals 1, 2, 3 and 4. **Differentiation:** Some children may only manage to trace a few rows of the numerals.	
Station 7	**Matchstick Numbers:** Give each group some headless matches or lollipop sticks. Ask them to make the numerals 1, 2, 3 and 4.	

January: Week 3	**Chapter 17** (Time 1)	**Strand:** Measures	**Strand Unit:** Time
Core book: Pages 67–71	**Home/School Links book:** Page 28	**Teacher's Resource book:** Pages 56–58	**PCMs:** 72–82

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • sequence two or three familiar events; • explore time patterns; • compare two intervals of time, talk about their observations in terms of took longer/ shorter time; • choose and use, with guidance, non-standard units to measure time; talk about their work.
Learning Outcome(s)	Develop a sense of time and its uses.
Mathematical Concepts	Time can be expressed and recorded in a variety of ways. Time passes consistently. Events in daily routines can be described and sequenced.

Promoting Maths Talk
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow, yesterday, colour, first, next, last, order, time, short time, long time.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Time 1 can be found on the Chapter 17 Landing Page.

Station Activities 1–5 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Counting
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 17** home so parents/guardians can help the children with the days of the week and the passage of time.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Telling the Time; **Station 2:** Sequencing Jigsaws; **Station 3:** First and Last; **Station 4:** Sequencing Cards; **Station 5:** Cut and Stick Sequencing.

Digital Resources: Chapter 17 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Time 1.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity

1. In the playground or PE hall, give each child a ball. Ask the children to bounce the ball as many times as possible as the teacher counts out 10 seconds.
2. Ask the children to hop on one leg as many times as possible as the teacher counts out 10, 20, 30, 40, 50 and 60 seconds.
3. Light a birthday candle (only if safe to do so). Ask the children to count how long it took the candle to burn (It doesn't matter if the counting goes beyond 10.)

Maths Chat

The children can talk about the different things they do every day. What activities take a short length of time to do and what activities take a long time to do?

Maths Eyes

Look at the pictures showing the passage of time in the core book. Talk about what is happening. Draw a circle around the picture that happens first, second, etc.

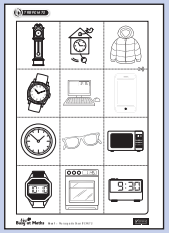
Ask the questions:

1. Where can you see time pieces in the environment? **2.** Where can you see references to the days of the week?

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

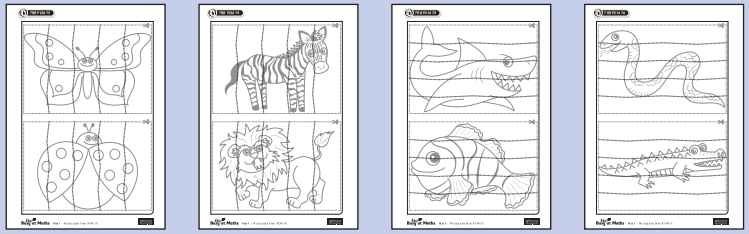
Station 1

Telling the Time: Give each child in the group a copy of **PCM 72**. The children must talk about the pictures and colour the objects that tell the time.
Extension 1: The children must talk about the objects that tell the time that can be found in their home.
Extension 2: The children draw pictures of the time pieces that can be found in their homes (on their whiteboards or on a piece of paper).
Differentiation: Depending on time/ability, the children can draw as many or as few time pieces as they are able to do.



Station 2

Sequencing Jigsaws: Cut out (and laminate for durability) the simple sequencing jigsaws in **PCMs 73–76**. The children must work in pairs to sequence the jigsaw pieces to 'make' the pictures. PCM 73 and 74 have the pieces going vertically while 75 and 76 have the pieces going horizontally.
Differentiation: The children must complete as many jigsaws as they can, depending on time/ability.



Station 3

First and Last: Give each child in the group a copy of **PCMs 77** and **78**. Ask the children to cut out the different sets/rows of cards. The children must look at each pair of pictures and talk to their partner about what it happening in each picture. They must decide which picture comes first, and colour it.
Differentiation: The children must complete as many cards as they can, depending on time/ability.



Station 4	**Sequencing Cards:** Give each child in the group a copy of **PCMs 79** and **80**. Ask the children to cut out the individual cards – cards from each row can be grouped by applying a different colour surround, so as to differentiate the rows, if required. Ask them to look carefully at the set of three pictures and talk to their partner about what is happening in each one. The children must sequence the cards in the correct order before moving on to another set of cards. **Differentiation:** The children must sequence as many sets as they can, depending on time/ability. **Note:** The teacher could use commercial sequencing puzzles if they are available.
Station 5	**Cut and Stick Sequencing:** Give each child in the group a copy of **PCMs 81** and **82**. Ask the children to cut out the five pictures from PCM 82. They must then stick them into the blank spaces numbered 1–5, on PCM 81. **Differentiation:** The children can work in pairs or individually, depending on ability.

February: Week 1	**Chapter 18** (Numeral 5)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 72–75	**Home/School Links book:** Pages 29–30	**Teacher's Resource book:** Pages 59–61	**PCMs:** 23, 37, 70–71, 83–84

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and that the last number names the set; • count a variety of objects; • match numerals to sets; • recognise numerals up to 5/10; • develop an understanding of conservation of number within 5/10.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	The last number in the count indicates the quantity in a set. Quantities can be subitised and compared without needing to count or assign a numerical value. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations.

Promoting Maths Talk
Run, one, two, three, four, five, finger, different colours, rainbow, make, write, trace, correct numeral, count, items, set.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeral 5 can be found on the Chapter 18 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

More practice can be carried out using **PCMs 70–71**.

Linkage
Number: Problem-solving, Ordinal Number
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 18** home so parents/guardians can help the children with the numeral 5.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Draw the Numeral 5; **Station 2:** Making Playdough Numbers; **Station 3:** Making Button Numbers; **Station 4:** Making Sets of 5;
Station 5: Tracing the Numeral 5; **Station 6:** Tracing the Numerals 1, 2, 3, 4 and 5; **Station 7:** Making 1, 2, 3, 4, or 5 on the Five Frame.

Digital Resources: Chapter 18 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeral 5.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 2: February – Week 1

Chapter 18: Helpful Hints – Numeral 5

Maths Action – Whole Class Activity

1. Arrange the children in pairs. Each pair needs a pipe cleaner or a stick of uncooked spaghetti and 5 beads.
   Task: One child puts some of the beads on the straw *(pipe cleaner or stick of spaghetti)*. Their partner must count them and write the correct numeral on their whiteboard. The children take turns.
2. Arrange the children in groups of 5. Each group stands inside a hula hoop. Ask the children to order themselves in as many different arrays of 5 as they can. The teacher can photograph the different arrays.
3. The children can make sets of 5 using beanbags, balls, cones, etc.

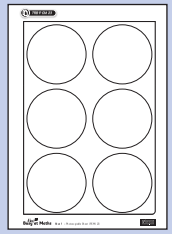
Maths Chat

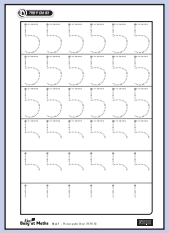
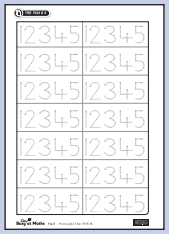
Talk about all the places where you might see a set of 5 in the classroom, playground, at home or in the environment (Olympic rings, vowels, the five oceans, players on a basketball team, fingers, toes, knuckles, points on a star, quintuplets, etc.)

Maths Eyes

Look around the classroom. Where can you see the numeral 5? What objects can you see that come in sets of 5?

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**Draw the Numeral 5:** Draw the numeral 5 in a) a box of rice, b) a sandbox, c) a box of sprinkles. 
Station 2	**Making Playdough Numbers:** Use playdough to make the numeral 5. 
Station 3	**Making Button Numbers:** Use buttons, beads, cotton wool, counters, etc., to 'make' the numeral 5 using **PCM 37**. **Differentiation:** Some children may want to make the numeral using a variety of materials. 
Station 4	**Making Sets of 5:** Give each child, pair, or group a copy of **PCM 23** (six circles for sets). Give the children a selection of six different, small manipulatives, e.g. counters, cubes, Lego bricks, multi-links, uni-fix cubes, shells, buttons, pasta shells, etc. Ask the children to complete the six circles with sets of 5. **Differentiation:** Some children may only manage to make two, three or four sets of 5. 

Station 5	**Tracing the Numeral 5:** Give each child in the group a copy of **PCM 83**. Ask the children to trace the rows of the numeral 5. **Differentiation:** Some children may only manage to trace a few rows of the numeral 5.	
Station 6	**Tracing the Numerals 1, 2, 3, 4 and 5:** Give each child in the group a copy of **PCM 84**. Ask the children to trace the rows of the numerals 1, 2, 3, 4 and 5. **Differentiation:** Some children may only manage to trace a few rows of the numerals.	
Station 7	**Making 1, 2, 3, 4, or 5 on the Five Frame:** The children work in pairs or groups. One child rolls a die. The children must race to show that number on the five frame. If they throw a 6, they must throw again. The winner is next to roll the die. **Differentiation:** The teacher may choose to let the children take turns rolling the die, rather than the winner rolling for the next game.	

February: Week 2	**Chapter 19** (Numeral 0)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 76–77	**Home/School Links book:** Page 31	**Teacher's Resource book:** Pages 62–64	**PCMs:** 69, 85–89

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • understand in counting activities that none is represented by zero; • develop an understanding of one-to-one correspondence and that the last number names the set; • count a variety of objects; • match numerals to sets; • recognise numerals up to 5/10.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	The last number in the count indicates the quantity in a set. Quantities can be subitised and compared without needing to count or assign a numerical value. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations.

Promoting Maths Talk
Run, colour, zero, one, two, three, four, five, make.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeral 0 can be found on the Chapter 19 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

More practice can be carried out using **PCMs 87–88**.

Linkage
Number: Problem-solving, Ordinal Number
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 19** home so parents/guardians can help the children with the numeral 0.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Drawing the Numeral 0; **Station 2:** Making Playdough Numbers; **Station 3:** Making Button Numbers; **Station 4:** Tracing the Numeral 0; **Station 5:** Tracing the numerals 0, 1, 2, 3, 4 and 5; **Station 6:** Eggs in a Nest; **Station 7:** Star Numerals.

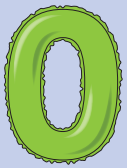
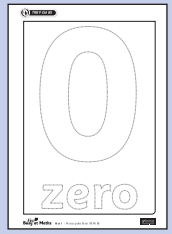
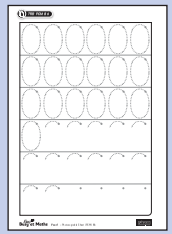
Digital Resources: Chapter 19 Landing Page

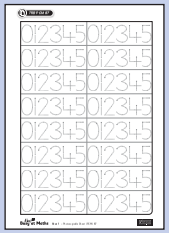
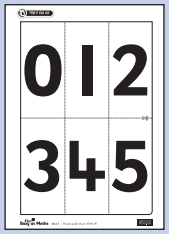
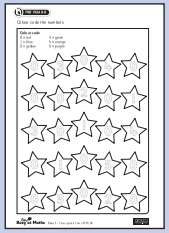
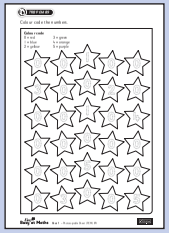
Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeral 0.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Play the game 'Simon Says' in the PE hall. Arrange the children in rows of four, five or six with each child about 20 cm apart. Call out orders such as 'Amelia, take a short step to the left/right, hop twice on your left leg.' If the phrase 'Simon Says' is not used and Amelia moves, she is out. For example, 'Ariana, take zero steps to the left.' If Ariana moves, she is out, and so on. Use as much mathematical language as possible during the game.

Maths Chat
The children can talk about the different places where they can see or have seen the numeral zero in the environment (buses, mobile phones, calendars, birthday cards, microwave ovens, cookers, etc.)

Maths Eyes
The children are presented with baskets of fruit on the interactive whiteboard (IWB). They are invited to identify the baskets containing zero (0) pieces of fruit.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations	
Station 1	**Drawing the Numeral 0:** Draw the numeral 0 in a) a box of rice, b) a sandbox, c) a box of sprinkles. **Extension:** The children work in pairs. Child A picks a number between 0–5. Child A tells their partner to draw this numeral. The children take turns. 
Station 2	**Making Playdough Numbers:** Use playdough to make the numeral 0. **Extension:** The children can practise making playdough numerals between 0–5. 
Station 3	**Making Button Numbers:** Use buttons, beads, cotton wool, counters to 'make' the numeral 0 on **PCM 85**. **Differentiation:** The children who need support can continue to make the numeral within the frame. The children who have successfully completed this task can practise making the numeral without the support of the template. 
Station 4	**Tracing the Numeral 0:** Give each child in the group a copy of **PCM 86**. Ask the children to trace the rows of the numeral 0. **Differentiation:** The PCMs offered are levelled to different abilities. 

Station 5	**Tracing the Numerals 0, 1, 2, 3, 4 and 5:** Give each child in the group a copy of **PCM 87**. Ask the children to trace the rows of the numerals 0,1, 2, 3, 4 and 5. **Differentiation:** Some children may only manage to trace a few rows of the numerals. 
Station 6	**Eggs in a Nest:** Each group needs numeral cards 0–5 from **PCM 69**. Each child needs some playdough. Invite each child to make a playdough nest. Place the numeral cards 0–5 in the centre of the table. The children take turns picking a numeral card. If the numeral card '3' is picked, the child must make three playdough eggs to put in their nest. If the numeral card '0' is picked, the nest should remain empty and so on. **Differentiation:** Each group works at its own pace, completing the activity as many times as they can, within the allotted time. 
Station 7	**Star Numerals:** Give the children **PCM 88** which has numerals 0–5 in small stars randomly placed around the page. The children colour the stars. PCM 88 can be photocopied as an A3 size sheet and the numerals coloured in for display on the wall. **Differentiation:** Use **PCM 89** which will have up to 30 stars with 22 being the numeral 0 and the rest a mixture of 0–5.  

February: Week 3	**Chapter 20** (Combining 2)	**Strand:** Number	**Strand Unit:** Sets and Operations
Core book: Pages 78–81	**Home/School Links book:** Page 32	**Teacher's Resource book:** Pages 65–67	**PCMs:** 70–71, 90–93

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • understand the concept of addition by combining sets of objects to find 'how many'; • carry out simple mental calculations; • discover the components of numbers within 5/10 by investigating different ways of partitioning sets into subsets practically, talk about the outcomes.
Learning Outcome(s)	Recognise and understand what happens when quantities (sets) are partitioned and combined.
Mathematical Concepts	Quantities (or sets) can be partitioned and combined. Adding a natural number to a natural number makes the number (quantity) bigger.

Promoting Maths Talk
Combining, colour, write, how many, altogether, total, same amount, plus, add, and, equals, red, green, blue, yellow, white, purple, orange, pink, counters, zero, one, two, three, four, five.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Combining 2 can be found on the Chapter 20 Landing Page.

Station Activities 1–8 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Problem-solving, Writing (numbers)
Data and Chance: Colours

Home Support Sheets:
Send **Home Support Sheet 20** home so parents/guardians can help the children with combining.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Cut and Stick the Sea Creatures; **Station 2:** Making Dominoes; **Station 3:** Building the Towers; **Station 4:** Towers – Make 5;
Station 5: Combining Eggs in Two Nests; **Station 6:** Five Eggs in a Nest; **Station 7:** Five Fingers; **Station 8:** Domino Combining.

Digital Resources: Chapter 20 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Combining 2.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 2: February – Week 3

Chapter 20: Helpful Hints – Combining 2

Maths Action – Whole Class Activity
Arrange the children in pairs. Each pair needs five pom poms (eggs) and 2 plates (nests). The teacher calls out a sentence, e.g. *There are 3 eggs in one nest. There is one egg in the other nest.* How many eggs altogether? 3 + 1 = 4
Use the pom poms to 'make' the number story.

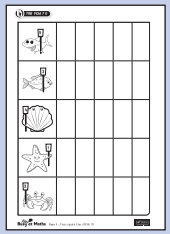
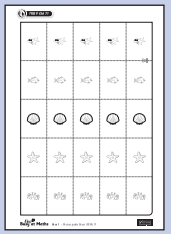
Maths Chat
The children have a talk about the different ways in which we can say the number sentences, e.g. *Three and two make five, Two plus three makes five, Three plus two equals five.*

Maths Eyes
Imagine the following scenario: *you have a cone and a tub of vanilla and a tub of strawberry ice-cream.* How many different ways can you make a five-scoop ice-cream cone?

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Teacher's Note: The following activities are designed to support children in making the transition from the practical language of early addition to the symbolic language of addition. As children engage with concrete materials and real-life contexts, take every opportunity to model and discuss the corresponding mathematical symbols.

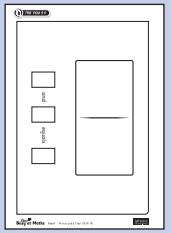
Station 1

Cut and Stick the Sea Creatures: Give the children a copy of **PCM 70**. Ask them to cut out the individual sea creatures. They must then stick the correct number of sea creatures to match the numeral on **PCM 71**.
Differentiation: The children can complete as many of the rows as possible.

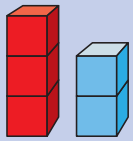
Station 2

Making Dominoes: The children work in pairs. Each pair needs a laminated domino from **PCM 90**. Each pair has five counters. One child places some (or all) of the counters on the two sections of the domino. The other child must count and combine the counters, e.g. *Three and one equals four.* The children take turns placing/counting the counters.
Extension: Encourage the children to fill in the numerals of the number sentence on the laminated PCM 90.
Differentiation: The children work as quickly/slowly as they wish, completing the activity as many times as they can within the allotted time.



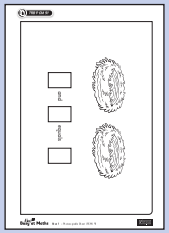
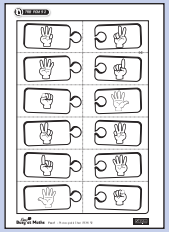
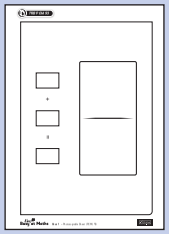
Station 3

Building the Towers: The children work in pairs. The teacher places cubes of two different colours (within five when combined) in a bowl or yoghurt carton, etc. The children must sort the cubes into their two colours and build a tower. Encourage the children to form the number sentence, e.g. There are two red cubes. There is one green cube. There are three cubes altogether. Two and one equals three. The teacher could have up to 10 bowls of cubes (within five) prepared.
Extension: Pairs who work through all of the prepared bowls can create their own bowls for their partner to complete.
Differentiation: The children support each other in pairs. They complete the activity as many times as they can in the time allotted.



Station 4

Towers – Make 5: The children work in pairs. One child has five blue cubes, the other child has five yellow cubes (colours can vary). One child arranges some (or all) of their cubes into a tower. The other child must add to the tower (if the first child used less than 5 cubes) so that the tower is 5 cubes tall. When complete, the children must identify the number sentence e.g. Two and three equals five. The children take turns going first.
Differentiation: The children support each other in pairs. They complete the activity as many times as they can in the time allotted.

Station 5	**Combining Eggs in Two Nests:** Give each pair or group a copy of **PCM 91** which has two nests and the blank number sentence underneath. One child places the coloured counters (eggs) in each of the nests. Ask the children to count the eggs and say the matching number sentence aloud, e.g., 'One and four equals five.' The teacher then writes the corresponding number sentence on the whiteboard, e.g., 1 + 4 = 5, explaining that + means plus and = means equals. As the teacher points to the number sentence, the children should point to the eggs in each nest and then to the total, helping them connect the counters with the mathematical symbols. **Differentiation:** Continue making different addition combinations within 5.	
Station 6	**Five Eggs in a Playdough Nest:** Children work in pairs, making five playdough eggs each and creating one nest together. One child places some (or all) of their eggs into the nest, and the other adds eggs so that there are five in total. Once complete, children say the number sentence aloud, e.g. '1 and 4 equals 5.' The teacher reinforces the connection to symbols by writing the corresponding number sentence on a whiteboard, e.g. 1 + 4 = 5, explaining again that the plus sign represents 'and' and the equals sign represents 'equals.' The teacher reads the sentence aloud while pointing to the eggs, showing how the symbols match the concrete arrangement. **Differentiation:** Children then take turns creating different combinations, saying the number sentence aloud, and recording it independently.	
Station 7	**Five Fingers:** Give each child, pair, or group a copy of **PCM 92**. Ask the children to cut out the individual jigsaw pictures. The children must find the jigsaw matches that combine to make totals of five. **Differentiation:** Using + and =, the children can attempt to write out the number sentences underneath each set of jigsaw pictures.	
Station 8	**Domino Combining:** Give each child, pair or group a copy of **PCM 93** and counters of two colours. Ask one child in the group to place counters on the dominoes to make addition sums, e.g. 4 red + 1 blue = 5. The other members of the group must write the number sentence in the spaces under the domino. Children should then take turns creating different addition sums with totals up to 5. **Differentiation:** The children can work as a group or in pairs, depending on ability.	

March: Week 1	**Chapter 21** (Ordinal Number)	**Strand:** Number	**Strand Unit:** Uses of Number
Core book: Pages 82–84	**Home/School Links book:** Page 33	**Teacher's Resource book:** Pages 68–70	**PCMs:** 7–8, 94–99

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • explore ordinal number; • explore the number that comes after, before, between a given number.
Learning Outcome(s)	Develop an awareness that numbers have a variety of uses.
Mathematical Concepts	Numbers describe the position of something in a list such as 1st, 2nd, 3rd (ordinality).

Promoting Maths Talk
Colour, first, second, third, join, before, after, in-between, red, blue, green, purple, grey, orange, explore the number that comes after, before, between a given number.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Ordinal Number can be found on the Chapter 21 Landing Page.

Station Activities 1–5 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 21** home so parents/guardians can help the children with ordinal number.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Car Races; **Station 2:** Tower Races; **Station 3:** Pom Pom Races; **Station 4:** Before/After Matching Cards; **Station 5:** Before/After Drawings.

Digital Resources: Chapter 21 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Ordinal Number.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Ask the children to cut out any row of animals from **PCM 7** or **8**. They will only need three of any animal. Ask them to colour the animals a different colour. They can place the different coloured animals in a row and can then make up their own questions to ask other members of their group, e.g. 'Which animal is first, second, third and last? Which animal is between the red and green animal, etc.'

Maths Chat
The children can discuss different situations in the classroom and at home where they use the language of ordinal numbers (calendar dates, book chapters, lining up, taking turns, etc.)

Maths Eyes
The children can talk about the different places where they can see or have seen ordinal numbers in the environment (calendars, birthday cards, building floors, class year groups, race results, medals, certificates, etc.) The children can talk about races they saw or in which they took part.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

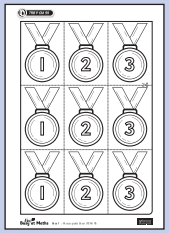
Station 1

Car Races: The children work in groups of three. Each group has three cards saying 1st, 2nd and 3rd from **PCM 94**. Each child needs a toy car. The children must all begin from an agreed starting line (e.g. a line of blue masking tape on the floor), and push their car once only. Once the cars have stopped moving, the children must determine which car came 1st (travelled the furthest), 2nd and 3rd. Each child then takes the card which represents the position of his/her car in the race.
Note: Ensure that the children push the car using normal force, as we don't want them to push too forcefully. The term 'last' has been included on the PCM as an extension point, if desired.
Differentiation: The children swap cars and play again. They can race as many times as possible in the allotted time.



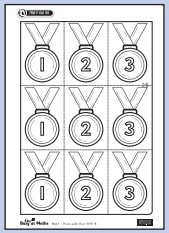
Station 2

Tower Races: The children work in groups of three. Each group has three cards saying 1st, 2nd and 3rd from **PCM 95**. Each child needs a pile of cubes or Lego bricks. The children must all begin making their cube/Lego towers at the same time. The first child to complete their tower, takes the '1st' place card. The next child to complete their tower must take the '2nd' place card and so on, until all three children are finished.
Differentiation: The number of cubes can be increased/decreased to suit the level of the group/individual children. The children complete as many races as they can in the allotted time.



Station 3

Pom Pom Races: The children work in groups of three. Each group has three cards saying 1st, 2nd and 3rd from **PCM 95**. Each child needs a pile of pom poms, a pair of child-safe tweezers and two bowls. The children must race to transfer all their pom poms from one bowl to another, using the tweezers. The first child to complete the task takes the '1st' place card. The next child to complete the task must take the '2nd' place card and so on, until all three children are finished.
Differentiation: Increase/decrease the number of pom poms depending on the ability of the children.



Station 4	**Before/After Matching Cards:** The children work in pairs or groups. Give a copy of **PCMs 96** and **97** to each pair or group. Ask the children to cut out the six cards from **PCMs 96** and **97**. The children must find the matching pairs and sequence them so that they are in the order 'before' (1st), and 'after' (2nd). **Extension:** The children can glue/paste some or all of the sequenced pairs onto an A4 piece of paper. **Differentiation:** The children can work with all six pairs, or with a reduced number of pairs.	
Station 5	**Before/After Drawings:** The children work in pairs or groups. Give a copy of **PCMs 98** and **99** to each pair or group. Ask the children to cut out the six cards from PCMs 98 and 99. The children must look at the pictures shown. In some cases, they are asked to draw the picture that came 'before'. In other cases, they must draw the picture that comes 'after'. The children must chat about the missing picture, then draw it. **Differentiation:** Some children may like to work on this activity individually. The teacher may give different children all the cards, or a reduced number of cards to work on.	

March: Week 2	**Chapter 22** (Numeral 6)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 85–88	**Home/School Links book:** Page 34–35	**Teacher's Resource book:** Pages 71–73	**PCMs:** 23, 36, 100–102

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • develop an understanding of conservation of number within 5/10; • investigate different ways of making sets; • carry out simple mental calculations; • explore numbers relevant to their everyday lives.
Learning Outcome(s)	Develop an awareness that numbers have a variety of uses.
Mathematical Concepts	The last number in the count indicates the quantity in a set. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations. There are five principles of counting: one-one, stable order, cardinal, order irrelevance and abstraction.

Promoting Maths Talk
Colour, run, trace, numeral, one, two, three, four, five, six, number, write, number word, how many, ten frame, counters, set, correct, count, total, between, red, blue, green, purple, grey, orange, story of six.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeral 6 can be found on the Chapter 22 Landing Page.

Station Activities 1–8 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 22** home so parents/guardians can help the children with numeral 6.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Match the Numerals to the Towers; **Station 2:** Match the Counters to the Numerals; **Station 3:** Domino Sixes; **Station 4:** Sets of 6; **Station 5:** Making Six on the Ten Frame; **Station 6:** Tracing the Numeral 6; **Station 7:** Writing the Numerals 4, 5 and 6; **Station 8:** Exploring the Story of 6.

Digital Resources: Chapter 22 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeral 6.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 2: March – Week 2

Chapter 22: Helpful Hints – Numeral 6

Maths Action – Whole Class Activity
Place six cubes, six Lego bricks and six counters on the teacher's table. These could be magnetised using magnetic tape and placed randomly on a magnetic board. Draw three circles on the board and ask for a volunteer to group the items into the correct groups.
This activity can also be done using six red/green/yellow counters. Ask: 'How many Lego bricks/cubes/counters are there?' This makes the children aware of sets of six.

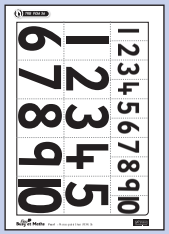
Maths Chat
Talk about all the places where you might see sets of 6 in the classroom, playground, at home or in the environment – sets of eggs, buns, cans and bottles of drinks, kitchen roll, toilet rolls, crayons, markers, etc.

Maths Eyes
Look at the picture of the bedroom on the interactive whiteboard. What sets of six can you see in the picture? E.g. six books/teddies/spotlights/cars/socks.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

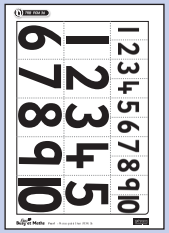
Station 1

Match the Numerals to the Towers: Give each child/pair/group a copy of **PCM 36**. Ask the children to cut out the numeral cards 1–6, only. Have the children arrange the numeral cards face down on the table. Each child must turn over a numeral card, look at it and build a Lego/cube tower using that number of bricks/cubes.
Differentiation: Ask the children to complete the activity as many times as possible in the allotted time. The children can work in pairs or individually, depending on ability/confidence.



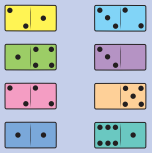
Station 2

Match the Counters to the Numerals: Ask the children to cut out the numerals 1–6 from **PCM 36** as in Station 1. Ask them to place the numerals in a row on the table. They should then place the corresponding number of counters above or on each numeral, e.g. place six counters on top of or below the numeral six.
Differentiation: For variety and extension, use other media for counting, e.g. pom poms, counters, beads, egg cartons, cups, bun cases.



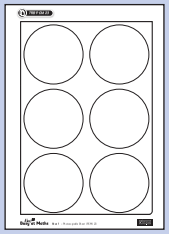
Station 3

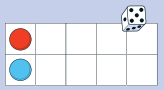
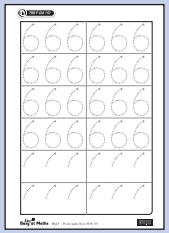
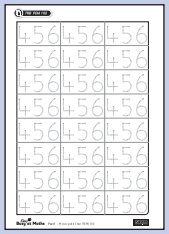
Domino Sixes: Place a pile of dominoes (at least 15) on the table in front of the children. Ask the children to pick out all the dominoes that have six dots on them. The child with the most correct dominoes after one minute wins the game.
Differentiation: Increase/decrease the number of dominoes or the time, depending on the ability of the children.
Extension: One child can roll a die. Whatever number is rolled, becomes the focus for the next game.
Differentiation: Increase/decrease the number of dominoes or the time, depending on the ability of the children.



Station 4

Sets of Six: Arrange the children in small groups. Give each child/pair a copy of **PCM 23** which has six circles. Place sets of about 9–10 counters/buttons/Lego bricks/cubes/pom poms/multi-links/attribute bears/shells/pasta shells/crayons/small pencils, etc., in the centre of the table. The children must then sort the objects and place a set of six in each of the six circles.
Differentiation: Reduce the number of objects in the centre of the table to 7–8.



Station 5	**Making Six on the Ten Frame:** Arrange the children in small groups. Child A rolls a die. The other children in the group must race to show that number on the ten frame. The winner is next to roll the die. Explain to the children that the ten frame must be filled starting at the top left and continuing on to the bottom row, starting from the bottom left. **Differentiation:** The children may be chosen by the teacher to take turns rolling the die, rather than the winner rolling for the next game. 
Station 6	**Tracing the Numeral 6:** Arrange the children in small groups. Give each child in the group a copy of **PCM 100**. Ask the children to trace around the numeral 6 and to write the numeral name at the bottom. **Differentiation:** Give each child a copy of **PCM 101**. Some children may only manage to trace a few rows of the numeral 6.  
Station 7	**Writing the Numerals 4, 5 and 6:** Give each child in the group a copy of **PCM 102**. Ask the children to trace the rows of the numerals 4, 5 and 6. **Differentiation:** Some children may only manage to trace a few rows/columns of the numerals. 
Station 8	**Exploring the Story of 6:** Arrange the children in pairs or small groups and give each group six interlocking cubes, Lego bricks, or multilinks, etc. Ask the children to explore and build all the different ways to make 6 by splitting the cubes into two connected towers, saying each number bond aloud as they work, *e.g.* 0 + 6 = 6, 1 + 5 = 6, etc. **Differentiation:** Encourage more confident children to record their learning by writing the matching number sentences on a whiteboard.

March: Week 3	**Chapter 23** (Spatial Awareness)	**Strand:** Shape and Space	**Strand Unit:** Spatial Awareness and Location
Core book: Pages 89–91	**Home/School Links book:** Page 36	**Teacher's Resource book:** Pages 74–76	**PCMs:** 103–109

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • explore body space through different types of movement; • explore movement through space during indoor and outdoor play activities; • understand and use a range of positional words.
Learning Outcome(s)	Develop a sense of spatial awareness in relation to their bodies and the immediate environment. Describe the spatial features of objects and their relative position in space.
Mathematical Concepts	Everyday language can be used to describe the relative position and direction of objects and people (to other objects and people). Non-standard units can be useful to give more accurate directions for movement.

Promoting Maths Talk
Count, how many, colour, circle, draw, listen, behind, can you move your body, on, beside, in, under, between, thumb up, thumb down, practice.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Spatial Awareness can be found on the Chapter 23 Landing Page.

Station Activities 1–5 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Problem-solving, Ordinal Number
Data and Chance: Colours
Measures: Length

Home Support Sheets:
Send **Home Support Sheet 23** home so parents/guardians can help the children with their spatial awareness.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Can You Move this Way? **Station 2:** Move the Pom Pom; **Station 3:** Where's the Counter? **Station 4:** Animal Charades; **Station 5:** Cut and Stick.

Digital Resources: Chapter 23 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Spatial Awareness.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity

Give the children a copy of **PCM 109**. Play 'hide-and-seek'. The children must make their bodies as small as possible so that it will be tricky to find them.

Act out the following scenarios:

1. We are playing hide-and-seek. I am hiding from my friend under the table. I need to make myself as small as I can. Colour my clothes yellow.
2. Now we must move like frogs. Colour it green.
3. My friend is pretending to be a train. I am going to make myself into a bridge which he can travel under. Colour my clothes blue.
4. My cookies are on a high shelf. I think I will reach them if I stretch. Colour my clothes red.
5. We are playing a fun game. My friend has to try to get a ball that is behind me. I have to try to stop her getting past me by making myself as wide as I can be. Colour my clothes pink.
6. My friend and I are having a rolling race. I need to make myself as long as possible. Colour my clothes orange.

Maths Chat

Ask the children the following questions to encourage discussion:

1. Where would be a good place to sit and have a picnic? Why?
2. Where would be a dangerous place to sit and have a rest? Why?

Maths Eyes

1. Look at the slides on the interactive whiteboard. Where is the teddy?
   The teddy is **on** the box.
   The teddy is **in** the box.
   The teddy is **beside** the box.
   The teddy is **under** the box.
   The teddy is **between** the boxes.
2. Place the teddy somewhere in the class. Ask the children to describe where the teddy is, e.g. the teddy is under the desk.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

Can You Move this Way? Give the children a copy of **PCM 103** showing nine different poses. Ask them to look carefully at the poses and then say which ones they can do.

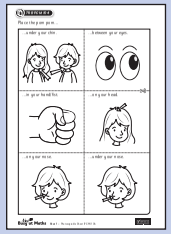
Differentiation: Encourage the children to demonstrate a pose or stretch for the others in the group to copy. You can limit the number of poses some children are required to do depending upon the class' time and ability.

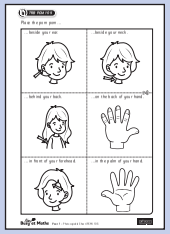


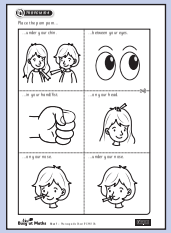
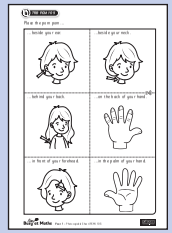
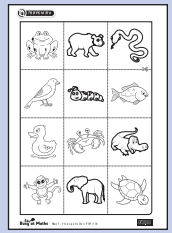
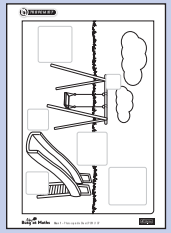
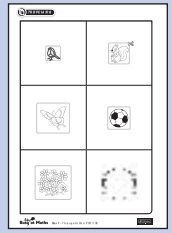
Station 2

Move the Pom Pom: Arrange the children into groups. Give each group a copy of **PCMs 104** and **105**. Ask the children to cut out each picture. These can be laminated and made into picture cards. Each card shows where the pom pom must be placed. The teacher or a child in the group must look at the card and tell the children where to place their pom pom, e.g. '*Put your pom pom under your chin.*' The children take turns instructing the group.

Differentiation: The children are encouraged to make up their own instructions. The children who find this challenging may work in pairs when it is their turn to instruct the group.





Station 3	**Where's the Counter?** The children will need a cup and a counter (attribute bears/pom pom, etc.) The children take turns placing the attribute bear/pom pom in different positions. The other children in the group must say where it is, e.g. 'The bear is beside, in, over, under, on, behind the cup…' **Differentiation:** Some children may prefer to work in pairs. Some children may also need visual prompts when it is their turn to place the counter. **PCMs 104** and **105** will help provide visual prompts for those who need them.  
Station 4	**Animal Charades:** Ask the children to cut out the charade cards from **PCM 106**. These are placed face down in the middle of the table. One child picks up a card at random without the others seeing. The child must 'move' like this creature and the others in the group must guess what the creature is. The children take turns to pick a card. They should discuss how the animal walks, where the animal lives, etc. **Differentiation:** The teacher might have some children perform the charade with a partner. 
Station 5	**Cut and Stick:** Give each child a copy of **PCM 107** which is a picture of a playground scene with some items missing. They will also need a copy of **PCM 108** which has five pictures that can be used to fill the gaps in the playground scene on PCM 107. The children must chat about the gaps that appear in the playground scene and discuss which object/picture should fill the gaps. The children should use the spatial awareness language that they have learned. **1.** The flowers are growing beside the swing. **2.** The football is under the slide. **3.** The bird is on the swing (on the top bar of the swing). **4.** The butterfly is flying between the swing and the slide. **5.** The sun is shining high in the sky. **6.** The squirrel is beside the slide. **Differentiation:** The teacher can call out specific instructions for children who need extra direction.  

March: Week 4	**Chapter 24** (Numeral 7)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 92–95	**Home/School Links book:** Pages 37–38	**Teacher's Resource book:** Pages 77–80	**PCMs:** 23, 36, 110–115

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • develop an understanding of conservation of number within 5/10; • investigate different ways of making sets; • carry out simple mental calculations; • order numerals and sets within 5/10; • make a sensible guess of quantities within 10; • explore the number that comes after, before, between a given number.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	The last number in the count indicates the quantity in a set. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations. There are five principles of counting: one-one, stable order, cardinal, order irrelevance and abstraction.

Promoting Maths Talk
Rainbow, colour, one, two, three, four, five, six, seven, count, writing, write, how many, guess, correct, number, share, draw, numeral, trace, run, ten frame, before, after, between, missing number, number word, story of seven.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeral 7 can be found on the Chapter 24 Landing Page.

Station Activities 1–11 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Give the children copies of **PCMs 114** and **115**, which have extra practice on the numerals 5, 6 and 7.

Linkage
Number: Ordinal Number
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 24** home so that parents/guardians can help the children with numeral 7.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Match the Numerals to the Towers; **Station 2:** Match the Counters to the Numerals; **Station 3:** Star Numerals; **Station 4:** Sets of 7;
Station 5: Seven (7) on the Ten Frame; **Station 6:** Petal Sevens; **Station 7:** Matchstick Numbers; **Station 8:** Tracing the Numeral 7;
Station 9: Writing the Numerals 5, 6 and 7; **Station 10:** Rainbow Sevens; **Station 11:** Exploring the Story of 7.

Digital Resources: Chapter 24 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeral 7.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 2: March – Week 4

Chapter 24: Helpful Hints – Numeral 7

Maths Action – Whole Class Activity
Show the children seven Lego bricks, seven buttons and seven counters randomly placed on the teacher's table. They can also be placed on a magnetic board. Ask one child (volunteer) to group the objects into three separate sets. Highlight each set by surrounding it with twine/ribbon, etc. Ask the children to count the number of items in each set. To show conservation of the number 7, have the items in each set in different arrays – this can also be done using bean bags in the PE hall.

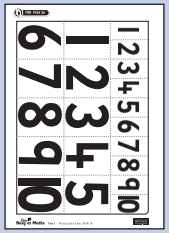
Maths Chat
Talk about objects that come in sets of seven: days in a week, *Snow White and the Seven Dwarfs*. The Seven Wonders of the World, 'Seven Swans a Swimming' (Christmas song), colours of the rainbow, etc.

Maths Eyes
Ask the children where they might see the numeral 7 in the classroom, playground, at home or in the environment : a calendar, mobile phone, buses, trains, car registrations, birthday cards, etc.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

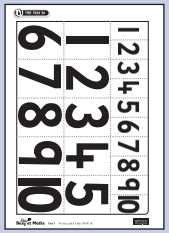
Station 1

Match the numerals to the towers: Arrange the children in small groups. Ask them to cut out the numeral cards 1–7 from **PCM 36**. Have them arrange the cards face down on the table. Each child must turn over a numeral card, look at it and build a Lego/cubes tower using that number of bricks.
Differentiation: Complete the activity as many times as possible in an allotted time. The children can work in pairs or individually, depending on ability/confidence.



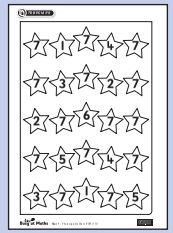
Station 2

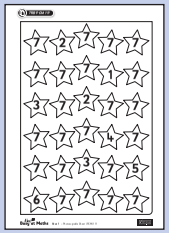
Match the counters to the numerals: Arrange the children in small groups. Ask them to cut out the numeral cards 1–7 from **PCM 36** as in Station 1. Ask them to place the numerals in a row on the table. They should then place the corresponding number of counters below or on each numeral, e.g. they should place 7 counters on or below the numeral 7.
Differentiation: For variety and extension, use other media for counting, e.g. pom poms, counters, beads, cups, bun cases.

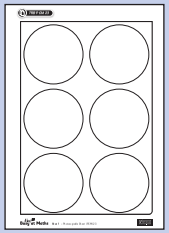
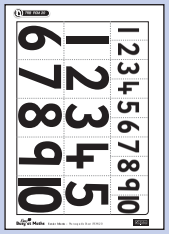
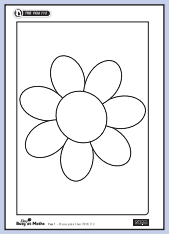
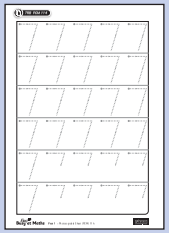


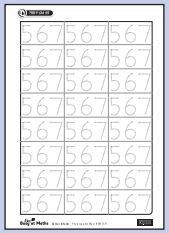
Station 3

Star Numerals: Give the children a copy of **PCM 110** which has numerals 1–7 in small stars randomly placed around the page. Ask the children to colour the sevens only.
Differentiation: Give the children a copy of **PCM 111** which has 30 stars, with 22 stars to be coloured.





Station 4	**Sets of 7:** Place sets of about 9–10 counters, buttons, Lego bricks, cubes, pom poms, multi-links, attribute bears, shells, pasta shells, crayons, small pencils etc., in the centre of the table. The children must then sort the objects and place a set of seven in each of the circles on **PCM 23**. **Differentiation:** Reduce the number of objects in the centre of the table to 7 or 8.	
Station 5	**Seven on the Ten Frame:** Arrange the children in small groups. Place the numeral cards 1–7 from **PCM 36** face down on the table. One child turns up a card and the other children must race to show that number on the ten frame. They take turns turning a numeral card, rather than the winner turning for the next card. **Differentiation:** Some children will be able to play more games than others.	
Station 6	**Petal Sevens:** Give the children a copy of **PCM 112**, which has a flower with seven petals. Ask them to count the petals and to colour all seven petals the same colour. **Differentiation:** Ask the children to write the numerals 1–7 on the petals.	
Station 7	**Matchstick Numbers:** Give the children some headless matchsticks or lollipop sticks. Ask them to make the numeral 7. **Differentiation:** The children can make all the numerals from 0 to 7.	
Station 8	**Tracing the Numeral 7:** Arrange the children in small groups. Give each child in the group a copy of **PCM 113**. Ask the children to trace around the numeral 7 and to write the numeral name at the bottom. **Differentiation:** Give each child a copy of **PCM 114**. Some children may only manage to trace a few rows of the numeral 7.	 

Station 9	**Writing the Numerals 5, 6 and 7:** Arrange the children in small groups. Give each child in the group a copy of **PCM 115**. Ask the children to trace the rows of the numeral 5, 6 and 7. 
Station 10	**Rainbow Sevens:** Give the children a copy of **PCM 113**. Ask them to rainbow colour the numeral 7 as done in the Core book. 
Station 11	**Exploring the Story of 7:** Arrange the children in pairs or small groups and give each group six interlocking cubes, Lego bricks, or multilinks, etc. Ask the children to explore and build all the different ways to make 7 by splitting the cubes into two connected towers, saying each number bond aloud as they work, e.g. 0 + 7 = 7, 1 + 6 = 7, etc. **Differentiation:** Encourage more confident children to record their learning by writing the matching number sentences on a whiteboard.

April: Week 1	**Chapter 25** (Weight)	**Strand:** Measures	**Strand Unit:** Measuring – Weight
Core book: Pages 96–98	**Home/School Links book:** Page 39	**Teacher's Resource book:** Pages 81–83	**PCMs:** 116–118

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • compare two objects of different length, weight, capacity, area; understand and use the language of comparison; • order three objects of different length, weight, capacity, area; talk about the ordering using appropriate language; • begin to explore the notion of conservation of length, weight, capacity in practical situations, engage in discussion about their observations.
Learning Outcome(s)	Demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared.
Mathematical Concepts	We can compare and order things by how much of a particular attribute (physical quantity) they have relative to each other. One of the purposes of measurement is to compare.

Promoting Maths Talk
Weight, weights, heavy, heavier, heaviest, light, lighter, lightest, balance, colour, how many, check, weighing objects, correct, order.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Weight can be found on the Chapter 25 Landing Page.

Station Activities 1–5 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Problem-solving, Ordinal Number
Data and Chance: Colours
Measures: Length

Home Support Sheets:
Send **Home Support Sheet 25** home so parents/guardians can help the children with weight.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Play the Weighing Game; **Station 2:** Comparing Weights; **Station 3:** Heavier and Lighter; **Station 4:** Colour the Heavier and Lighter Objects; **Station 5:** Order by Weight.

Digital Resources: Chapter 25 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Weight.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 2: April – Week 1

Chapter 25: Helpful Hints – Weight

Maths Action – Whole Class Activity

1. In pairs, the children use a balance to find out which is heavier: a) a lunchbox or a bottle, b) a pencil case or a maths book.
2. In groups, the children use a balance to a) sort their pencil cases in order of weight, and b) sort their water bottles in order of weight.

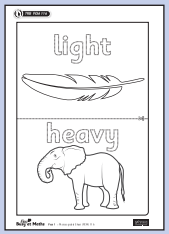
Maths Chat

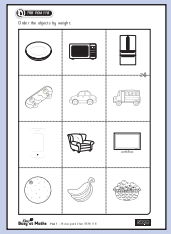
The children talk about whether items are heavy/heavier/heaviest or light/lighter/lightest when comparing items shown by the teacher or other members of the group.

Maths Eyes

1. How many things in the classroom can the group see that are: **a)** heavier than a school bag, **b)** lighter than a lunchbox?
2. Look at the slides on the Interactive Whiteboard (IWB). Name objects in the classroom that are heavier/lighter than the pictures shown.
3. Talk about the weights of different items in the classroom, school playground, PE hall, or at home. Compare pebbles, shells, stones, rocks, feathers, hats, scarves, lunchboxes, pencils, cups, mugs, bottles, plates, books – some bigger, but lighter ones.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**Play the Weighing Game:** Give each group a number of common items and a balance. Arrange the items in pairs. First, ask the children to estimate which of the two items is heavier or lighter – pencil and eraser, maths book and lunchbox, marker and feather, etc. **Differentiation:** Ask the children to weigh the different pairs of objects and to justify their answers. 
Station 2	**Comparing Weights:** Encourage the children to have fun comparing the weights of some common items found in the class or at home. They must place the objects in their hands and chat about the weight of the different objects: schoolbags, lunchboxes, coats, apples, pears, Lego bricks, mugs, cups, beakers, etc. Ask questions such as, 'Which is heavier/lighter or are they the same weight?' **Differentiation:** Have some objects that are small, but heavier than items that are physically bigger, e.g. stones, pebbles, shells, paper weights, different balls, feathers, pom poms, pipe cleaners, etc.
Station 3	**Heavier and Lighter:** Give each child, pair, or group member a copy of **PCM 116**. Ask them to look around the classroom and find objects that are light and objects that are heavy. They then place them beside the 'light' card and the 'heavy' card. **Extension:** Ask the children to find two items in the classroom and compare them. Which item is lighter? Which item is heavier? Ask the children to place the lighter item beside the 'light' card and the heavier item beside the 'heavy' card. **Differentiation:** Give the group two similar boxes. They can paste the cards (heavy/light) on the outside of the boxes. Ask them to sort a number of pairs of items using their hands and to place them into the appropriate boxes. The children may be encouraged to bring some items from home, one heavy and one light. The children can discuss the items and place them in the appropriate box. 

Station 4	**Colour the Heavier and Lighter Objects:** Give the children a copy of **PCM 117**. Ask them to colour the heavy objects, items and/or animals green, and the light objects, items and/or animals red (any two colours will suffice).	
Station 5	**Order by Weight:** The children have to order the items by weight. Give each child, pair or group a copy of **PCM 118**. Ask the children to cut out each separate row of pictures. Then, cut out the individual pictures. Ask them to order the items from heaviest to lightest. **Variation:** True or False – using the same pictures from PCM 118, children take turns making a statement e.g. 'A plane is heavier than a bus, a mobile phone is lighter than a bus', etc. The first one in the group to call out the correct answer (true or false), asks the next question. **Differentiation:** Ask the children to order the items from lightest to heaviest. Differentiation can be insured by placing the focus on only 2–4 items.	

April: Week 2	**Chapter 26** (Pattern)	**Strand:** Algebra	**Strand Unit:** Patterns, Rules and Relationships
Core book: Pages 99–101	**Home/School Links book:** Page 40	**Teacher's Resource book:** Pages 84–86	**PCMs:** 119

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • investigate and talk about pattern in the environment; • copy a simple pattern; • continue a simple pattern; • create patterns; • create pictures and patterns with 2-D shapes.
Learning Outcome(s)	Explore, extend and create patterns and sequences.
Mathematical Concepts	A sequence is a list of objects or actions that follow an order. A pattern is an arrangement of elements organised according to a defined structure or rule. Repeating patterns are made up of units of repeat and do not contain random elements.

Promoting Maths Talk
Count, how many, colour, one, two, three, four, five, pattern, sequence, next, finish, circle, make, rest of, say, draw, repeating pattern.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Pattern can be found on the Chapter 26 Landing Page.

Station Activities 1–9 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

The children can cut out the shapes from **PCM 119**, and make their own patterns. These can be pasted and displayed on the wall.

Linkage
Data and Chance: Colours
Number: Counting, Ordinal Number

Home Support Sheets:
Send **Home Support Sheet 26** home so parents/guardians can help the children with pattern.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Action Patterns; **Station 2:** Copying a Pattern; **Station 3:** Making Bead Patterns; **Station 4:** Tower Patterns; **Station 5:** Pattern or Not?
Station 6: Bracelet Patterns; **Station 7:** Making Shape Patterns; **Station 8:** Pom Pom Patterns; **Station 9:** Dice Patterns.

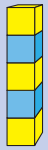
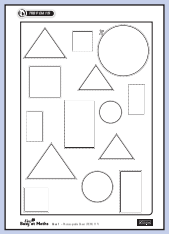
Digital Resources: Chapter 26 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Pattern.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Secret Patterns: The teacher will create a repeating pattern and miss/hide one part of it, e.g., clap, jump, clap, jump, ?, jump, or cubes such as red cube, blue cube, red cube, blue cube, ?, blue cube. Ask the children to look carefully and work out what is missing. Encourage them to explain how they know their answer.

Maths Chat
Display a line of items on the magnetic board or simply hold them up for the children to see, e.g. cubes, buttons, objects, Lego blocks, etc. The children have to work out if there is a pattern or not. You can change the pattern by removing/adding objects to the pattern.

Maths Eyes
Talk about where we can see patterns in the environment, e.g. floor tiles, sea shells, bee's honeycomb, spider's web, flowers, butterfly wings, brickwork on walls, ladybirds, pattern sequence of traffic lights, etc.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations	
Station 1	**Action Patterns:** One child or the teacher will perform two actions (a clap, star jump, touching their toes, spinning around, etc.) and get the rest of the group to take turns copying actions.
Station 2	**Copying a Pattern:** Give each child a small set of coloured cubes/beads/counters and place a short pattern in front of them, such as red–blue–red–blue. Ask the children to carefully look at the pattern and then copy it exactly using their own cubes, placing them in a line or on a strip of card. **Differentiation:** Increase the length or introduce more colours as confidence grows.
Station 3	**Making Bead Patterns:** Put two different coloured beads on a string. Get everyone in your group to add the same two beads, in order, to the string and see what the pattern looks like. **Differentiation:** Ask the children to try the same activity with three beads
Station 4	**Tower Patterns:** Ask the children to start building a block tower with two different coloured blocks. Get everyone in the group to add the same two blocks on top and see how high the tower goes. 
Station 5	**Pattern or Not?:** Display a line of items, e.g. cubes, buttons, multi-links, attribute bears, Lego blocks, counters, etc. The children have to figure out if there is a pattern or not.
Station 6	**Bracelet Patterns:** Give each child a selection of different coloured beads and a piece of string or a pipe cleaner. Ask the children to create and copy simple colour patterns using 6–8 beads, for example red–blue–red–blue or yellow–green–green. Encourage them to say the pattern aloud as they work. **Differentiation:** Some children can continue the same pattern beyond eight beads or create a more complex repeating pattern using three colours.
Station 7	**Making Shape Patterns:** Photocopy **PCM 119**. Ask the children to make patterns using circles and squares. Patterns need to be no longer than six shapes. **Differentiation:** Patterns may be extended beyond six shapes. 

Station 8	**Pom Pom Patterns:** Give the children some different coloured pom poms. Ask the children to make colour patterns of up to 6–8 pom poms. **Differentiation:** Patterns can be extended beyond eight pom poms..
Station 9	**Dice Patterns:** One child rolls two dice with different numbers to start a pattern, e.g. 3 and 2. Continue the pattern by adding the numbers 3 and 2, e.g. 3, 2, 3, 2, 3, 2, 3, 2, 3, 2, etc. **Differentiation:** Make the pattern using three dice numbers, e.g. 4, 5, 1, 4, 5, 1, 4, 5, 1, etc.

April: Week 3	**Chapter 27** (Numeral 8)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 102–104	**Home/School Links book:** Pages 41–42	**Teacher's Resource book:** Pages 87–89	**PCMs:** 120–127

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • develop an understanding of conservation of number within 5/10; • investigate different ways of making sets; • carry out simple mental calculations; • make a sensible guess of quantities within 10; • explore the number that comes after, before, between a given number; • explore numbers relevant to their everyday lives.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	The last number in the count indicates the quantity in a set. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations. There are five principles of counting: one-one, stable order, cardinal, order irrelevance and abstraction.

Promoting Maths Talk
Colour, numeral/number, writing, draw, share/shared, circles, one, two, three, four, five six, seven, eight, ten frame, octopus, spider, rainbow, trace, run, correct, number word, missing, add, equals, story of eight.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeral 8 can be found on the Chapter 27 Landing Page.

Station Activities 1–9 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Ordinal Number, Combining and Partitioning
Algebra: Pattern

Home Support Sheets
Send **Home Support Sheet 27** home so that parents/guardians can help their children with the number/numeral 8.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Playdough Number 8s; **Station 2:** Match the Counters to the Numerals; **Station 3:** Rainbow Colour the Numeral 8; **Station 4:** Tracing the Numeral 8; **Station 5:** Tracing the Numerals 6, 7 and 8; **Station 6:** Star Numerals; **Station 7:** Spider Legs; **Station 8:** Design a Pizza; **Station 9:** Exploring the Story of 8.

Digital Resources: Chapter 27 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeral 8.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

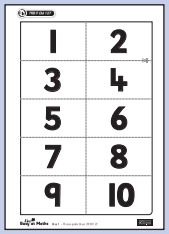
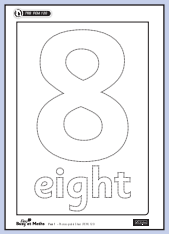
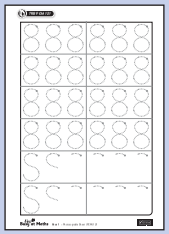
Term 3: April – Week 3

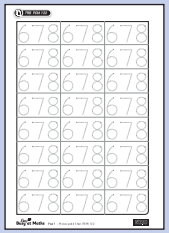
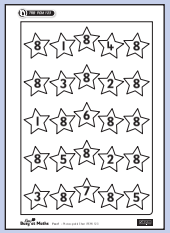
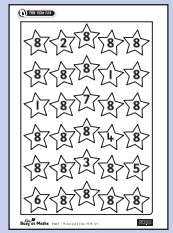
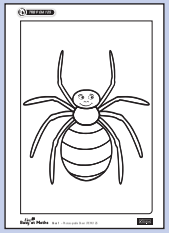
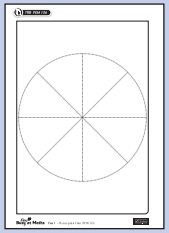
Chapter 27: Helpful Hints – Numeral 8

Maths Action – Whole Class Activity
Show the children 8 Lego bricks and 8 counters randomly placed (they can be placed on the teacher's table). Ask one child to group the objects into two separate sets of 8. Highlight each set by surrounding it with twine/ribbon, etc. Ask the children to count the number of items in each set. To show conservation of the number 8, have the children show the items in each set in different arrays.

Maths Chat
Ask the children to sit in a circle and pass an object around while counting to 8 together. Stop at different points and ask questions, e.g., What number comes before 8? What number comes after 8? How many more do we need to make 8?

Maths Eyes
Ask the children the following questions:
1. How many arms does an octopus have?
2. How many legs does a spider have?

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations	
Station 1	**Playdough Number 8s:** Give the group some different coloured playdough. Ask the children to make the numeral 8 using the playdough. **Differentiation:** Ask the children to make a rainbow 8 using different coloured playdough sheets.
Station 2	**Match the Counters to the Numerals:** Ask the children to cut out the numerals 1–8 from **PCM 127**. Ask them to place the numerals in a row on the table. They should then place the corresponding number of counters above/below each numeral. **Differentiation:** For variety and extension, use other media for counting, e.g. pom poms, counters, beads, egg cartons, cups, bun cases. 
Station 3	**Rainbow Colour the Numeral 8:** Give the children a copy of **PCM 120**. Ask the children to colour the numeral and the number word at the bottom. **Differentiation:** Ask the children to rainbow colour the numeral and the word 8 at the bottom. 
Station 4	**Tracing the Numeral 8:** Give each child in the group a copy of **PCM 121**. Ask the children to trace around the numeral 8. **Differentiation:** Some children may only manage to trace a few rows of the numeral 8. 

Station 5	**Tracing the Numerals 6, 7 and 8:** Arrange the children in groups. Give each child in the group a copy of **PCM 122**. Ask the children to trace the rows of the numerals 6, 7 and 8. **Differentiation:** Some children may trace only one or two rows of the numerals. 
Station 6	**Star Numerals:** Give the children **PCM 123** which has numerals 1–8 in small stars randomly placed around the page. Ask the children to colour the 8s only. **Differentiation:** Use **PCM 124** which has more stars.  
Station 7	**Spider Legs:** Give the children a copy of **PCM 125** (a spider). Ask them to cut out the spider and glue it onto another sheet of A4 paper. Encourage the children to count the spider's 8 legs and write the corresponding numeral beside each one. **Differentiation:** The children can colour the assembled spider. 
Station 8	**Design a Pizza:** Give the children a copy of **PCM 126**. Ask the children to cut out the individual pieces of the eight-piece pizza. They can then assemble the pieces on an A4 sheet and write the numerals 1–8 in the individual sectors. **Differentiation:** The children can colour the assembled pizza using colours and toppings of their choice. 
Station 9	**Exploring the Story of 8:** Arrange the children in pairs or small groups and give each group six interlocking cubes, Lego bricks, or multilinks, etc. Ask the children to explore and build all the different ways to make 8 by splitting the cubes into two connected towers, saying each number bond aloud as they work, e.g. 0 + 8 = 8, 1 + 7 = 8, etc. **Differentiation:** Encourage more confident children to record their learning by writing the matching number sentences on a whiteboard.

May: Week 1	**Chapter 28** (Money 1)	**Strand:** Measures	**Strand Unit:** Measuring – Money
Core book: Pages 105–108	**Home/School Links book:** Pages 43–44	**Teacher's Resource book:** Pages 90-92	**PCM:** 43, 128–133

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • talk about things that they want to spend money on; • understand the need to pay for goods; • use money in various contexts; • become familiar with coins in everyday use; • use their number skills in shopping activities.
Learning Outcome(s)	Develop an awareness of money and its uses.
Mathematical Concepts	Money is used in the buying and selling of goods and services. The units of money used in Northern Ireland are pounds (£) and pence (p). Goods or services can be exchanged for a set amount of money (agreed price).

Promoting Maths Talk
Colour, circles, money, coins, bank, totals, number lines, cost, items, sets of, piles, 1p, 2p, 5p, match, same, how much.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Money 1 can be found on the Chapter 28 Landing Page.

Station Activities 1–7 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Give the children a copy of **PCM 132** which has supplementary work on combining amounts of money.

Linkage
Number: Counting, Problem-solving

Home Support Sheets:
Send **Home Support Sheet 28** home so parents/guardians can help the children with the coins 1p, 2p and 5p.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Sorting Coins 1; **Station 2:** Sorting Coins 2; **Station 3:** Cheap or Expensive; **Station 4:** Shopping; **Station 5:** Dice Coin Totals; **Station 6:** How Much? **Station 7:** Making 5p.

Digital Resources: Chapter 28 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Money 1.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Using 1p, 2p and 5p coins or the coins from **PCM 128** ask one child to count out 5p. Use different children to see if they can come up with a variety of ways to count out 5p: 1p x 5/2p x 2 + 1p/2p x 1 + 1p x 3. This can then be extended to counting out 10p using the different coins – 10p – 1p x 10/2p x 5/2p x 1 + 1p x 8/2p x 2 + 1p x 6, etc.

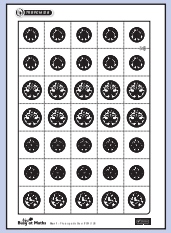
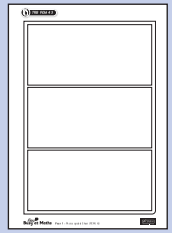
Maths Chat
The children can talk about the different ways we can spend small amounts of money – coins for sweets, ice-cream, pencils, markers, etc. Discuss ways we can spend large amounts of money – mobile phones, computers, televisions, cars, houses.

Maths Eyes
Discuss the different places where money can be seen and used – shops, banks, online, Credit Unions, school shop, etc.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

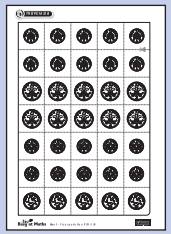
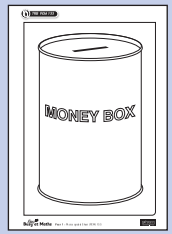
Station 1

Sorting Coins 1: Give each group member a copy of **PCM 128**. Ask them to cut out the 1p, 2p and 5p coins. Then ask them to colour them. They can then sort the coins into three separate sets using the Carroll diagram from **PCM 43**.
Differentiation: Ask the children to paste the coins on the different sections of the Carroll diagram. They can then count how many of each coin they have.

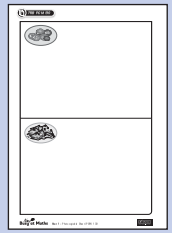
Station 2

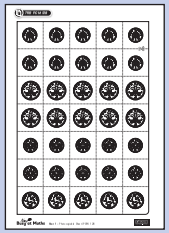
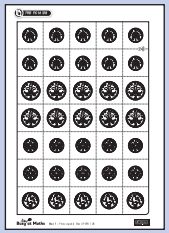
Sorting Coins 2: Give each group member a copy of **PCM 128**. Ask them to cut out the 1p, 2p and 5p coins. Then ask them to colour them. They can then sort the coins into three separate money boxes using **PCM 133** (photocopy x 3).
Differentiation: Ask the children to paste the coins on the different money boxes. They can then count how many of each coin they have.

Station 3

Cheap or Expensive: Give the children copies of **PCM 129**. Ask them to cut out the pictures and to colour them (if time allows). Ask them to place each of the pictures in the correct section on **PCM 130**. There is a lot of room for discussion with the items on PCM 129. Ask the children to justify why they placed the items in the different sections.
Differentiation: Ask the children to place the items in order on the table from the cheapest to most expensive/most expensive to cheapest.

Station 4	**Shopping:** Give the children a copy of **PCM 131**. Ask the children to cut out the pictures and colour them. Each group can set up a shop and role-play shopping with coins. Allow the children to use real coins or those from **PCM 128**. One child can be the shopkeeper and they will have a store of coins. The pictures will be in front of the shopkeeper but facing the other children in the group. When a child buys an item, he/she must pay the shopkeeper the exact amount of coins. If a 5p coin is handed in, the shopkeeper must give the appropriate change. If the shopkeeper gives the wrong change, another child becomes the shopkeeper. **Differentiation:** The children can buy two items using the coins and receive change, where necessary.  
Station 5	**Dice Coin Totals:** Give each group a set of 1p, 2p and 5p coins or those from **PCM 128**. The teacher or one child rolls a die and the other members of the group must make that amount with the coins. If a six is thrown, the child can throw again. The first child to win two games is deemed the winner. He/she will now throw the die for the next set of games. **Differentiation:** The winner needs to win 5–15 games to become the winner, depending on time. 
Station 6	**How Much?** The teacher or a chosen child places some coins in the centre of the table while others in the group have their eyes closed. Ask the children to open their eyes and to look at the coins. The first to say the total wins the game. (This game encourages the children to subitise – calculate at a glance.) **Differentiation:** The first child to write the correct total on their whiteboard wins the game. 
Station 7	**Making 5p:** Ask the members of the group to show how many different ways they can make 5p using different coins. Then try it for 4p, 3p and 2p as well. **Differentiation:** Ask the children to write all the different ways to make 5p on their whiteboards or on an A4 sheet of paper. 

May: Week 2	**Chapter 29** (Partitioning)	**Strand:** Number	**Strand Unit:** Sets and Operations
Core book: Pages 109–111	**Home/School Links book:** Pages 45–46	**Teacher's Resource book:** Pages 93–95	**PCMs:** 134–136

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • partition sets into subsets in preparation for exploring components of number; • discover the components of numbers within 10 by investigating different ways of partitioning sets into subsets practically and talking about the outcomes; • understand the concept of addition by combining sets of objects to find 'how many'. • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	Quantities (or sets) can be partitioned and combined.

Promoting Maths Talk
Partitioning, draw, write, colour, partition, combine, altogether, total, make, all, any, number story, equals, and, plus, add, one, two, three, four, five, six, seven, eight, inside, same amount, counters, dominoes.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Partitioning can be found on the Chapter 29 Landing Page.

Station Activities 1–6 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Give the children copies of **PCMs 135** and **136** which have supplementary work on partitioning sets within eight.

Linkage
Number: Counting, Ordinal number
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 29** home so parents/guardians can help the children with partitioning sets.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Partitioning Cubes; **Station 2:** Flipping Coins; **Station 3:** Partitioning Towers; **Station 4:** Partitioning Lego Bricks; **Station 5:** Seed Partitioning; **Station 6:** Partitioning Counters.

Digital Resources: Chapter 29 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Partitioning.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 3: May – Week 2

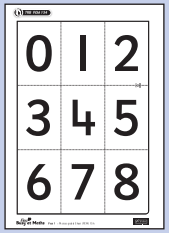
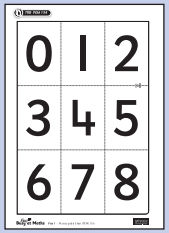
Chapter 29: Helpful Hints – Partitioning

Maths Action – Whole Class Activity
Place up to eight empty plastic bottles, beanbags or books on the table. Use a straw, chopstick, or pencil to partition the set of items. You could also place up to eight interlocking cubes or counters inside a circle on the magnetic board. These can be manipulated to make different partitions, e.g. 8 = 5 + 3.

Maths Chat
Ask the children to talk about the following:
1. Where might you partition different sets – pizza, pocket money, etc.?
2. You have seven dog treats to share between two puppies, Lexi and Cooper. How might you share the dog treats?

Maths Eyes
Discuss the different table combinations in the classroom. How many children altogether are at the red table? How many boys and how many girls?

__Note to teacher__ – Throughout Core Book pages 109–111, as children practically explore partitioning, continue to develop and reinforce key mathematical language and symbols. Emphasise that 'and' represents + and 'equals' represents =. Model clearly how to record number sentences using the correct symbols and structure.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations	
Station 1	**Partitioning Cubes:** In pairs, ask the children to build a tower of eight cubes using two different colours (e.g., three red and five blue). One child then splits the tower into the two-colour groups. Together, they explore and talk about the different ways to make eight. Children can then extend their investigation by building towers using other numbers within 8, using the same approach of building, splitting, and discussing the parts that make a whole. **Differentiation:** Ask the children to write the sum on their whiteboards, e.g. 8 = 3 + 5.
Station 2	**Flipping Coins:** Give the children five 1p coins. Ask them to flip or toss the coins and then sort them into piles of heads and tails. **Variation:** Ask the children to flip three, four, or up to eight coins and sort them into different partitions. They call out the different combinations of heads and tails for each flip. **Differentiation:** Ask the children to record the different partitions on their whiteboards, e.g.: 5 = 1 + 4, 5 = 3 + 2, 7 = 5 + 2, 8 = 6 + 2
Station 3	**Partitioning Towers:** This focuses on how many different ways the children can make towers of three, four, or up to eight cubes using, at most, two colours. **Differentiation:** The children can use three different colours and write the different sums/partitions on their whiteboards, e.g. 4 = 2 + 1 + 1.
Station 4	**Partitioning Lego Bricks:** Give the children two place mats, or paper plates, etc., and up to eight Lego bricks. Have the numeral cards 0–8 from **PCM 134**. Show a numeral card and ask the children to partition the Lego bricks between the two place mats. You may prefer to do the partitioning using one place mat and ask the children to partition using a straw or lollipop stick. **Differentiation:** Ask the children to write the sum on their whiteboards. 
Station 5	**Seed Partitioning:** Give the children two place mats, or paper plates, etc., and up to eight counters. Show the children different 0-8 numeral cards from **PCM 134**, and up to eight counters. Show a numeral card and ask the children to scatter the seeds (counters) between the two place mats. You may prefer to do the partitioning using one place mat and ask the children to partition using a straw or lollipop stick. **Differentiation:** Ask the children to write the sum on their whiteboards. 

Station 6	**Partitioning Counters:** In pairs or groups, ask the children to place three, four, or up to eight plastic animals or counters on a plate. Place a lollipop stick down the middle. The children work together to show different ways to split the group on either side of the stick. They can then repeat the activity with other numbers, such as four, six, or eight animals, noticing how the total can be made in different pairs. **Variation:** Call out a number (within 8). The children must work with their partner or group to find as many ways as possible to make a cube tower of that height using two different colours. This reinforces the idea that numbers can be partitioned in many ways. **Differentiation:** Ask the children to write the sum on their whiteboards.

May: Week 3	**Chapter 30** (Numeral 9)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 112–114	**Home/School Links book:** Pages 47–48	**Teacher's Resource book:** Pages 96–99	**PCMs:** 127, 137–142

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • develop an understanding of conservation of number within 5/10; • investigate different ways of making sets for a given number within 5/10; • carry out simple mental calculations; • make a sensible guess of quantities within 10; • explore numbers relevant to their everyday lives.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	The last number in the count indicates the quantity in a set. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations. There are five principles of counting; one-one, stable order, cardinal, order irrelevance and abstraction.

Promoting Maths Talk
Colour, numeral, one, two, three, four, five, six, seven, eight, nine, write, trace, number word, how many, ten frame, counters, sums, answers.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeral 9 can be found on the Chapter 30 Landing Page.

Station Activities 1–11 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Children can complete **PCMs 137–142**, if not completed in the stations.

Linkage
Number: Counting
Shape and Space: 2-D Shapes, 3-D Shapes

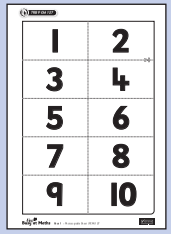
Home Support Sheets
Send **Home Support Sheet 30** home so that parents/guardians can help the children with the numeral 9.

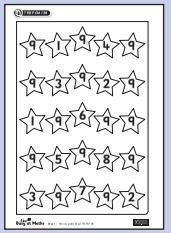
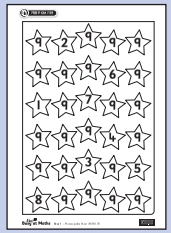
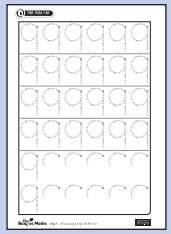
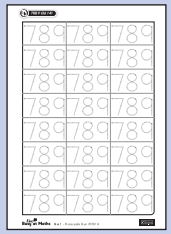
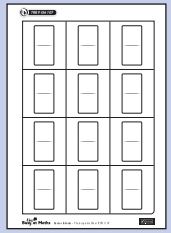
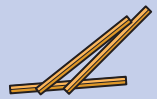
Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Playdough Number 9s; **Station 2:** Matching the Counters to the Numerals; **Station 3:** Colouring the Numeral 9; **Station 4:** Making a Glitter 9;
Station 5: Star Numerals; **Station 6:** Tracing the Numeral 9; **Station 7:** Tracing the Numerals 7, 8 and 9; **Station 8:** Domino Nines;
Station 9: Matchstick Numbers; **Station 10:** Nine on the Ten Frame; **Station 11:** Exploring the Story of 9.

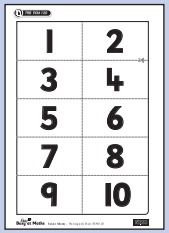
Digital Resources: Chapter 30 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeral 9.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity	**Maths Chat**	**Maths Eyes**
Place a 'clothes line' across the whiteboard using Blu Tack and some string. Ask a volunteer from the class to place 9 clothes pegs on the line. Ask the other children in the class to count as each peg is placed on the line. If you use coloured pegs, a range of questions can be asked, e.g. 'What colour is the 4th/9th/3rd peg?'	Ask the children to sit in a circle and pass an object around while counting to 9 together. Stop at different points and ask questions, e.g., What number comes before 9? What number comes after 9? How many more do we need to make 9?	Where might you see the numeral 9 in the classroom, playground, at home or in the environment – on a phone, calendar, birthday card, birthday balloon, bus, train, shop, bill, receipt, etc.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations	
Station 1	**Playdough Number 9s:** Give the group some playdough. Ask the children to make the numeral 9 using the playdough. **Differentiation:** Ask the children to make a rainbow 9 using different coloured playdough sheets. 
Station 2	**Matching the Counters to the Numerals:** Ask the children to cut out the numerals 1–9 from **PCM 127**. Ask them to place the numeral cards in a row on the table. They should then place the corresponding number of counters above/below each numeral card. They could also make towers using interlocking cubes and place them above/below each numeral card. **Differentiation:** For variety and extension, use other media for counting, e.g. pom poms, counters, beads, egg cartons, cups, bun cases. 
Station 3	**Colouring the Numeral 9:** Give the children a copy of **PCM 137**. Ask them to colour the numeral and the word nine at the bottom. **Differentiation:** Ask the children to rainbow colour the numeral using as many colours as possible. Ask them to do the same with the word nine at the bottom of the page. 
Station 4	**Making a Glitter 9:** Give the children a copy of **PCM 137**. Ask the children to cut out the number 9 shape. Now place the cut-out 9 on another sheet of A4 paper. The children can then paint over the whole sheet including the cut-out 9 (it is not necessary to paint over the 9). When the paint has dried a little, remove the cut-out 9 slowly from the sheet. The white 9 is then clearly left on the A4 sheet. When the sheet is dry, cover the 9 only with glue. Scatter some glitter on the glue. You now have a 'glitter 9'. **Differentiation:** Ask the children to find 9 small objects to place beside their glitter 9. 

Station 5	**Star Numerals:** Give the children **PCM 138** which has numerals 1–9 in small stars randomly placed around the page: 14 with the numeral 9. Ask the children to colour the 9s only. **Differentiation:** Some children can use **PCM 139**, which has 30 stars, 22 of which have the numeral 9.  
Station 6	**Tracing the Numeral 9:** Give each child in the group a copy of **PCM 140**. Ask the children to trace around the numeral 9. **Differentiation:** Some children may only manage to trace a few rows of the numeral 9. 
Station 7	**Tracing the Numerals 7, 8 and 9:** Give each child in the group a copy of **PCM 141**. Ask the children to trace the rows of the numerals 7, 8 and 9. **Differentiation:** Some children may only manage to trace a few rows of the numeral 7, 8 and 9. 
Station 8	**Domino Nines:** Give each group a box of dominoes. Ask them to find all the dominoes that make totals of 9. **Differentiation:** The children can draw dots totalling 9 on the 12 dominoes on **PCM 142**. 
Station 9	**Matchstick Numbers:** Give the children some headless matchsticks or lollipop sticks. Ask them to make the numeral 9. **Differentiation:** All children should be able to complete or attempt to complete this activity. 

Station 10	**Nine on the Ten Frame:** The children work in groups. Place the numeral cards 1–9 from **PCM 127** face down on the table. One child turns up a card and the other children must race to show that number on the ten frame. They take turns turning a numeral card, rather than the winner turning for the next game. **Differentiation:** Some children will be able to play more games than others. 
Station 11	**Exploring the Story of 9:** Arrange the children in pairs or small groups and give each group nine inter locking cubes, Lego bricks, or multi links, etc. Ask the children to explore and build all the different ways to make 9 by splitting the cubes into two connected towers, saying each number bond aloud as they work, e.g. 0 + 9 = 9, 1 + 8 = 9, etc. **Differentiation:** Encourage more confident children to record their learning by writing the matching number sentences on a whiteboard.

May: Week 4	**Chapter 31** (Time 2)	**Strand:** Measures	**Strand Unit:** Time
Core book: Pages 115–117	**Home/School Links book:** Page 49	**Teacher's Resource book:** Pages 100–102	**PCMs:** 143–150

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • talk about significant times on the clock; • sequence two or three familiar events; • explore time patterns.
Learning Outcome(s)	Develop an awareness of time and its uses.
Mathematical Concepts	Time passes consistently. Events in daily routines can be described and sequenced. Calendars display days and can be used to highlight times of significance.

Promoting Maths Talk
Colour, daytime, nighttime, today, yesterday, tomorrow, seasons, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, spring, summer, winter, autumn, key.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Time 2 can be found on the Chapter 31 Landing Page.

Station Activities 1–8 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Problem-solving
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets:
Send **Home Support Sheet 31** home so parents/guardians can help the children with time.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: The Days of the Week; **Station 2:** Daytime; **Station 3:** Nighttime; **Station 4:** Drawing the Four Seasons; **Station 5:** The Four Seasons; **Station 6:** Season Sorting; **Station 7:** Day and Night; **Station 8:** Sorting the Seasons.

Digital Resources: Chapter 31 Landing Page

Assessment:	**1.** Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress. **2.** Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation). **3.** Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Time 2. **4.** Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
This can be a whole class activity or the children can be arranged in groups of seven. Photocopy **PCMs 143** and **144**. Ask the children to cut out the individual days. Bring seven children to the top of the class. Give each child one day. Ask the children to get in the correct order starting with Monday. Invite some of the other class members to trade places with children who are holding up a day, e.g. 'Sofia trade places with the person holding up Wednesday.'

Maths Chat
Ask the children to talk about the following:
1. Talk about what activities you like to do in the a) daytime and b) nighttime.
2. Which do you prefer, day or night? Justify your answer by explaining why.

Maths Eyes
Talk about where we might see the days of the week around us – mobile phones, calendars, birthdays, holidays, special occasions, etc.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

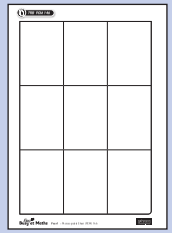
The Days of the Week: Photocopy **PCMs 143** and **144** showing the days of the week. Ask the children to cut out the days. Place the days randomly on the table. Ask the children to put them in order.
Variation: Turn all the cards showing the days over. Flip one over and see who is first to say what day comes after/before it.
Differentiation: Ask the children to close their eyes. Remove one day from the pile. See who is first to identify which day is missing.





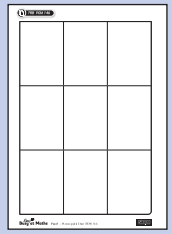
Station 2

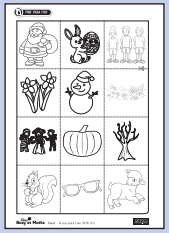
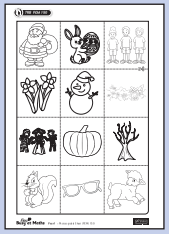
Daytime: Give the children in the group a copy of **PCM 145**. Ask them to cut out the cards. Ask the children to talk about the activities/images shown on the different cards and decide which pictures show what usually happens in daytime. Ask them to talk about the different pictures. They must sort them by simply placing the 'daytime' images on the nine spaces provided in **PCM 146**. They must justify why they put the different pictures onto PCM 146.
Differentiation: Invite the children to draw pictures of their favourite daytime activities on their whiteboards/a piece of paper. They can paste the nine images onto PCM 146.

Station 3

Nighttime: Give the children in the group a copy of **PCM 147**. Ask them cut out the cards. Ask the children to talk about the activities/images shown on the different cards and decide which pictures usually show what happens at nighttime. Ask them to talk about the different pictures. They must sort them by simply placing the 'nighttime' images on the nine spaces provided in **PCM 146**. They must justify why they put the different pictures onto PCM 146.
Differentiation: Invite the children to draw pictures of their favourite nighttime activities on their whiteboards/a piece of paper. They can paste the nine images onto PCM 146.

Station 4	**Drawing the Four Seasons:** Give each child or pair a copy of **PCM 148**. Ask them to draw four pictures as per the instruction for each season. 
Station 5	**The Four Seasons:** This station will need adult supervision. Give each child, pair, or group a copy of **PCM 149** (A3 paper is advised). A pot of pink, green, orange and white paint is needed. The children must use cotton buds (or their fingers) to paint on pink blossoms (spring), green leaves (summer), orange leaves (autumn) and white snow (winter). **Differentiation:** Support provided by the teacher/adult as required. 
Station 6	**Season Sorting:** Using **PCM 150**, ask the children to cut out the pictures and sort them into the four seasons. There should be three pictures for each season. Beginning with spring, select one picture from each season and sequence them from 1–4 to show the passage of time throughout the year. **Differentiation:** Children can work in pairs or individually depending on ability and confidence. Invite the children to talk about their favourite season. The children can draw pictures about their favourite season on their whiteboards or on a piece of paper 
Station 7	**Day and Night:** Give each child a copy of **PCMs 145** and **147**. Ask them to jumble all the pictures together. They must then sort all the pictures into what happens in the daytime/nighttime.  
Station 8	**Sorting the Seasons:** Give each child, pair, or group a copy of **PCMs 149** and **150**. Ask the children to cut out the pictures from PCM 150 and talk about what is happening in each one. Ask them to place the seasons from PCM 149 on the table. They should then sort the twelve pictures into the categories of the four seasons. They should put each picture beside/under the correct season.  

June: Week 1	**Chapter 32** (Length 2)	**Strand:** Measures	**Strand Unit:** Measuring – Length
Core book: Pages 118–120	**Home/School Links book:** Pages 50–51	**Teacher's Resource book:** Pages 103–104	**PCMs:** 151

Teacher's Note: Both chapter 32 and 33 are covered during June Week 1. This is a suggested plan only and weekly planning is at the discretion of the teacher.

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • compare two objects of different length, weight, capacity, area; understand and use the language of comparison; • order three objects of different length, weight, capacity, area; talk about the ordering using appropriate language; • find an object of similar length, weight, capacity, area; talk about their findings in terms of 'just about the same' length, weight, capacity, area; • choose and use, with guidance, non-standard units to measure length, capacity, weight; talk about their work.
Learning Outcome(s)	Demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared.
Mathematical Concepts	Objects have attributes that can be measured such as length, weight, capacity and area. One of the purposes of measurement is to compare. We can compare and order things by how much of a particular attribute (physical quantity) they have relative to each other.

Promoting Maths Talk
Comparing lengths, height, width, measure, colour, nearest, count, long, how many, order, shortest, tall, wide, wider, outstretched, find, draw.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Length 2 can be found on the Chapter 32 Landing Page.

Station Activities 1–5 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Counting, Estimation, Problem-solving, Writing
Data and Chance: Colours

Home Support Sheets:
Send **Home Support Sheet 32** home so parents/guardians can help the children with length.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Measuring a Lollipop Stick; **Station 2:** Measuring a Pencil; **Station 3:** Measuring the Width and Length of the Table; **Station 4:** Measuring the Height of the Chair/Table; **Station 5:** Measuring Real-life Items.

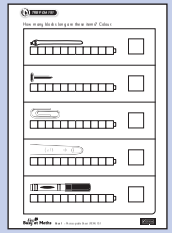
Digital Resources: Chapter 32 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Length 2.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 3: June – Week 1

Chapter 32: Helpful Hints – Length 2

Maths Action – Whole Class Activity	**Maths Chat**	**Maths Eyes**
1. Make a snake using playdough. In pairs, measure the length of the snake using Lego bricks, counters, paperclips, etc. **2.** Arrange the group's water bottles in order of height, starting with the shortest.	Talk about whose playdough snake is longer, shorter, wider and narrower. Talk about the length of different small items from their schoolbag/classroom that can be measured in cubes, multi-links, Lego bricks, beads, paper clips, etc. Ask the children to give an estimate (guess) first and then to measure the items.	Ask the children the following: 'How many things in the classroom can you see that are wider than your outstretched arms?'

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations	
Station 1	**Measuring a Lollipop Stick:** Arrange the children in pairs or groups. Give each pair or group a lollipop stick and some interlocking cubes. Ask the children to write down how many cubes long (max. of nine – they can count to 10 but write to nine) they think the lollipop stick is. Then ask them to measure the number of cubes needed to find the length of the lollipop stick. **Differentiation:** Some children may find the length of two sticks placed lengthways. If it is not an exact number, they can round up to the nearest whole number.
Station 2	**Measuring a Pencil:** Give each pair or group a pencil and some paperclips or multi-links. Ask the children to write down how many paperclips long (max. of nine – they can count to 10 but write to nine) they think the pencil is. Then ask them to measure the actual number of paperclips needed to find the length of the pencil. If it is not an exact number, they can round up to the nearest whole number. **Differentiation:** The children can measure the pencil using cubes and paperclips. What do you they notice?
Station 3	**Measuring the Width and Length of the Table:** Give each pair or group a maths book, pencil, or similar item for measuring and tell them they are going to measure the a) width, and b) length of the table using their maths book, or pencil, etc. Ask them to write down how many 'maths books' long (max. of nine – they can count to 10 but write to nine) they think the width and length of the table is. Then ask them to measure the actual number of 'maths books' needed to find the width and length of the table. If it is not an exact number, they can round up to the nearest whole number. **Differentiation:** Ask the children: 'What do you notice? Are the same number of maths books needed. Explain why.'
Station 4	**Measuring the Height of the Chair/Table:** Give each pair or group a maths book, pencil, or similar item for measuring and tell them they are going to measure the a) height of the table using their maths book. Ask them to write down how many 'maths books' high/tall (max. of nine – they can count to 10 but write to nine) they think the height of the table is. Then ask them to measure the actual number of maths books needed to find the height of the table. If it is not an exact number, they can round up to the nearest whole number. **Differentiation:** Ask the children: 'What do you notice? Are the same number of maths books needed. Explain why.' 
Station 5	**Measuring Real-life Items:** Give each member of the group a copy of **PCM 151**. Ask the children to measure the length of each item. They can then colour the amount of cubes needed to measure. They don't need to write the actual number of cubes. **Differentiation:** The children can cut out the rows of items and place them directly under one another. They must start their measuring from a common starting point. Ask them to place the items in order of length from shortest to longest. They should justify their answers. They can then place the items vertically and in order from tallest to shortest. 

June: Week 1	**Chapter 33** (Capacity)	**Strand:** Measures	**Strand Unit:** Measuring – Capacity
Core book: Pages 121–124	**Home/School Links book:** Page 52	**Teacher's Resource book:** Pages 105–107	**PCMs:** 152–153

Teacher's Note: Both chapter 32 and 33 are covered during June Week 1. This is a suggested plan only and weekly planning is at the discretion of the teacher.

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • compare two objects of different length, weight, capacity, area; understand and use the language of comparison; • order three objects of different length, weight, capacity, area; talk about the ordering using appropriate language; • choose and use, with guidance, non-standard units to measure length, capacity, weight; talk about their work; • begin to explore the notion of conservation of length, weight, capacity in practical situations, engage in discussion about their observations.
Learning Outcome(s)	Demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared.
Mathematical Concepts	We can compare and order things by how much of a particular attribute (physical quantity) they have relative to each other. One of the purposes of measurement is to compare.

Promoting Maths Talk
Capacity, colour, circle, containers, how many, match, empty, full, pour, glass, how full, guesses, fill, each, item, most, least, bottles.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Capacity can be found on the Chapter 33 Landing Page.

Station Activities 1–6 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Maths in the environment

Home Support Sheets:
Send **Home Support Sheet 33** home so parents/guardians can help the children with capacity.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Capacity Words; **Station 2:** Order the Containers; **Station 3:** Which Container Holds Most? **Station 4:** Order the Pictures by Capacity; **Station 5:** Which Needs More Crayons to Fill? **Station 6:** How Many Yoghurt Cartons to Fill?

Digital Resources: Chapter 33 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Capacity.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 3: June – Week 1

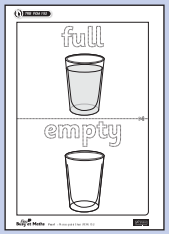
Chapter 33: Helpful Hints – Capacity

Maths Action – Whole Class Activity
Place four or five items of different capacities in front of each group. These can be plastic bottles of different shapes and sizes. Each group must order the items from that which holds the least to the most. They can then work out which container actually holds the greatest amount. They fill each container to the top and pour the water into four identical glasses. You may prefer to use pasta shells, frozen peas, sand, etc., instead of water. Ask the children to talk about what they see and to try justifying their answers. They can use the capacity words from **PCM 152**.

Maths Chat
Talk about the slides on the Interactive Whiteboard (IWB) showing things that are full and empty.

Maths Eyes
Ask the children where they might see different shaped containers, e.g. shampoo, water bottles, toothpaste, milk cartons, etc.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1	**Capacity Words:** Give each child in the group a copy of **PCM 152**. Ask them to cut out the individual capacity words and colour them. These can be used in the activities that follow. 
Station 2	**Order the Containers:** Give the children three or four empty, clean, plastic containers of similar capacity – 100ml, if available. However, they should be of different shapes and sizes. Ask the children to arrange them in order from 1–5 with number 1 being the container that they think holds the least. Get them to justify their answers by using water, sand, shells, counters, buttons, etc., and measuring the contents of each in a measuring jug. **Differentiation:** The teacher can limit/increase the numbers of containers for the children to focus on.
Station 3	**Which Container Holds Most?** Place four items such as a spoon, ladle, eggcup, beaker, water bottle, cup, drinking glass, etc., in front of each group. Each group must order the items from that which holds least to most. Fill each container to the top and pour the water into four identical glasses. Talk about what you see. **Differentiation:** The teacher can limit/increase the numbers of containers for the children to focus on. 
Station 4	**Order the Pictures by Capacity:** Give the children a copy of **PCM 153**. Ask them to cut out the pictures and colour them. They can then order the pictures by capacity from lowest/least to highest/most. **Differentiation:** The teacher can increase or reduce the number of pictures to be ordered depending on the ability of the class. 

Station 5	**Which Needs More Crayons to Fill?** Give the children some crayons and two containers, e.g. a pencil case and lunchbox, a cup and a mug, a glass and a yoghurt carton, etc. You may prefer to use pom poms or Lego bricks to fill the containers. Ask the children to estimate how many crayons are needed to fill each container, first. They can then fill them. Ask the children to justify their answer. **Differentiation:** Some children can fill two containers while others can fill more containers. 
Station 6	**How Many Yoghurt Cartons to Fill?** Give each group a plastic container, lunchbox, bowl, etc. Ask the children to work out how many yoghurt cartons are needed to fill the containers. You may prefer not to use water, so the following might be better: coins, pom poms, Lego bricks, dried peas, pasta shells, pebbles, etc. **Differentiation:** Use smaller containers and use a spoon or eggcup to fill the containers. 

June: Week 2	**Chapter 34** (Numeral 10)	**Strand:** Number	**Strand Unit:** Numeration and Counting
Core book: Pages 125–127	**Home/School Links book:** Pages 53–54	**Teacher's Resource book:** Pages 108–111	**PCMs:** 23, 127, 154–158

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • develop an understanding of conservation of number within 5/10; • investigate different ways of making sets for a given number within 5/10; • carry out simple mental calculations; • make a sensible guess of quantities within 10; • explore numbers relevant to their everyday lives.
Learning Outcome(s)	Develop an awareness that the purpose of counting is to quantify.
Mathematical Concepts	The last number in the count indicates the quantity in a set. There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations. There are five principles of counting: one-one, stable order, cardinal, order irrelevance and abstraction.

Promoting Maths Talk
Number, numeral, trace, colour, ten frame, towers, cubes, complete, sums, trace, number word, one, two, three, four, five, six, seven, eight, nine, ten, blocks, complete, rainbow, set, story of ten.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeral 10 can be found on the Chapter 34 Landing Page.

Station Activities 1–12 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

PCMs 157–158 can be given to the early finishers as extra practice on the numeral 10, if not completed in the stations.

Linkage
Shape and Space: 2-D and 3-D shapes

Home Support Sheets
Send **Home Support Sheet 34** home so that parents/guardians can help the children with the numeral 10.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Matching the Numerals to the Towers; **Station 2:** Matching the Counters to the Numerals; **Station 3:** Domino 10s; **Station 4:** Star Numerals; **Station 5:** Sets of 10; **Station 6:** The Numeral 10; **Station 7:** Making a Glitter 10; **Station 8:** Tracing the Numeral 10; **Station 9:** Tracing the Numerals 9 and 10; **Station 10:** Hopscotch; **Station 11:** Ten Pin Bowling; **Station 12:** Exploring the Story of 10.

Digital Resources: Chapter 34 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeral 10.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Give each child a copy of **PCM 23** and a selection of items that are to hand – buttons, shells, clothes pegs, cubes, paper clips, pencils, markers, pom poms, etc., and ask the chid to arrange the items in sets/groups of 10. If you don't have enough items, ask the children to draw sets of 10 items on to each of the six circles on the PCM.

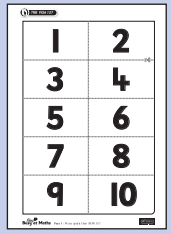
Maths Chat
Ask the children to sit in a circle and pass an object around while counting to 10 together. Stop at different points and ask questions, e.g., What number comes before 10? What number comes after 10? How many more do we need to make 10?

Maths Eyes
Ask the children the following questions:
1. How many legs (claws) does a crab or squid have?
2. Where might you see the numeral 10: on buses, calendars, mobile phones, money (10p coin), birthday cards, balloons, etc.?

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

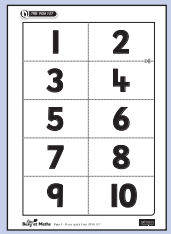
Station 1

Matching the Numerals to the Towers: Ask the children to cut out the numeral cards 1–10 from **PCM 127** and have them place the cards face down on the table. Each child must turn over a numeral card, look at it and build a Lego or cubes tower using that number of bricks or cubes.
Differentiation: Complete the activity as many times as possible in the allotted time. Children can work in pairs or individually, depending on ability/confidence.



Station 2

Matching the Counters to the Numerals: Ask the children to cut out the numerals 1–10 from **PCM 127**, or reuse from Station 1. These stations may be carried out at the same time, so the cutting may have to be done separately. Ask them to place the numerals in a row on the table. They should then place the corresponding number of counters above or below each numeral card.
Differentiation: For variety and extension, use other media for counting, e.g. pom poms, counters, beads, egg cartons, cups, bun cases.

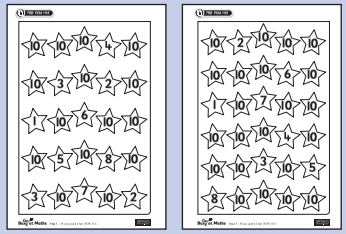


Station 3

Domino 10s: Place a pile of dominoes on the table in front of the children. Ask them to pick out all the dominoes that have a total of 10 dots on them. The child with the most correct dominoes after one minute wins the game.
Differentiation: Increase or decrease the number of dominoes or the time, depending on the ability of the children.
Extension: One child can roll a die. The number rolled becomes the focus for the next game.

Station 4

Star Numerals: Give the children **PCM 154** which has numerals 1–10 in small stars randomly placed around the page. Ask the children to colour the tens only.
Differentiation: Use **PCM 155** which will have up to 30 stars with 22 stars showing the numeral 10.



Station 5	**Sets of 10:** Sets of 10: Give the children a copy of **PCM 23**, which has six circles. Place a collection of counters, buttons, Lego bricks, cubes, pom poms, multi-links, attribute bears, shells, pasta shells, crayons, small pencils, etc., in the centre of the table. The children must sort the objects and place a set of 10 objects in each of the six circles. **Differentiation:** Reduce the number of circles used and provide enough objects for the children to make sets of 10.	
Station 6	**The Numeral 10:** Give each child in the group a copy of **PCM 156**. Ask the children to trace around the numeral 10 and to write the numeral name at the bottom. **Differentiation:** All children should be able to complete or attempt to complete this activity.	
Station 7	**Making a Glitter 10:** Give the children a copy of **PCM 156**. Ask the children to cut out the number 10 shape. Now place the cut-out 10 on another sheet of A4 paper. When the sheet is dry, cover the 10 only with glue. Scatter some glitter on the glue. You now have a 'glitter 10.' They can then paint over the whole sheet including the cut-out 10 (it is not necessary to paint over the 10). When the paint has dried a little, remove the cut-out 10 slowly from the sheet. The white 10 is then clearly left on the A4 sheet. **Differentiation:** Ask the children to find 10 small objects to place beside their glitter 10.	
Station 8	**Tracing the Numerals 10:** Give each child in the group a copy of **PCM 157**. Ask the children to trace the rows of the numeral 10. **Differentiation:** Some children may only manage to trace a few rows of the numeral 10.	
Station 9	**Tracing the Numerals 9 and 10:** Give each child in the group a copy of **PCM 158**. Ask the children to trace the rows of the numerals 9 and 10. **Differentiation:** Some children may only manage to trace a few rows of the numerals 9 and 10.	

Station 10	**Hopscotch:** Play the game of hopscotch in the school playground using chalk markings or mats with digit cards. This game is played by putting one foot down on the numeral 1, both feet on 2 and 3 and so on until you reach the numeral 10. You must avoid putting a foot on any of the lines. **Differentiation:** All children should be able to participate in this game. 
Station 11	**Ten Pin Bowling:** This can be done as a whole class activity or in groups of 5 or 6 in the school playground or PE hall. Arrange 10 clean, empty, plastic bottles or skittles in a triangular shape. Ask the children to take turns throwing a soft ball or beanbag to try and knock over as many of the 10 bottles/skittles as possible. Keep the score and the player to knock down the most pins wins the game. **Differentiation:** All children should be able to participate in this game. 
Station 12	**Exploring the Story of 10:** Arrange the children in pairs or small groups and give each group nine inter-locking cubes, Lego bricks, or multi-links, etc. Ask the children to explore and build all the different ways to make 10 by splitting the cubes into two connected towers, saying each number bond aloud as they work, e.g. 0 + 10 = 10, 1 + 9 = 10, etc. **Differentiation:** Encourage more confident children to record their learning by writing the matching number sentences on a whiteboard.

June: Week 3	**Chapter 35** (Money 2)	**Strand:** Measures	**Strand Unit:** Money 2
Core book: Pages 128–131	**Home/School Links book:** Page 55	**Teacher's Resource book:** Pages 112–114	**PCMs:** 128, 159–160

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • use their number skills in shopping activities; • understand the need to pay for goods; • use money in various contexts; • talk about different ways we can pay for goods; • become familiar with coins in everyday use.
Learning Outcome(s)	Develop an awareness of money and its uses.
Mathematical Concepts	The units of money used in Northern Ireland are pounds (£) and pence (p). Money is used in the buying and selling of goods and services.

Promoting Maths Talk
How much money, comparing, number line, shopping, write, colour, match, coins, one, two, five, ten, buy, items, set, same, total, cost, piggy bank, number line.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Money 2 can be found on the Chapter 35 Landing Page.

Station Activities 1–6 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

Linkage
Number: Counting; Problem-solving using coins to totals of 10p.

Home Support Sheets:
Send **Home Support Sheet 35** home so parents/guardians can help the children with coins to 10p.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: Counting Amounts of Money; **Station 2:** Partitioning Amounts of Money; **Station 3:** Giving the Correct Amount of Money; **Station 4:** Shopping; **Station 5:** Combining Amounts of Money; **Station 6:** What's in the Bag?

Digital Resources: Chapter 35 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Money 2.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Maths Action – Whole Class Activity
Draw a line down the middle of the class white board. Place some 1p, 2p and/or 5p magnetic coins on each side, with the total amount no more than 10p. Point to the coins on the left side and ask, 'How much money is on the left?' Then point to the right side and ask, 'How much money is on the right?' Finally ask, 'How much money is there altogether?' The children count the coins and write the total as a number sentence on their whiteboards or on paper.

Maths Chat
Revise talking about the different ways we can spend small amounts of money, e.g. coins for ice-cream, pencils, markers, etc. Also talk about the ways we can spend large amounts of money, e.g. mobile phones, computers, televisions, cars, houses, etc.

Maths Eyes
Revise asking the children where they can see and use money, e.g. in shops, banks, online, Credit Unions, the school shop, etc.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

Counting Amounts of Money: Arrange the children in pairs or small groups. They will need some 1p, 2p, and 5p coins and one 10p coin. Place two paper plates on the table in front of the children. Place different amounts of money on the plates, e.g. 4p on one and 2p on the other. Ask one child to count the amounts of money on each plate and to decide which plate has more or less money. This can be done a number of times using coins up to a maximum of ten on each plate, e.g. 5p and 3p, 4p and 3p, 2p and 5p, 4p and 5p, 5p and 1p, 1p and 4p.
Differentiation: The children can write the number sentence on their whiteboards.

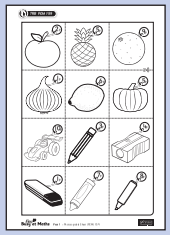


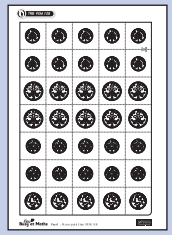
Station 2

Partitioning Amounts of Money: Give the children two paper plates and a collection of up to nine coins, e.g. four 1p coins, three 2p coins and two 5p coins. Call out an amount up to 10p, for example 8p. Ask the children to make the amount using their coins. When they are ready, ask them to split the coins between their two place mats. The children say the two parts aloud, e.g. 8p is 5p and 3p.
Variation: Encourage the children to try another way by moving the coins between the plates or by choosing different coins, and say the new split aloud.

Station 3

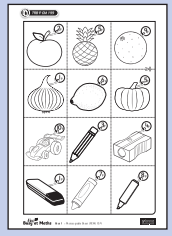
Giving the Correct Amount of Money: Give the children a copy of **PCM 159**. Ask the children to cut out the pictures and colour them. Each group can set up a shop and role-play shopping with coins. Allow the children to use coins or those from **PCM 128**. One child can be the shopkeeper and he/she will have a store of coins. The pictures will be in front of the shopkeeper but facing the other children in the group. When a child buys an item, he/she must pay the shopkeeper the exact amount of coins.
Differentiation: The children may show the same total using different coins.





Station 4

Shopping: Ask the children in the group to cut out the price tags on **PCM 159**. Place the price tags on the table in a row. The teacher/children can compose a few questions involving shopping for two items only, e.g. 'How much for the whistle and orange together?'
Differentiation: Make up questions involving three items.



Station 5	**Combining Amounts of Money:** Give each child a copy of **PCM 160**. They can complete the combining questions. **Differentiation:** Differentiation: Some children may complete all the questions on PCM 160 while others will concentrate on one only.
Station 6	**What's in the Bag?** Arrange the children into small groups and give each group a small pot or bag containing several coins. Tell the children the total amount that should be in the pot, e.g. an amount up to 10p, such as 9p or 10p. Ask them to tip out the coins, count them carefully, and check if the total is correct. If the amount is correct, the children place the coins back into the pot. If the amount is not correct, they decide which coin could be added or which coin should be taken away to make the total right. Continue the activity by passing the pots with different amounts inside around the groups, so that each group has the opportunity to check and correct a range of different totals. **Differentiation:** Some children may need to use smaller amounts (e.g. 1p–5p).

June: Week 4	**Chapter 36** (Numeration and Base 10)	**Strand:** Number	**Strand Unit:** Place Value and Place Ten
Core book: Pages 132–135	**Home/School Links book:** Page 56	**Teacher's Resource book:** Pages 115–117	**PCMs:** 127, 161–166

Statutory Requirements for Foundation Stage Mathematics and Numeracy	*Through practical, playful and engaging learning experiences, the children should be enabled to:* • develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count; • order numerals and sets within 5/10; • investigate different ways of making sets for a given number within 5/10; • make a sensible guess of quantities within 10; • explore numbers relevant to their everyday lives; • carry out mental calculations such as 1 more/less than up to 20, doubles up to 10 and mentally add and subtract within 10.
Learning Outcome(s)	Develop a sense of ten as the foundation for place value and counting.
Mathematical Concepts	The base of our number system is ten. Numbers can be distinguished according to their quantitative value. The base-ten number system consists of 10 digits and is based on groups of ten.

Promoting Maths Talk
Trace, numerals, number, words, zero, one, two, three, four, five, six, seven, eight, nine, ten, ten frame, write, colour, before, after, between, correct, complete, count, number line, counter, missing.

Emphasising Mathematical Modelling/ Encouraging Playfulness
Digital activities for Numeration and Base 10 can be found on the Chapter 36 Landing Page.

Station Activities 1–8 can be completed in small groups on a day of teacher's choice.
Note: *Some of these activities mirror the Maths Action/Maths Chat/Maths Eyes tasks in the digital resources for this chapter.*

Differentiation
Differentiated exercises are included in the Maths Action Stations.

PCM 166 can be given to early finishers as extra practice on all the numerals from 0 to 10.

Linkage
Number: Counting, Ordinal Number
Data and Chance: Colours
Algebra: Pattern

Home Support Sheets
Send **Home Support Sheet 36** home so that parents/guardians can help their children with numeration and base 10.

Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations
Station 1: The Missing Card; **Station 2:** What's the Number? **Station 3:** Finger Numbers; **Station 4:** Ten Frame Numbers; **Station 5:** Numeral Matching Cards; **Station 6:** Colouring the Correct Amount; **Station 7:** Missing Numbers; **Station 8:** Tracing the Numerals 1–10.

Digital Resources: Chapter 36 Landing Page

Assessment:
1. Self-assessment – the child is instructed to draw the correct face at the bottom of each page showing how he/she feels about his/her progress.
2. Formative/Intuitive assessment – ongoing, informal and unrecorded regular assessment (observation).
3. Planned interactions – conferencing with the child to ascertain his/her thought process about a specific topic: Numeration and Base 10.
4. Summative assessment – formal, designed tests, as in the assessment booklet, testing the children at the end of each half-term.

Term 3: June – Week 4

Chapter 36: Helpful Hints – Numeration and Base 10

Maths Action – Whole Class Activity
Give each child in the class a copy of **PCM 161**. Ask them to cut out the different fruits and to sort them into piles. Each child will only need one set of fruit, e.g. apples. Ask the children to colour 10 apples in a variety of colours and to paste the set of apples, etc. on to an A4 sheet. They should write the correct numeral under each apple starting at 1 and finishing with 10.

Maths Chat
Revision: Ask the children to sit in a circle and pass an object around while counting to 10 together. Stop at different points and ask questions, e.g. What number comes before 10? What number comes after 10? How many more do we need to make 10?

Maths Eyes
Revision:
1. How many limbs does a crab/squid have?
2. Talk about all the places where you might see the numeral 10: on buses, calendars, mobile phones, money (10p piece), birthday cards/balloons, etc.

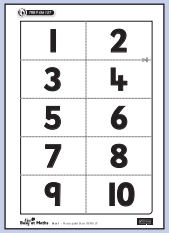
Emphasising Mathematical Modelling/Encouraging Playfulness: Maths Action Stations

Station 1

The Missing Card: Arrange the children in pairs or small groups. Give each group a set of playing cards of the same suit from 1 to 10. Have them placed in a row on the table in front of the children. One child is the leader. He/she asks the rest of the group to close their eyes while he/she hides one card behind his/her back. See who is the first to see which one is missing. Take turns.
Differentiation: The first child to get the correct answer 5/10 times wins the game, depending on available time. The leader can ask: 'What number goes before/after the missing number?'

Station 2

What's the Number? Ask the children to cut out and place the numerals 1–10 from **PCM 127** in a row on the table. Child A is the leader and calls out a number. Child B places a counter on that number. If Child B gets the correct answer, he/she becomes the leader and calls out the next number.
Variation: Place the numeral cards randomly, face down on the table. Child A picks a numeral card and places it in front of him/her. He/she now has to place that number of counters on that number, e.g. if she picks a 6, he/she places 6 counters on the numeral card.
Differentiation: The leader can ask: 'What number goes before/after this number?'



Station 3

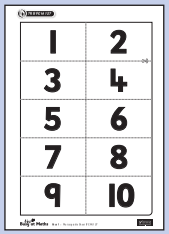
Finger Numbers: Ask one child in the group to make any number from 1 to 10 using the fingers of one or both hands. The other children write the number on their whiteboards. The first child to hold up the correct answer makes the next number with his/her fingers.
Differentiation: Some children may need to use numbers 1–5.

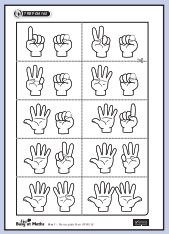
Station 4

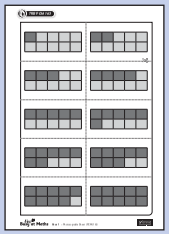
Ten Frame Numbers: Give each group a set of playing cards of the same suit from 1 to 10. Have them placed randomly in the centre of the table. Child A picks a card and must place that number of counters on the ten frame. If he/she gets the correct answer, he/she gets a counter. Play continues until each child gets a go in round one. Continue until all children have had 3–5 goes. The child who has most counters after a specified number of rounds, wins the game.
Differentiation: The children can draw their ten frame answers on their whiteboards.

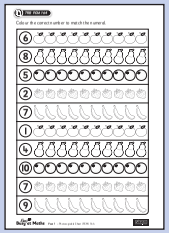
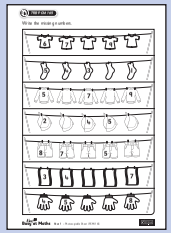
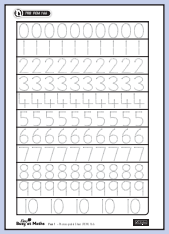
Station 5

Numeral Matching Cards: Give each pair/group the matching cards from **PCM 127** (numerals 1–10), **PCM 162** (fingers) and **PCM 163** (ten frames). Ask the children to cut out the cards from each PCM. They place the cards randomly face up on the table. The aim of the game is to match the three correct numeral representations, e.g. numeral card 7, 7 on the ten frame and 7 fingers are placed side-by-side.
Differentiation: The teacher might limit a group to making five matches. Other groups will complete all matches.

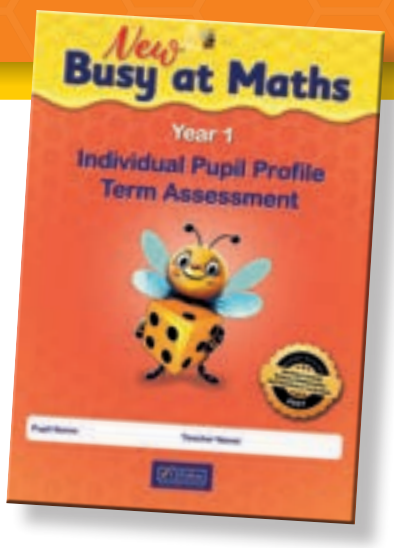






Station 6	**Colouring the Correct Amount:** Give each member of the group a copy of **PCM 164**. Ask them to look carefully at the numbers in the first column and to then colour the correct amount to go with each number. **Differentiation:** The children colour as many of the rows as they can.	
Station 7	**Missing Numbers:** Give each child a laminated copy of **PCM 165**. The children must fill in the missing numbers on the pictures using non-permanent markers. When finished, the sheets can be wiped clean and reused. **Variation:** Take each row separately. The children can cut out the individual numbers, fill in the missing ones and then order them correctly. **Differentiation:** The children work at their own pace, completing as many cards as they can in the time allowed.	
Station 8	**Tracing the Numerals 1–10:** Give each child in the group a copy of **PCM 166**. Ask the children to trace the rows of the numerals 1–10. **Differentiation:** Some children may manage to trace only a few rows of the numerals 1–10.	

Assessment Overview



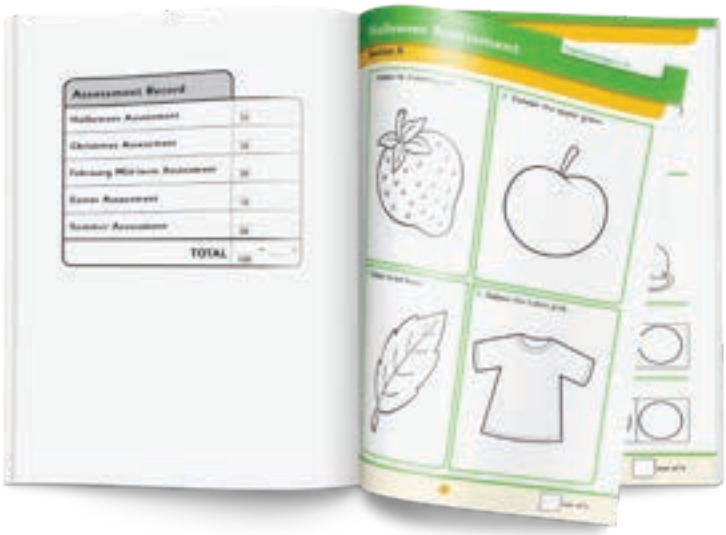
Assessment and Record-Keeping

Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems, which relies on a number of instruments and methods. Educational assessment provides information about progress in learning.

A variety of assessment tools are outlined in the ***New Busy at Maths*** programme to highlight how teachers can use the results of assessment to make learning more enjoyable, more motivating and more successful for each child.

The *Individual Pupil Profile Assessment Booklet* is available as part of the ***New Busy at Maths*** programme and is of huge benefit to children, teachers and parents/guardians. There are **five** separate assessments featured:

1. Halloween
2. Christmas
3. End of February
4. Easter
5. Summer



These assessment tests provide a summative account of each child's progress during the academic year. From Year 3 onwards, added revision/ assessment tests are included in the Core book at regular intervals to assess each child's progress.

The *Individual Pupil Profile Assessment Booklet* is provided free of charge as part of the ***New Busy at Maths*** programme and functions as an individual record for each child. The teacher then keeps the individual record in the school. These records can be used for further planning for teaching and learning. These can also be passed on from class to class so that children begin their next class learning from the proper base level.

New Busy at Maths

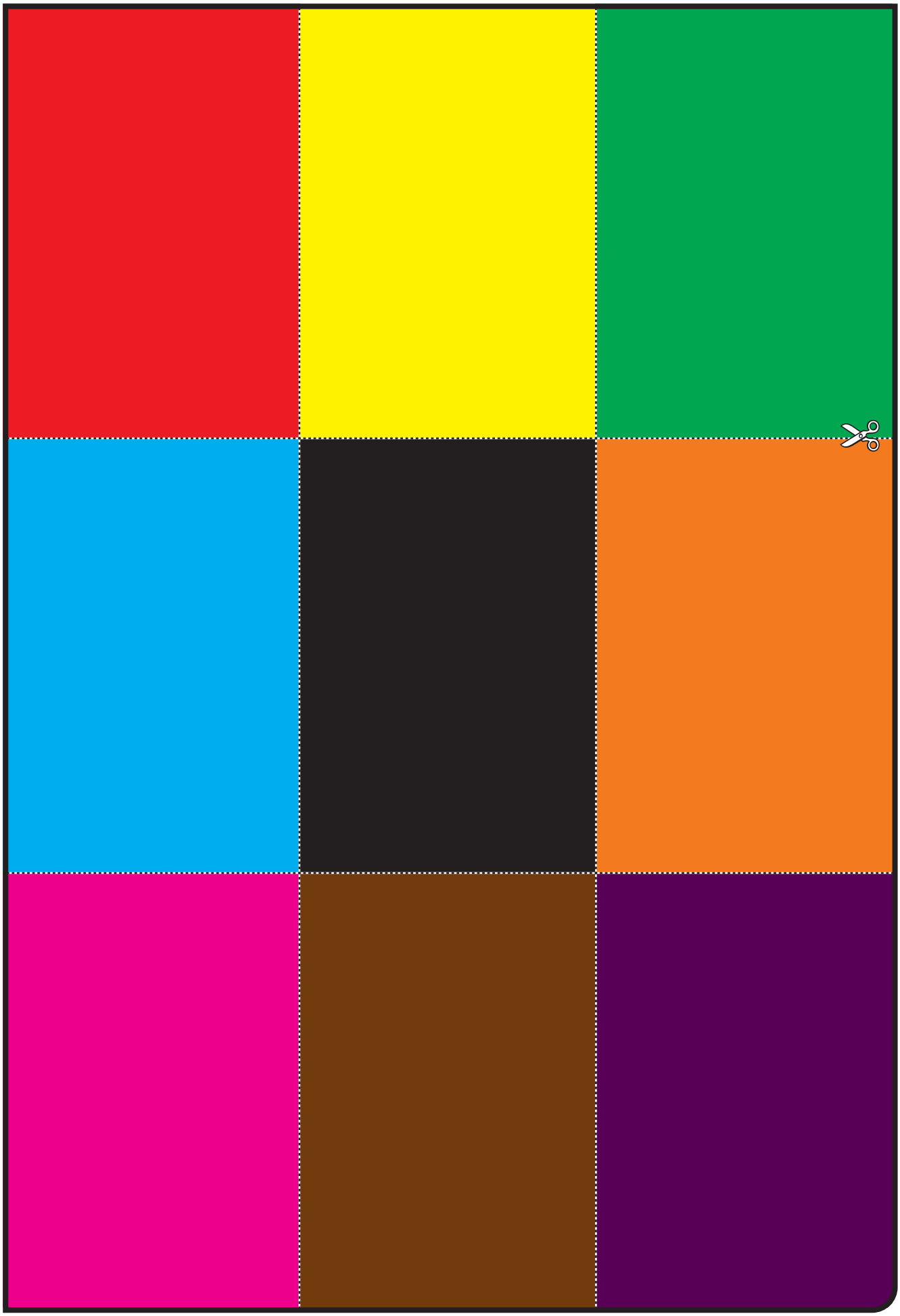
Year 1

Photocopiable Sheets (PCMs)

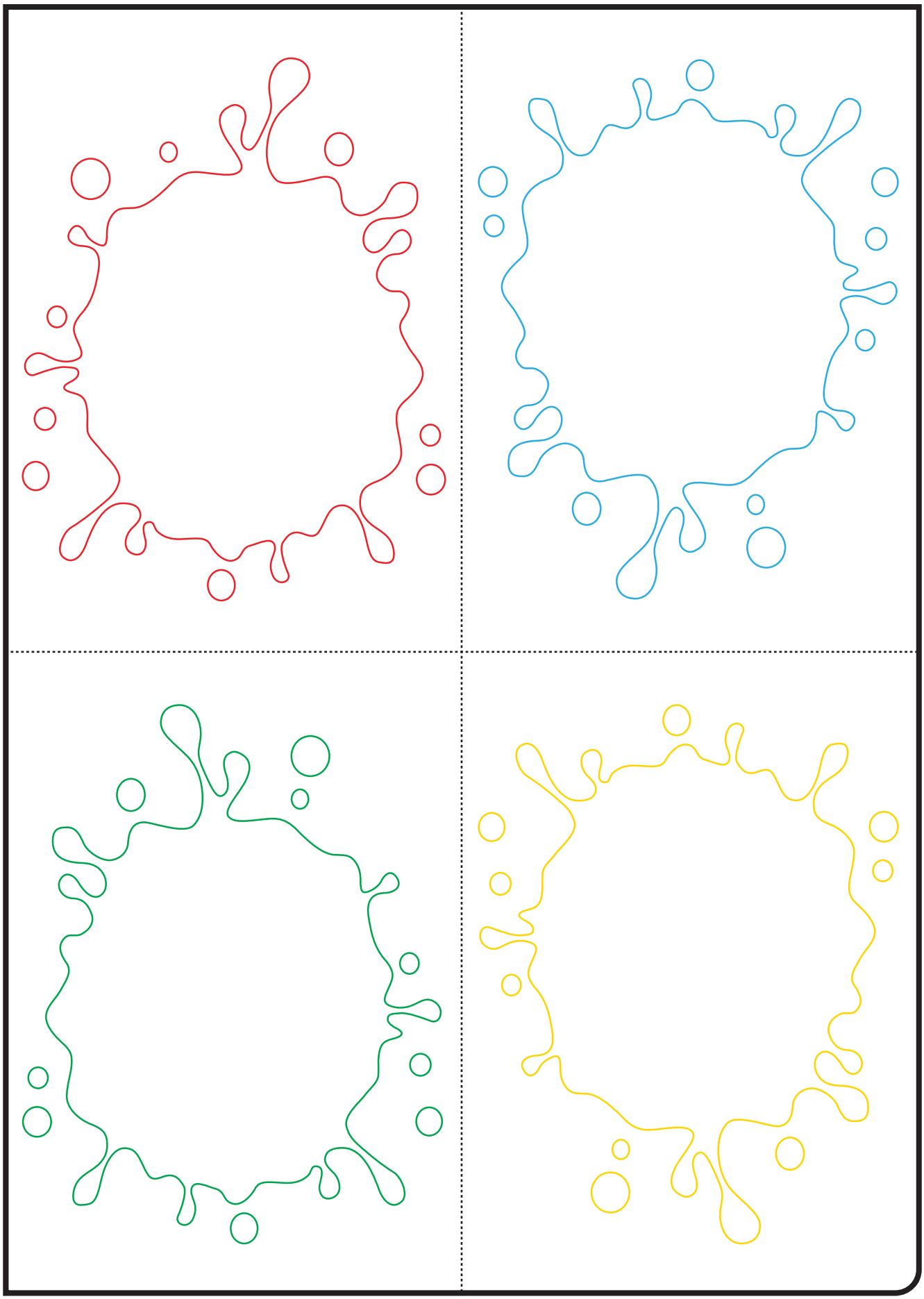




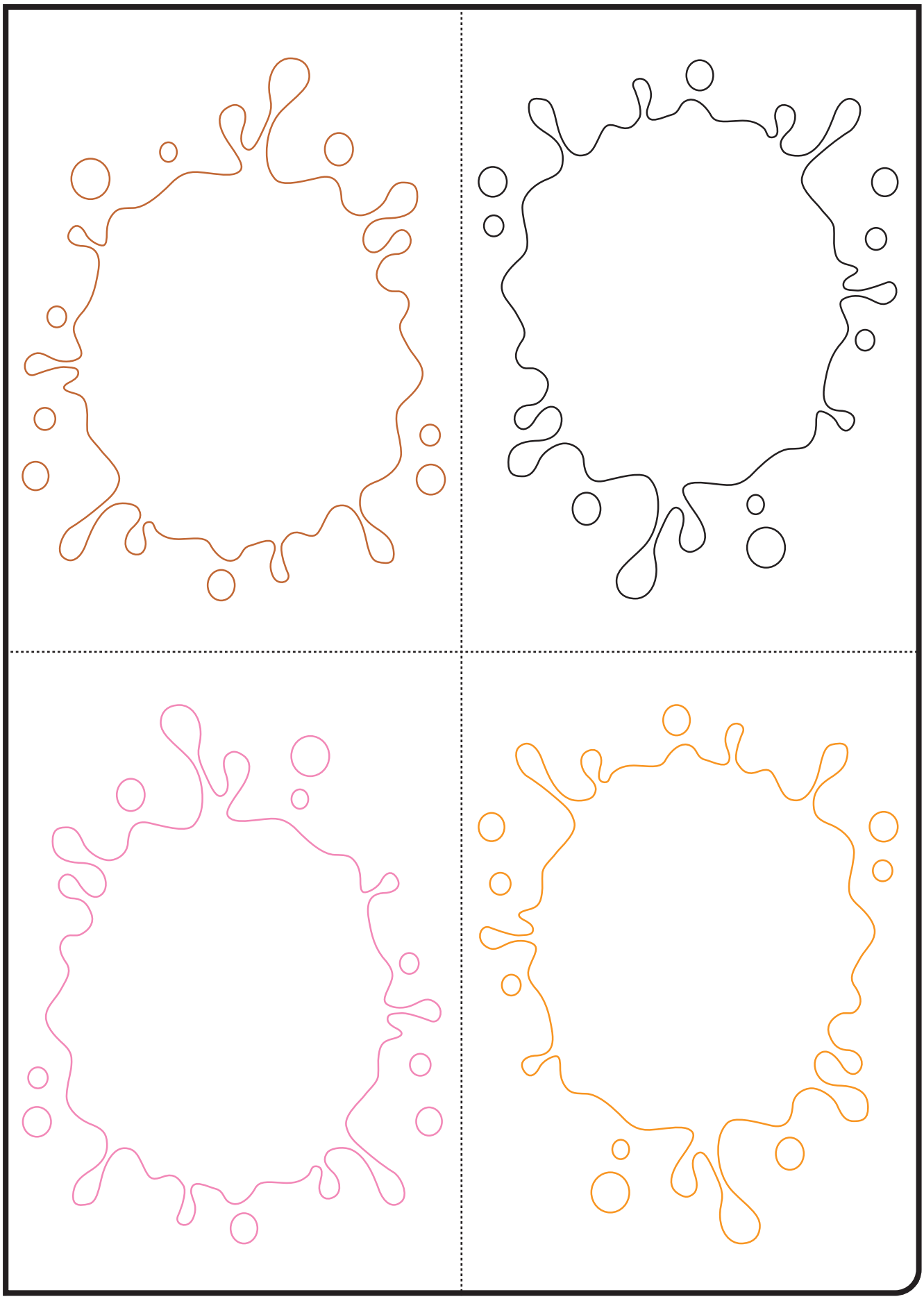
TRB PCM 1



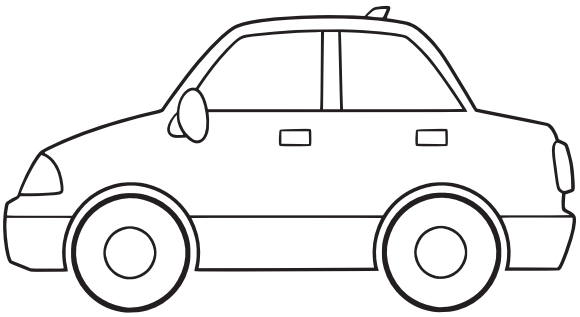
Colour the paint blobs.



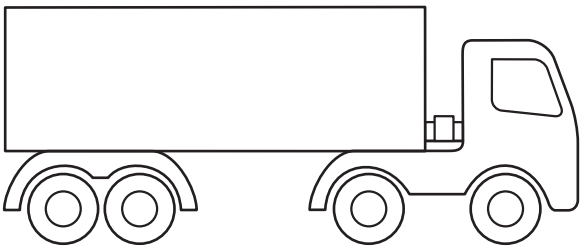
Colour the paint blobs.



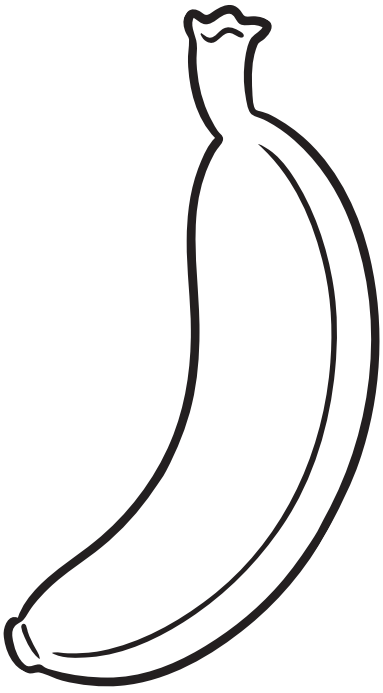
Colour the car **red**.



Colour the lorry **green**.



Colour the banana **yellow**.



Colour the bottle **blue**.



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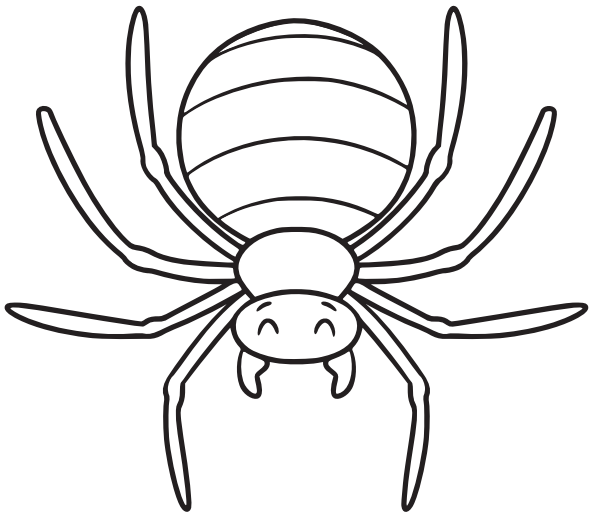
Colour the dress **pink**.



Colour the leaf **brown**.



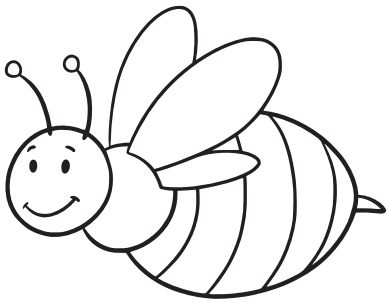
Colour the spider **black**.



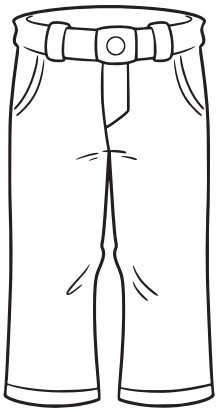
Colour the pumpkin **orange**.



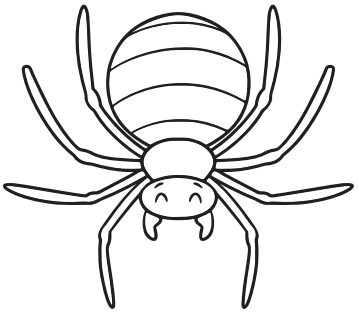
Colour the bee **yellow**.



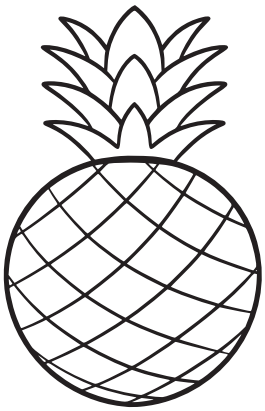
Colour the trousers **red**.



Colour the spider **black**.



Colour the pineapple **brown**.



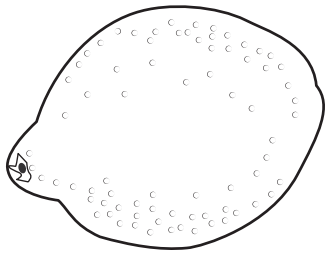
Colour the dragon **blue**.



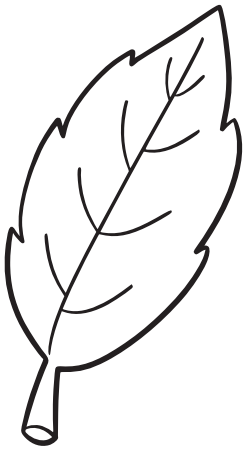
Colour the pumpkin **orange**.



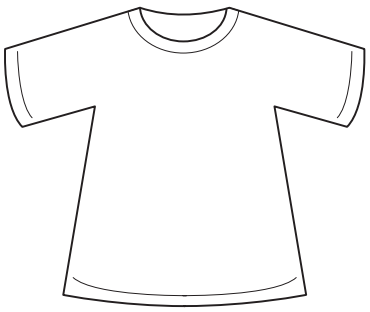
Colour the lemon **yellow**.

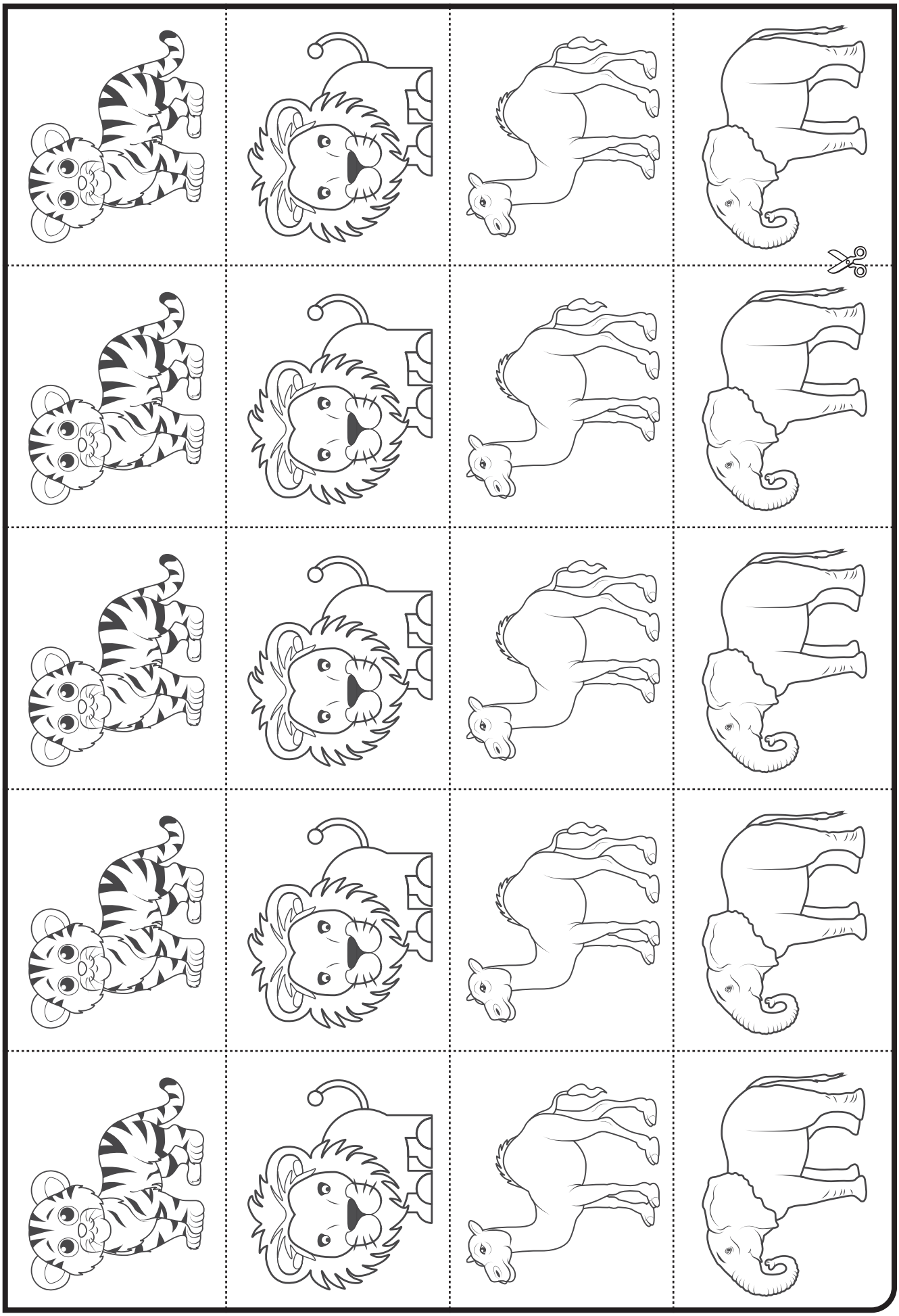


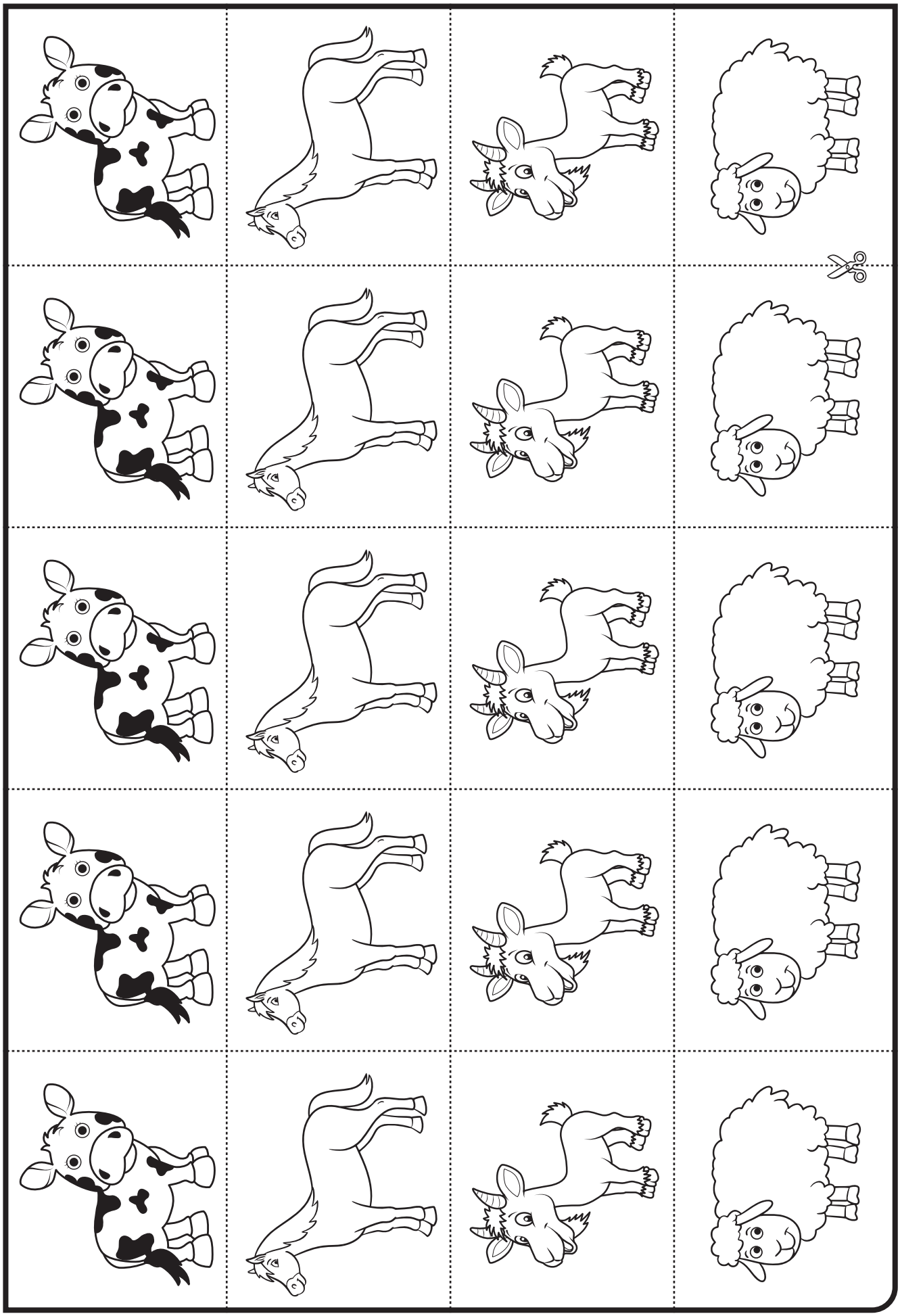
Colour the leaf **green**.



Colour the t-shirt **pink**.







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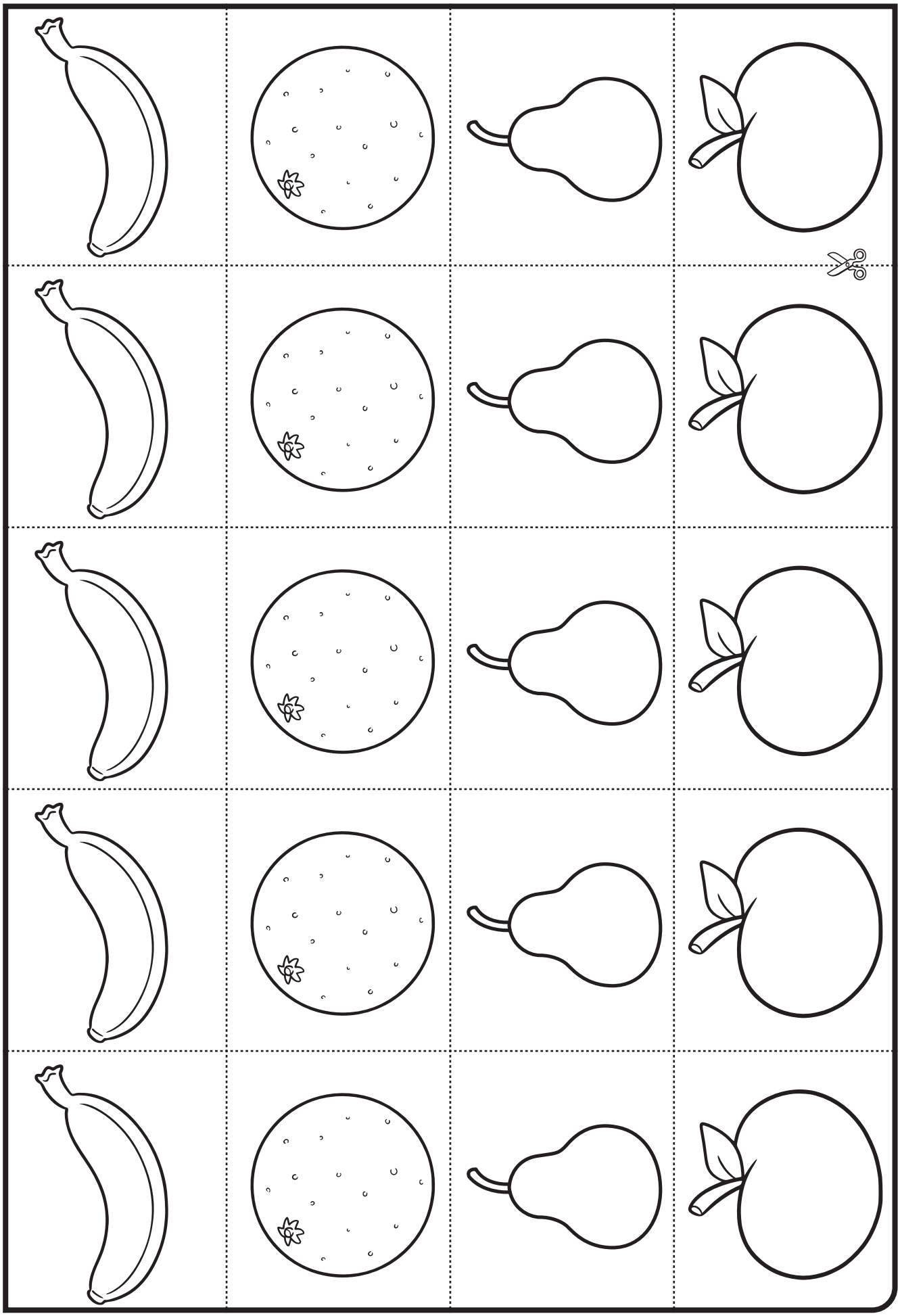

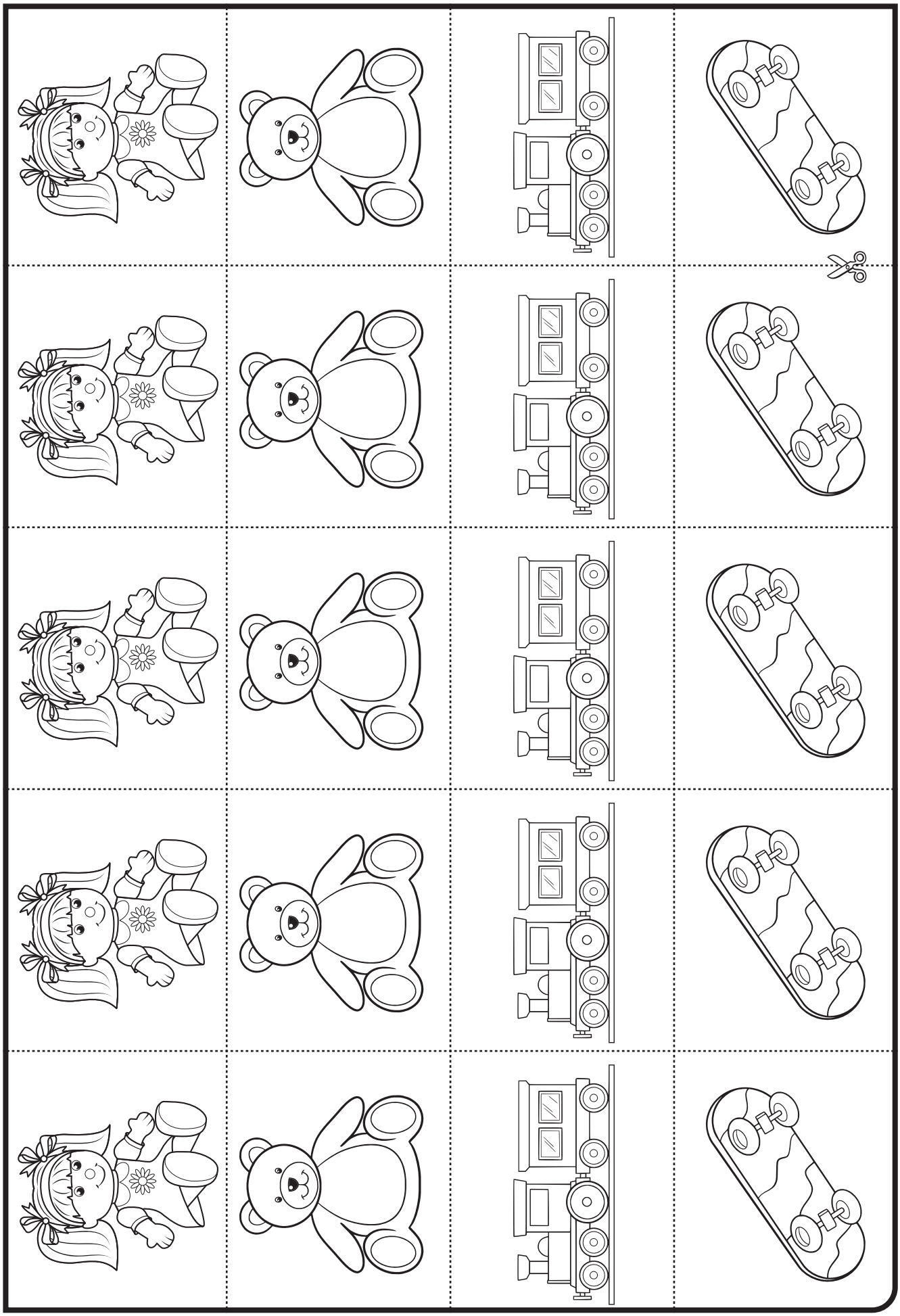

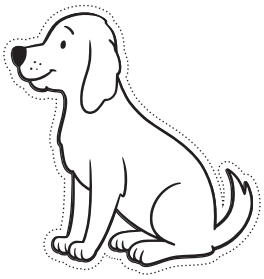

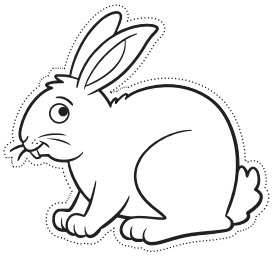

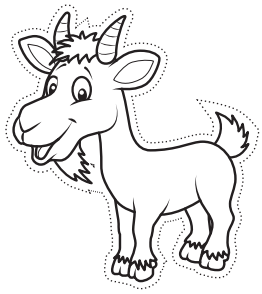

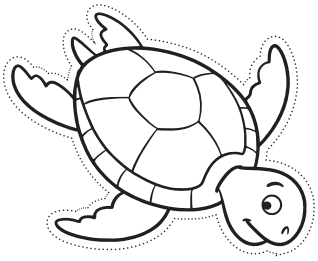

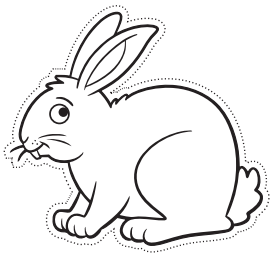

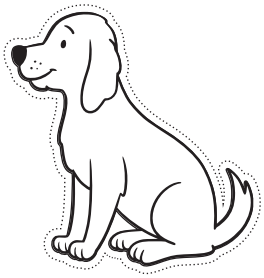

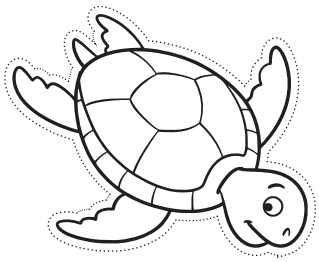

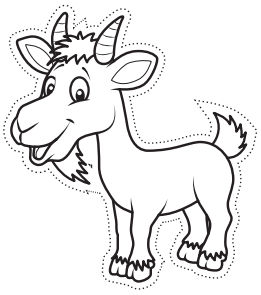

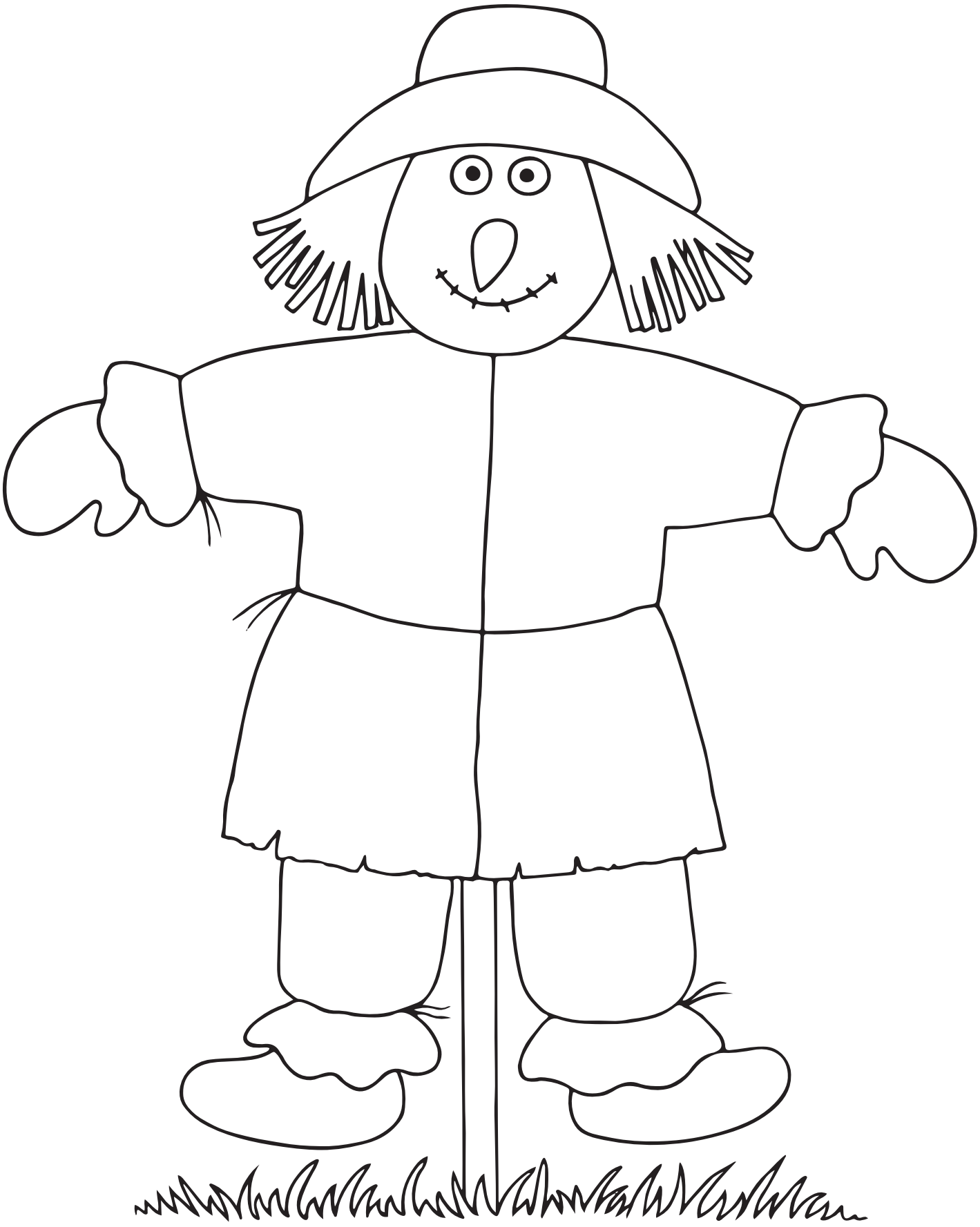



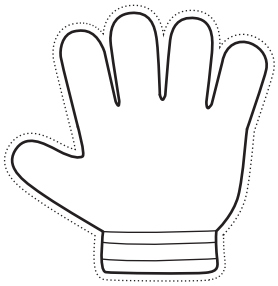

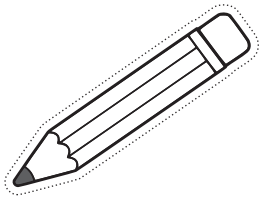









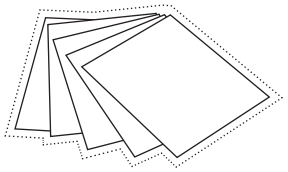

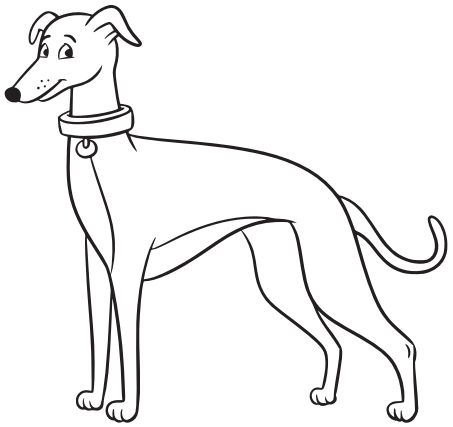

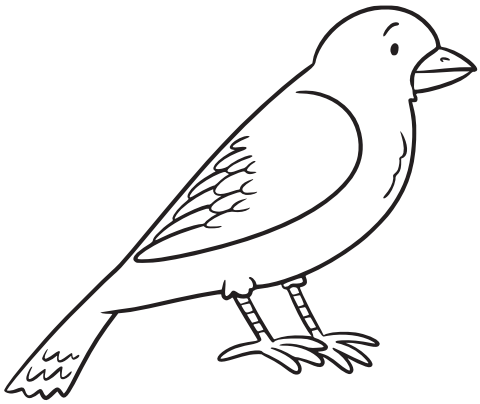

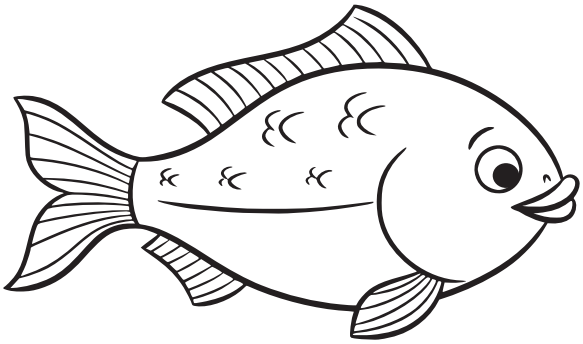

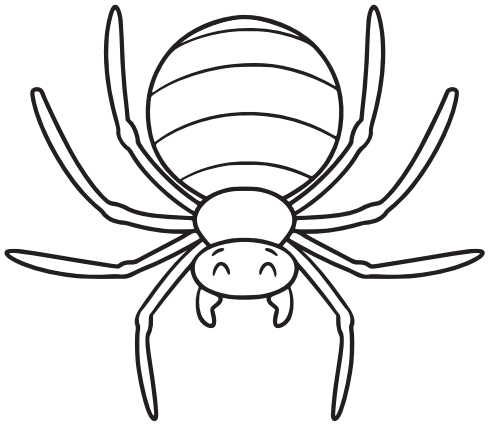

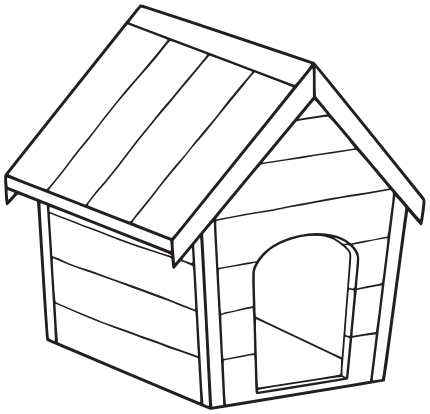

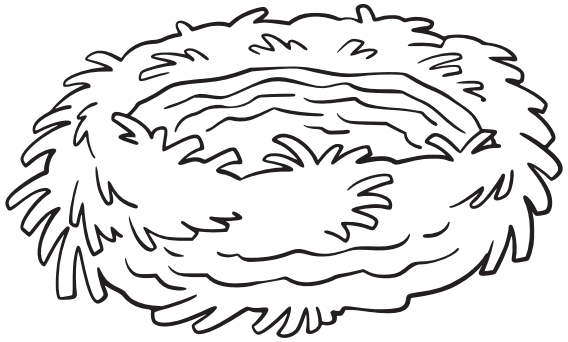

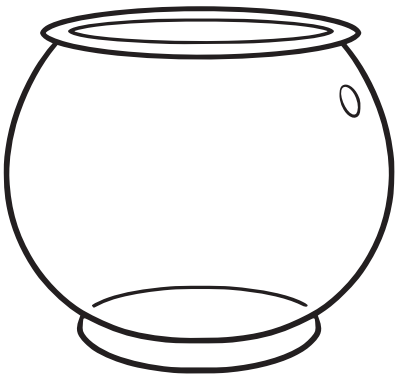

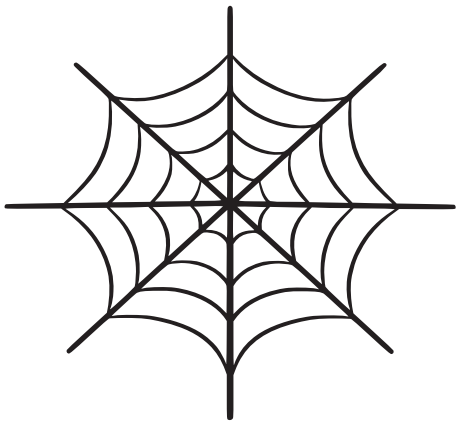

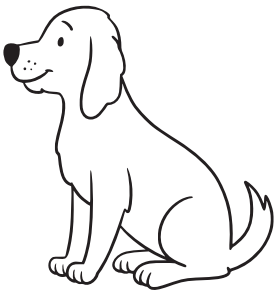


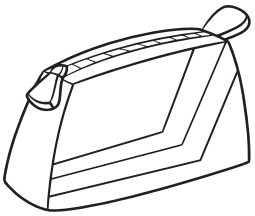


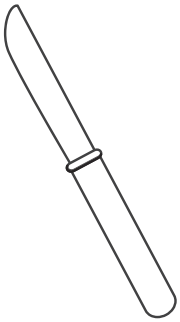
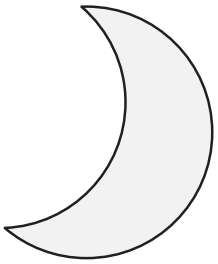


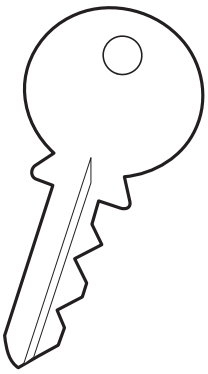

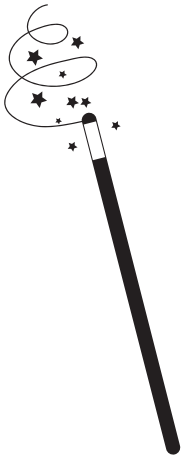

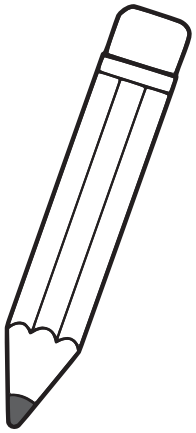



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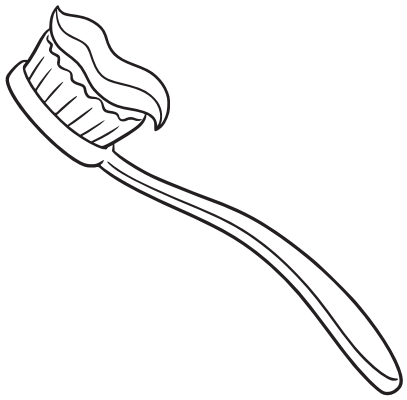

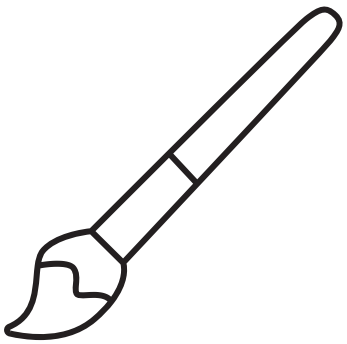

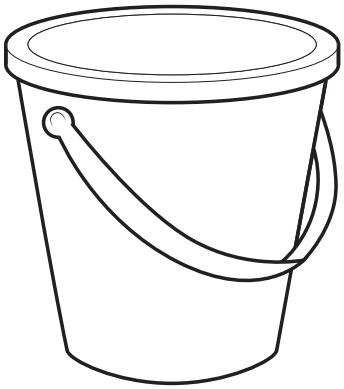



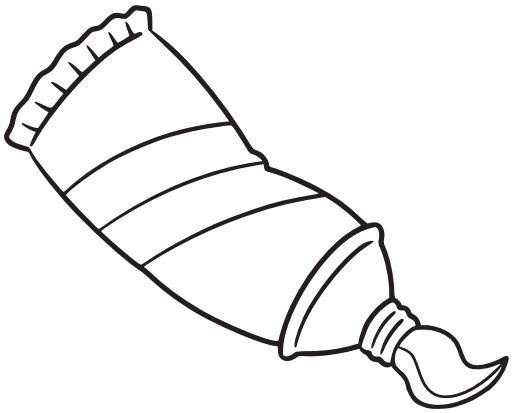

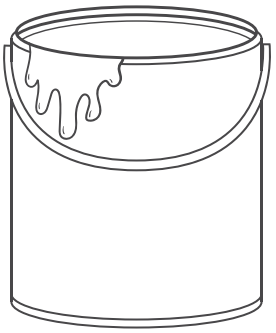

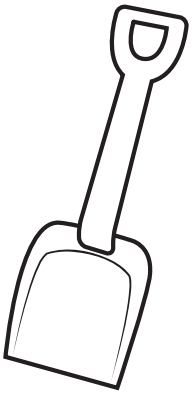



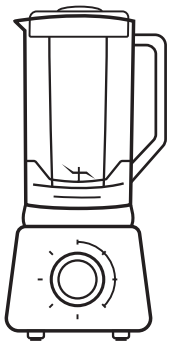

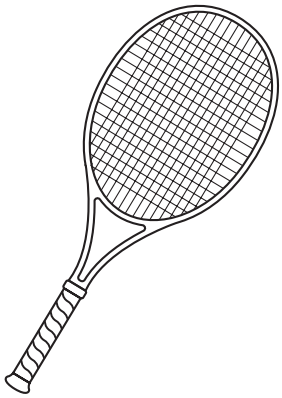



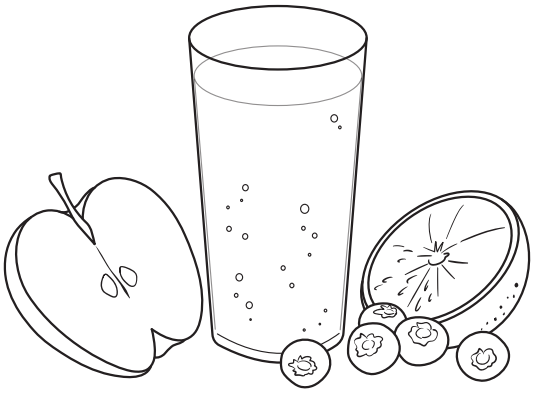

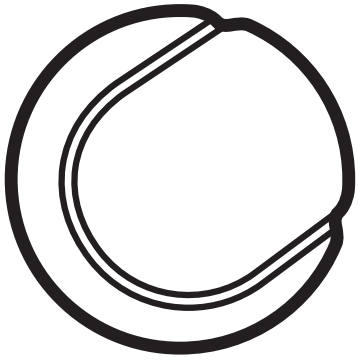

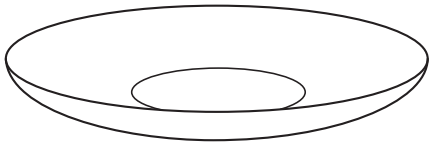



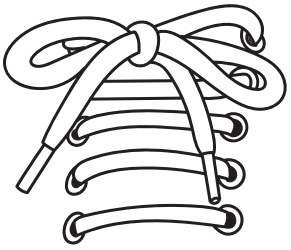

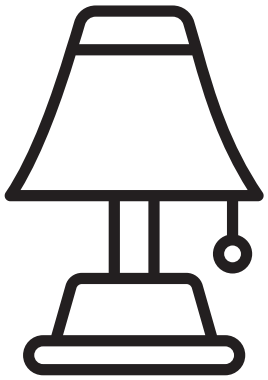

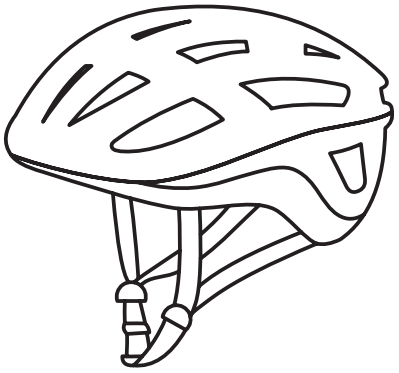

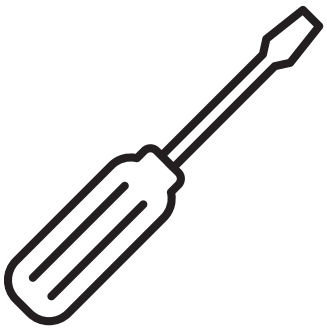



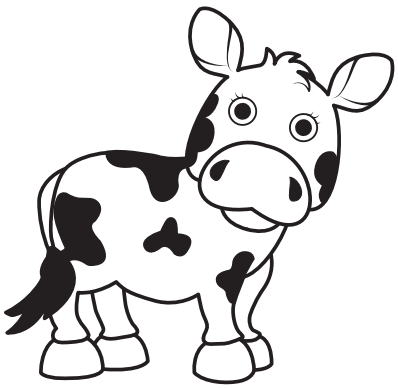



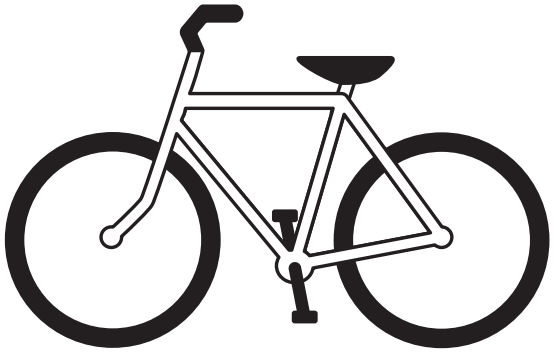



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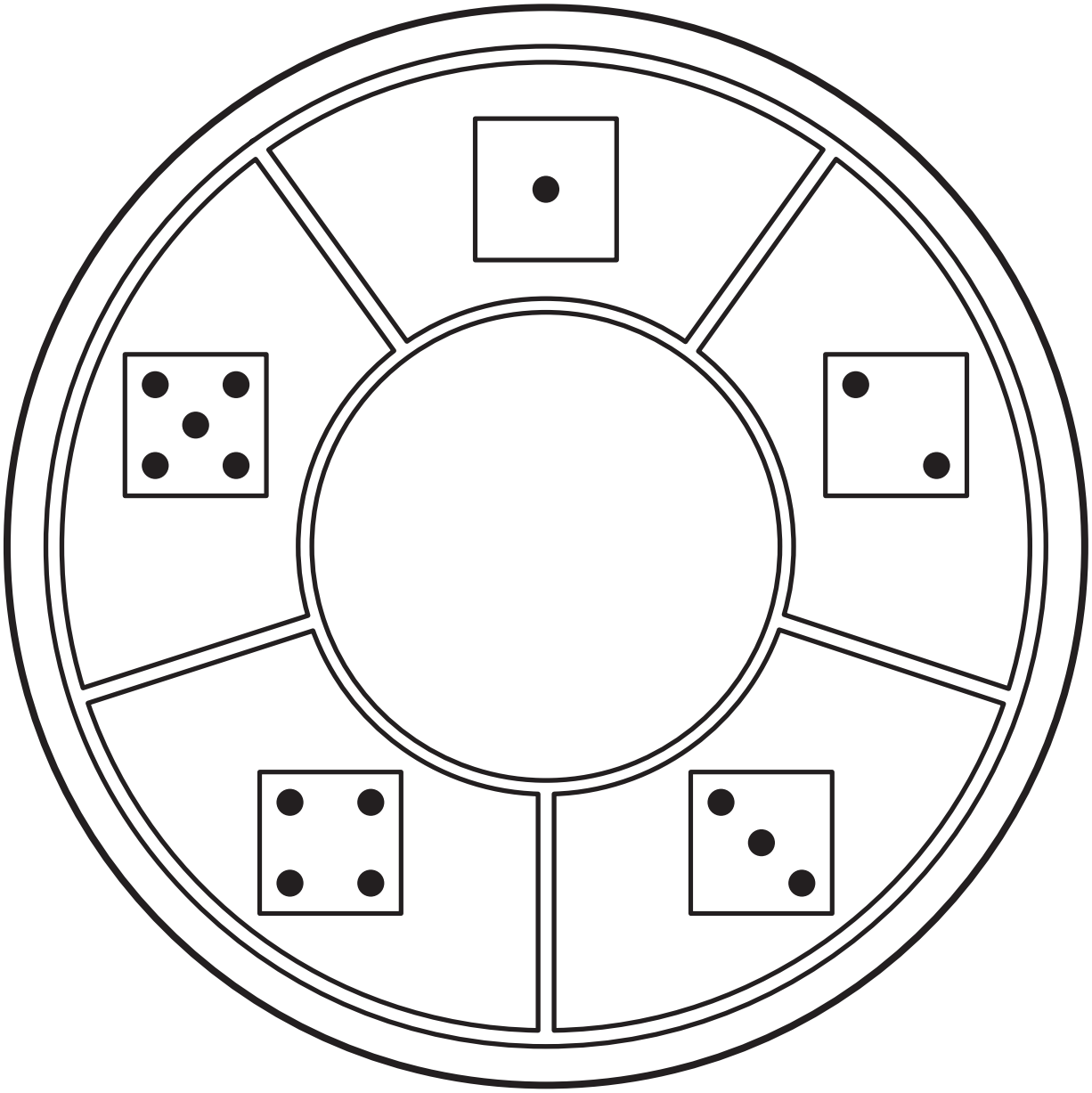

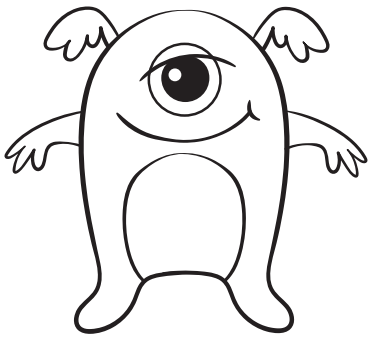

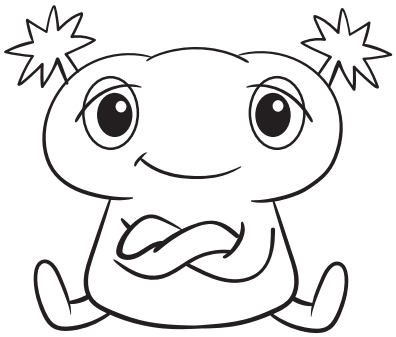

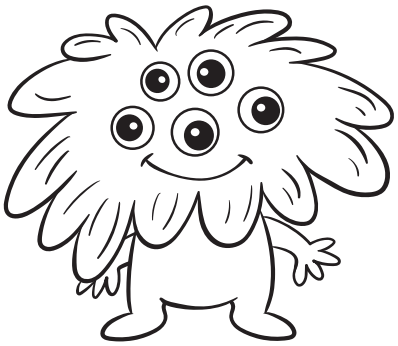

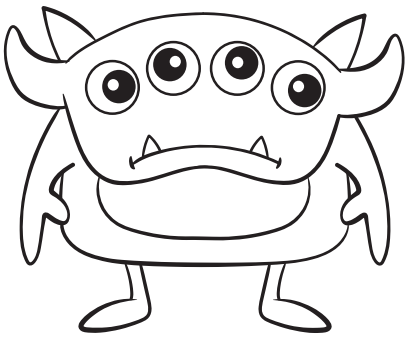

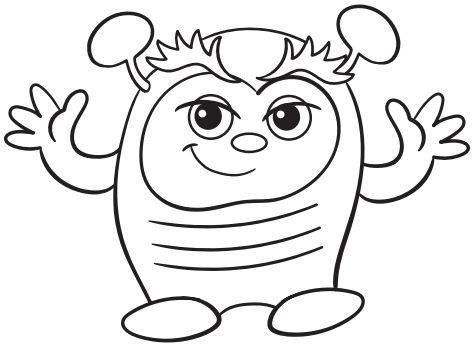

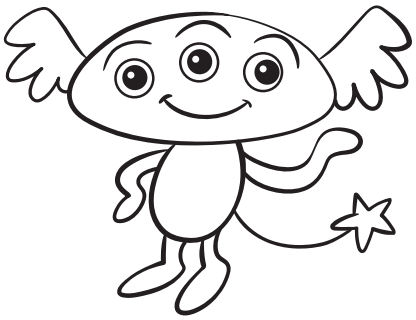

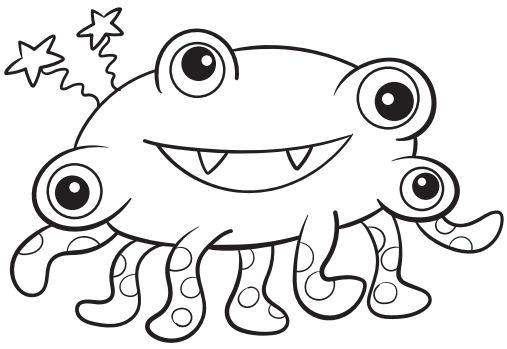

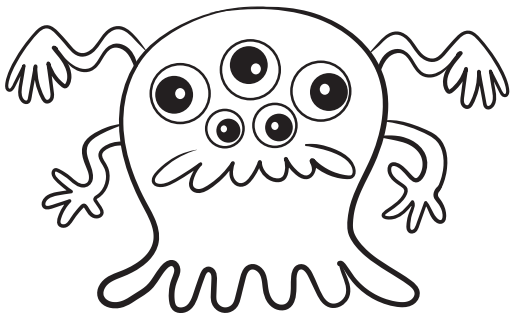

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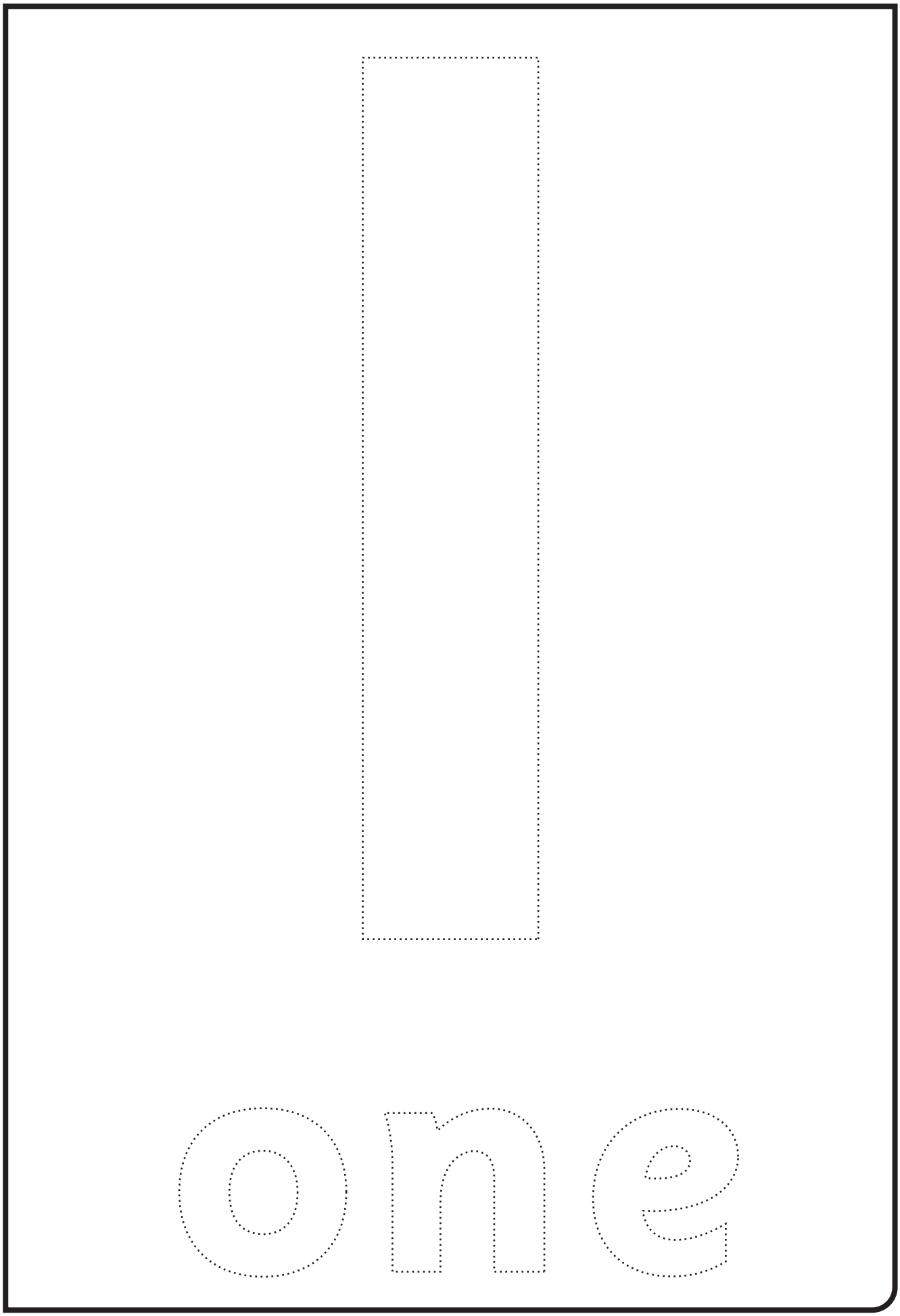
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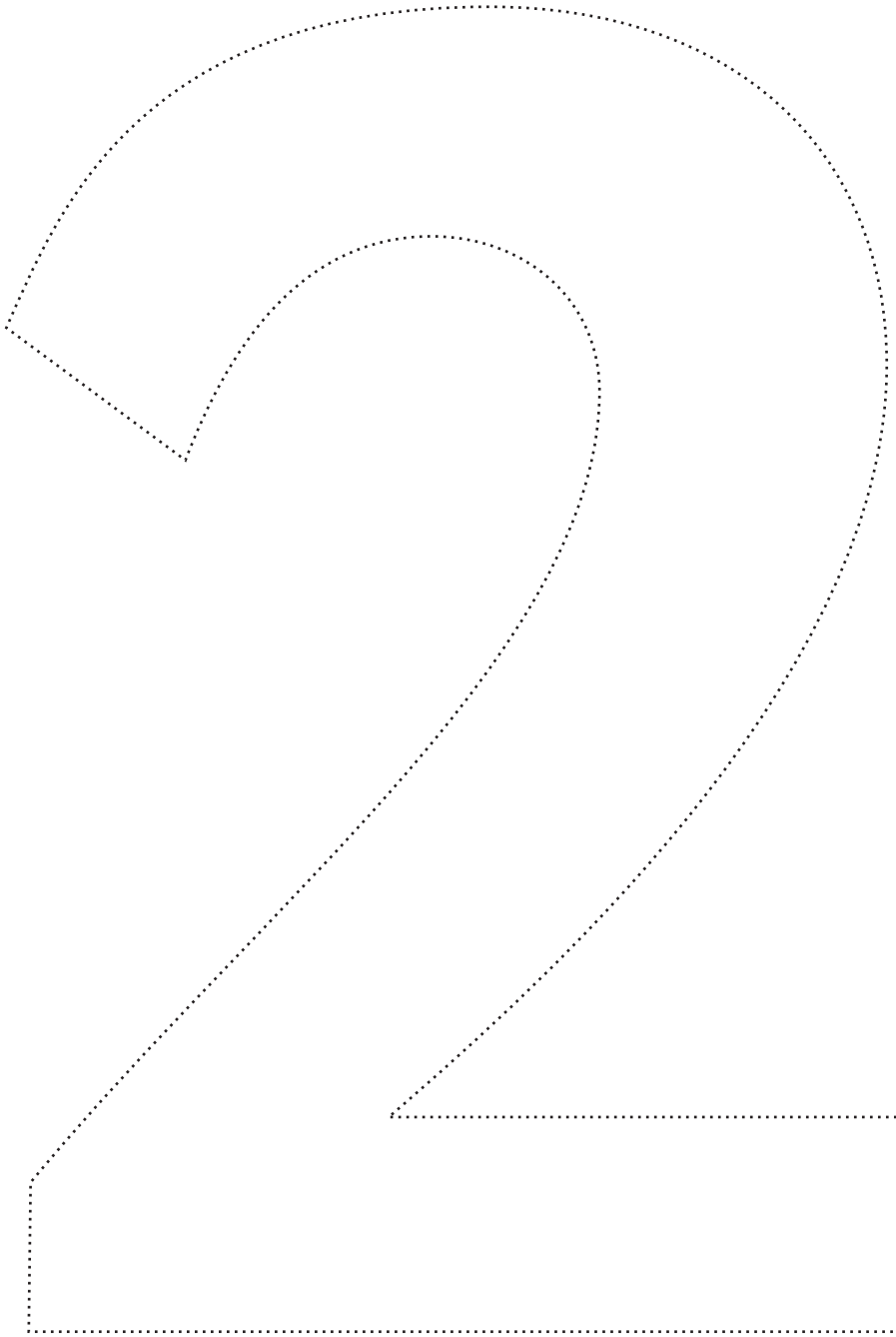

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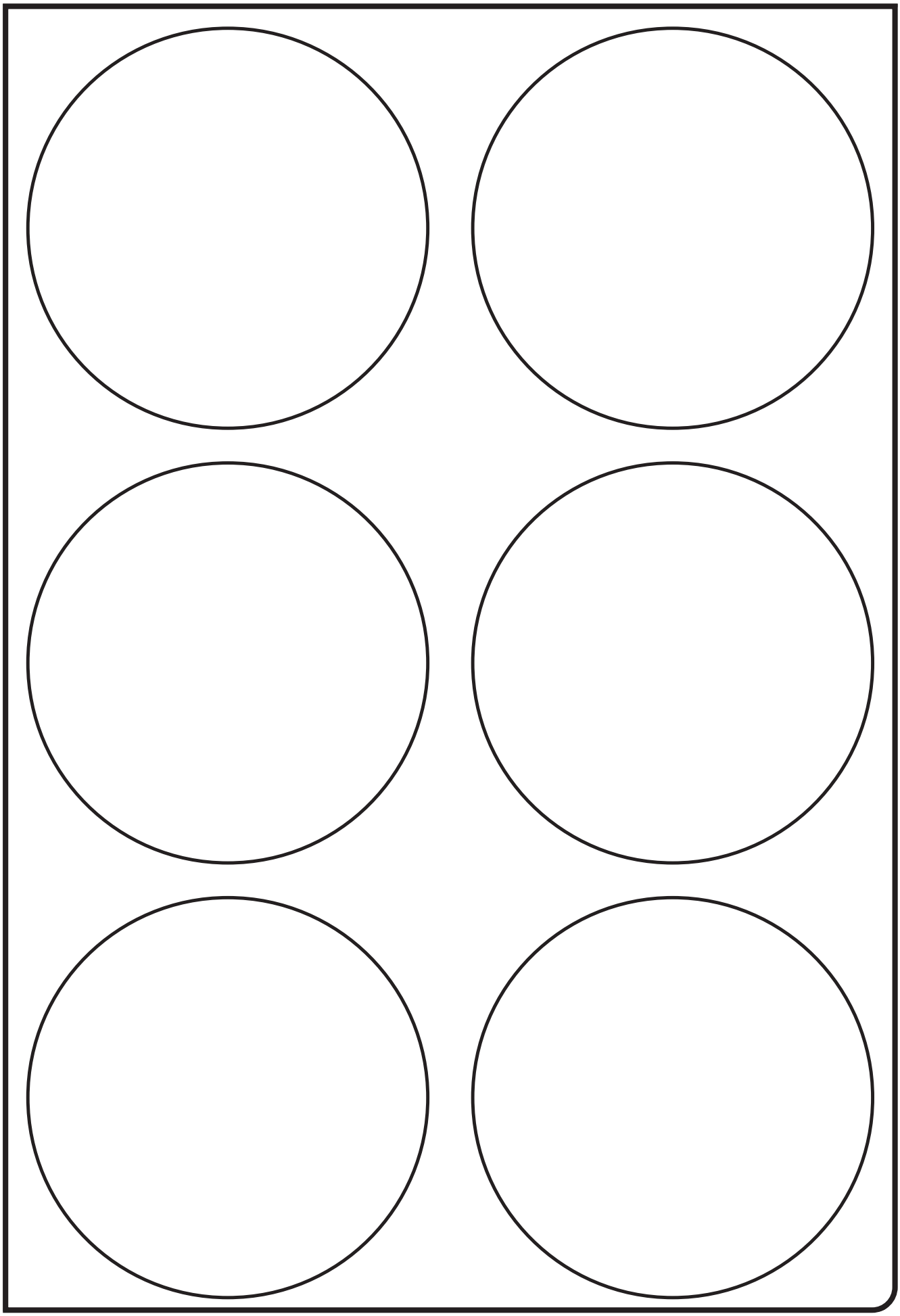

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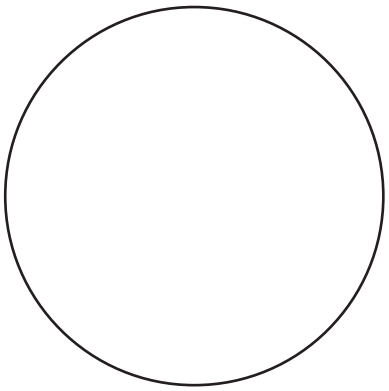	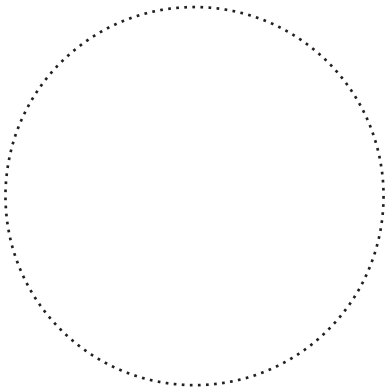	
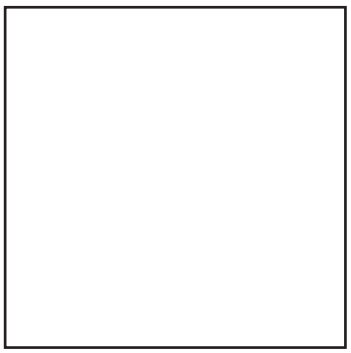	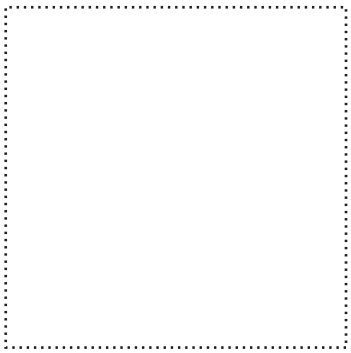	
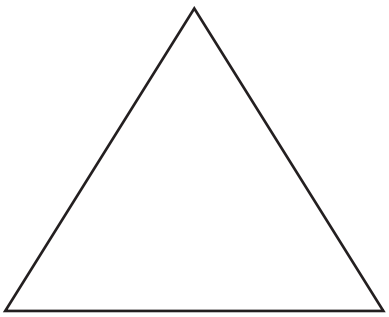	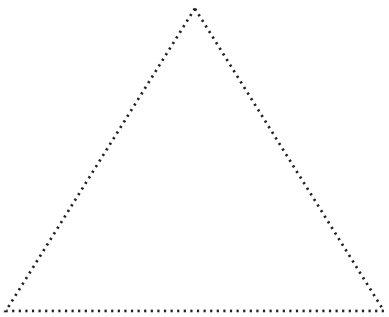	
		

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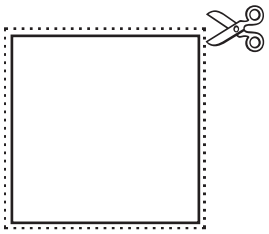
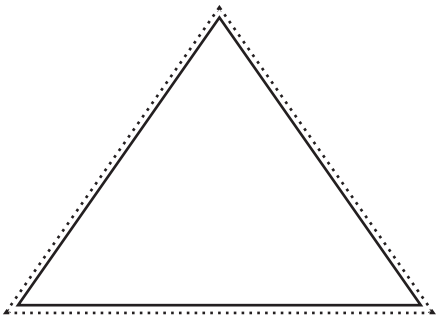
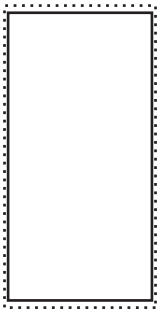
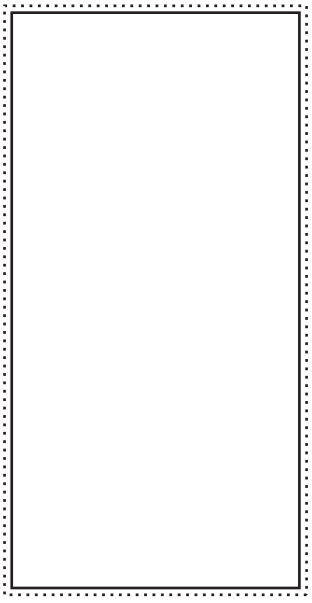
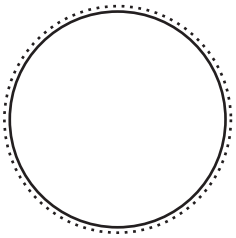
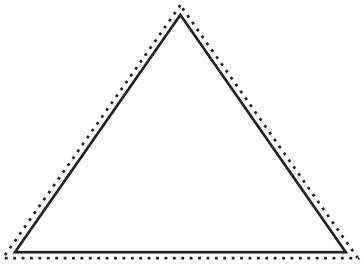


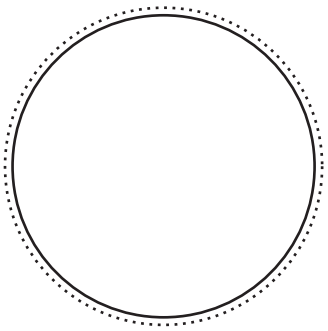


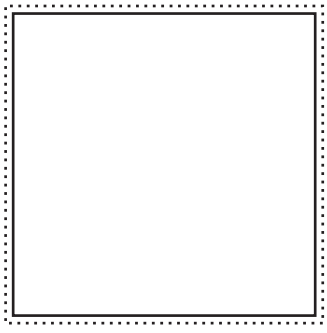


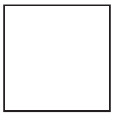


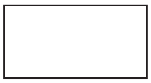


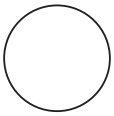


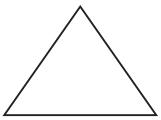




a 

b 

c 

d 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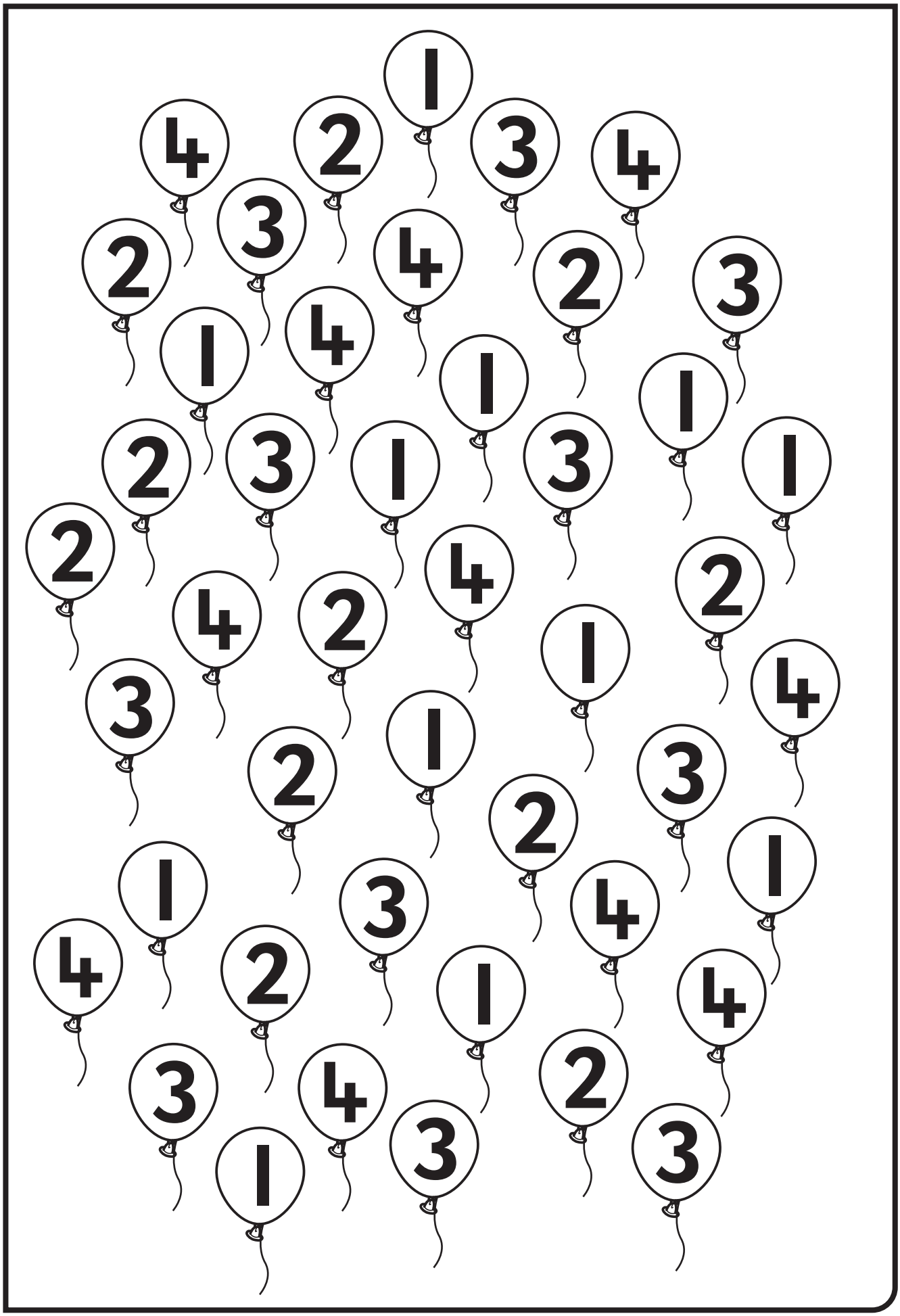

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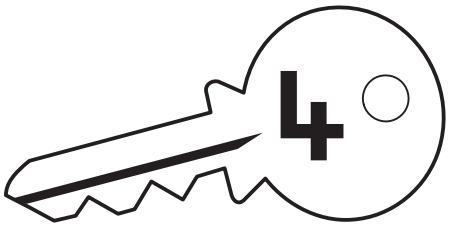
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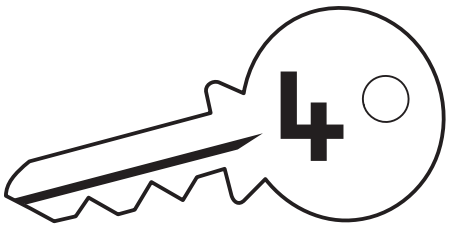
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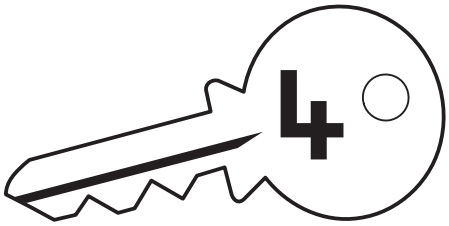
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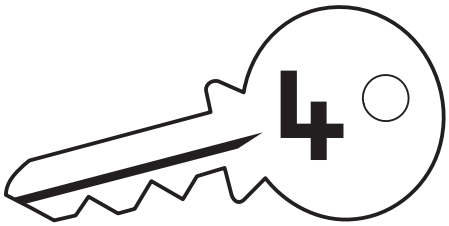
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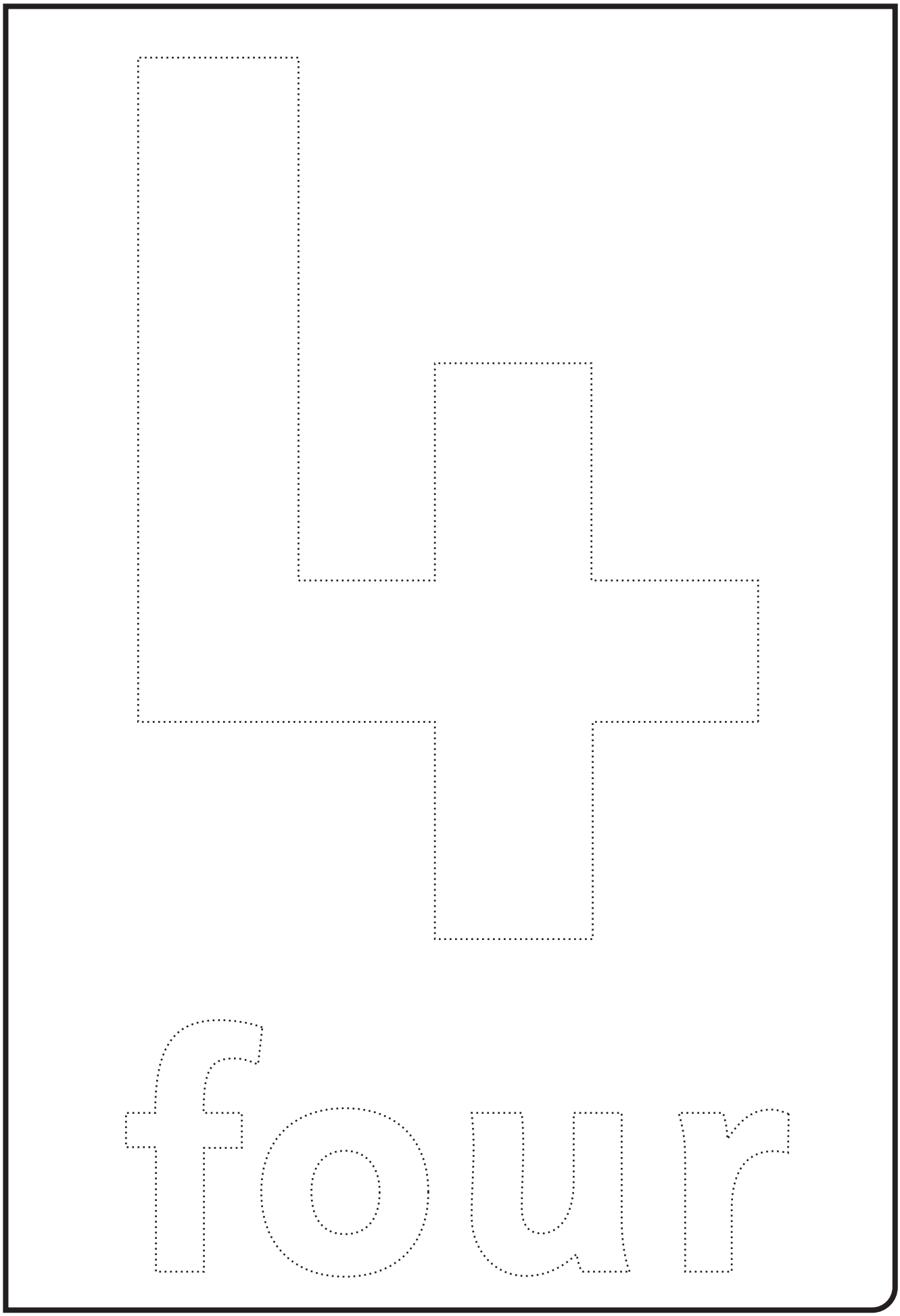
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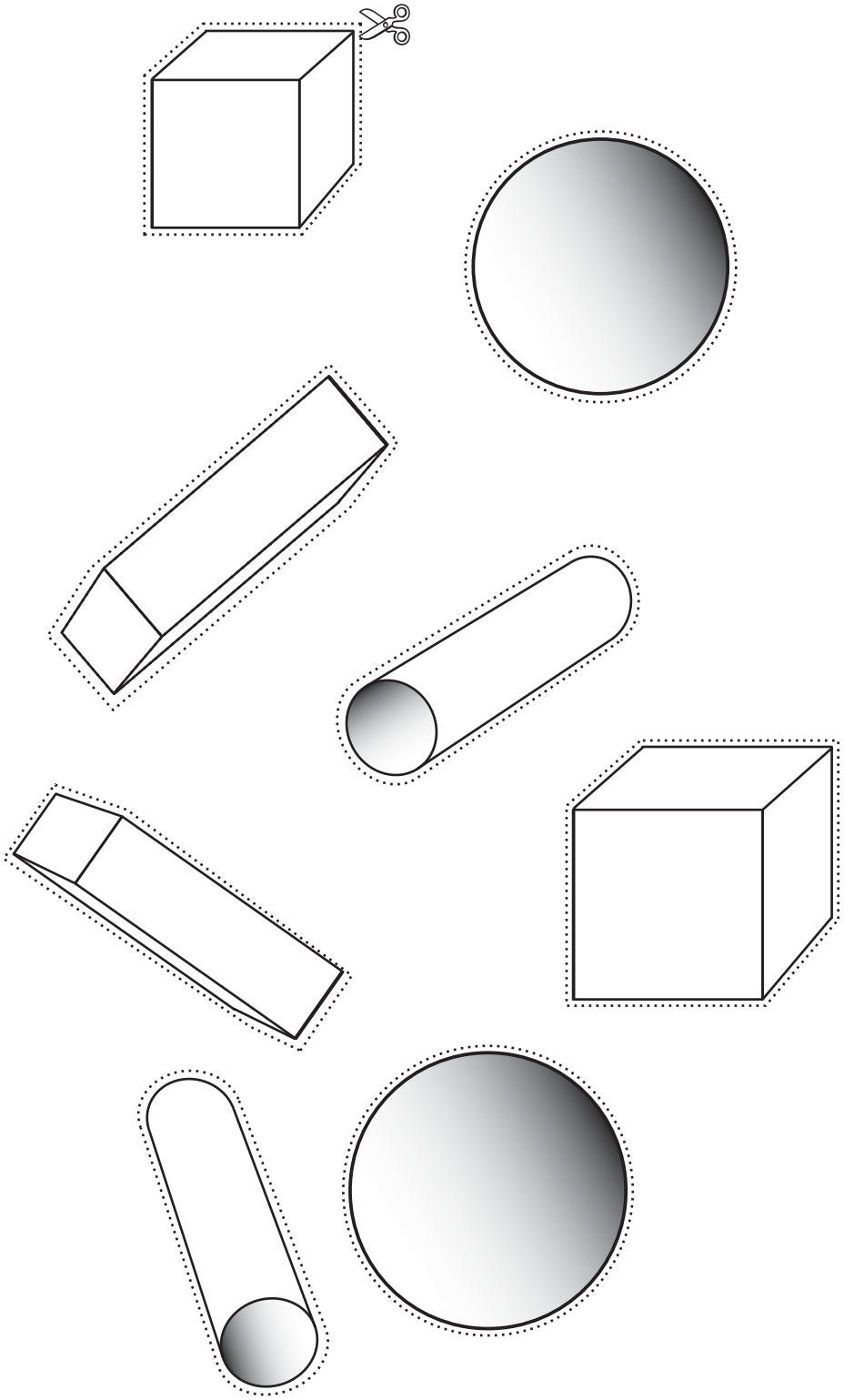

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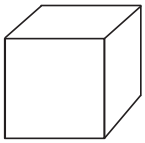

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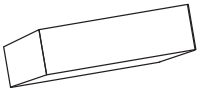

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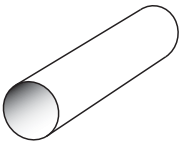

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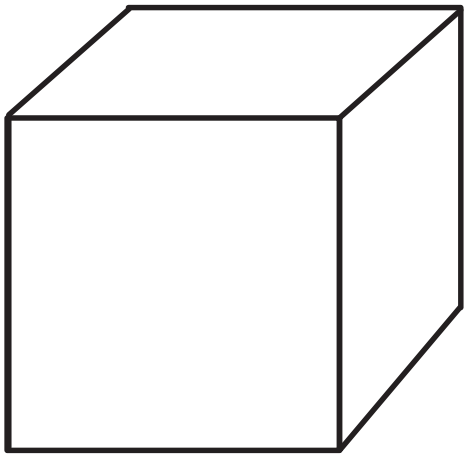

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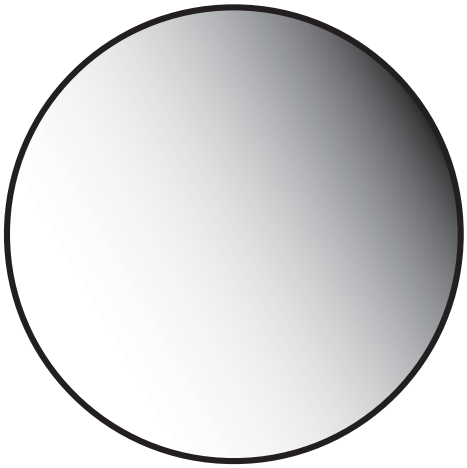

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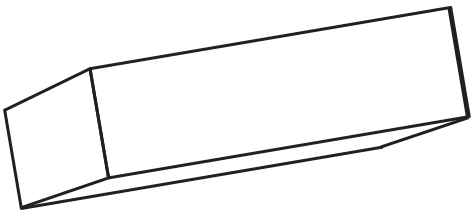

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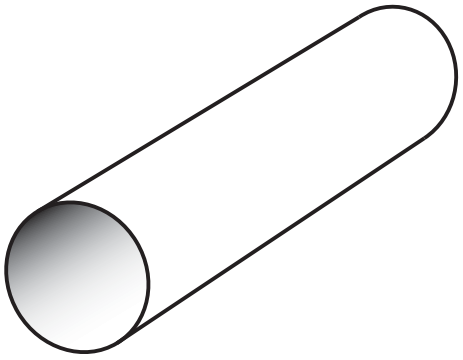

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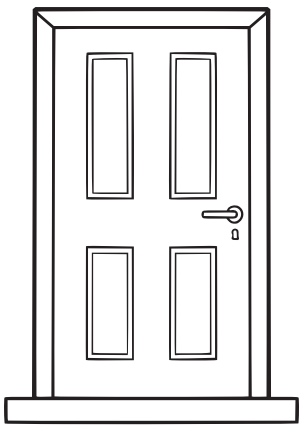

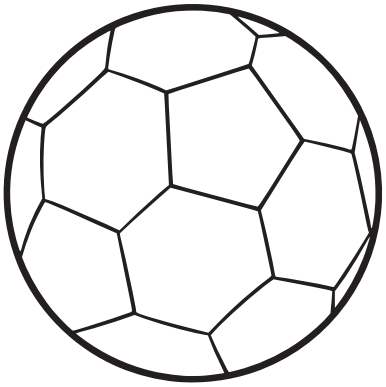

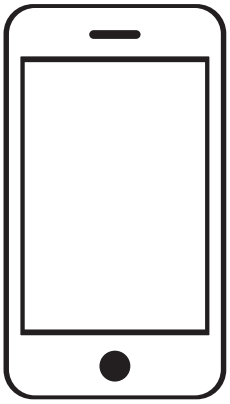

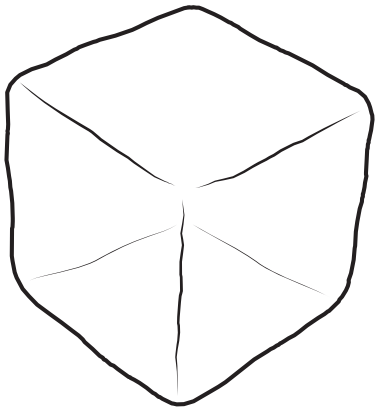


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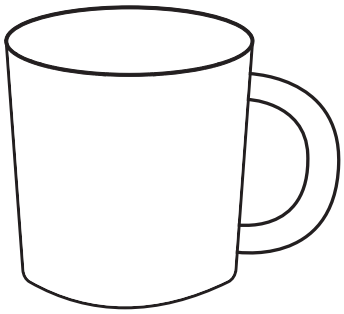

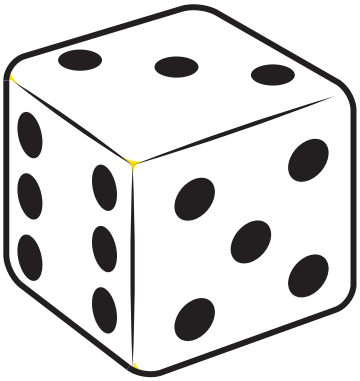

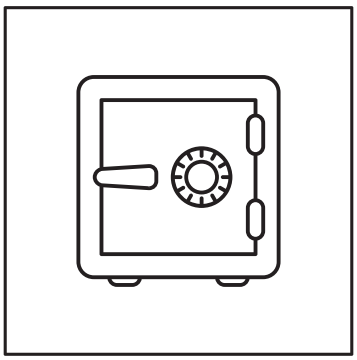


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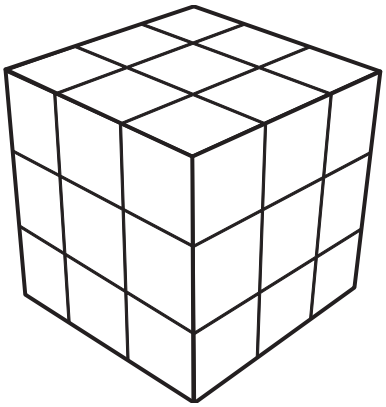

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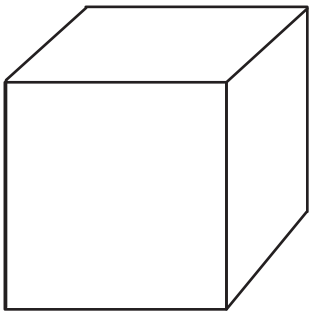	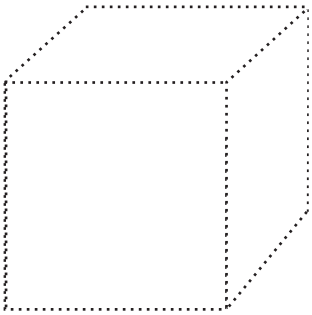	
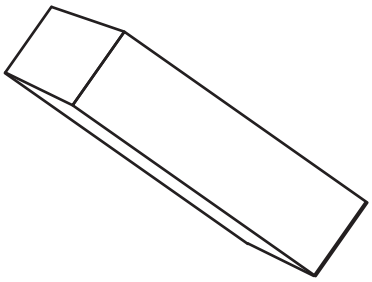	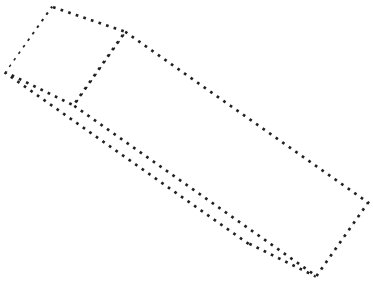	
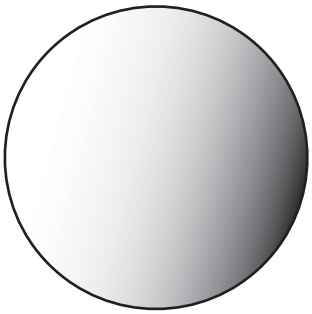	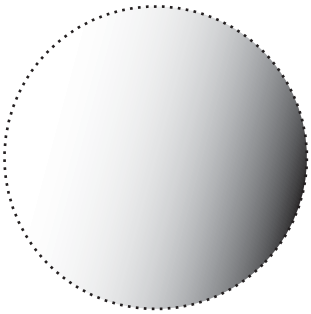	
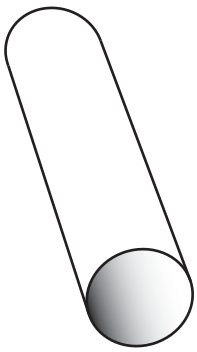	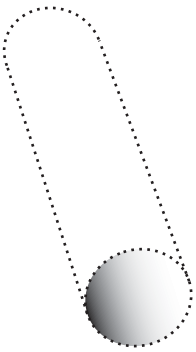	

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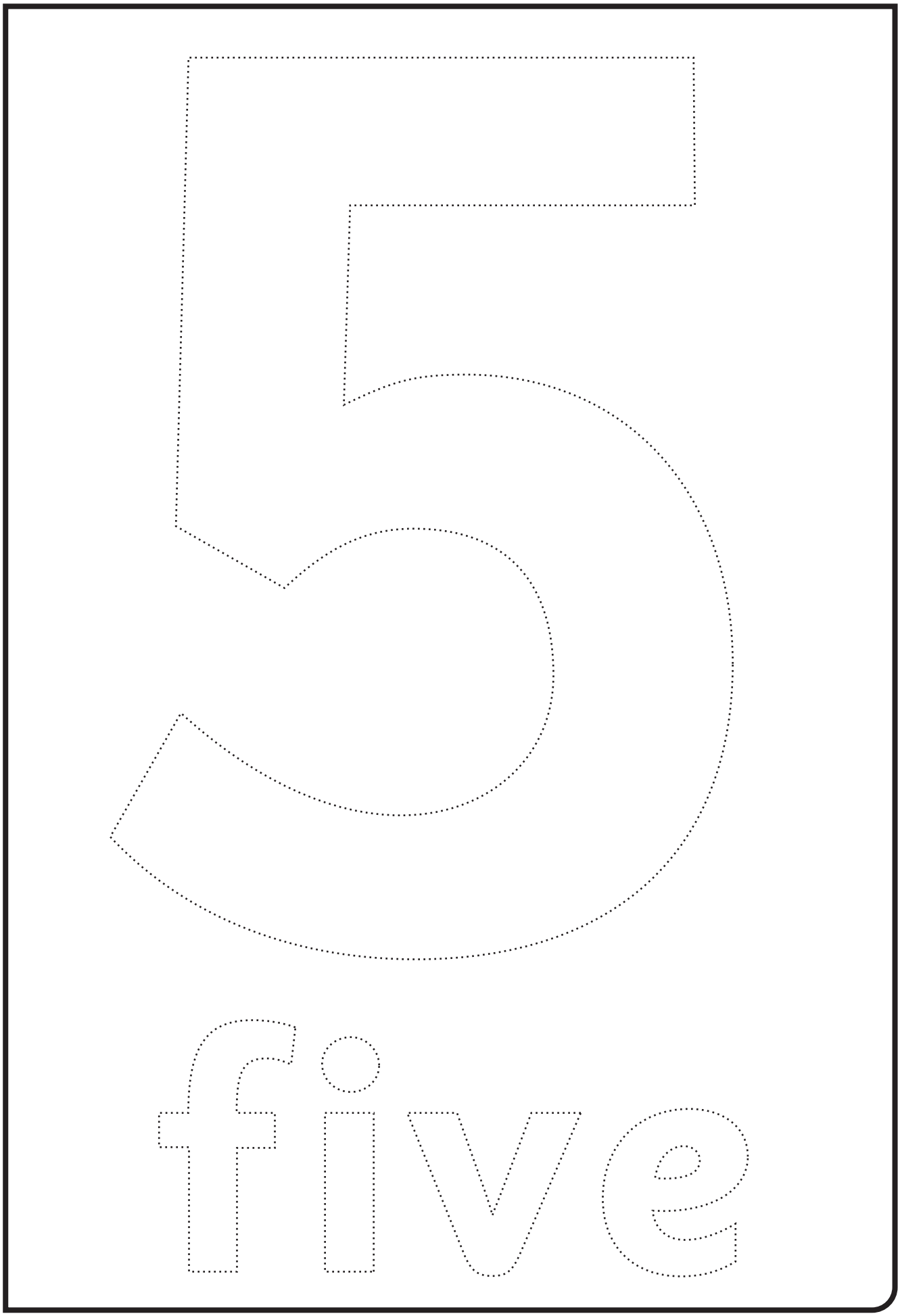
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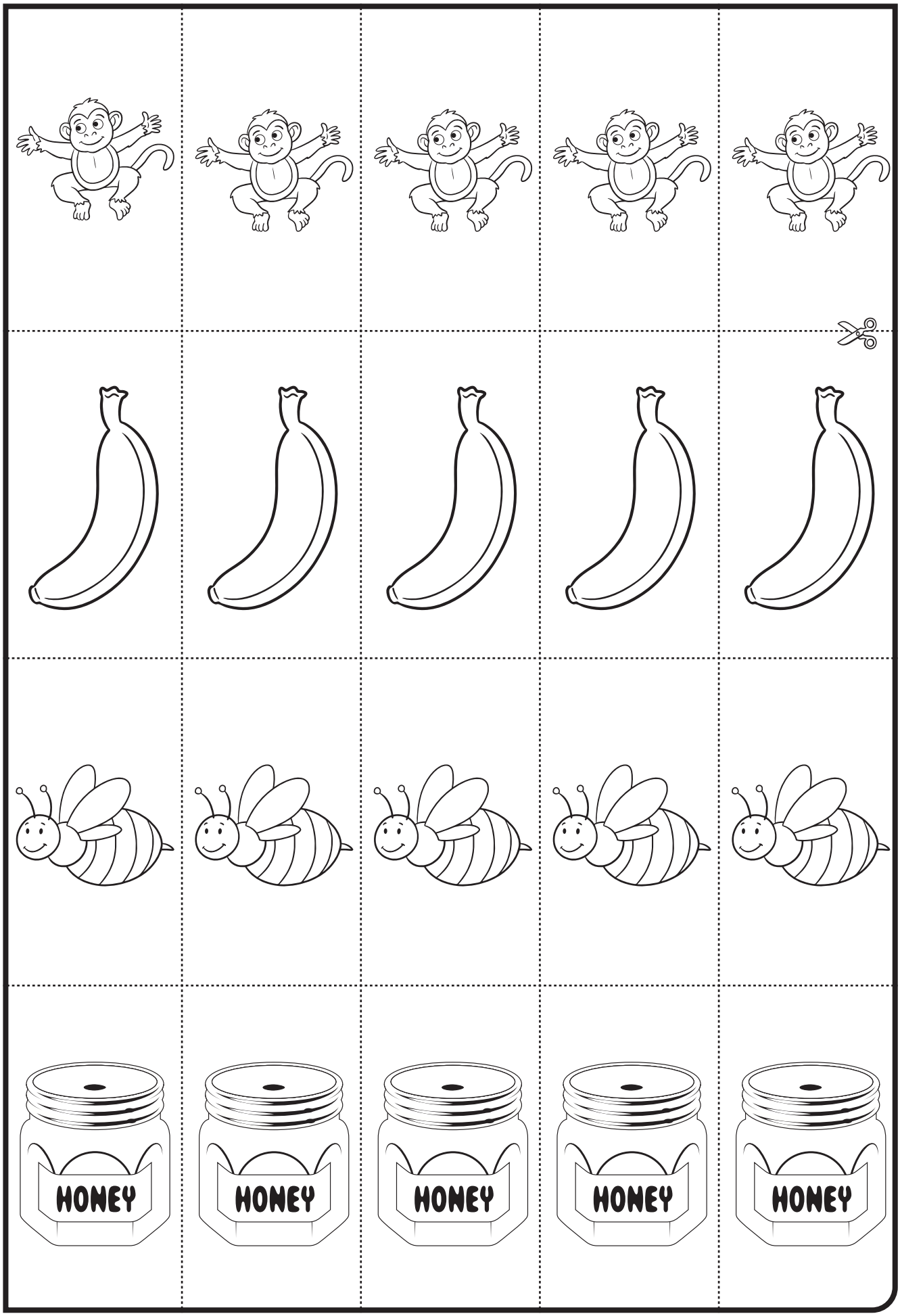

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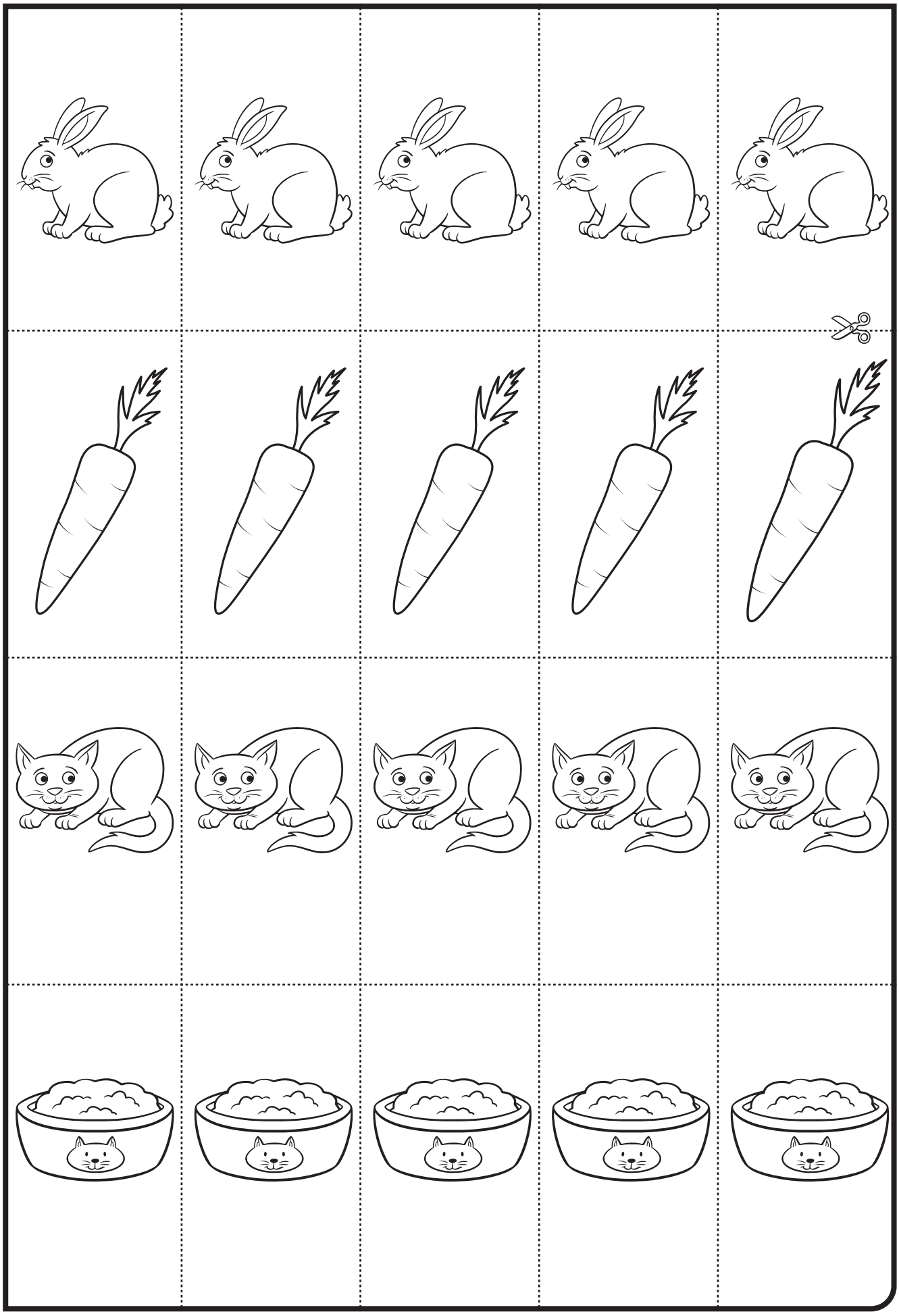

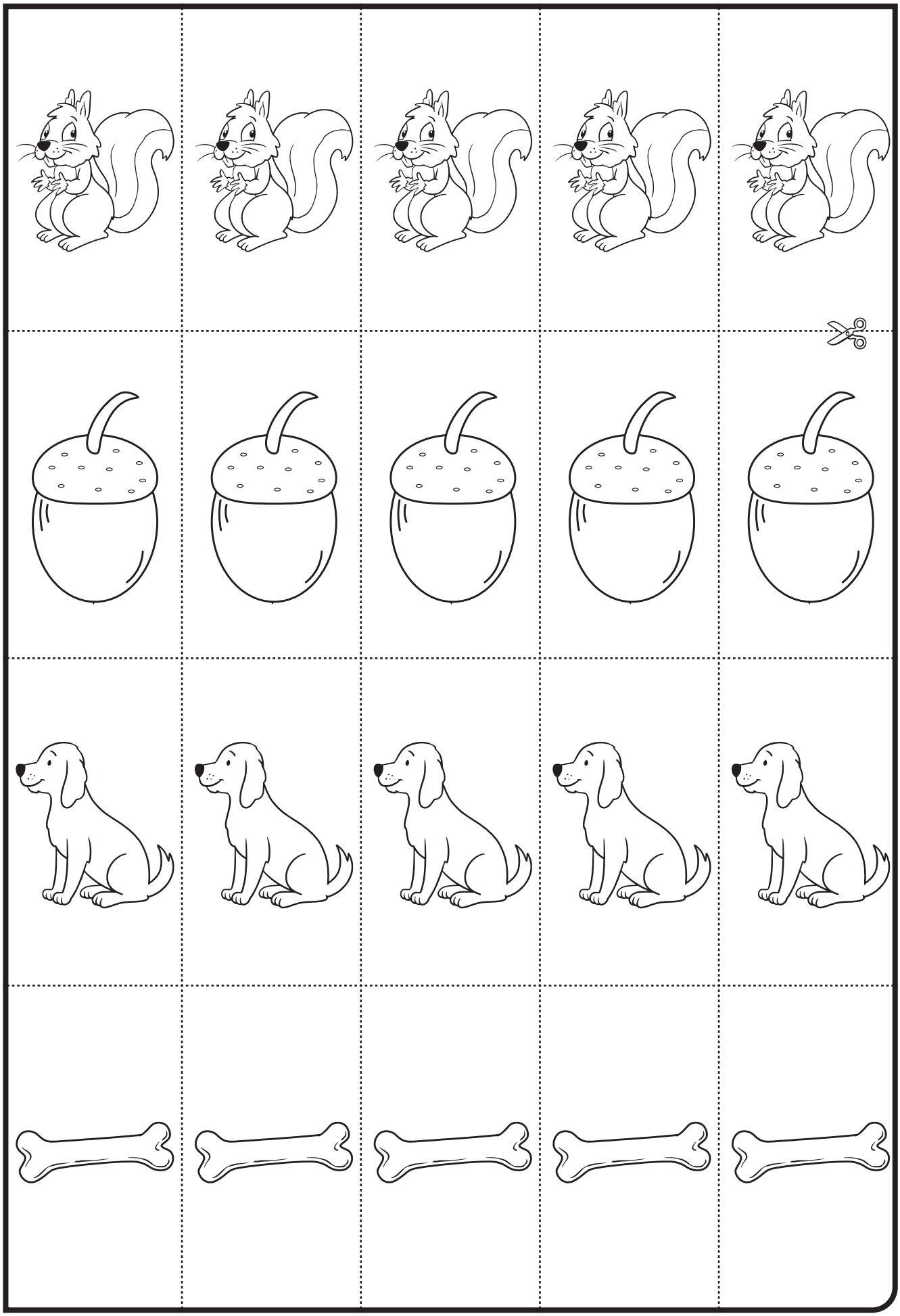

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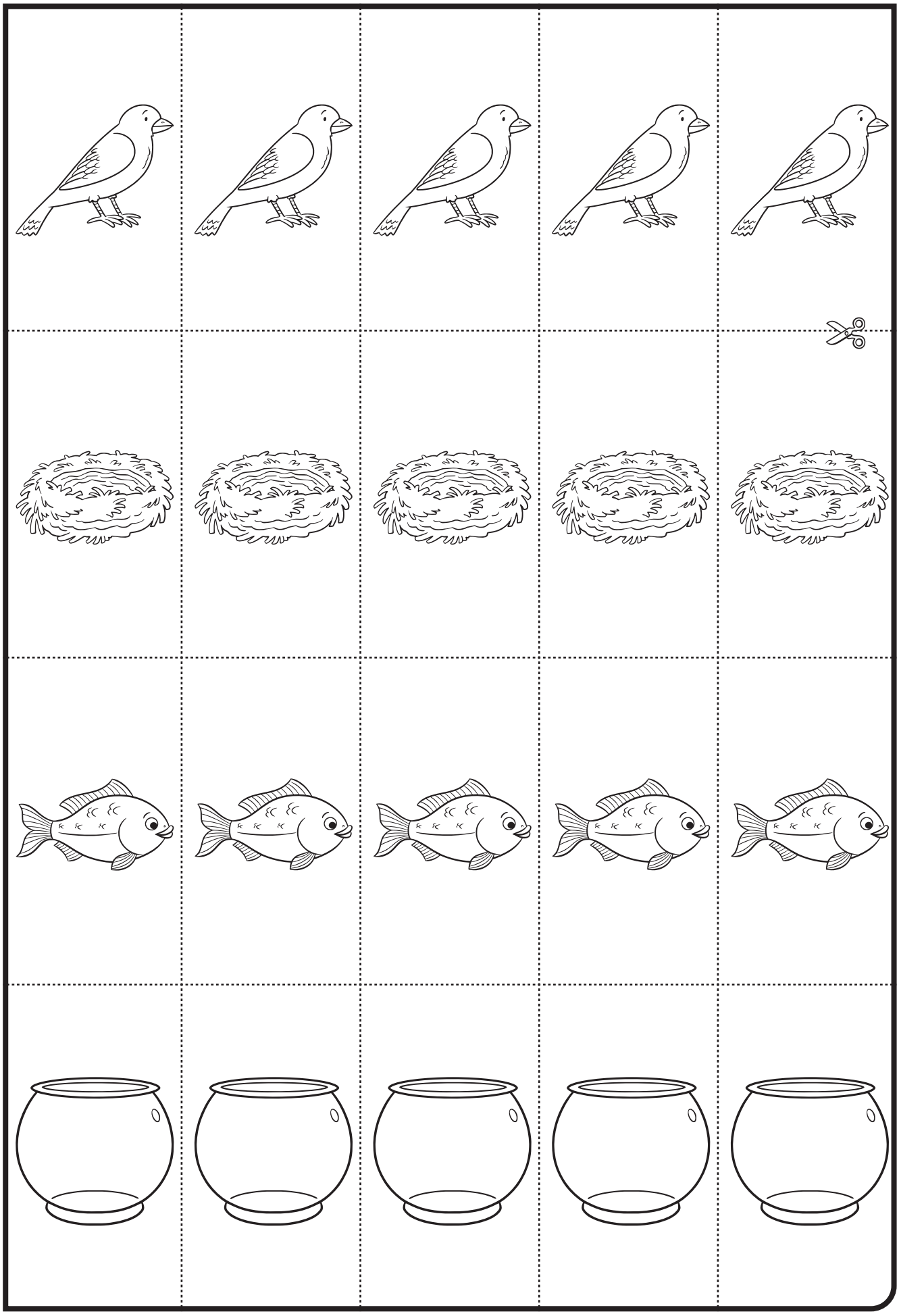

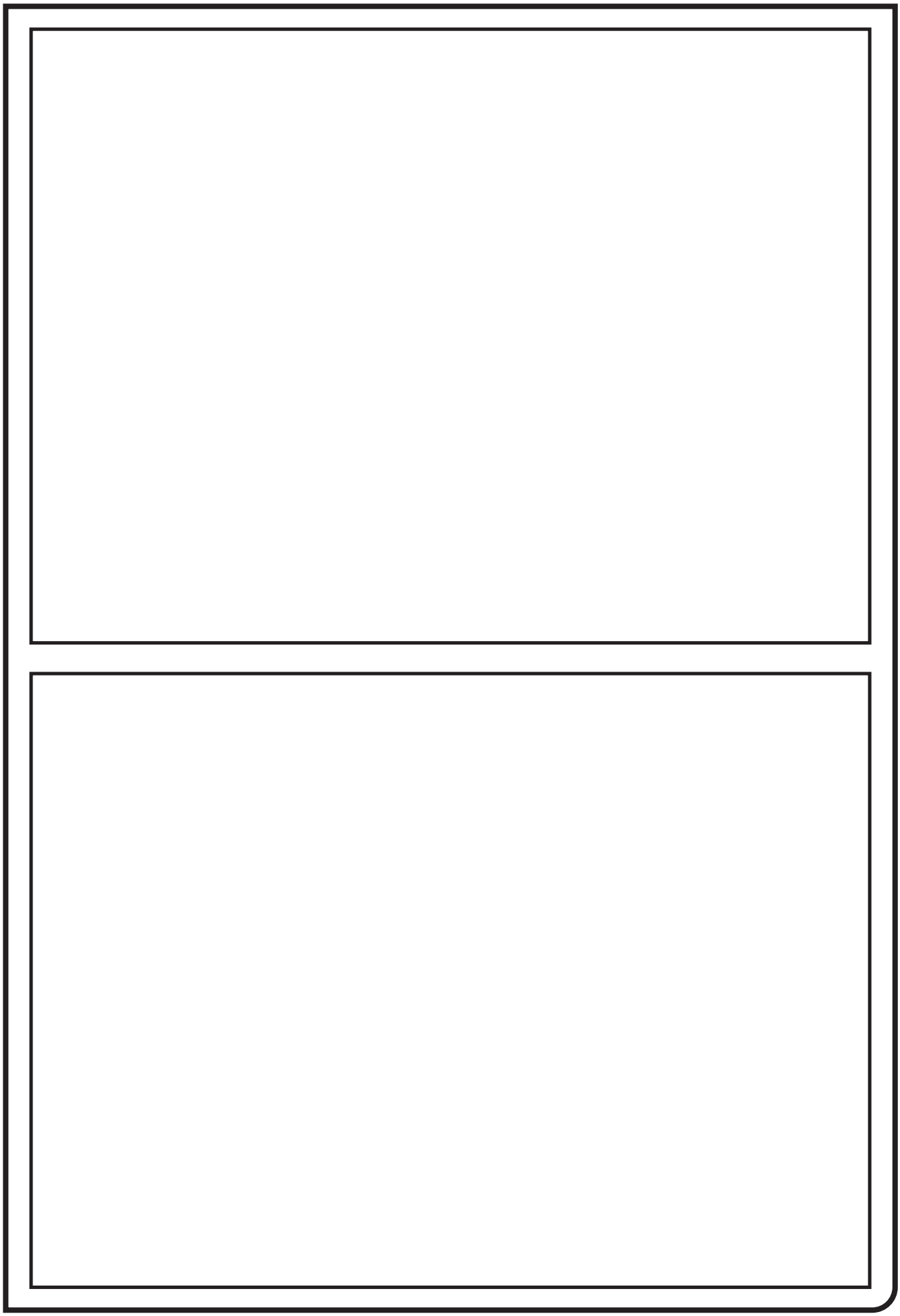

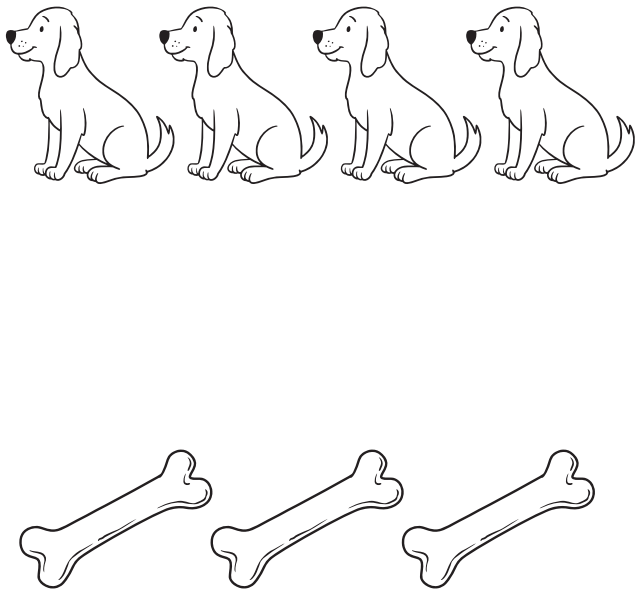

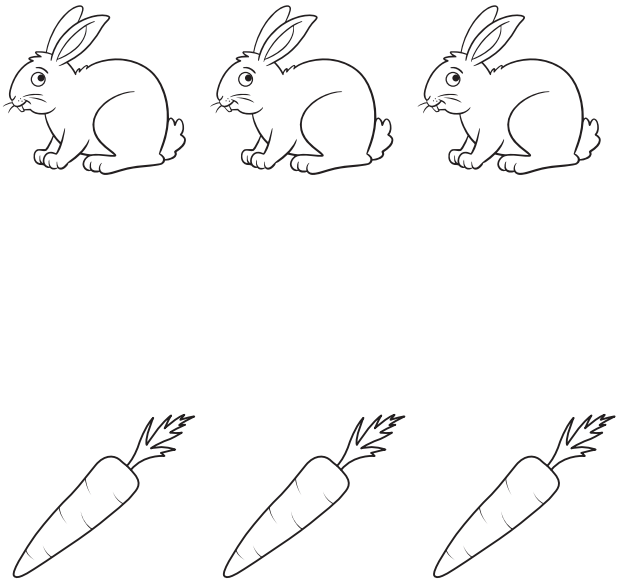

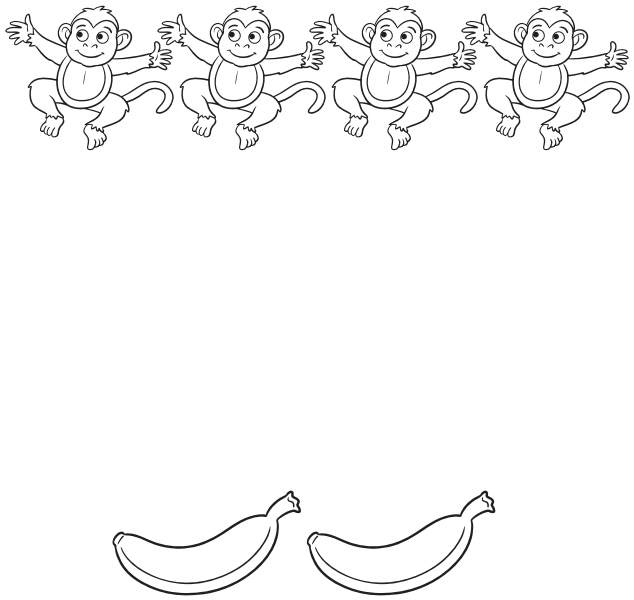

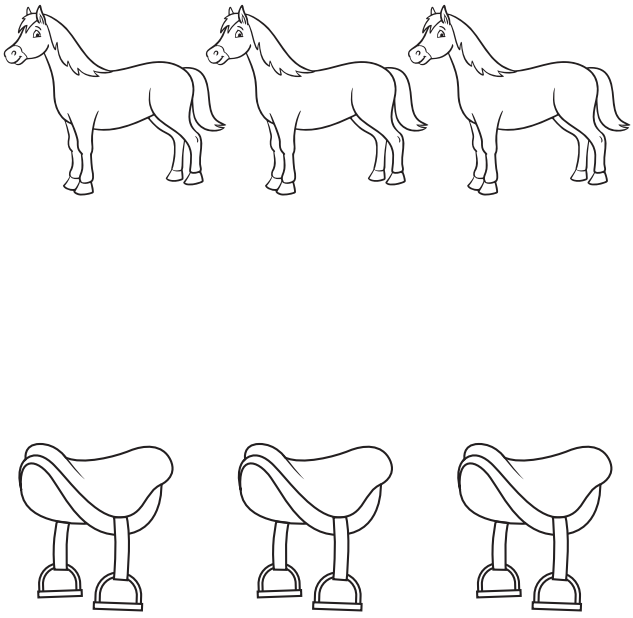

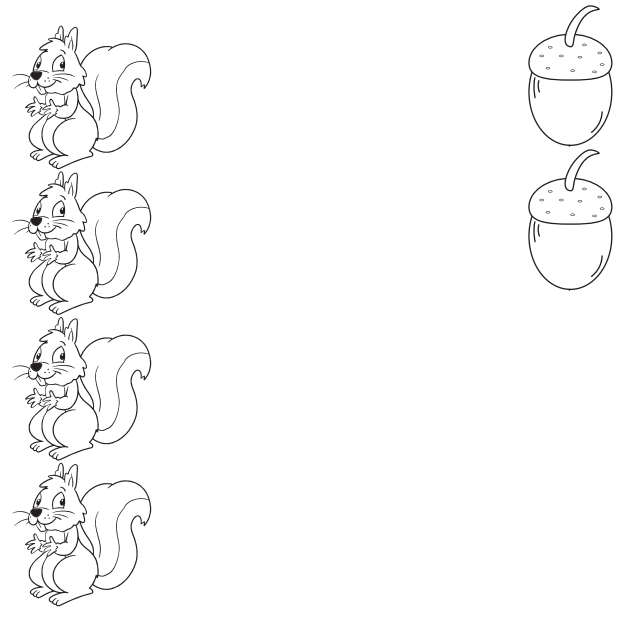

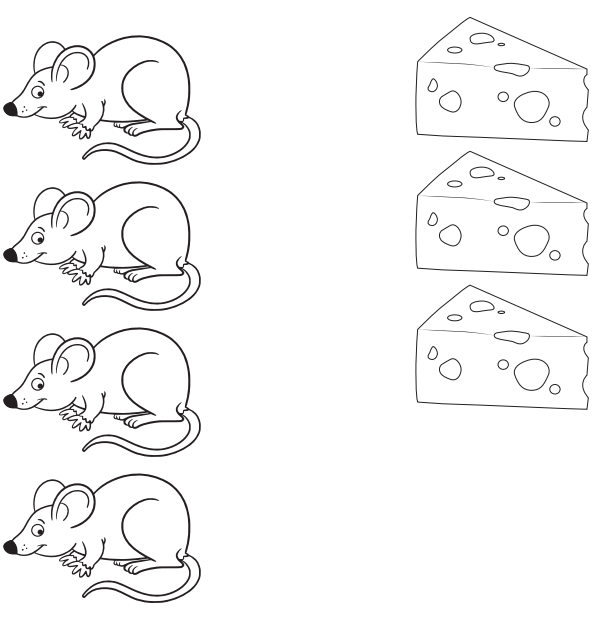

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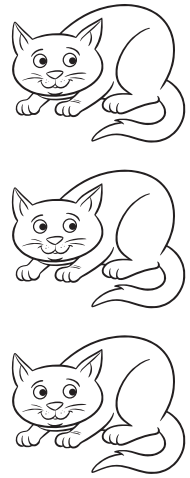

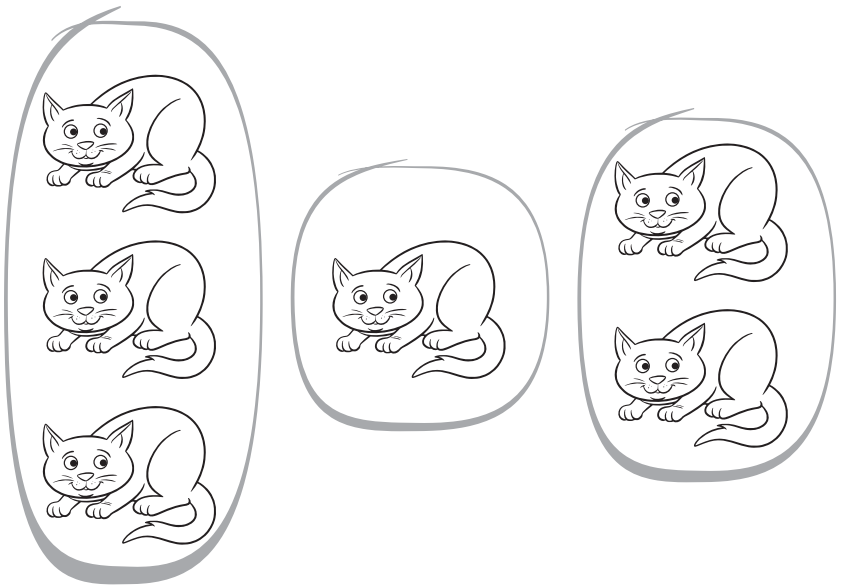

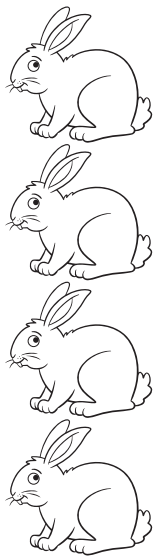

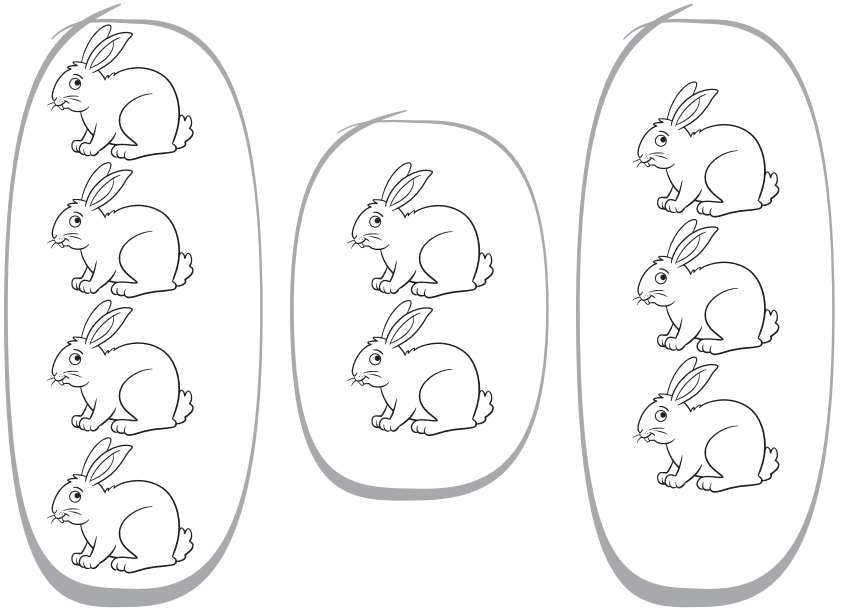

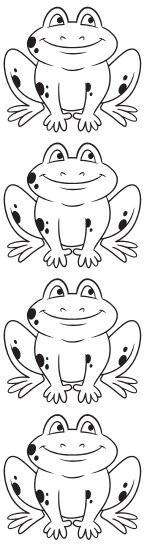



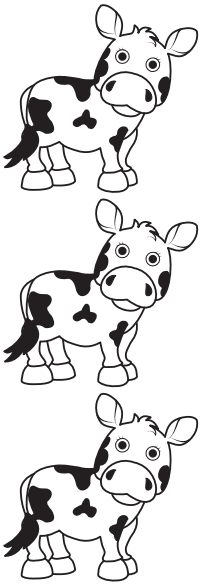

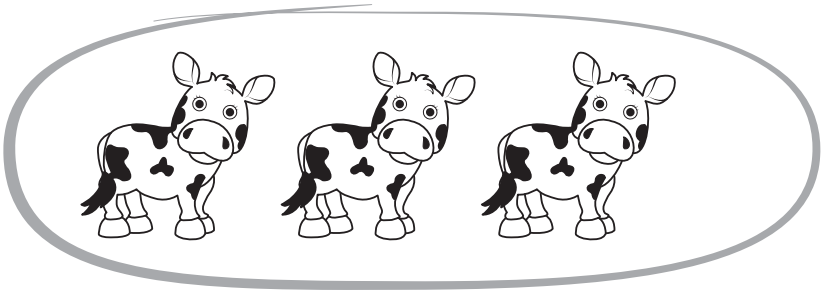

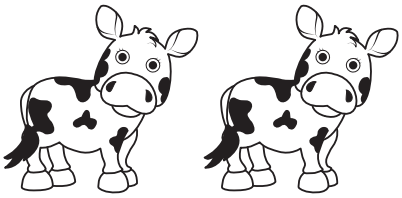





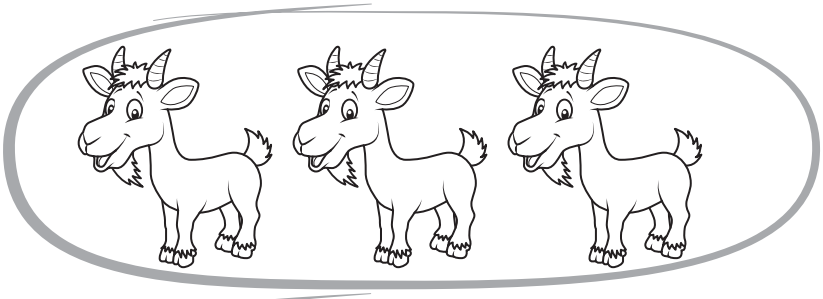

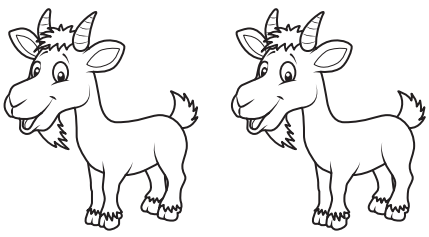









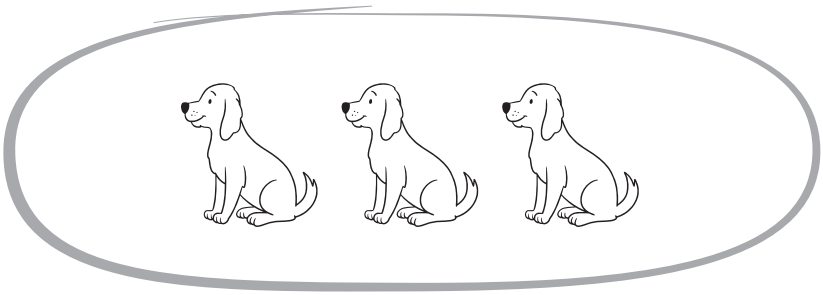

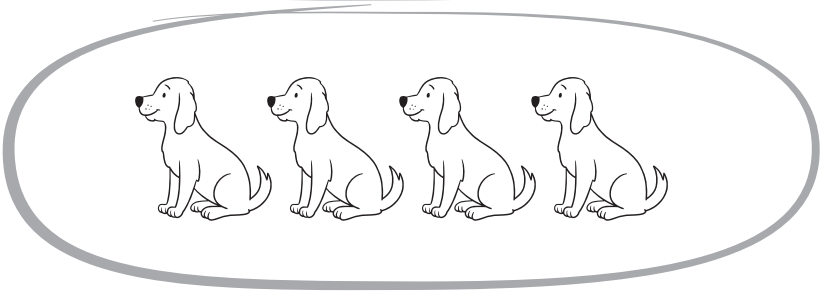

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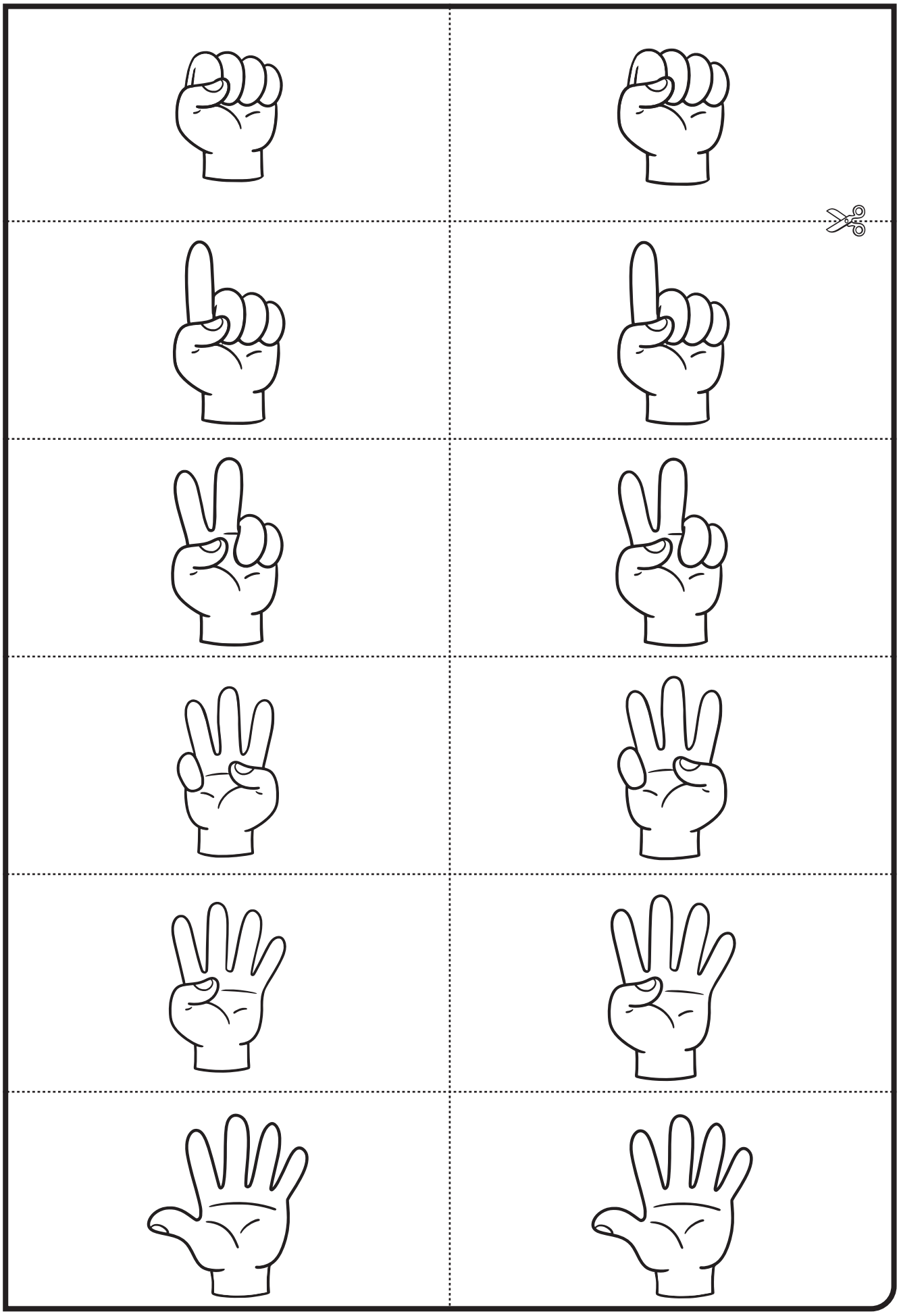
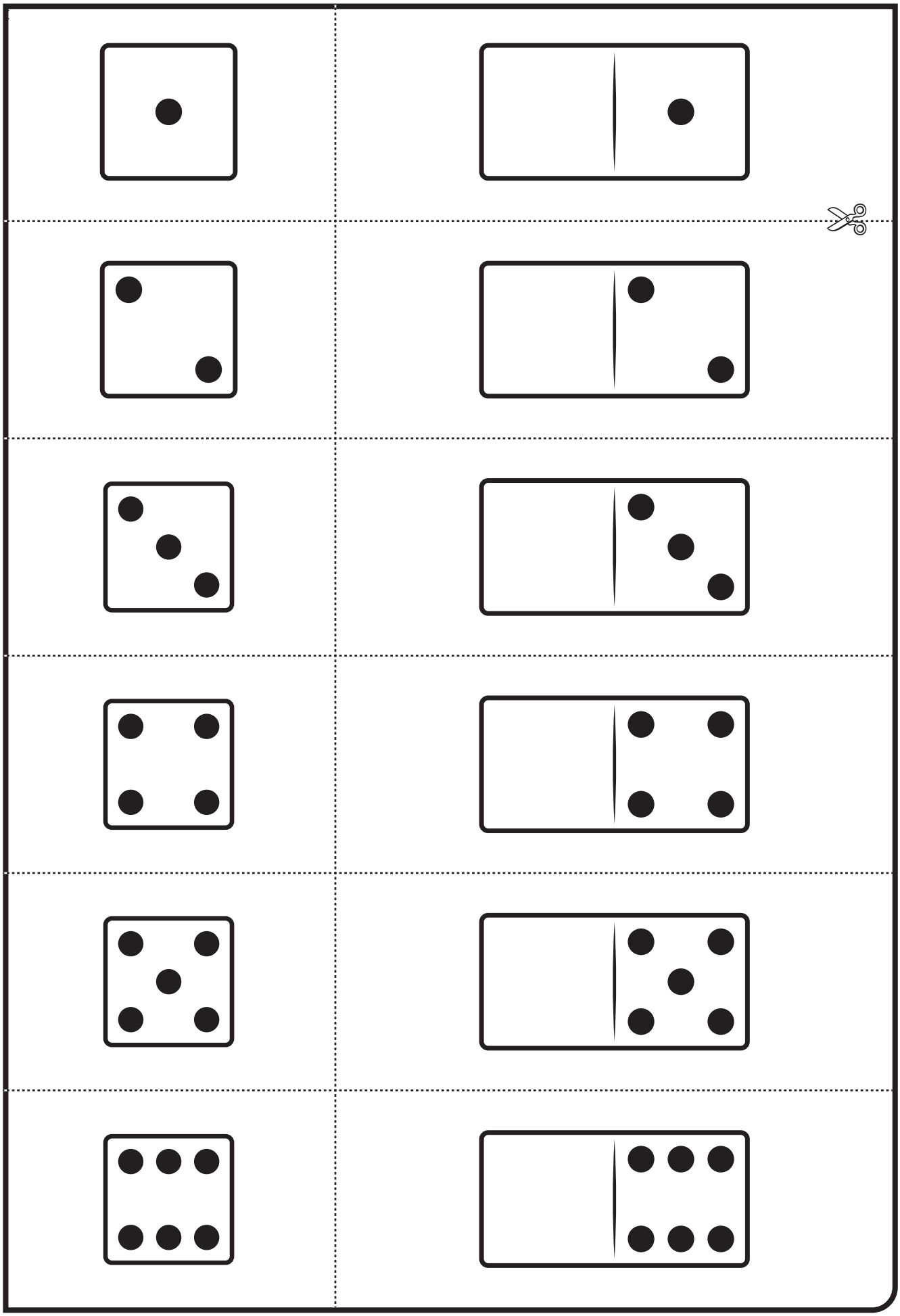
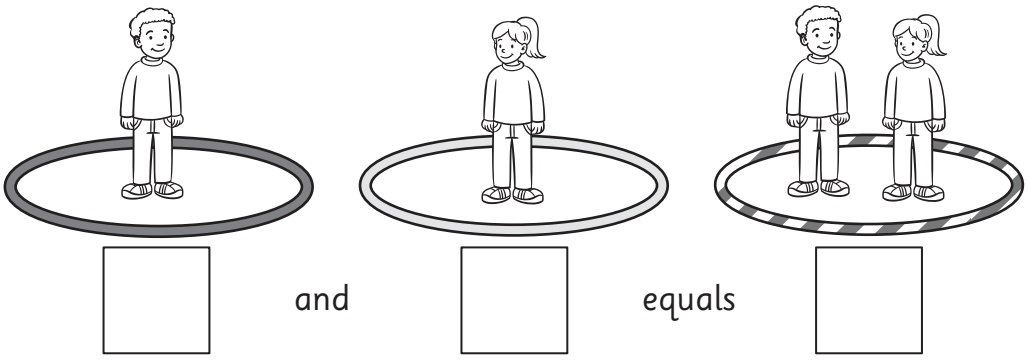




Dark grey hula hoop = blue
Light grey hula hoop = yellow
Patterned hula hoop = red



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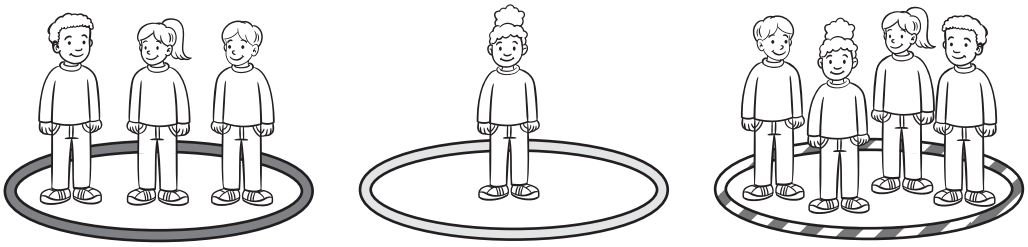

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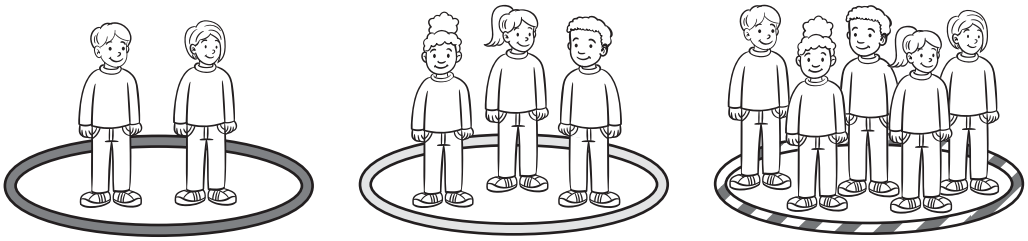

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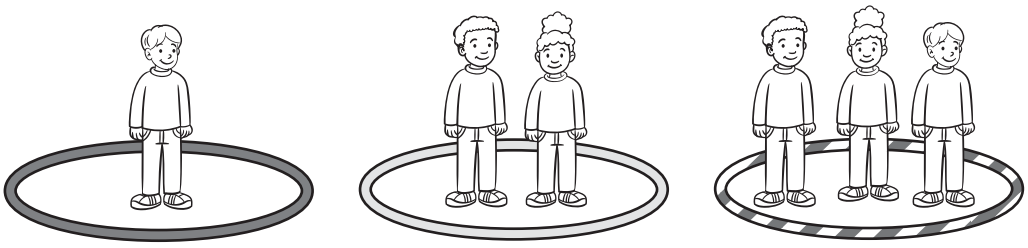

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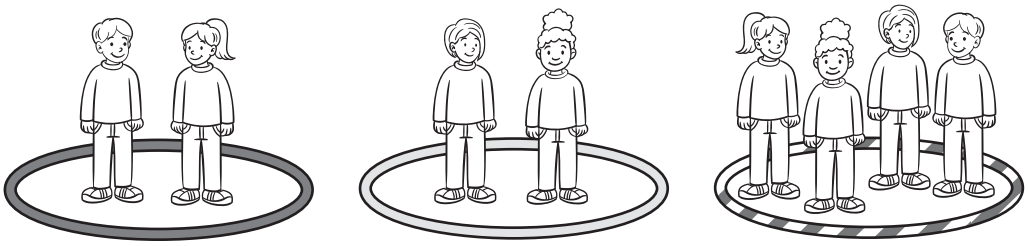

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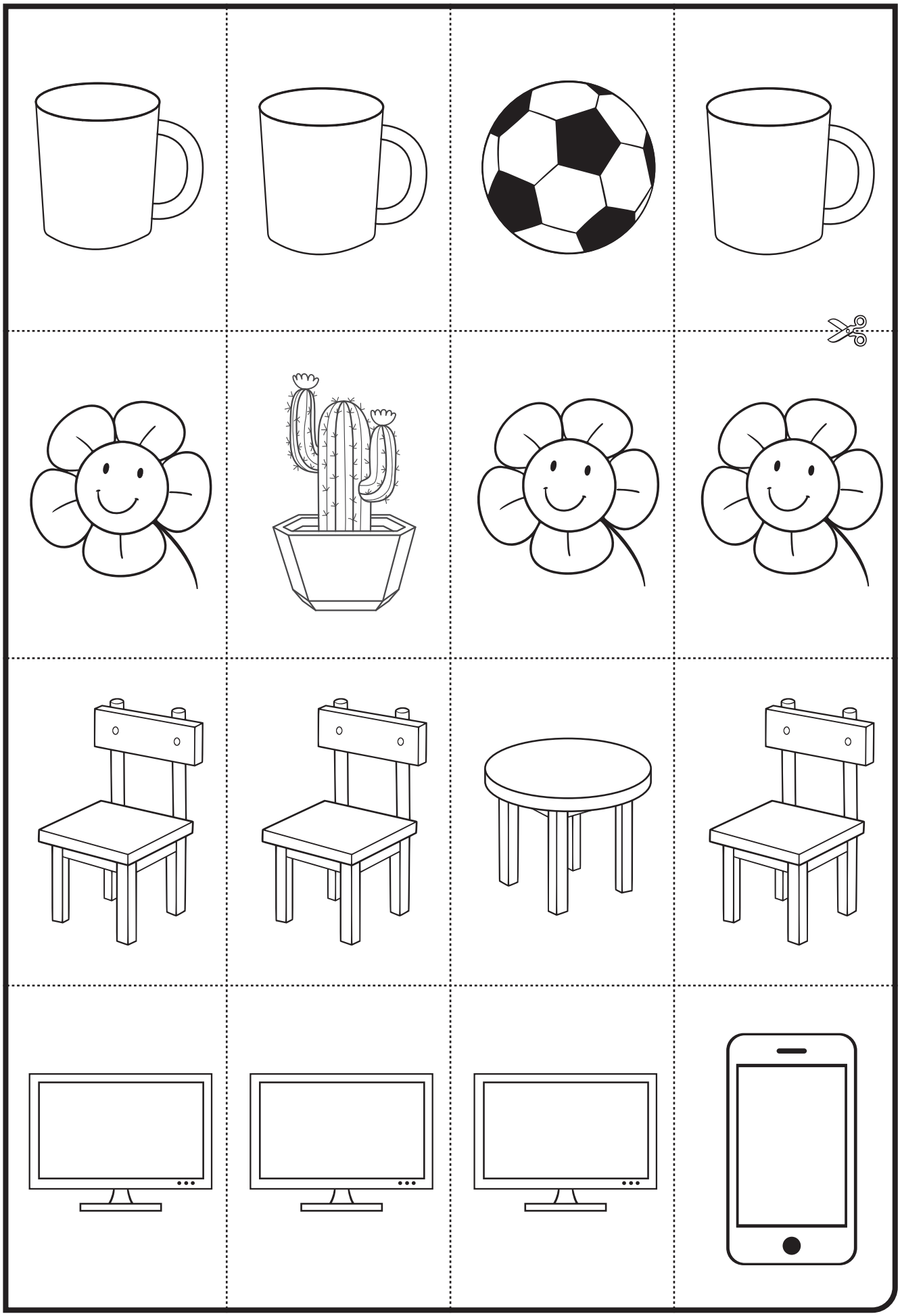

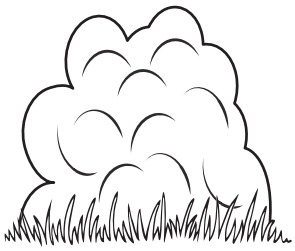
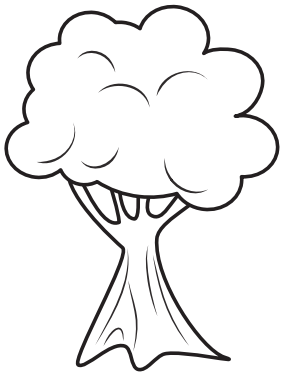
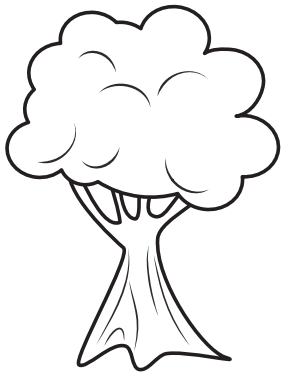
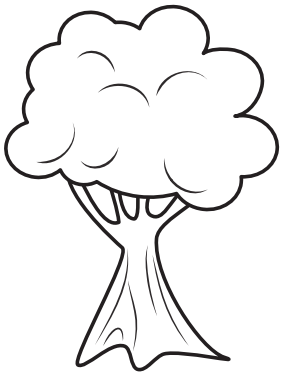

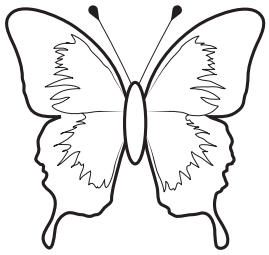
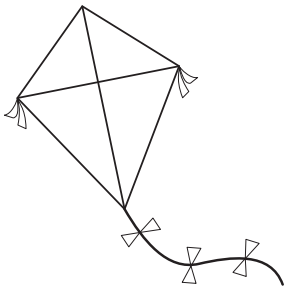
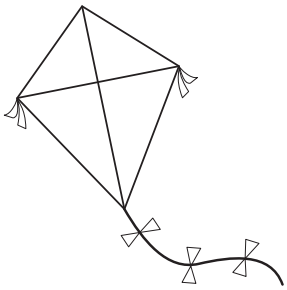
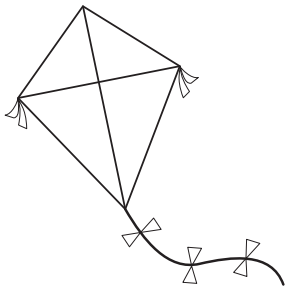
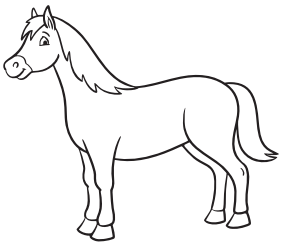
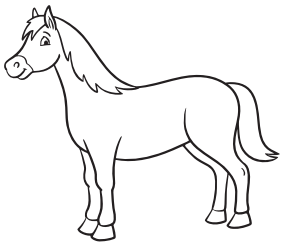
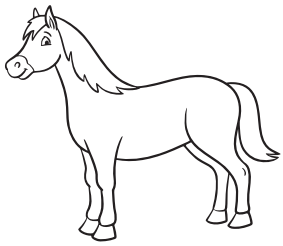
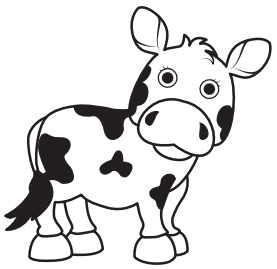
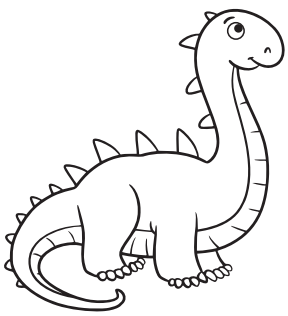
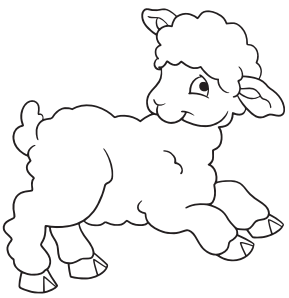
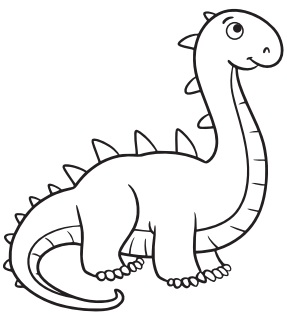
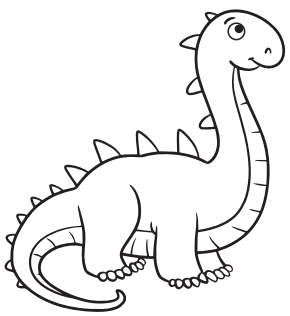



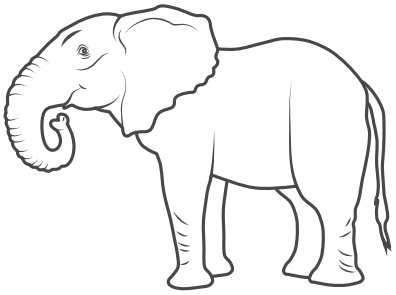

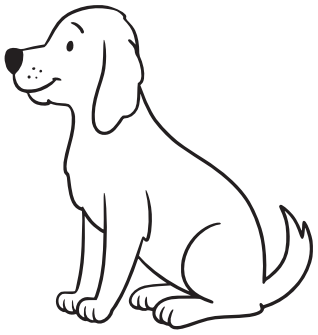

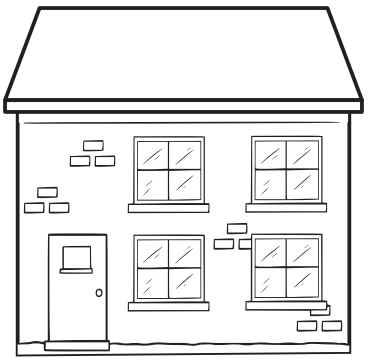



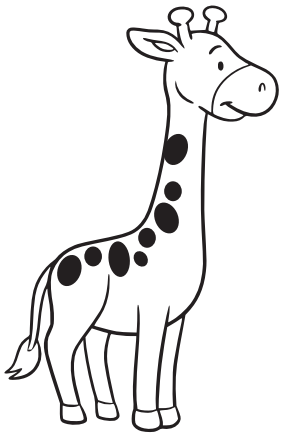

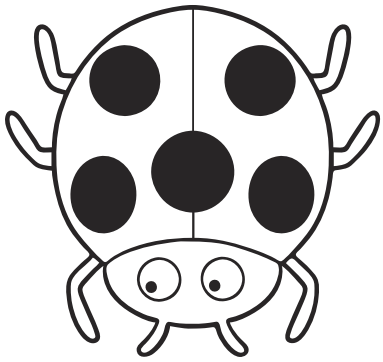

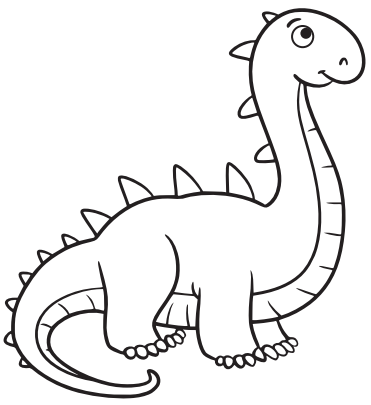

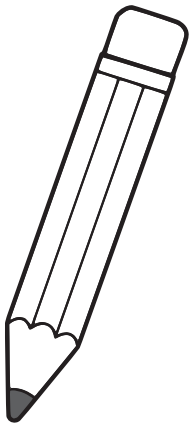

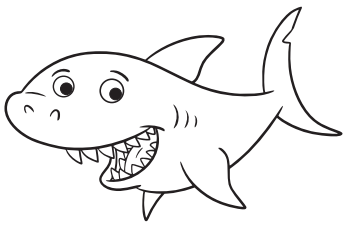

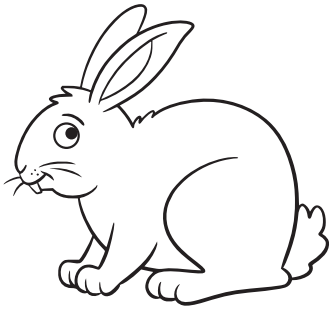

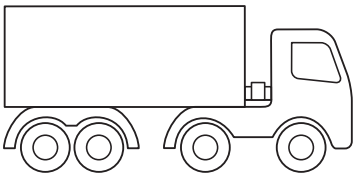

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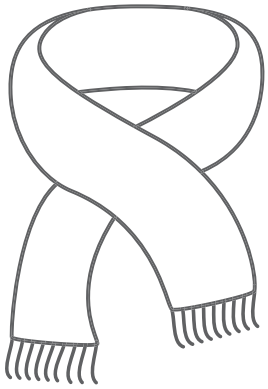

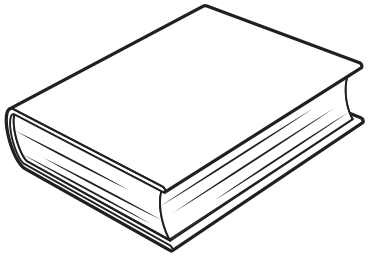

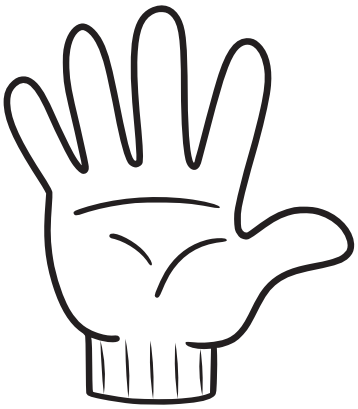

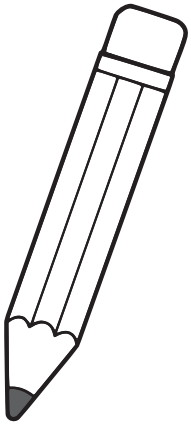

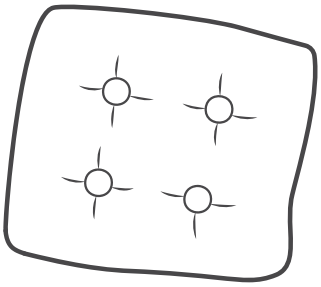


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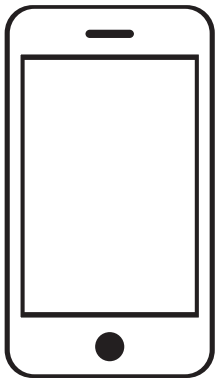

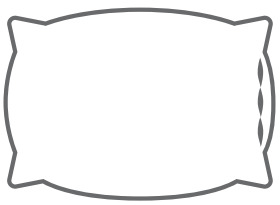

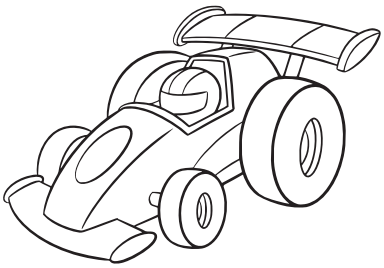



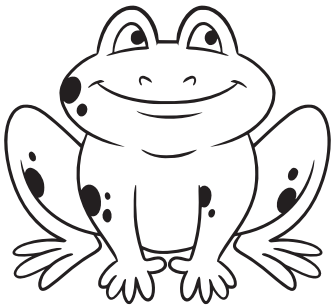
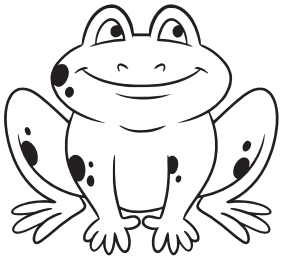
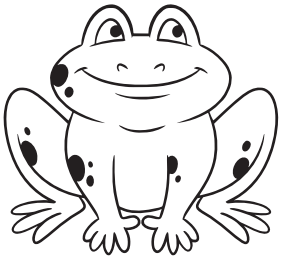
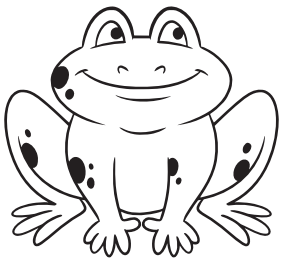
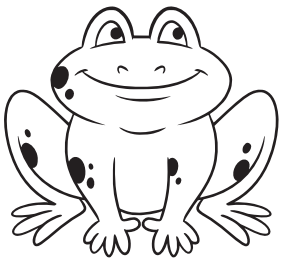
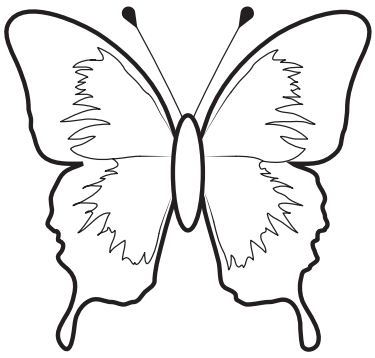
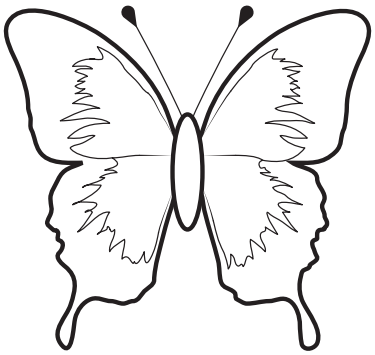
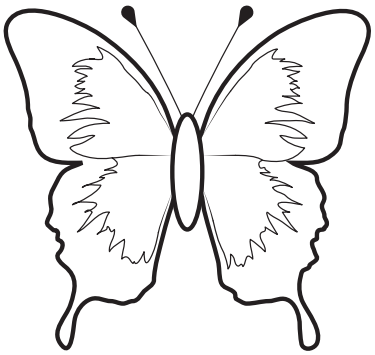
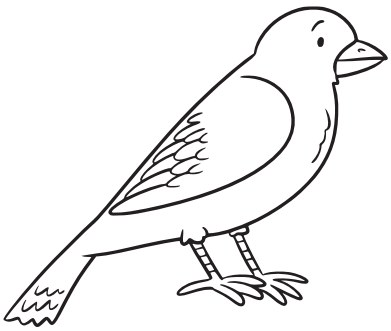
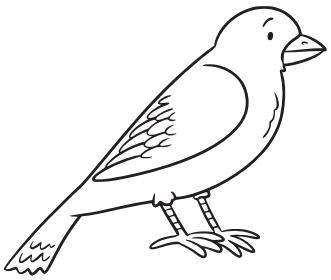
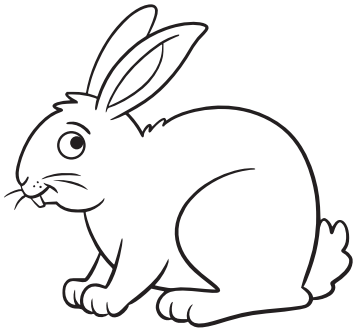
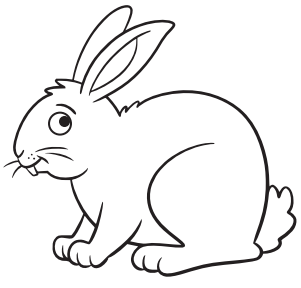

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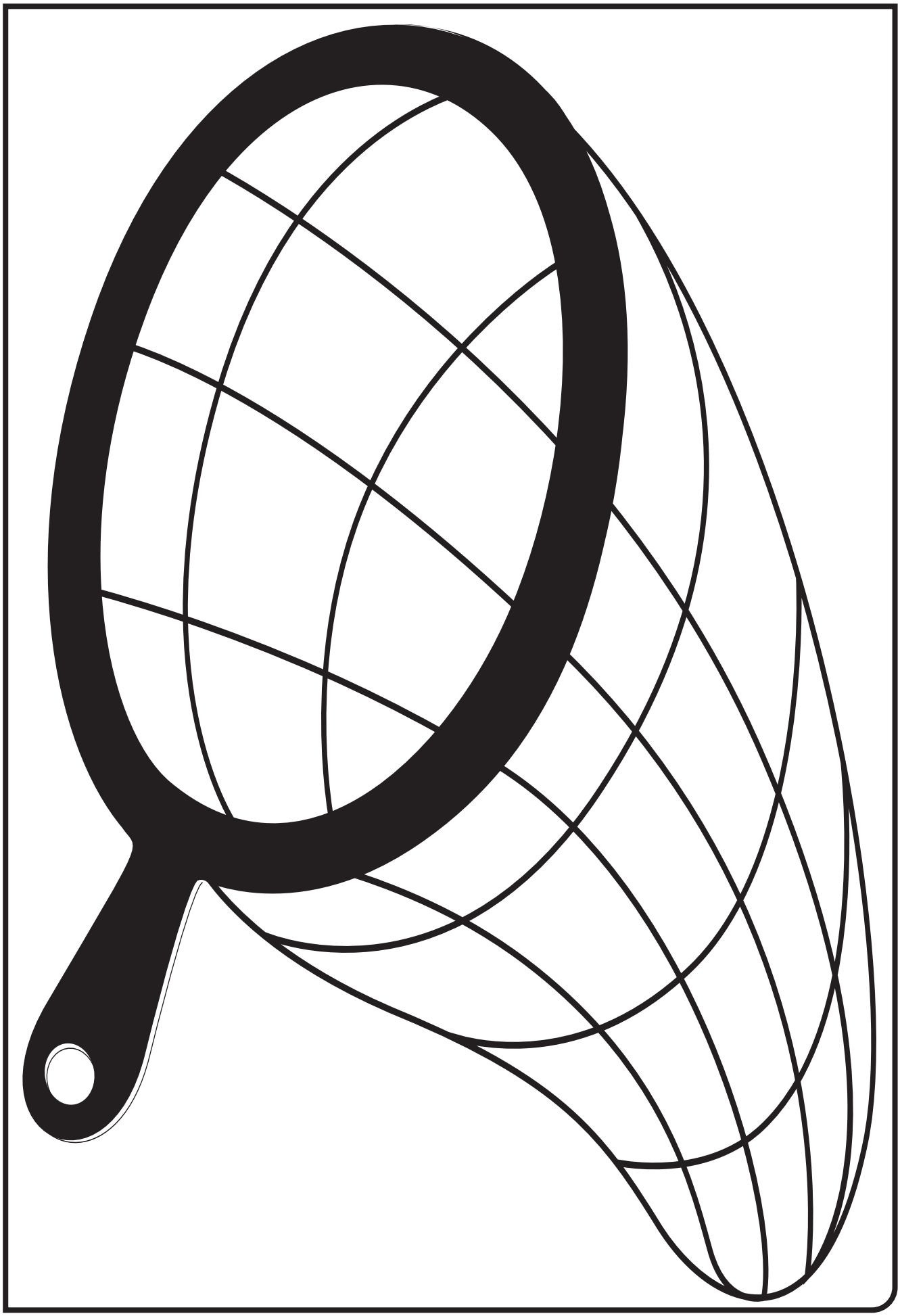

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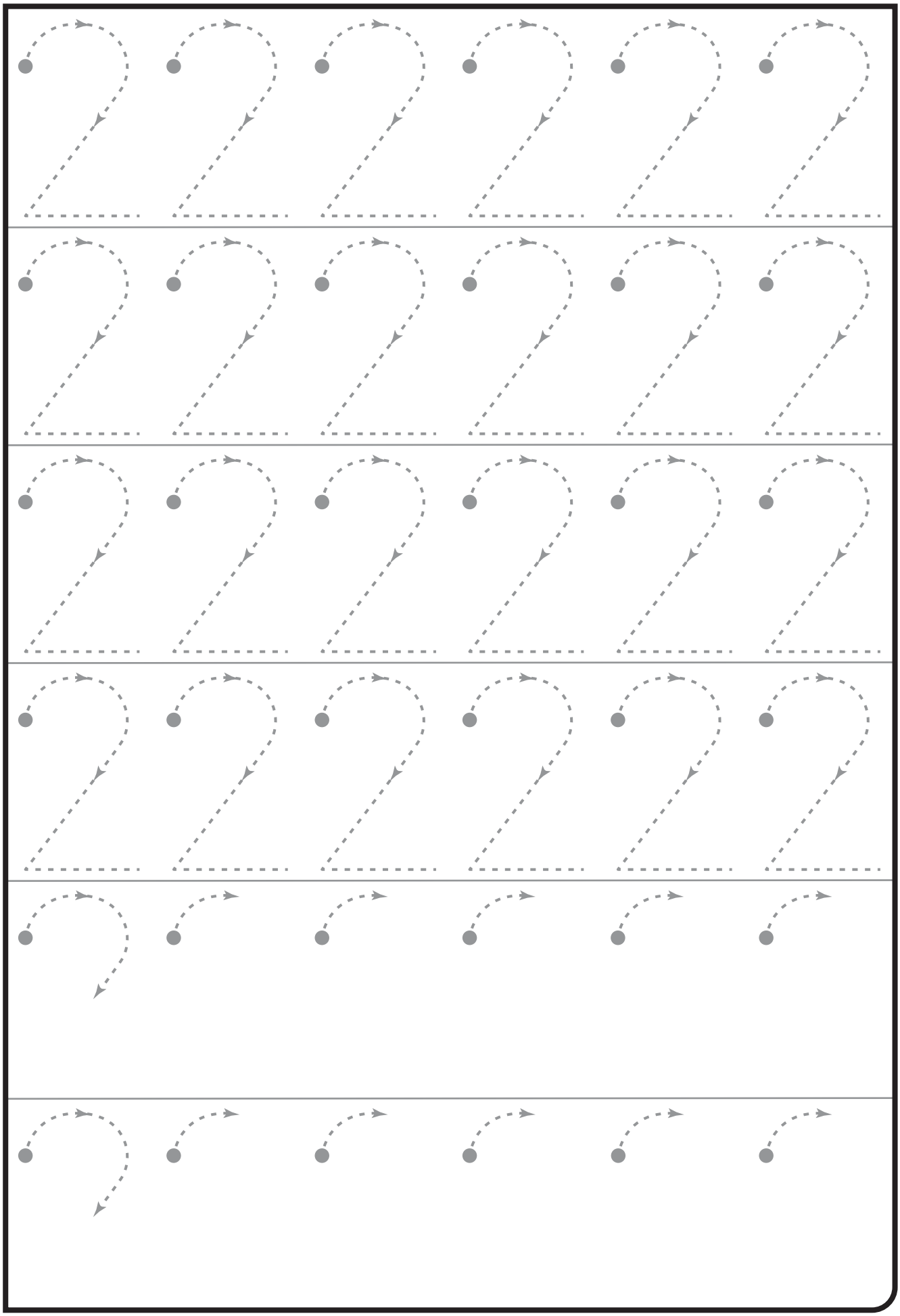

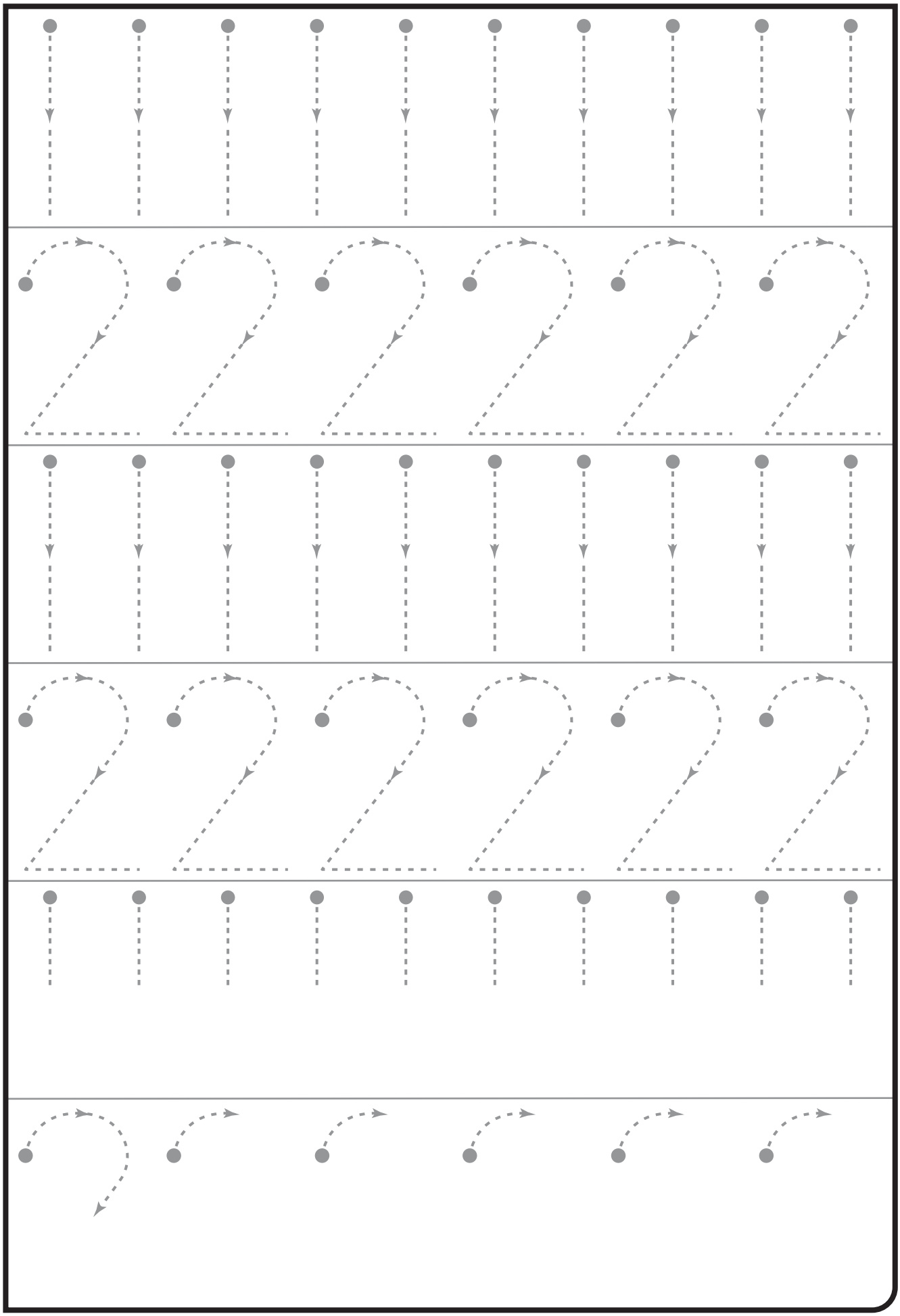

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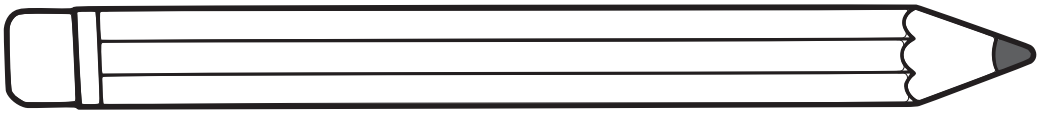





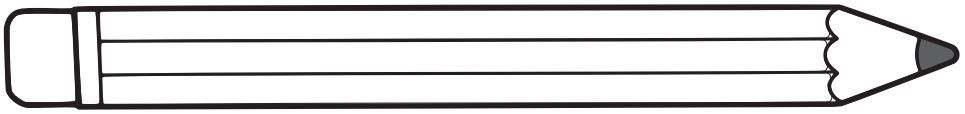

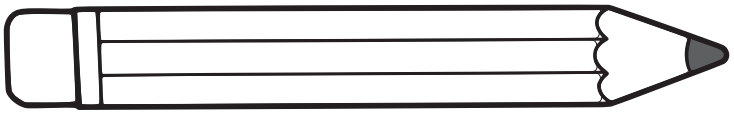

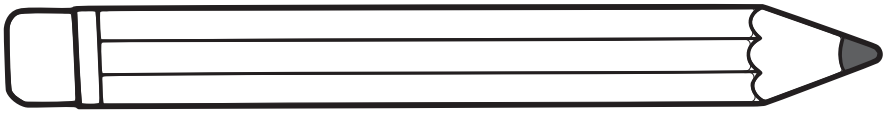

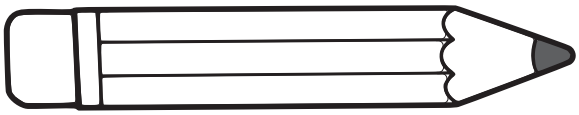

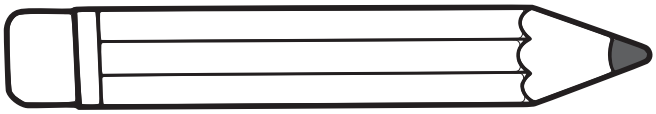

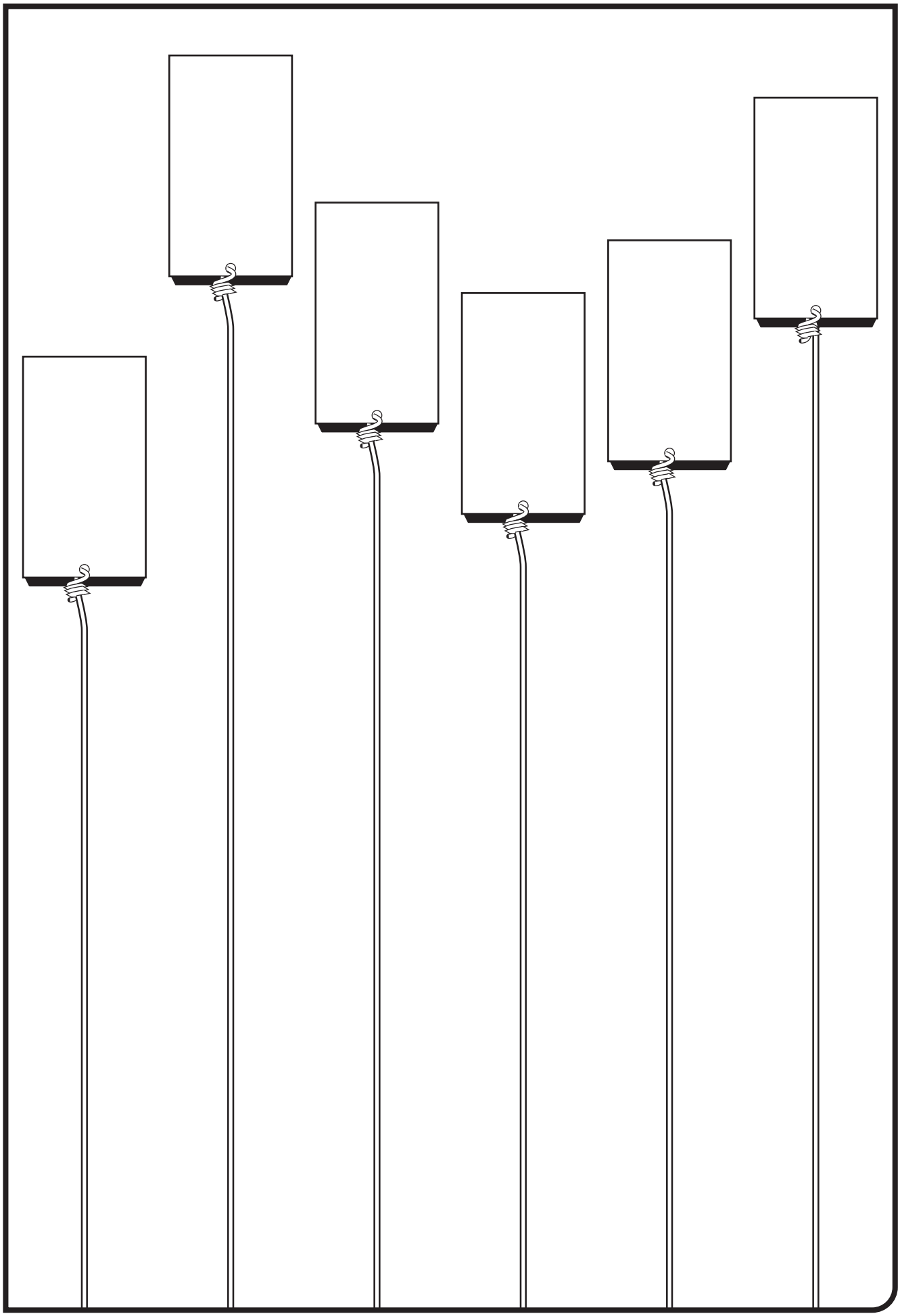

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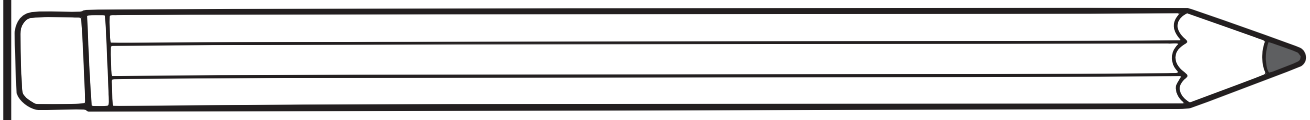

short



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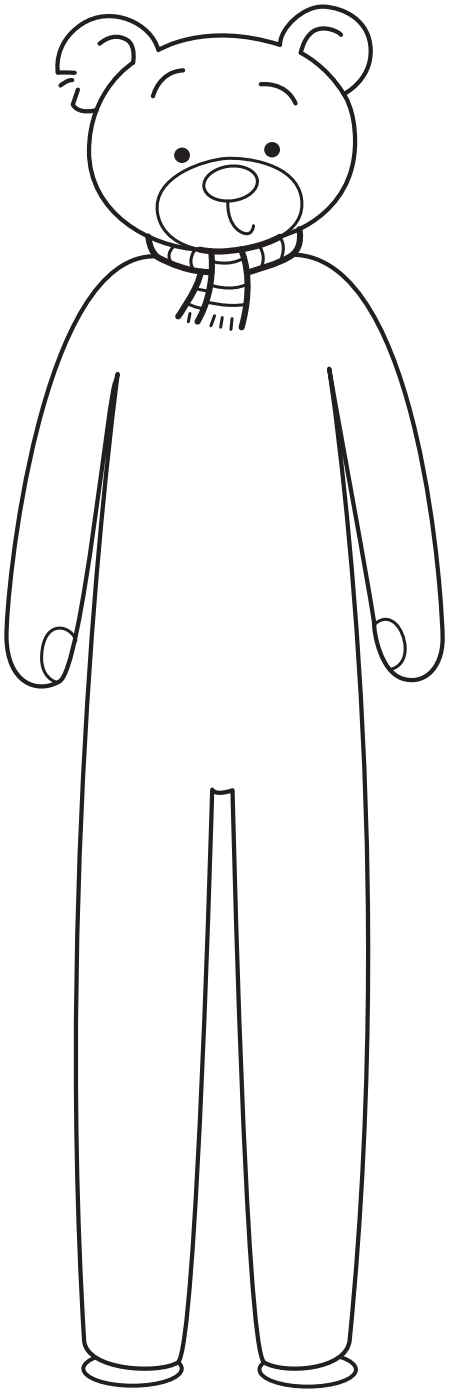

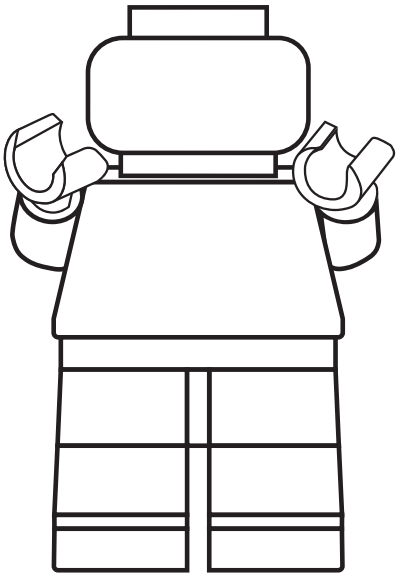

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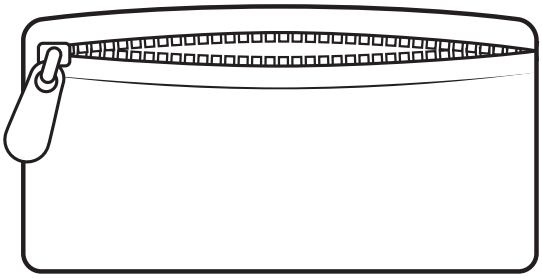
narrow



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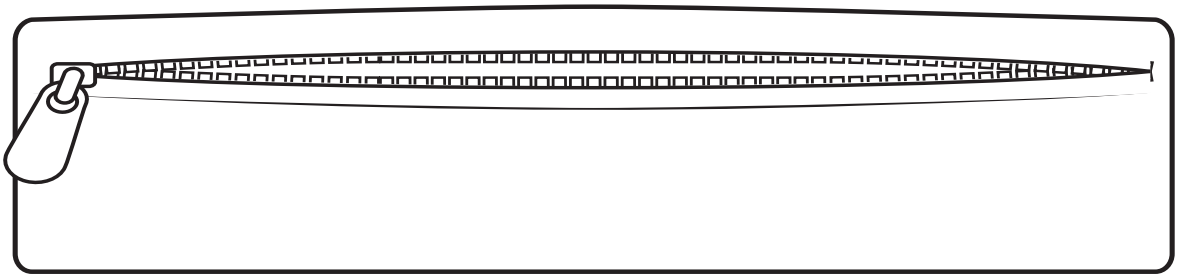

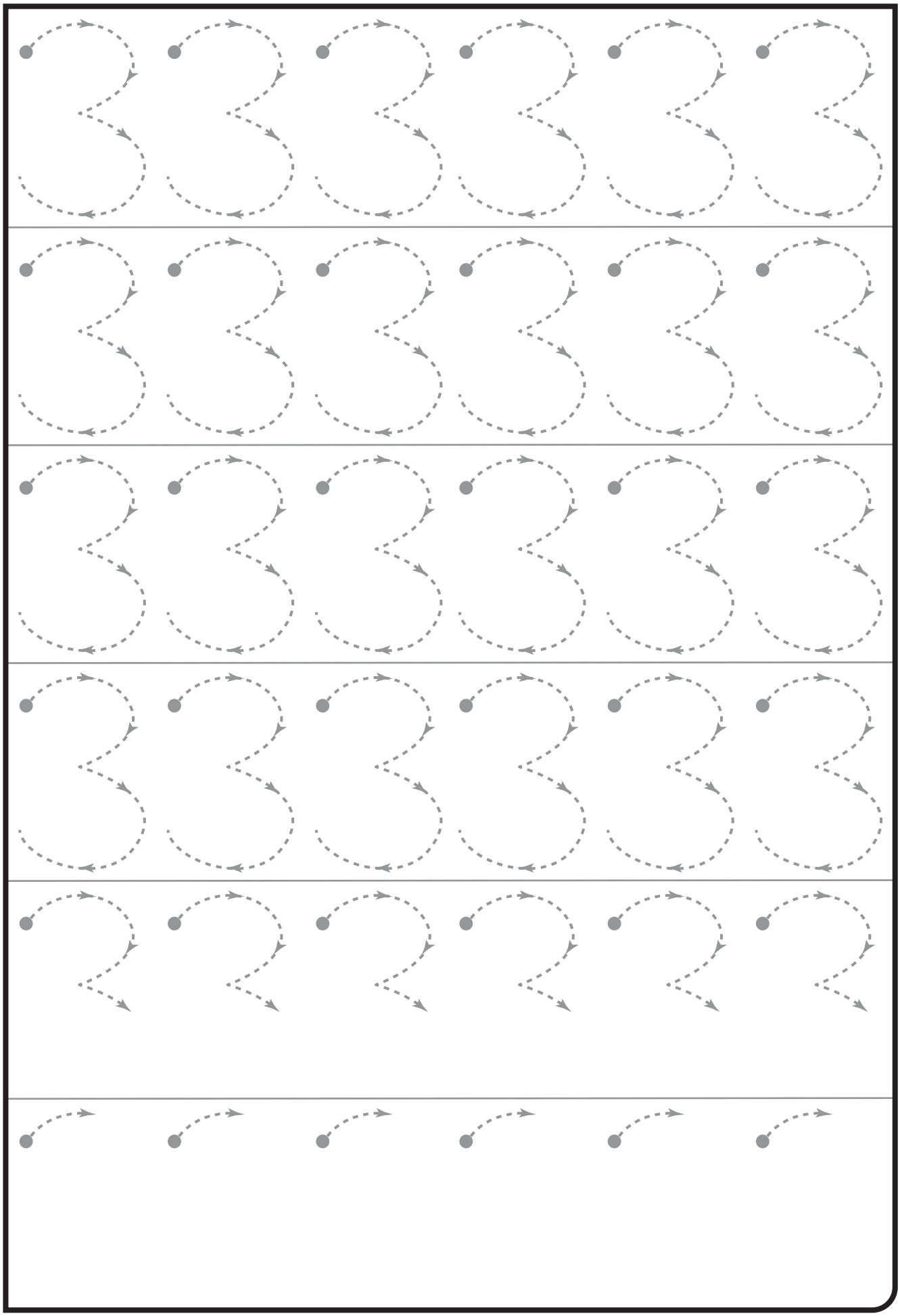

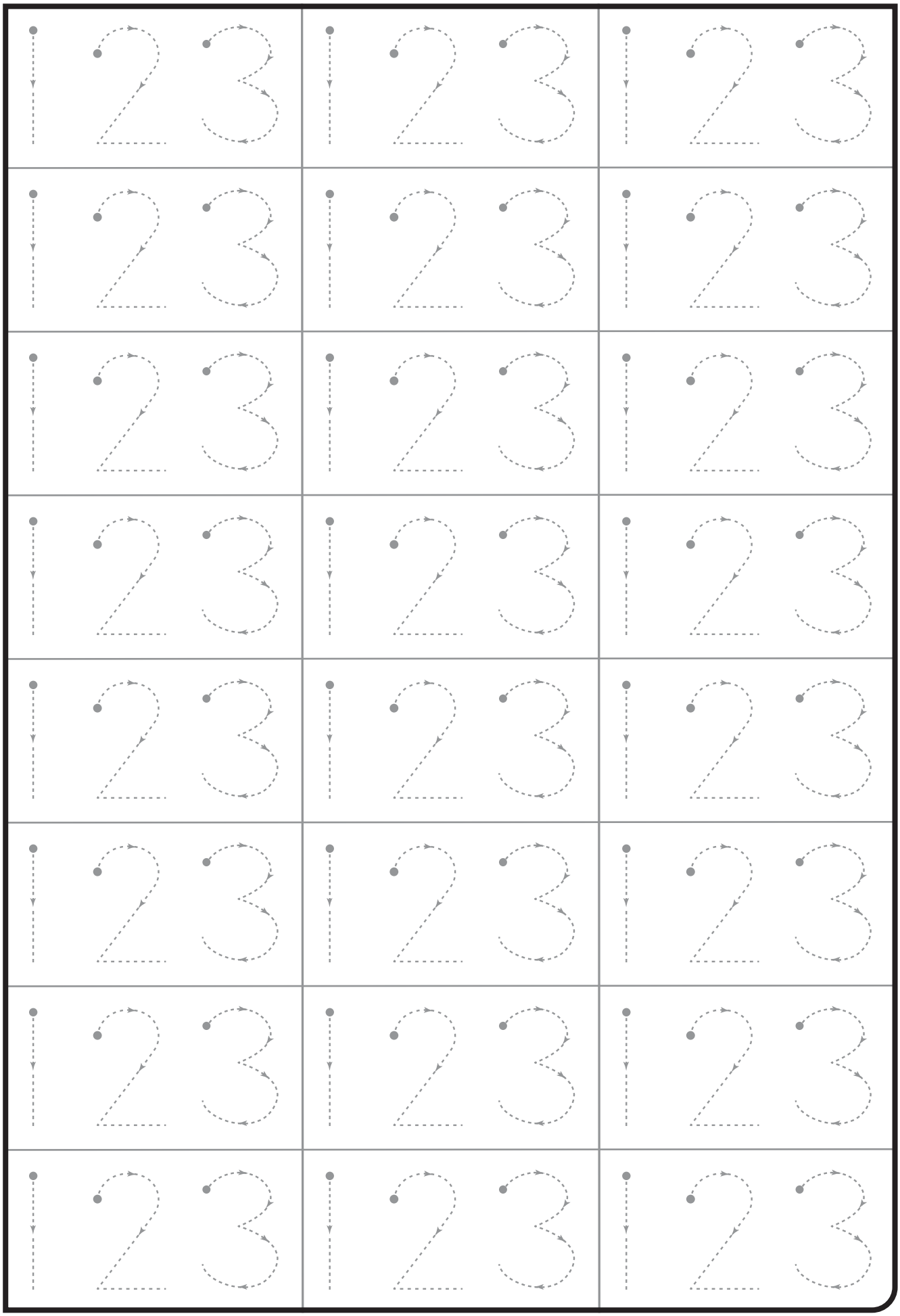
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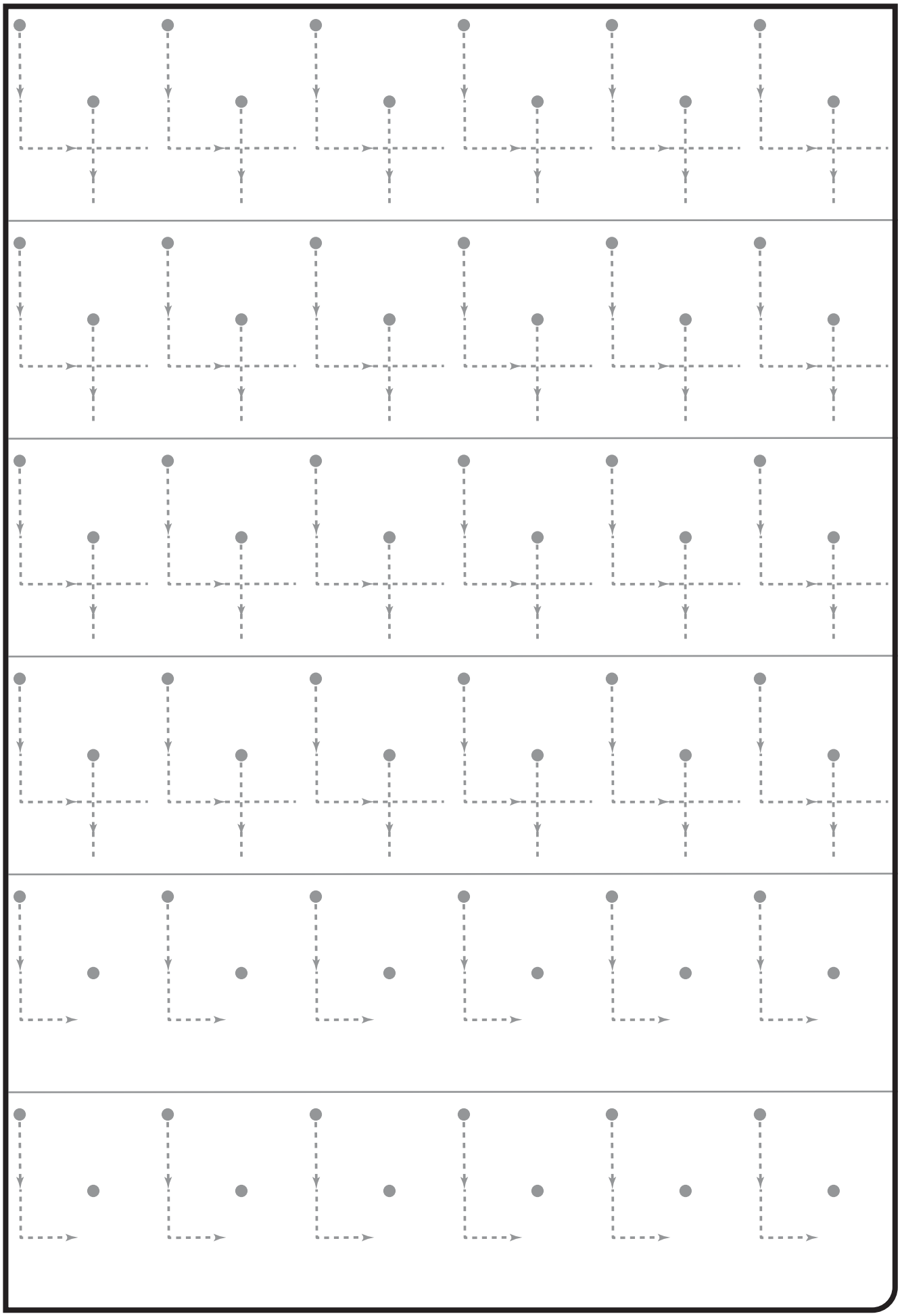

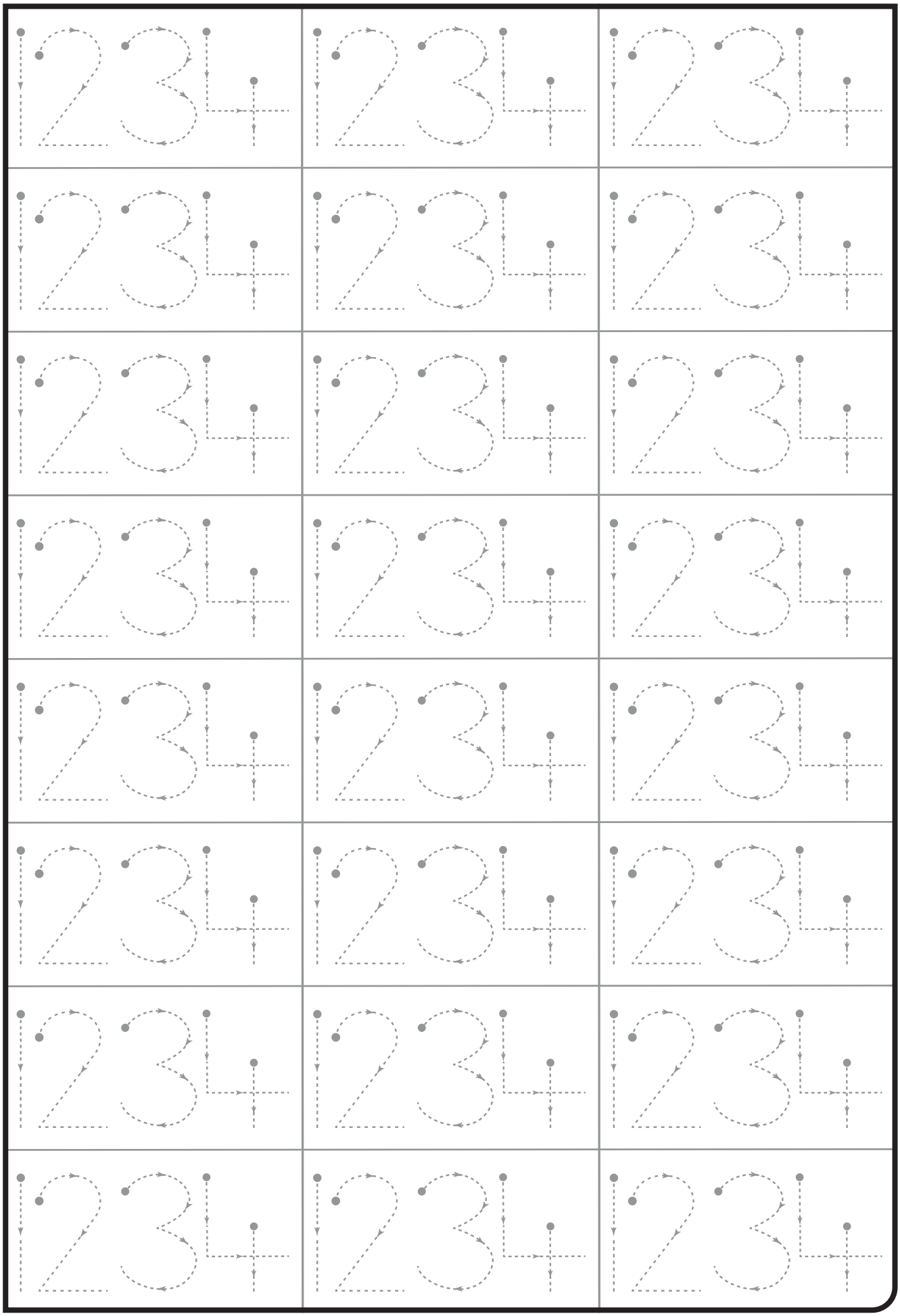

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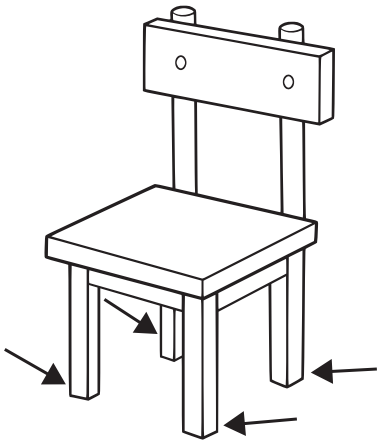

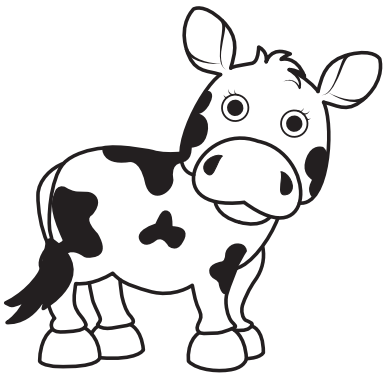

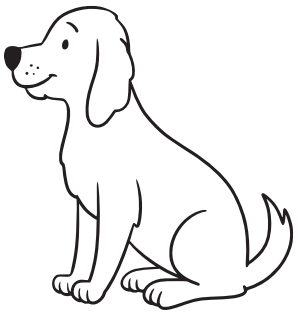

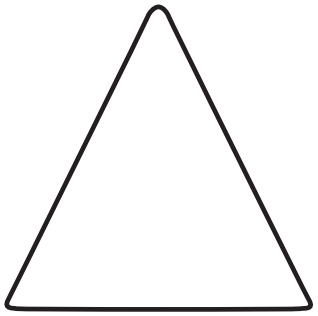

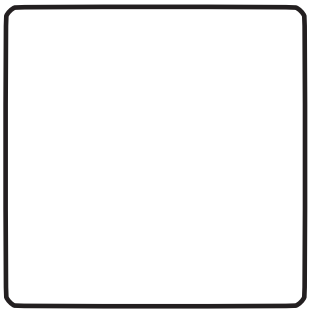

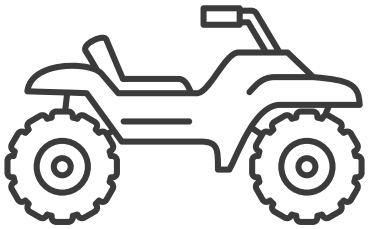

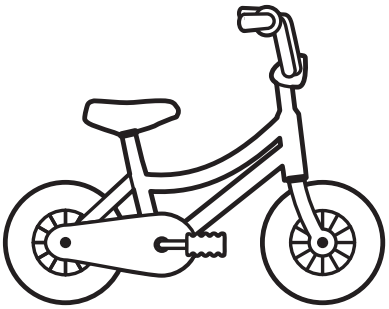

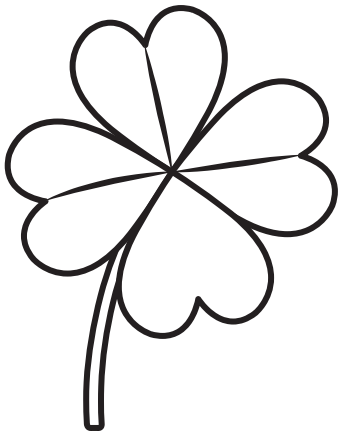

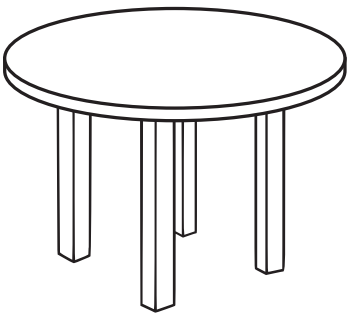

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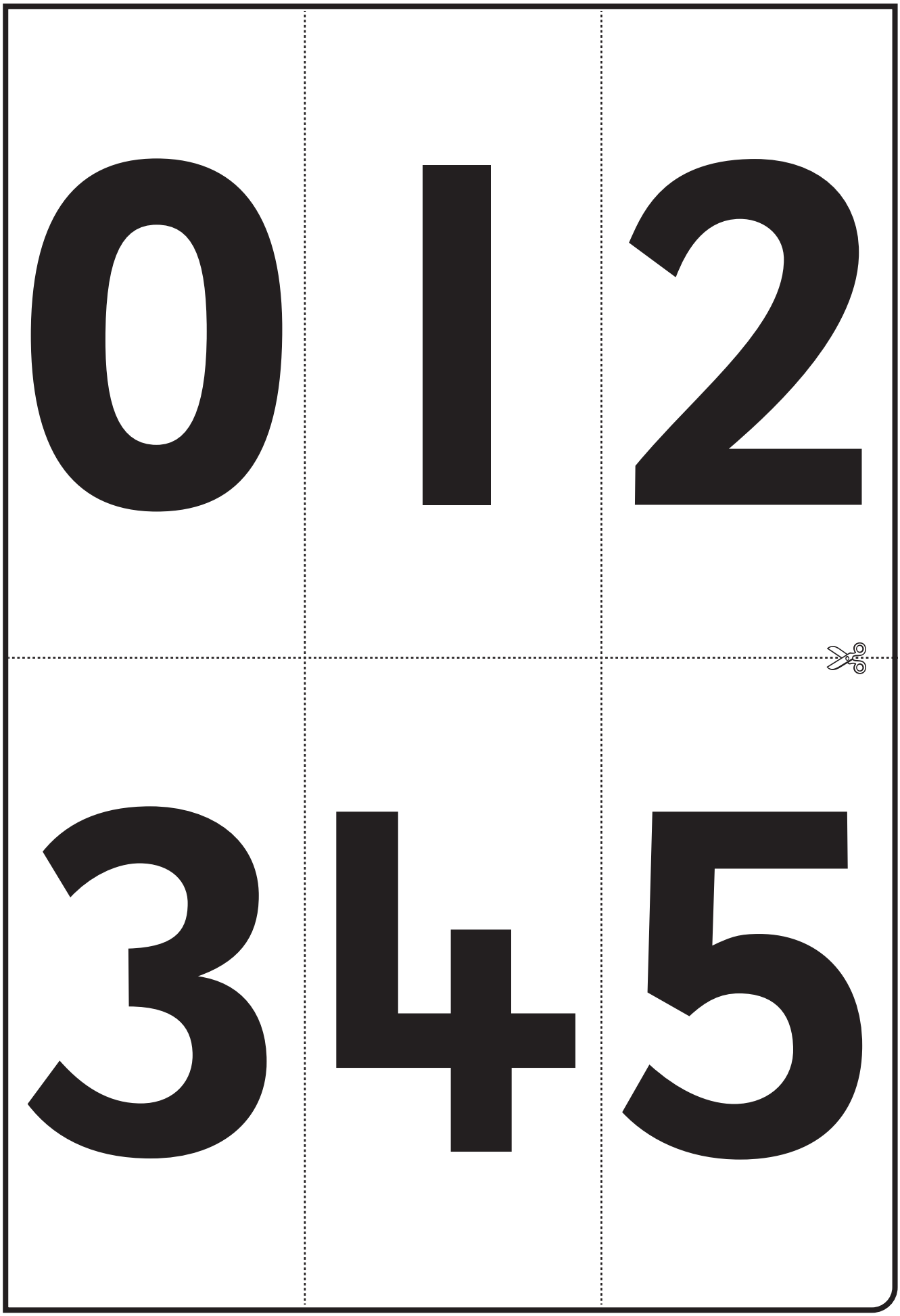

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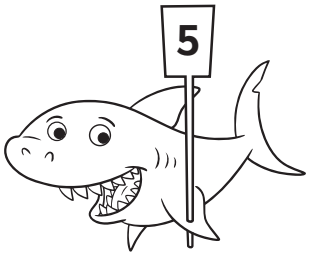
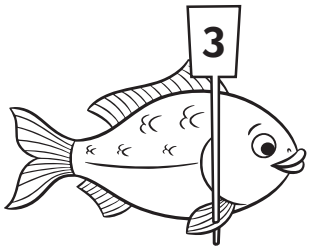
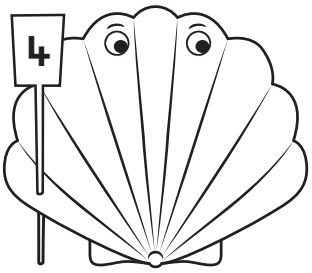
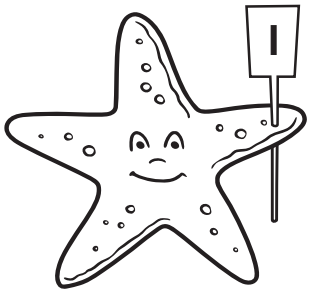
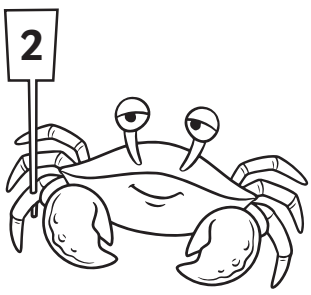
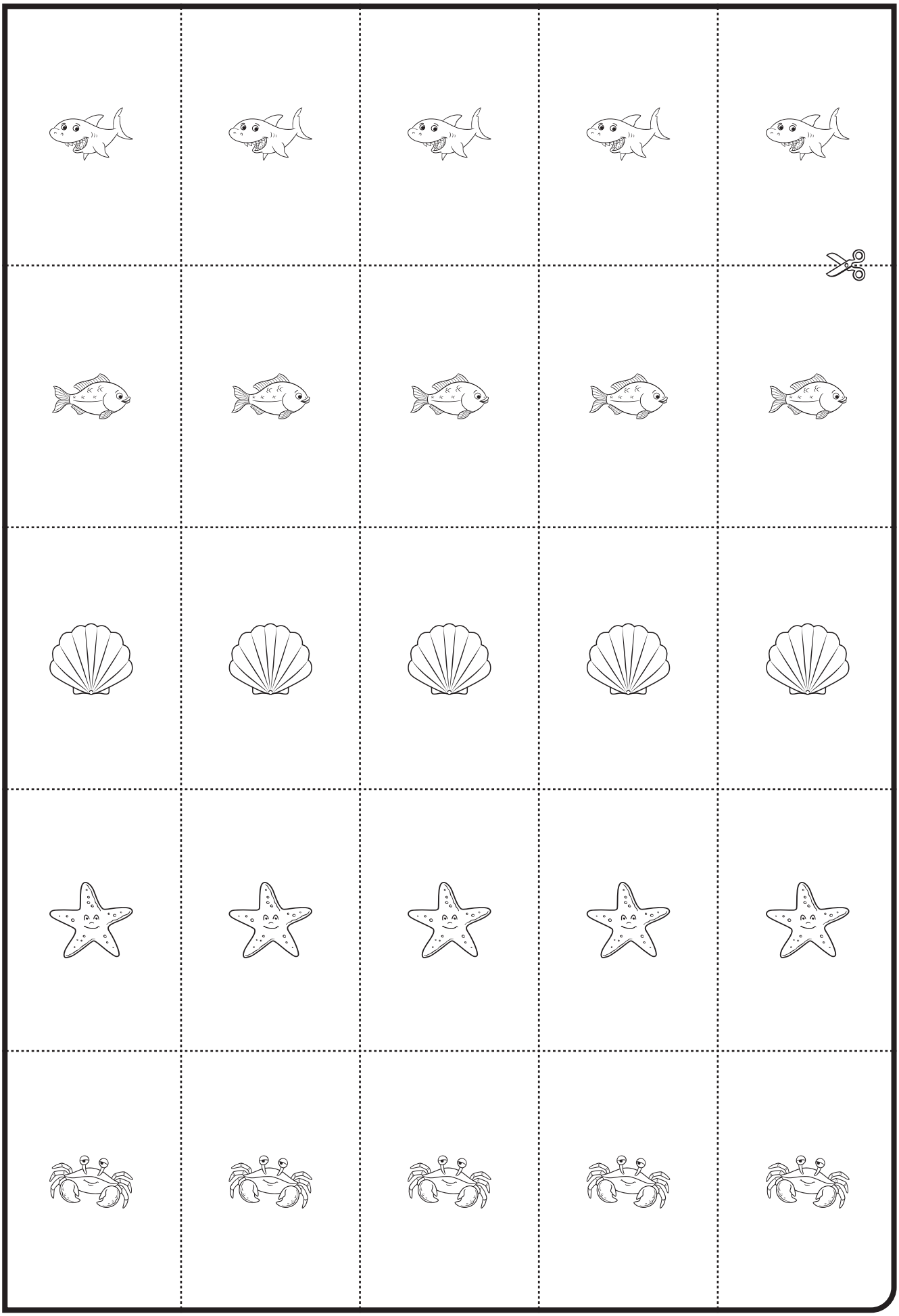
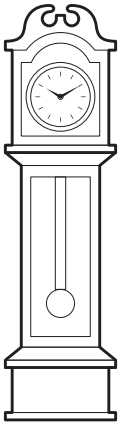
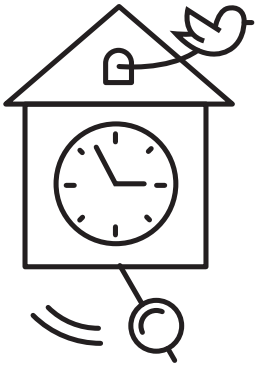
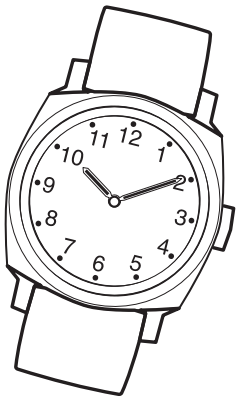
5					
3					
4					
1					
2					







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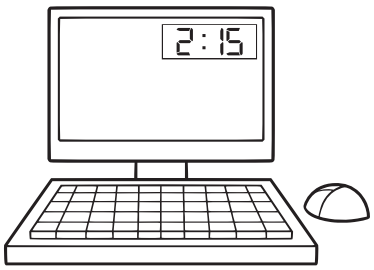
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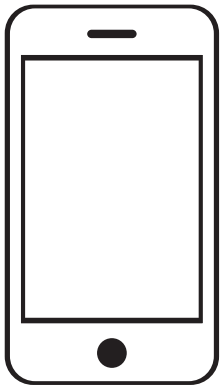



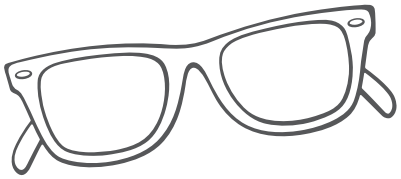

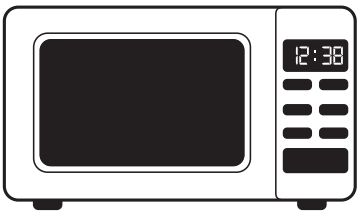
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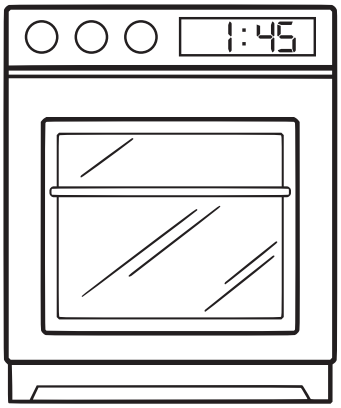
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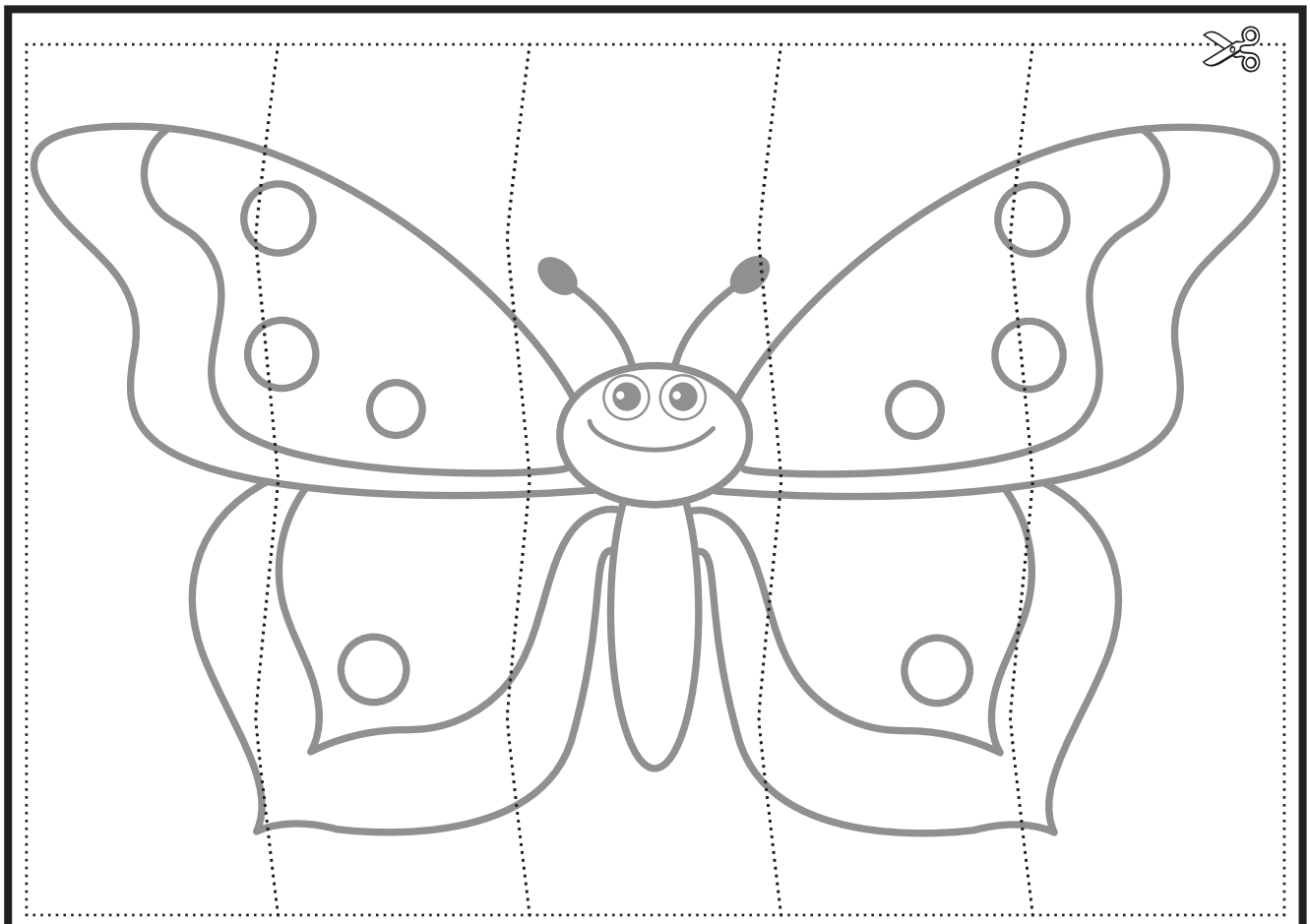

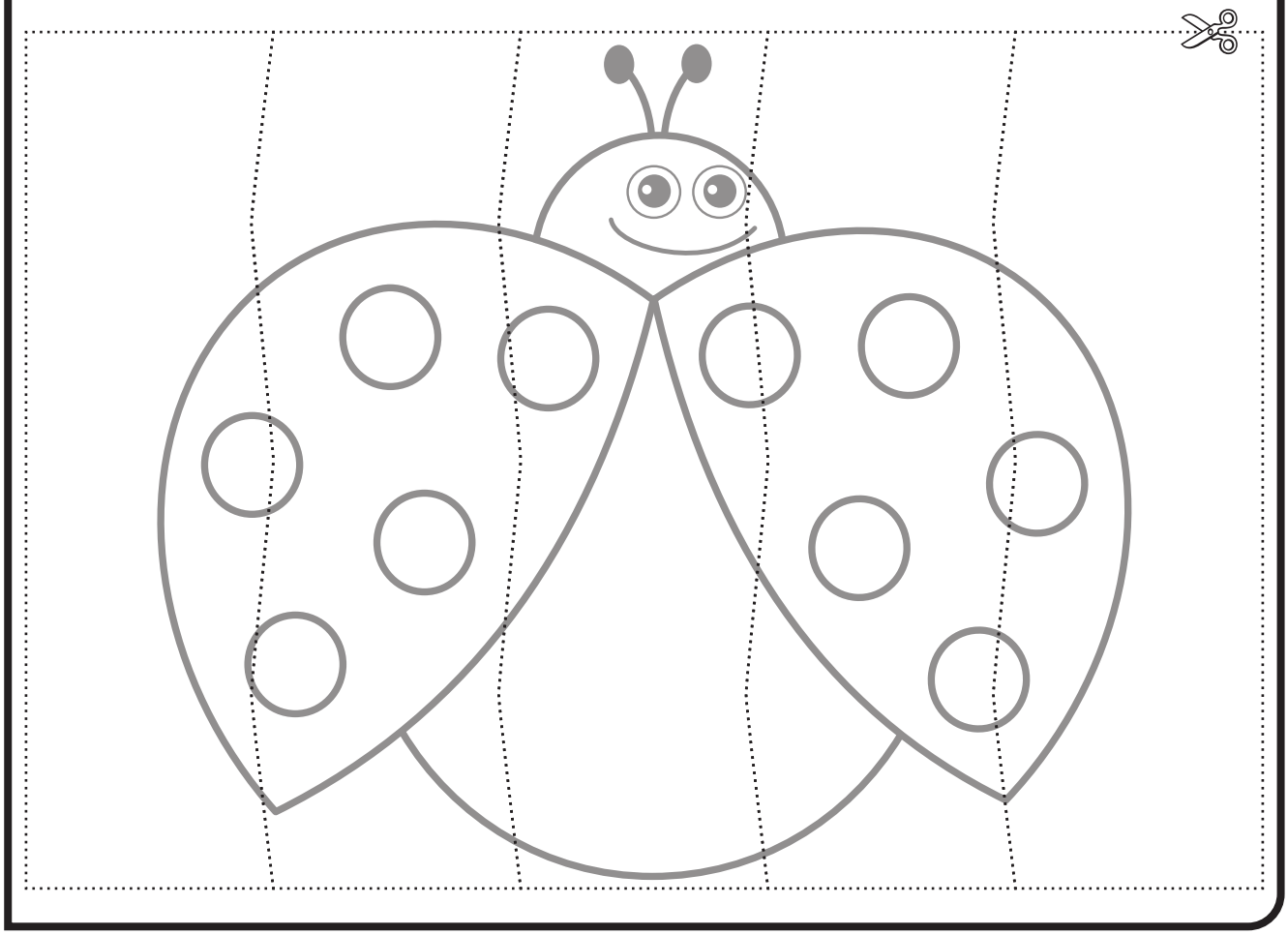

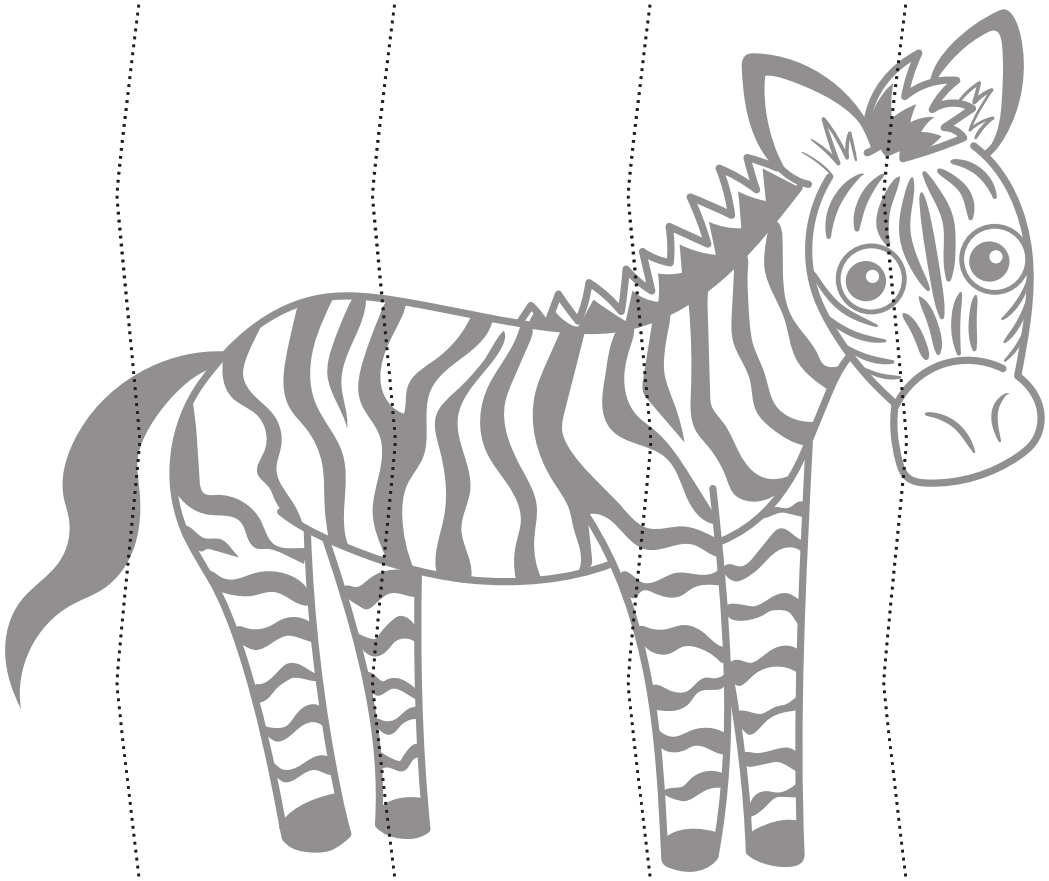

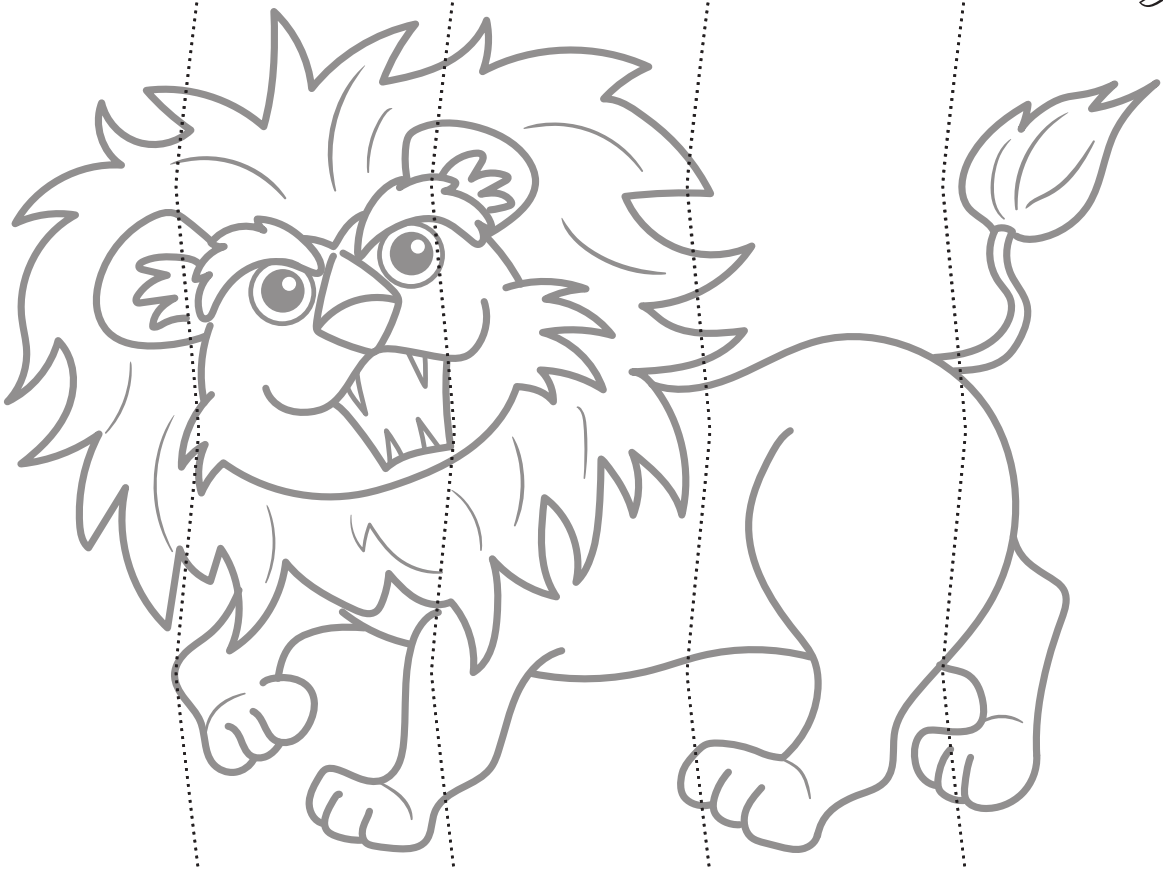

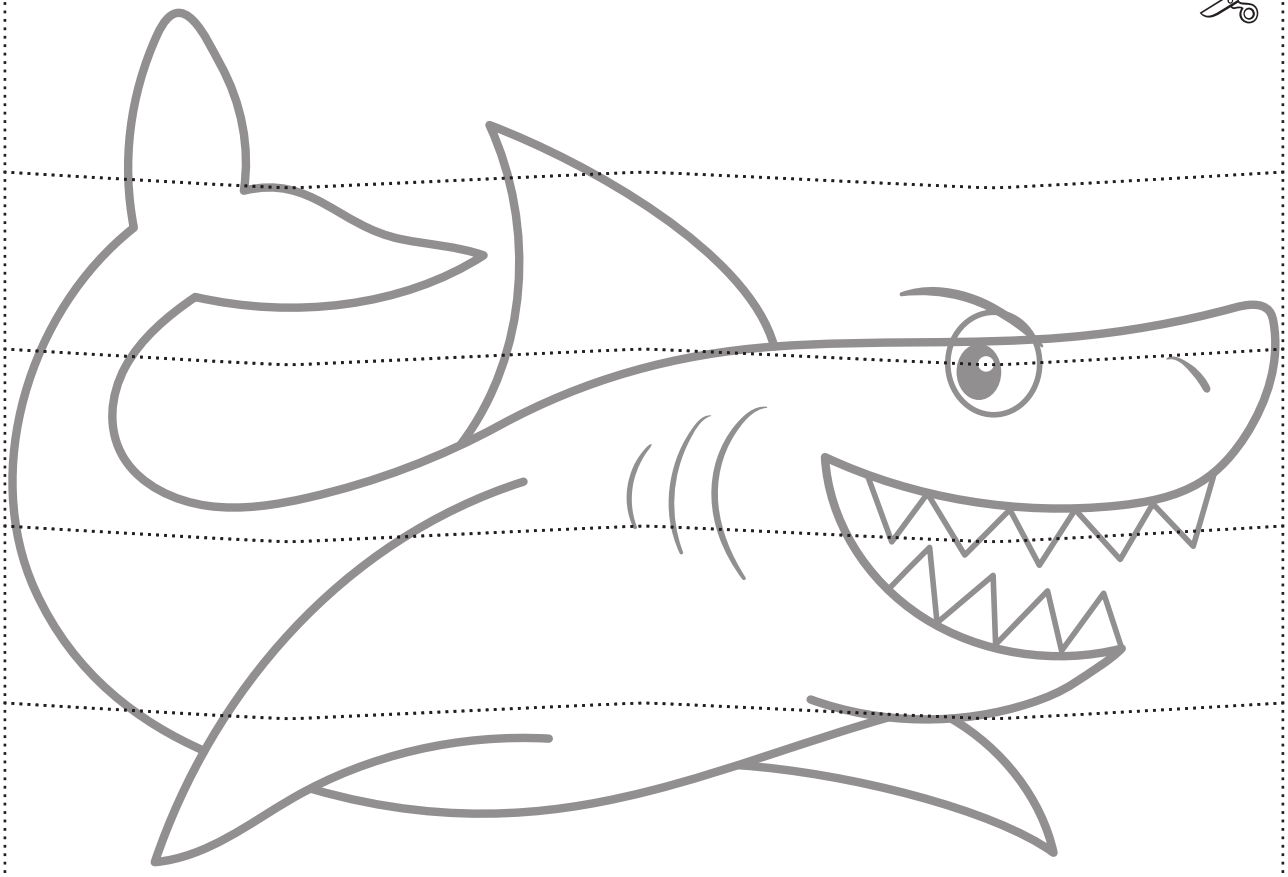

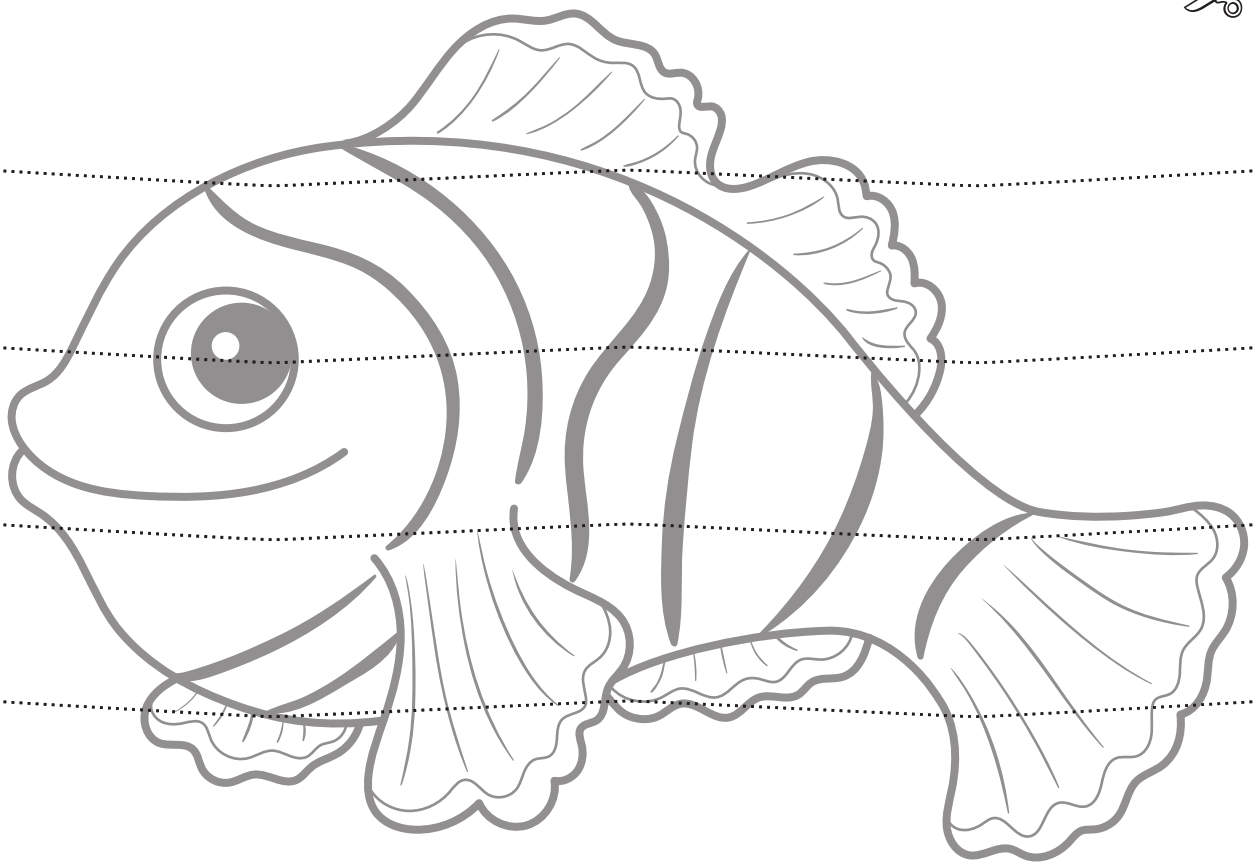

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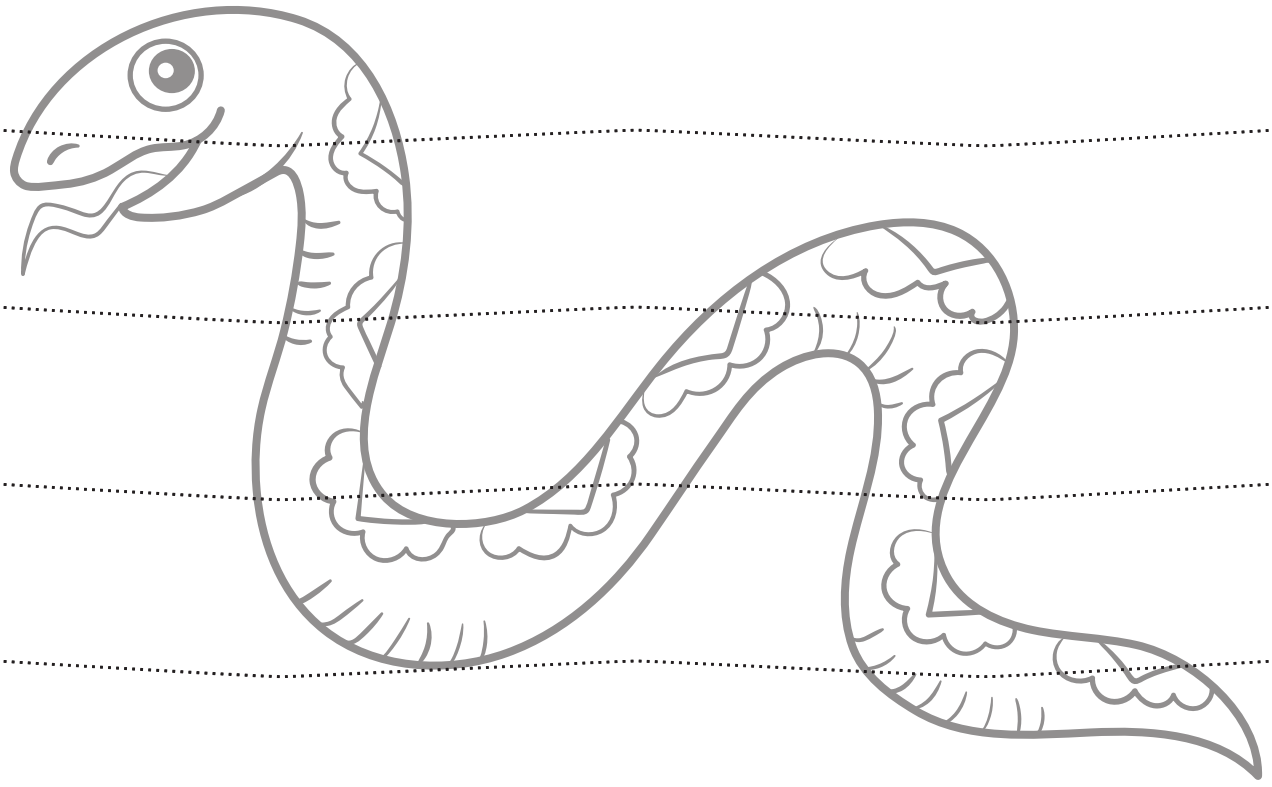

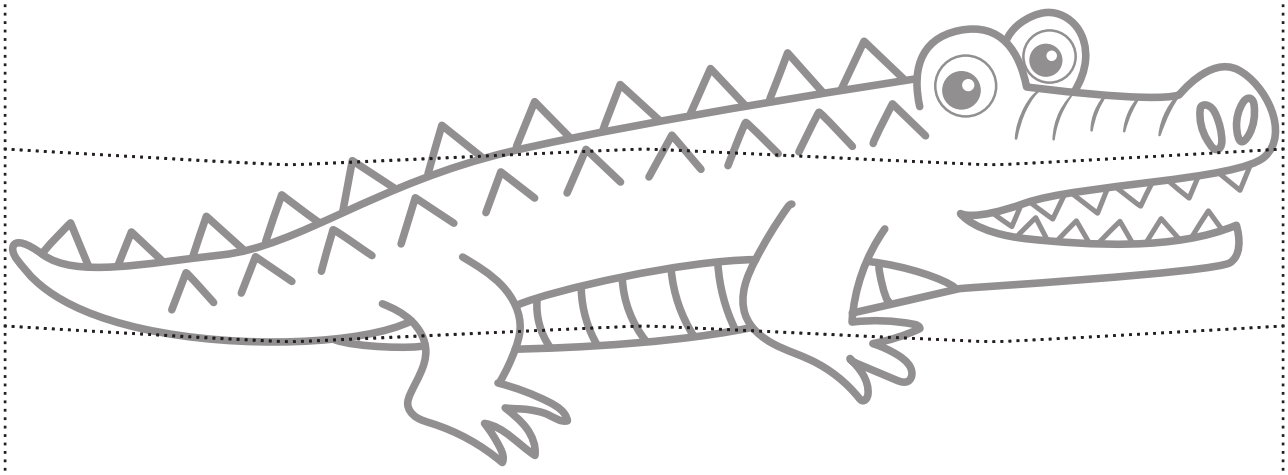

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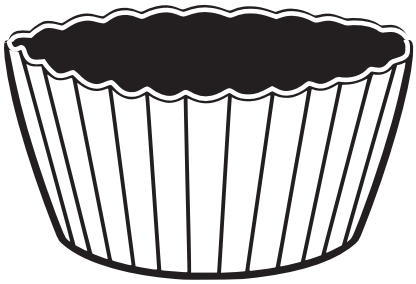

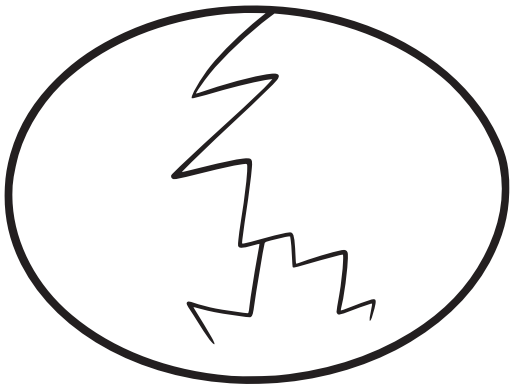



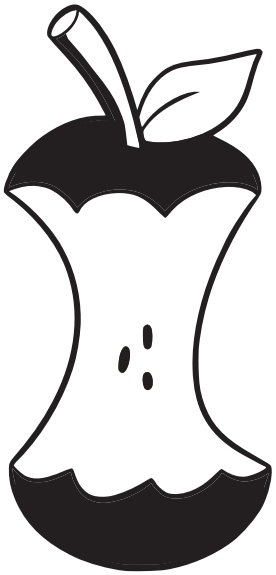

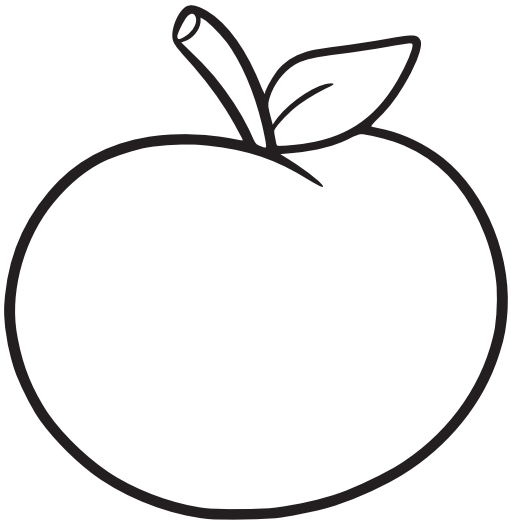

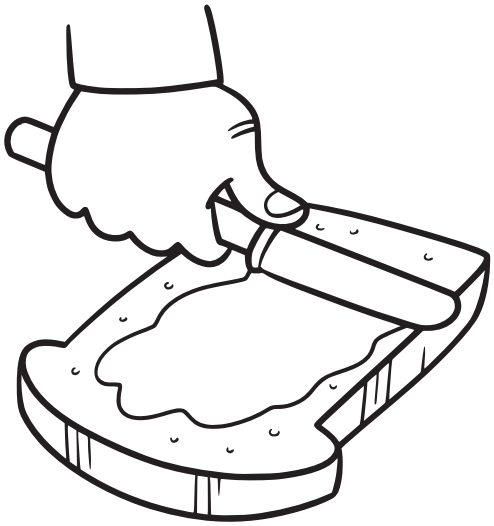



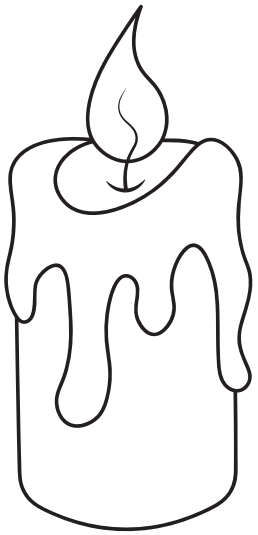

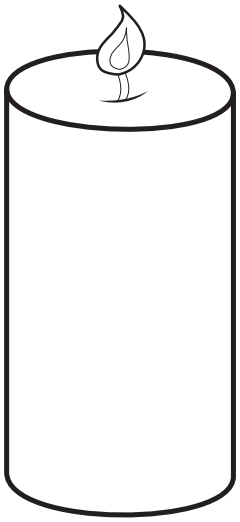





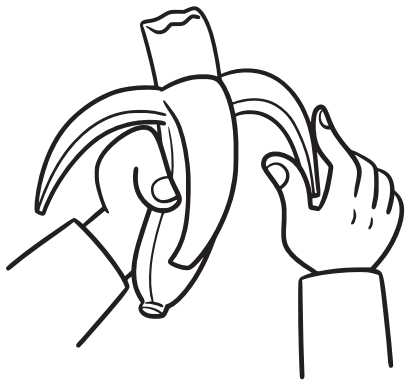
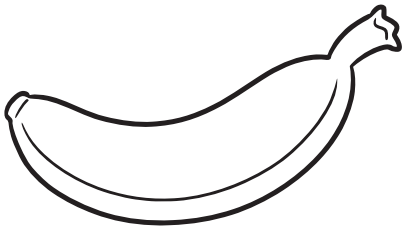
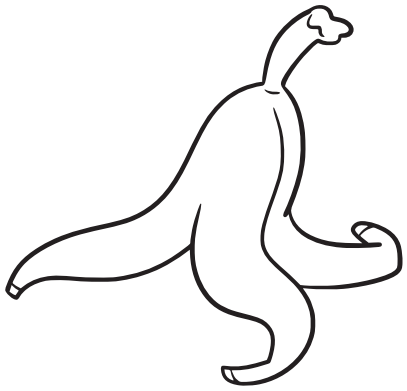
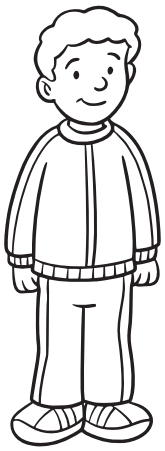






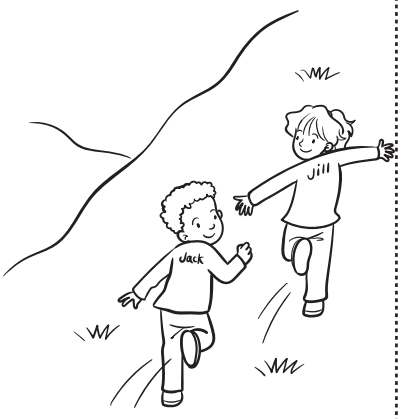


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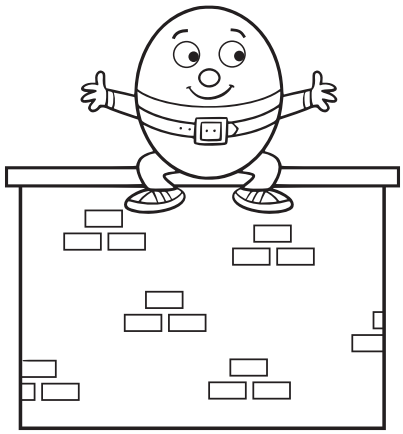

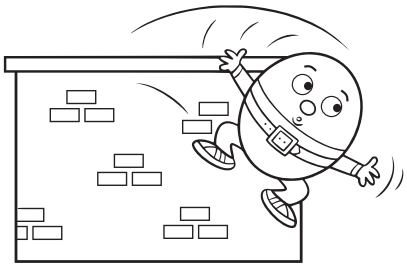

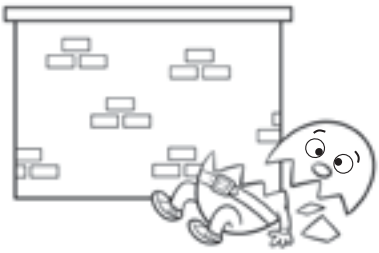



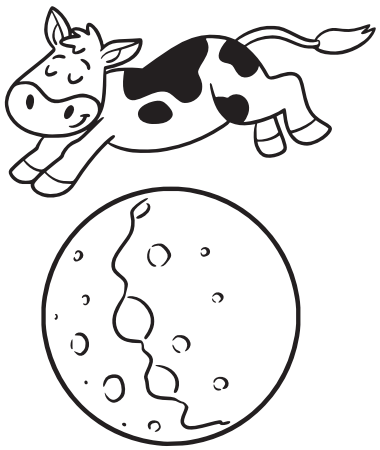

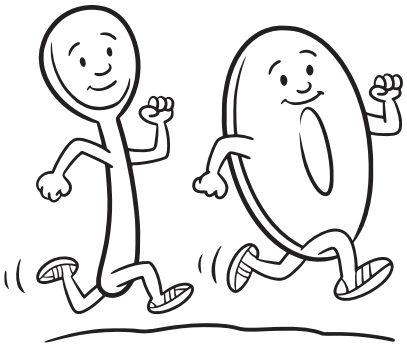



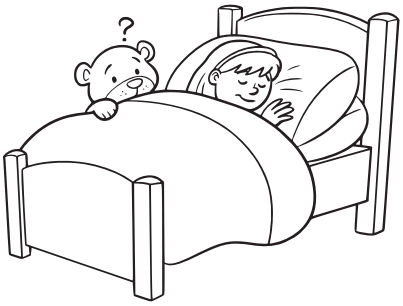









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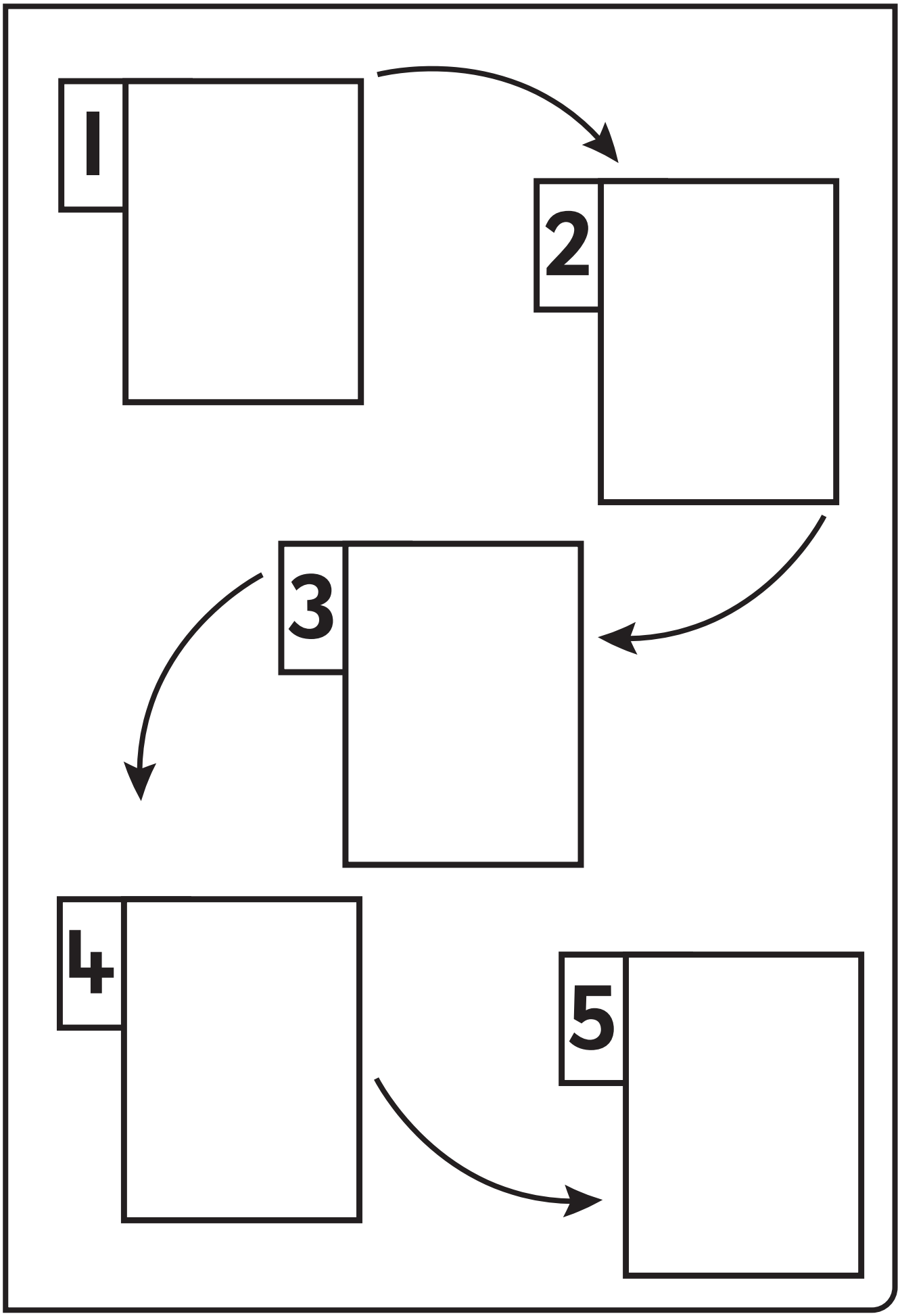

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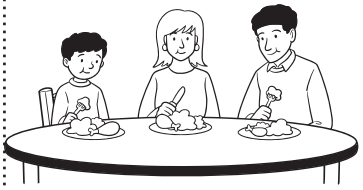





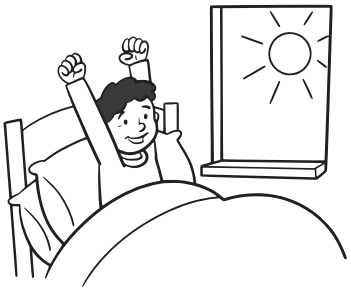

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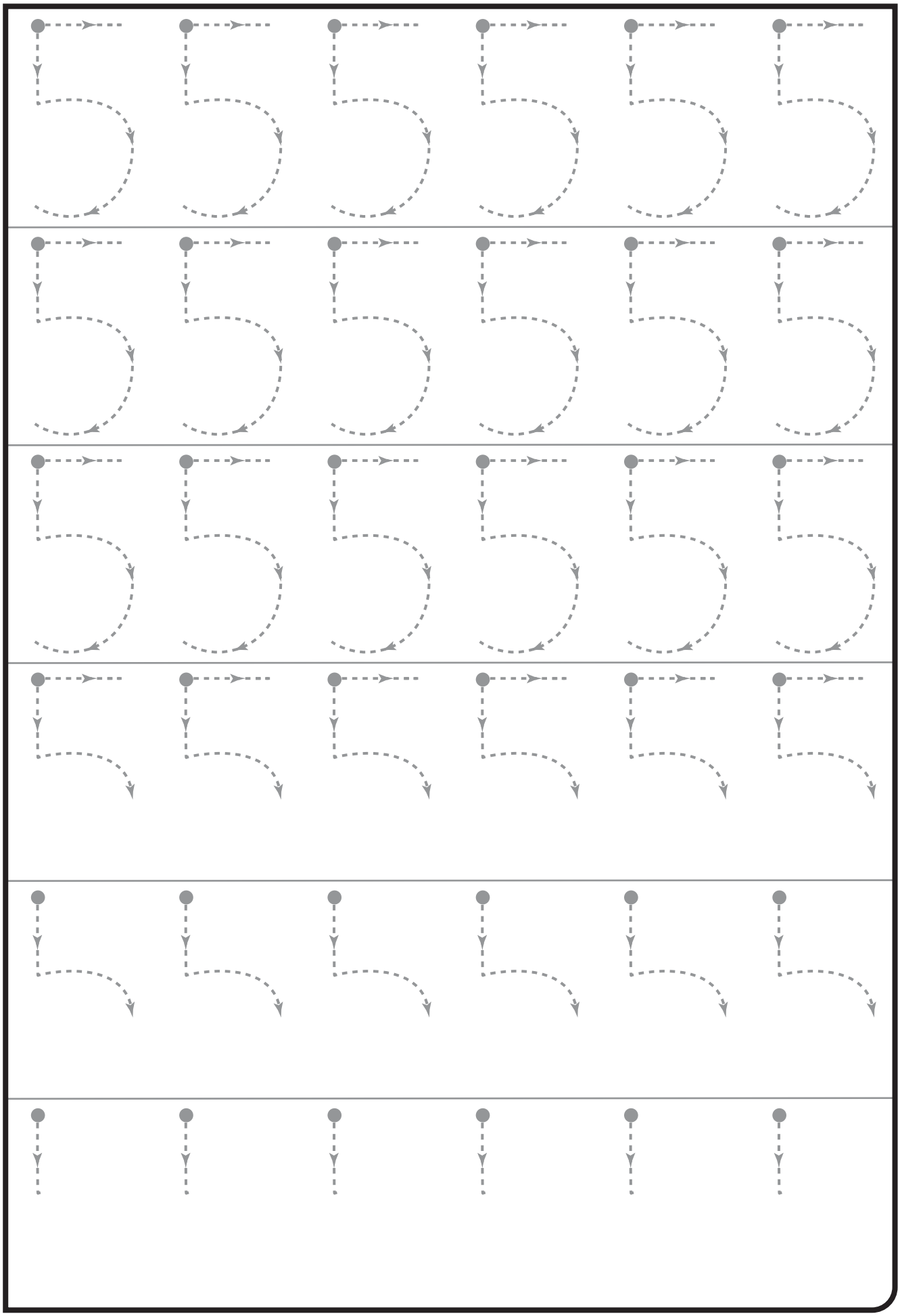

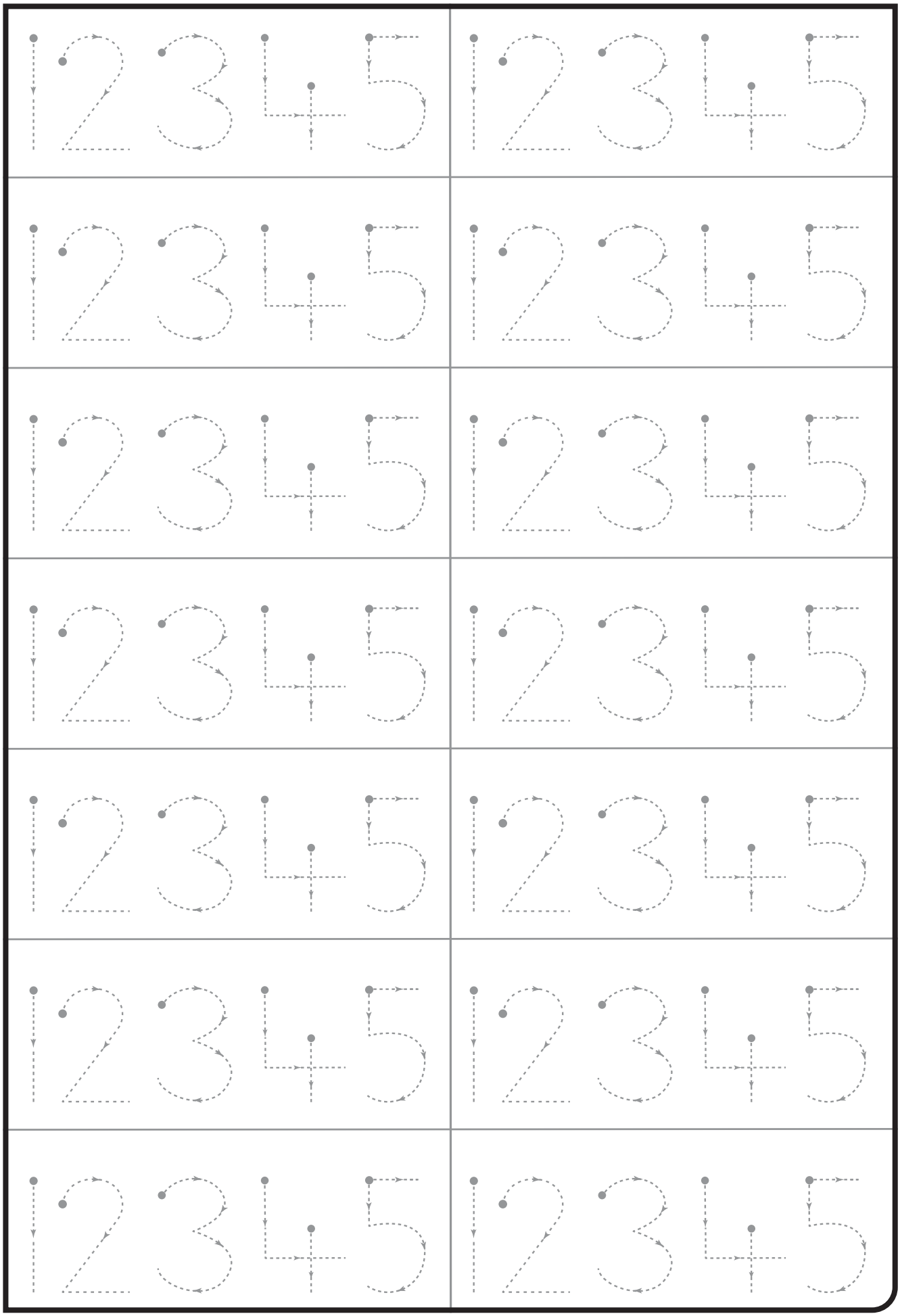

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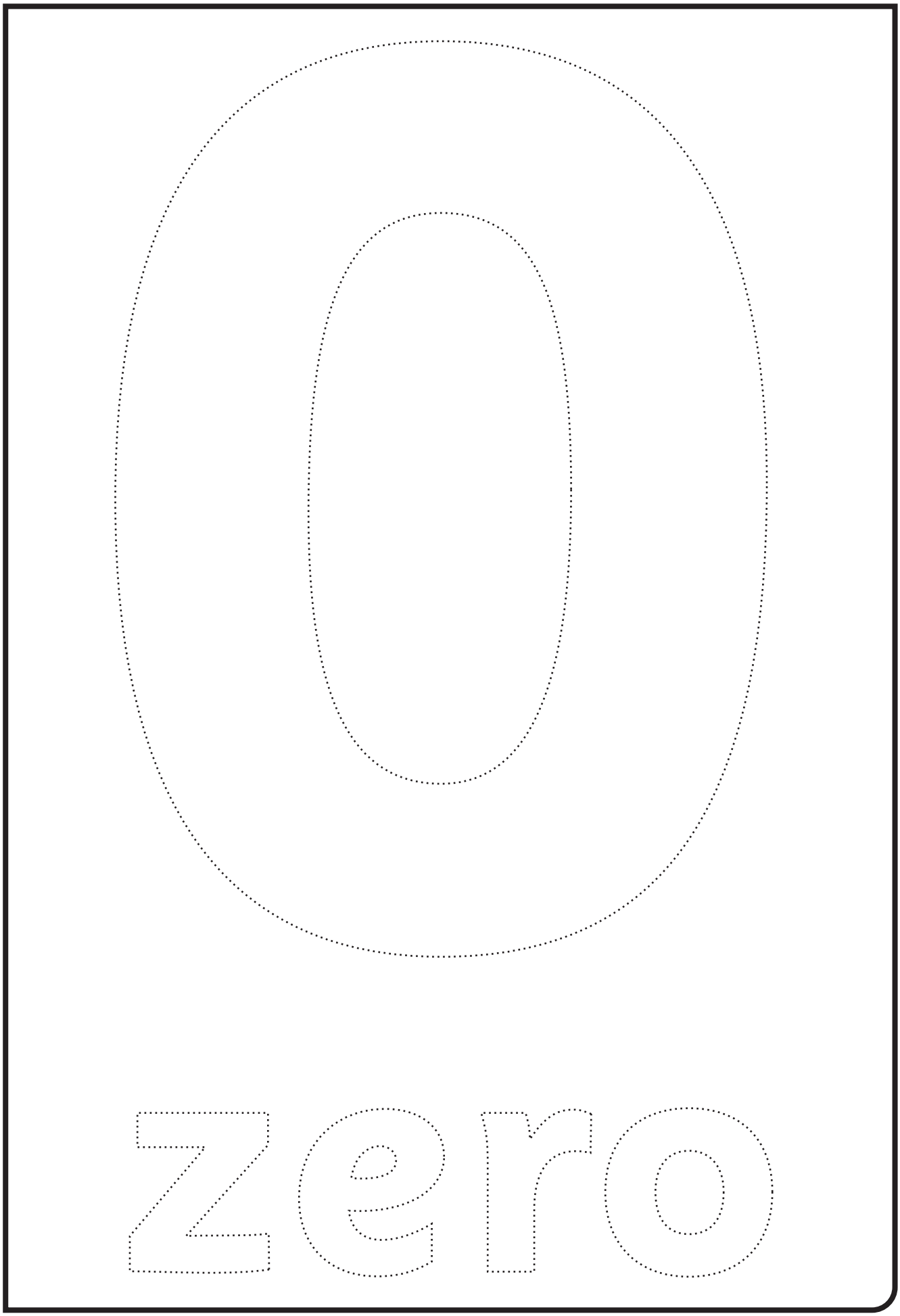

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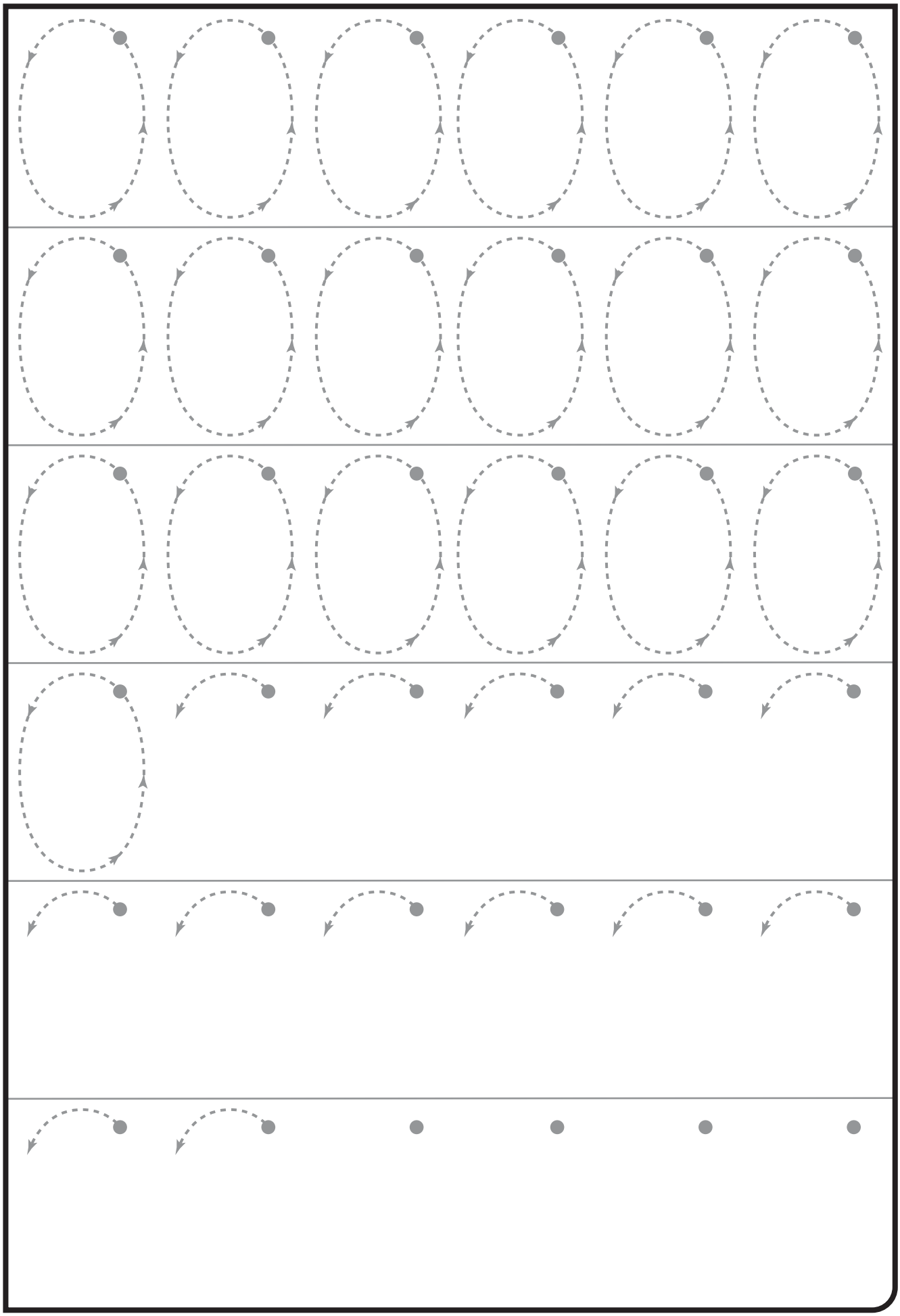

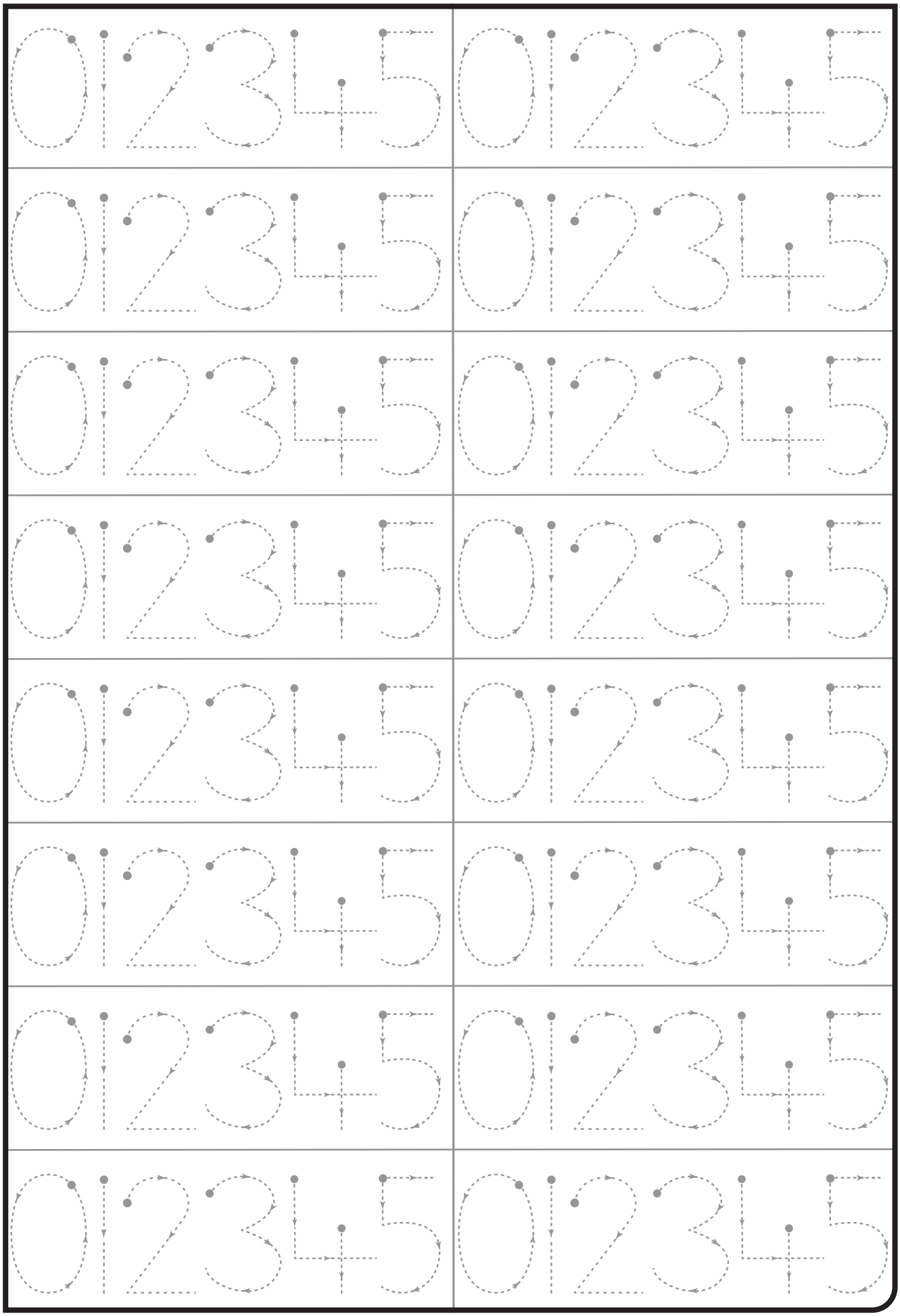

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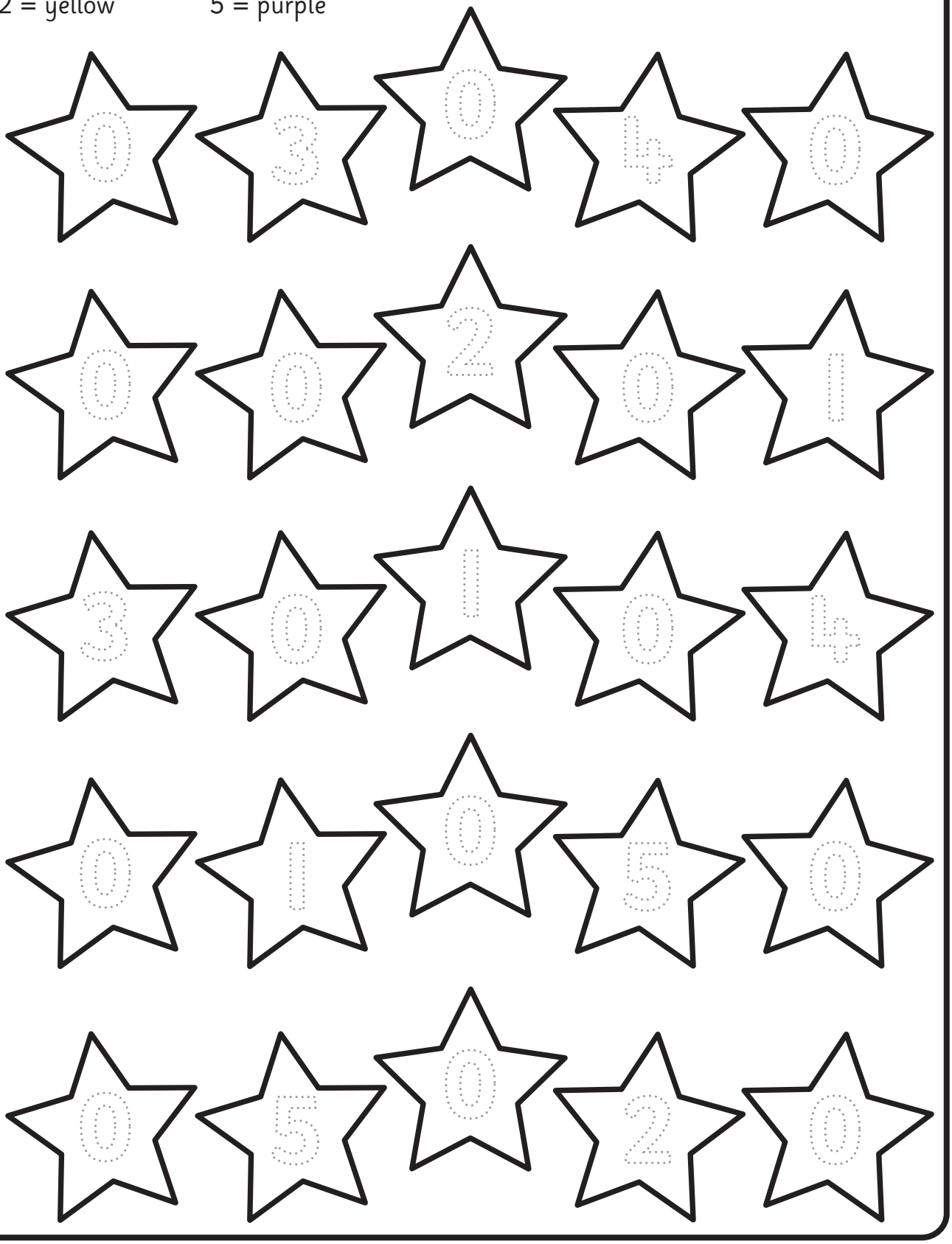
Colour code the numbers.

Colour code

0 = red
1 = blue
2 = yellow
3 = green
4 = orange
5 = purple



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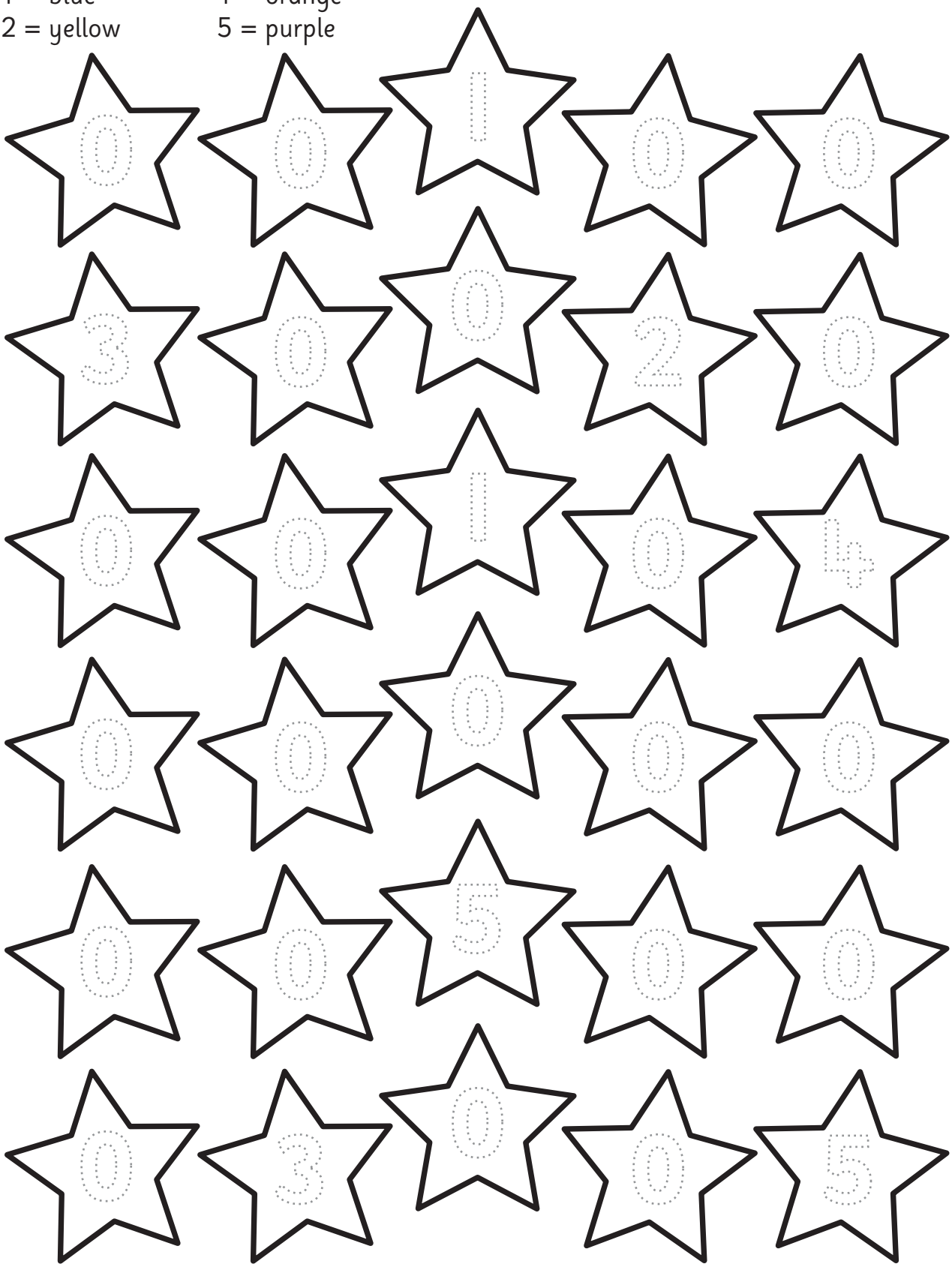

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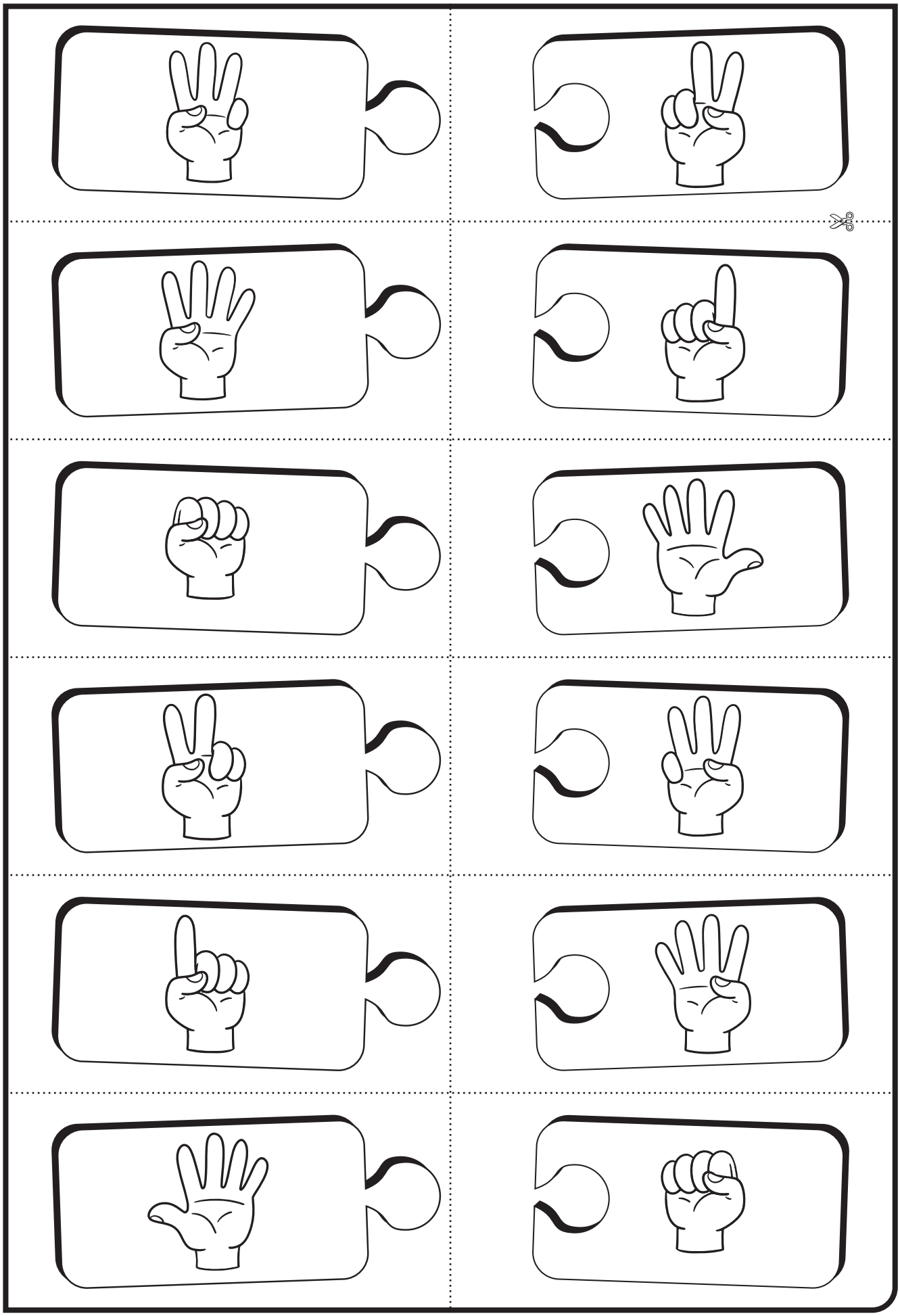

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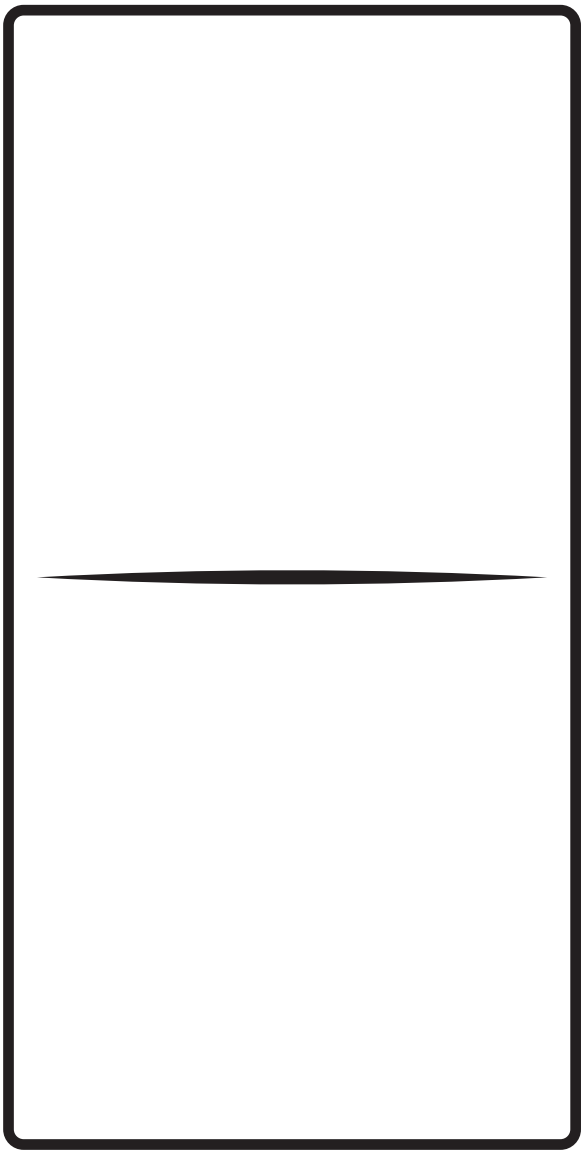

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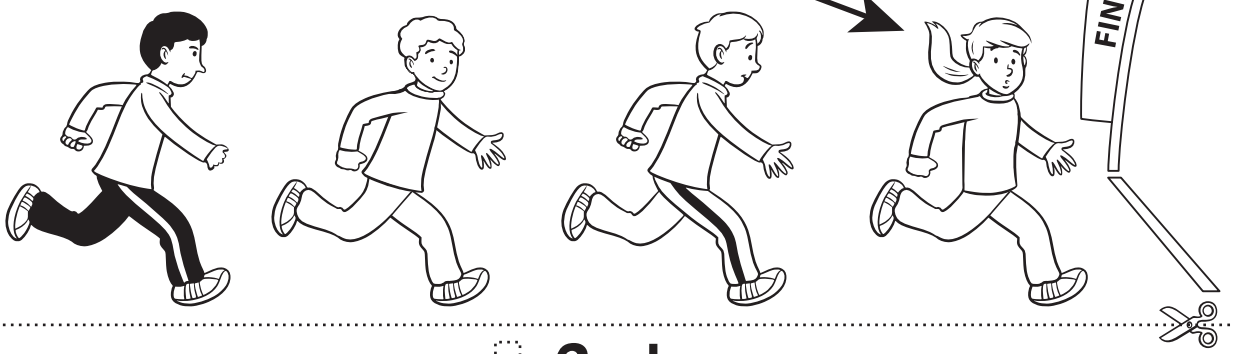

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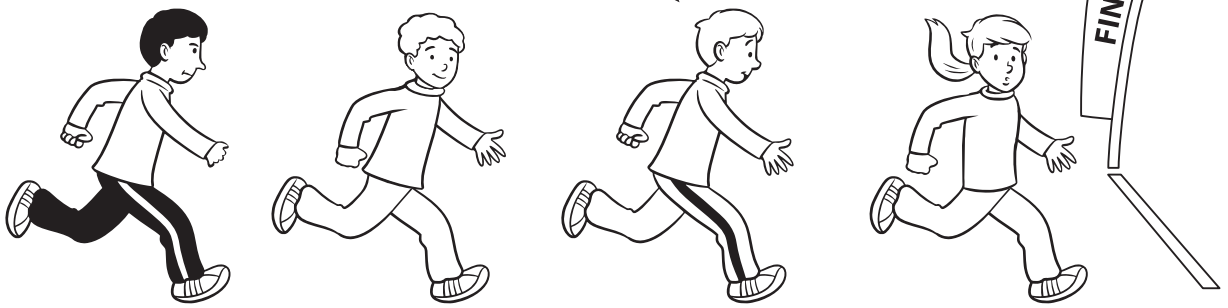

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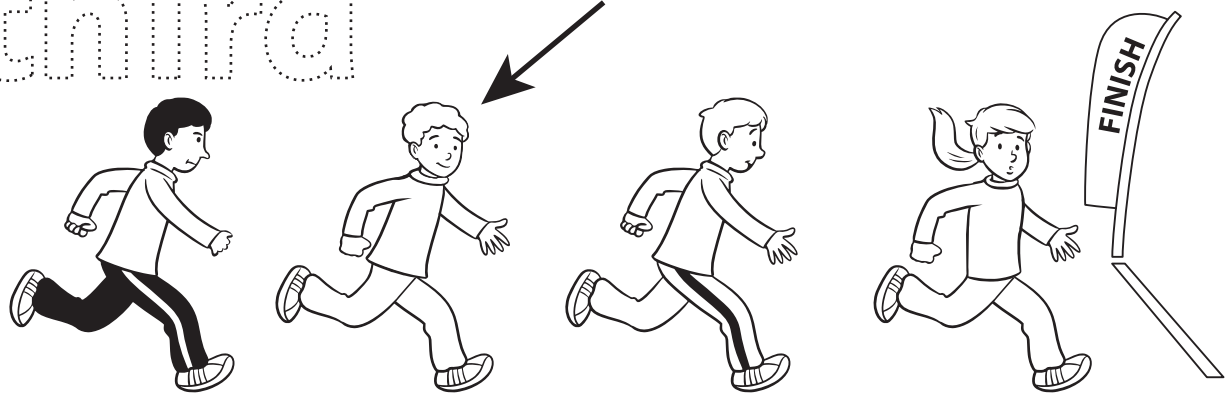
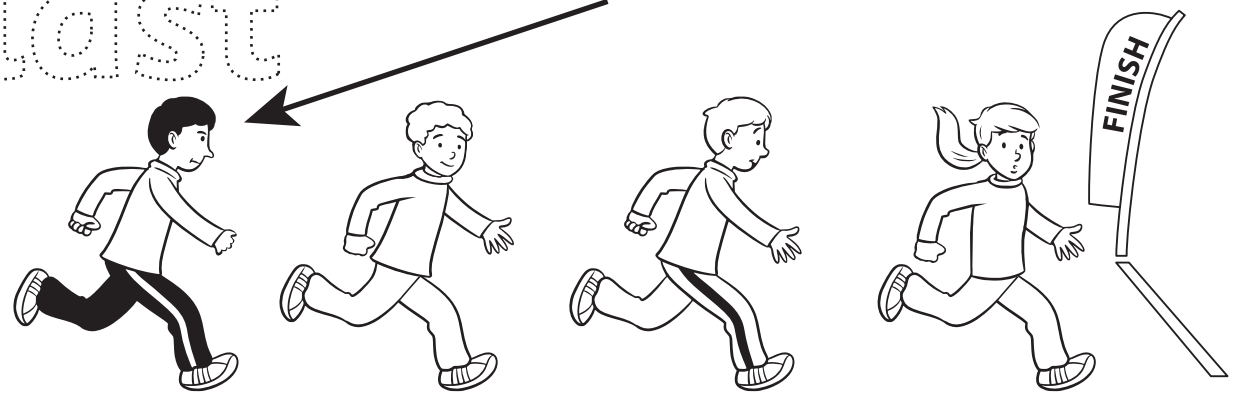
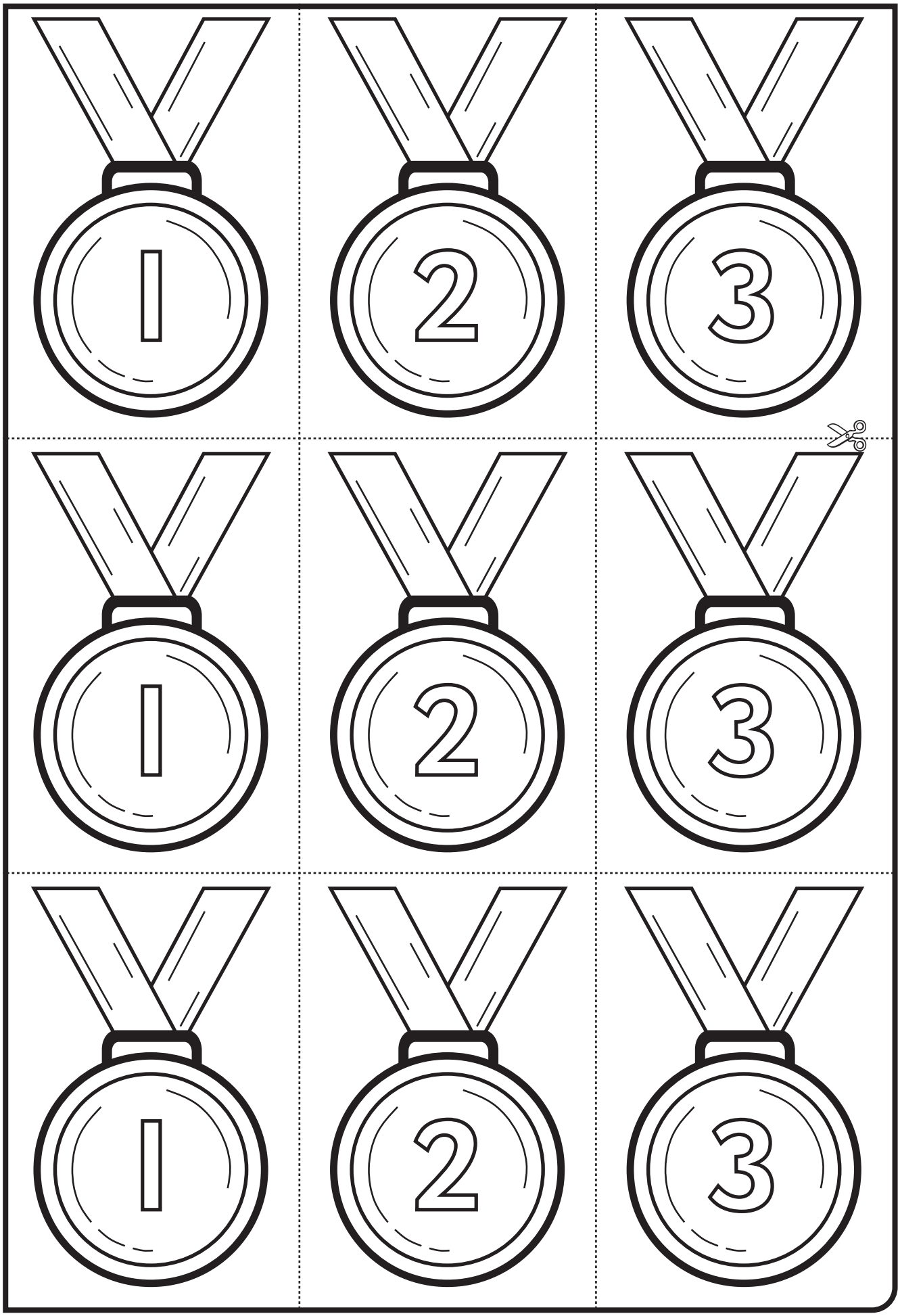
3rd



last

Last





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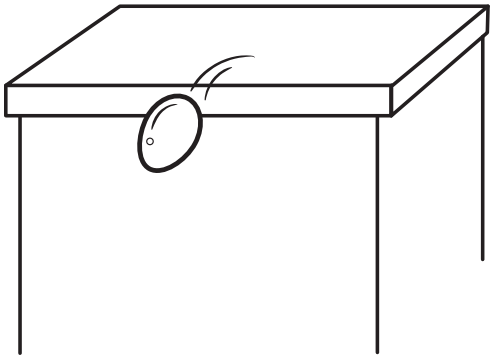
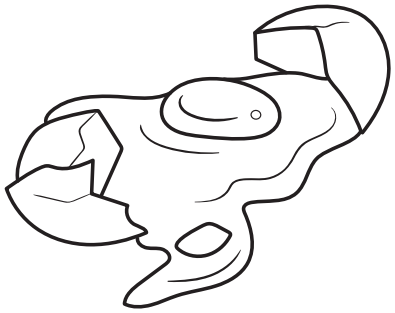
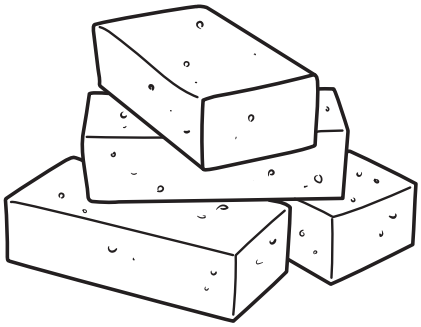
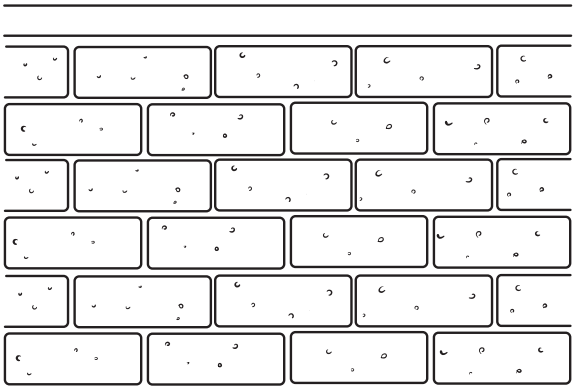
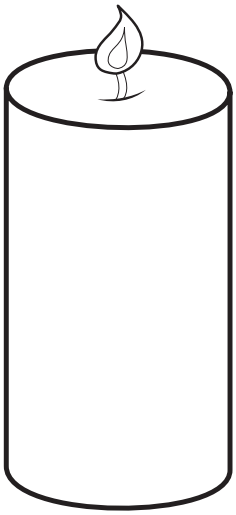
Put the matching cards in order: Before (1st) / After (2nd).

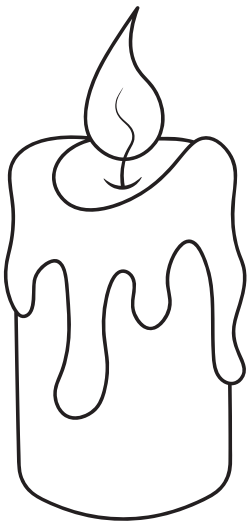












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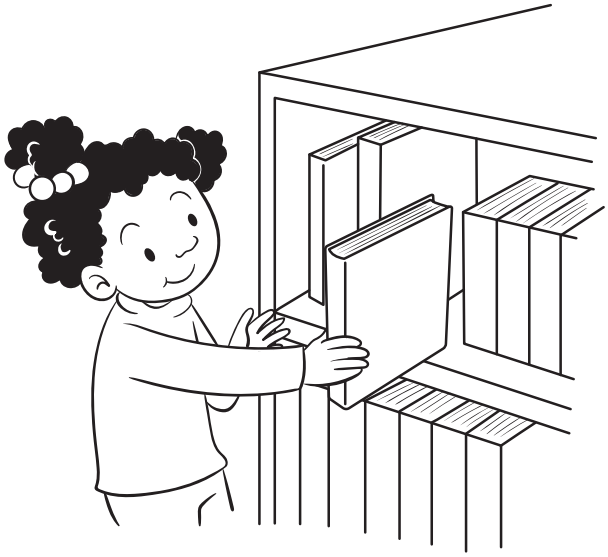
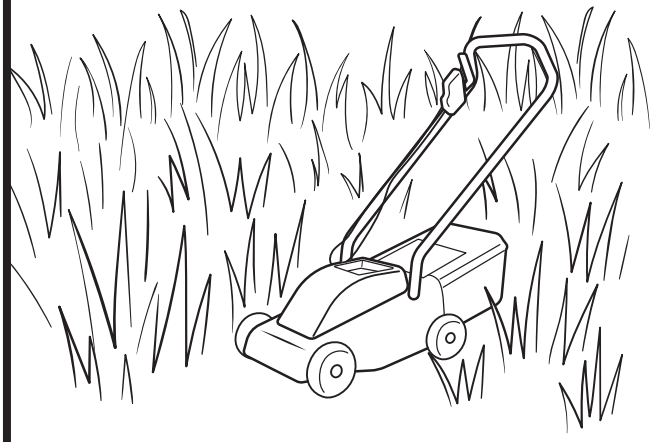
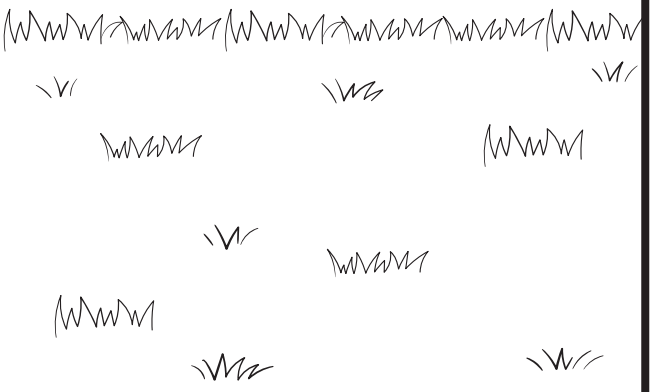
Put the matching cards in order: Before (1st) / After (2nd).

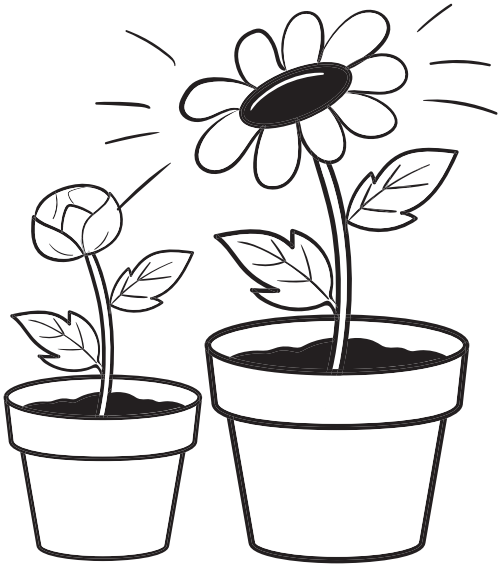












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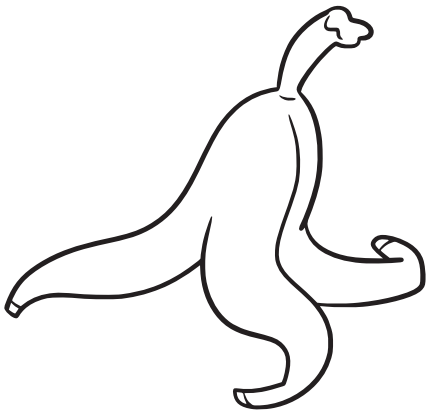
Draw the missing picture.

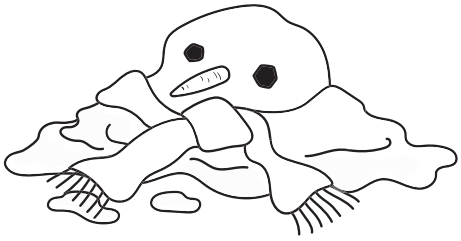
Before (1st)

After (2nd)



Before (1st)

After (2nd)



Before (1st)

After (2nd)



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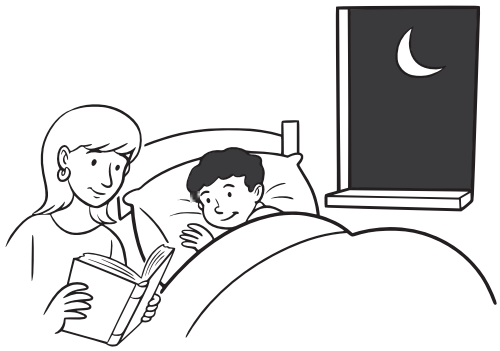
Draw the missing picture.

Before (1st)



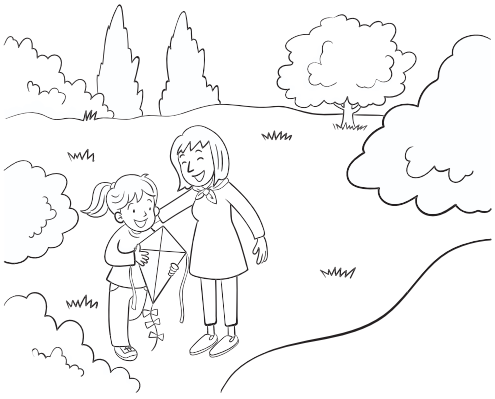
After (2nd)

Before (1st)

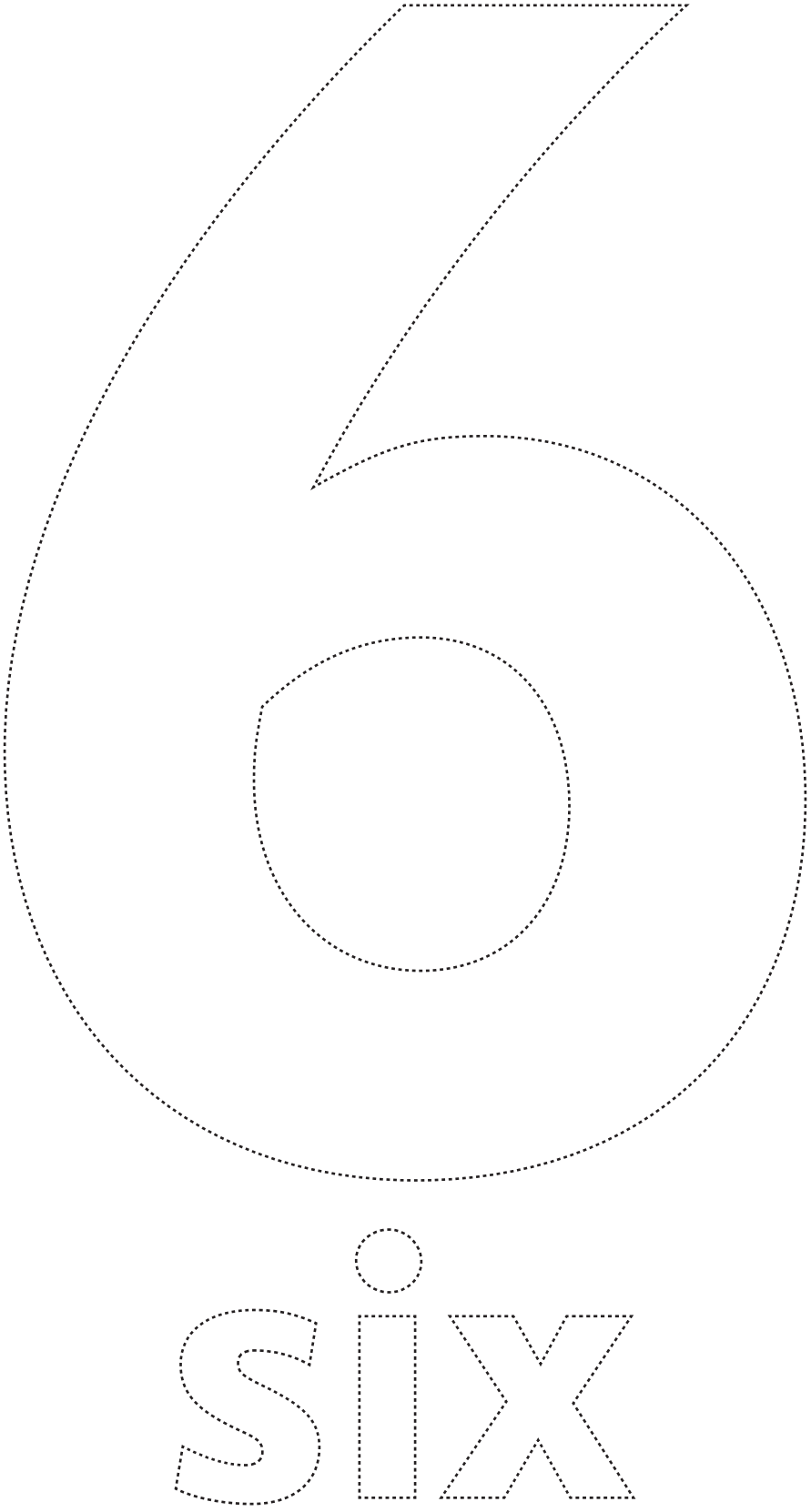


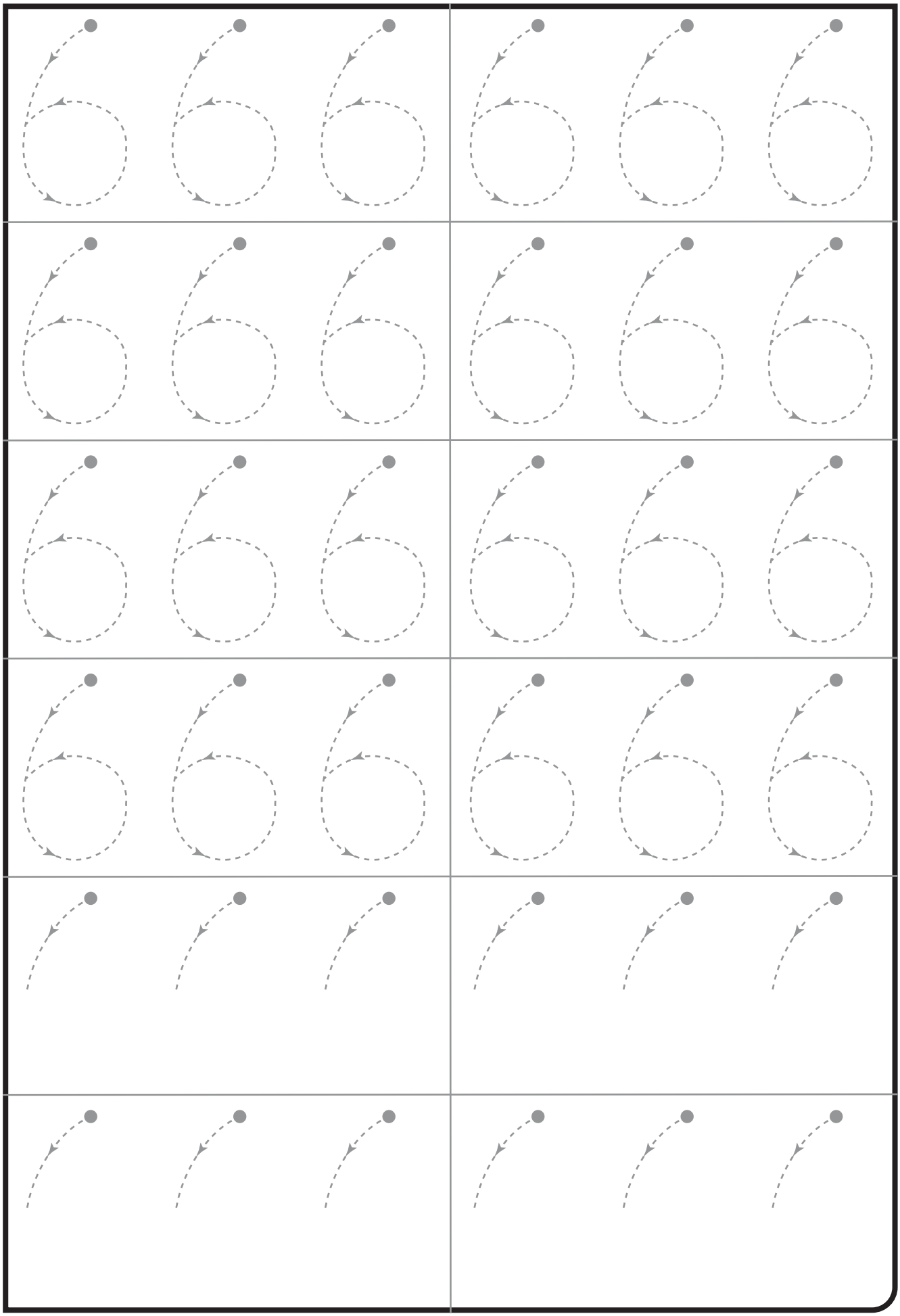
After (2nd)

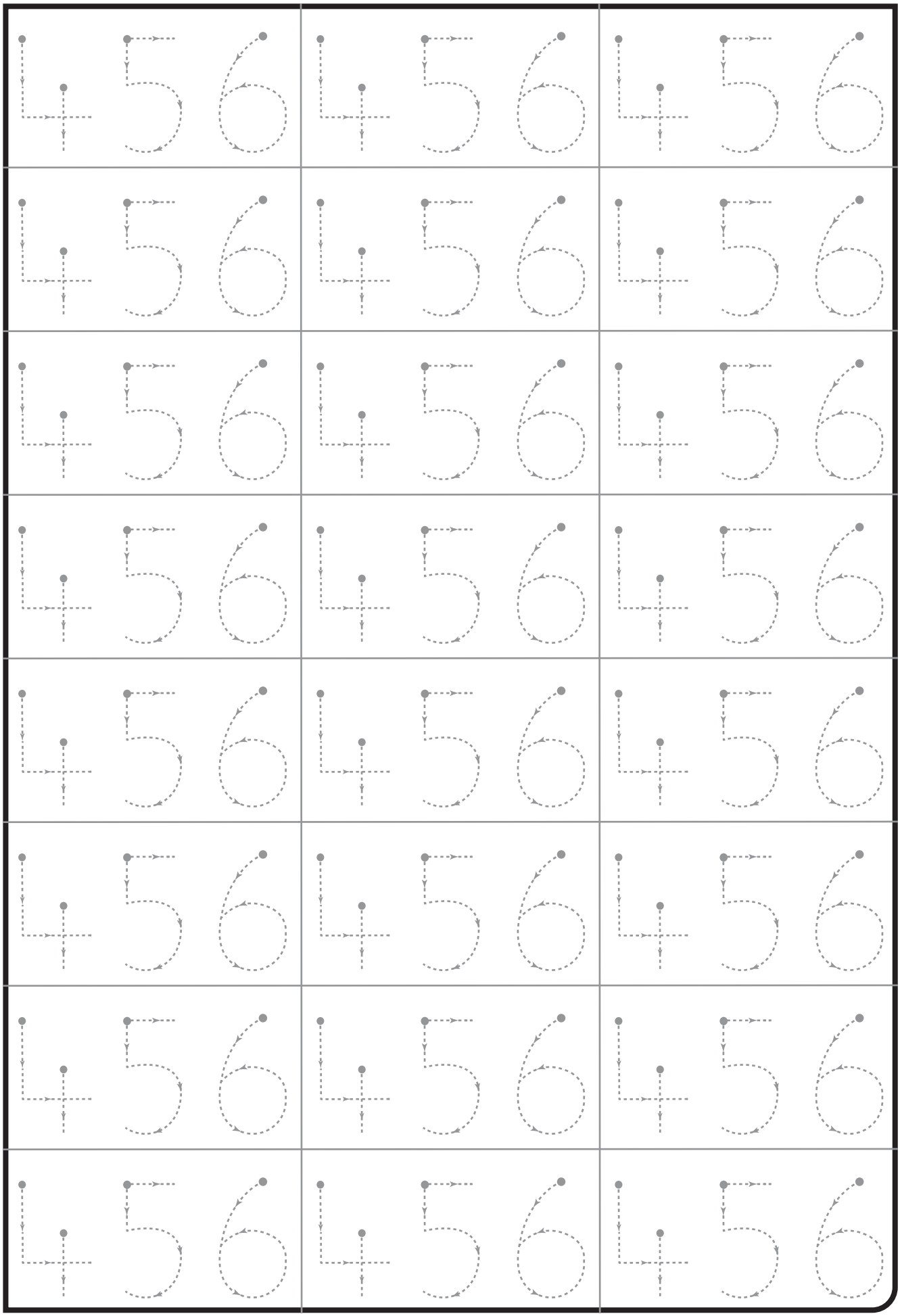
Before (1st)



After (2nd)


6
six





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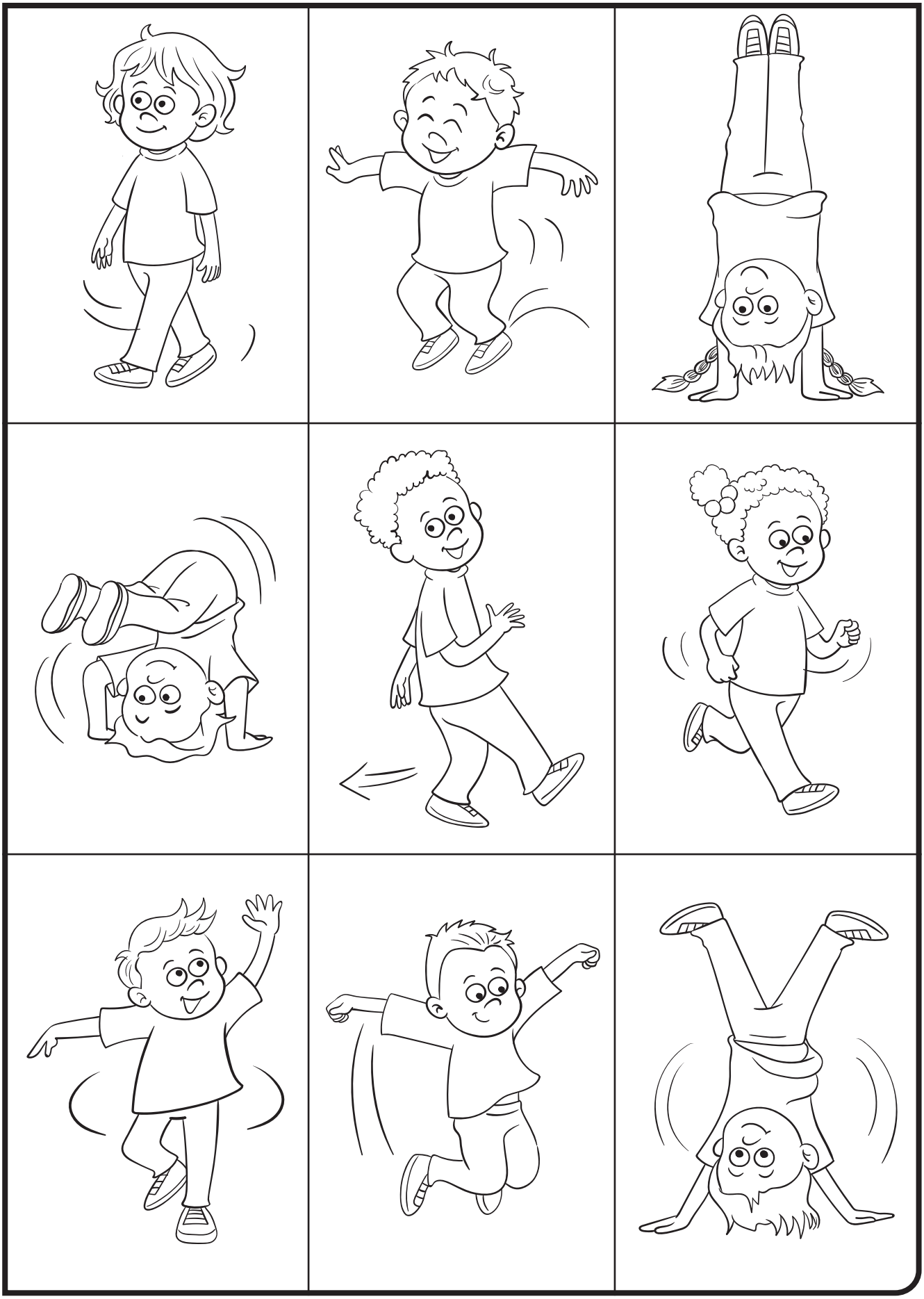
How many of these moves can you do?



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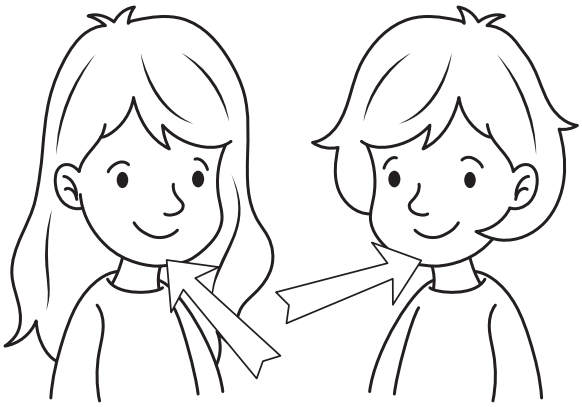
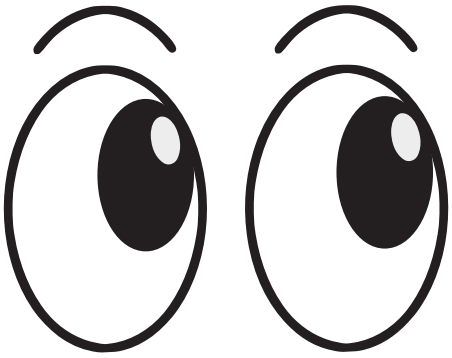
Place the pom pom…

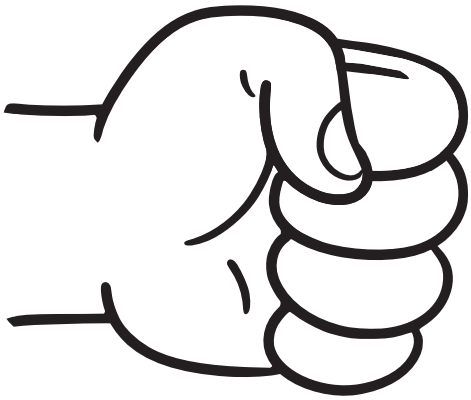
…under your chin.



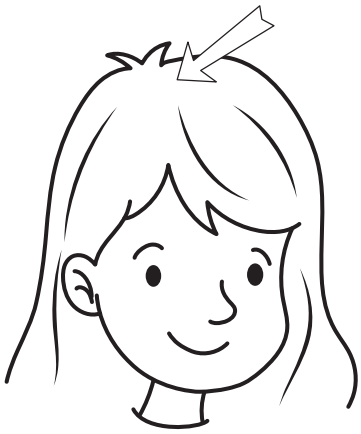
…between your eyes.



…in your hand/fist.



…on your head.



…on your nose.



…under your nose.



Place the pom pom…

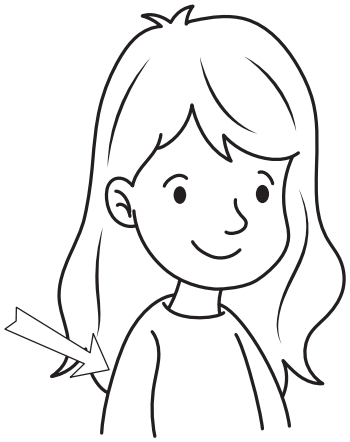
…beside your ear.



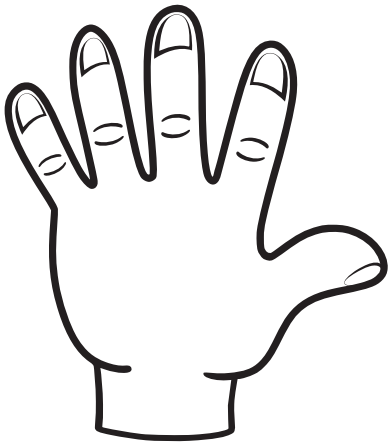
…beside your neck.



…behind your back.



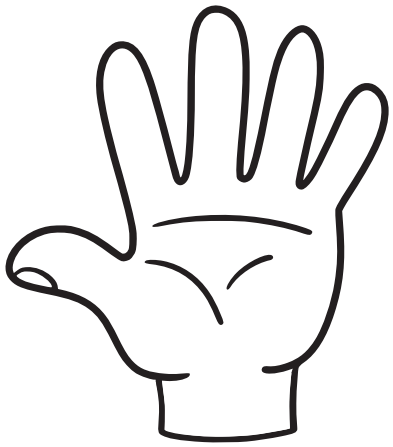
…on the back of your hand.



…in front of your forehead.



…in the palm of your hand.



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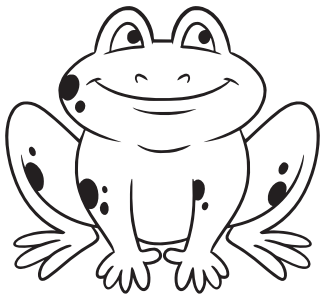
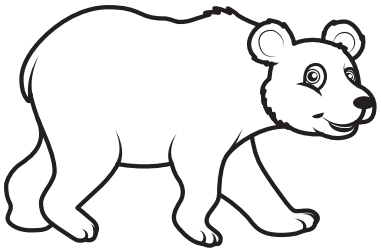
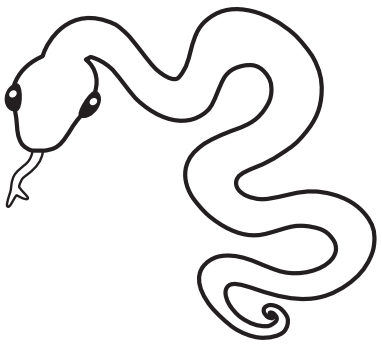
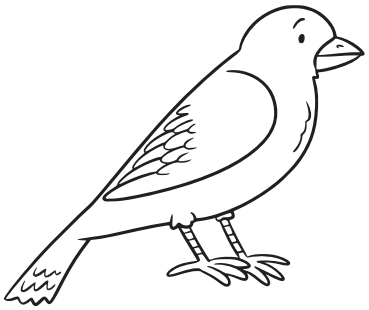
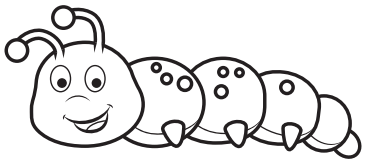
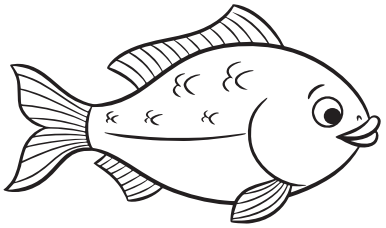
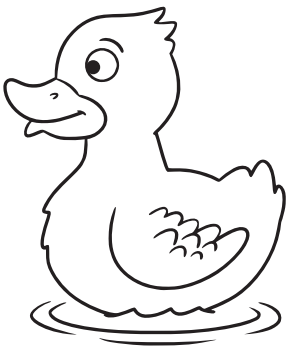
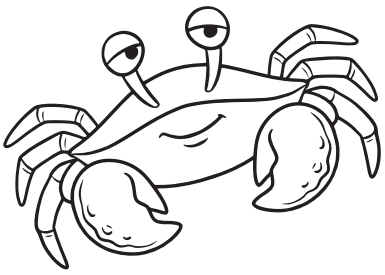
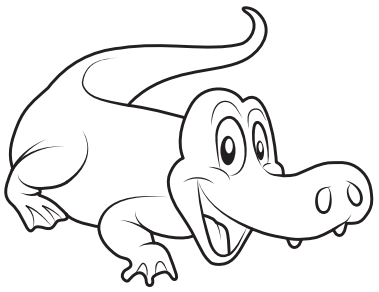
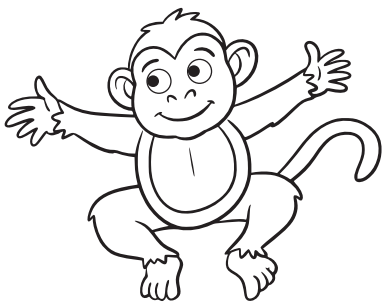
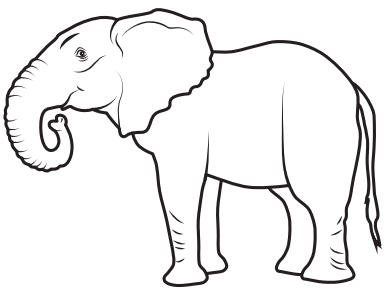
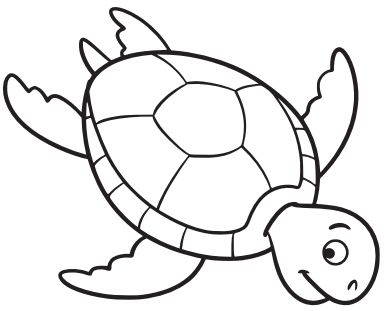

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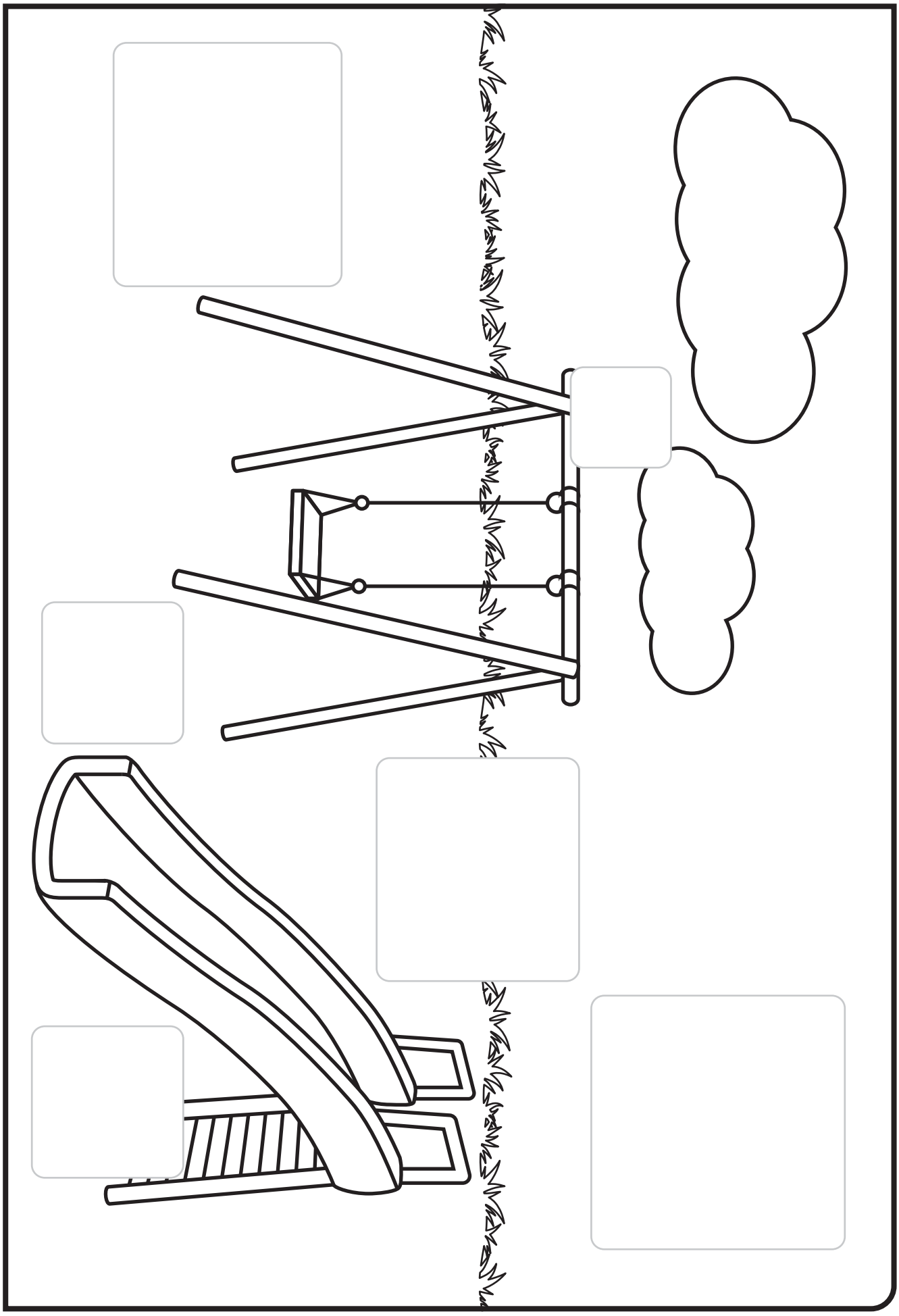





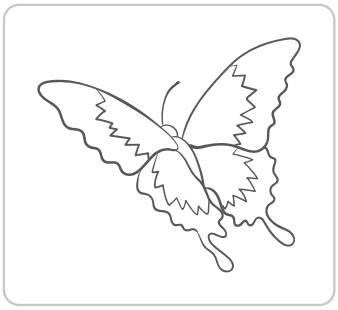



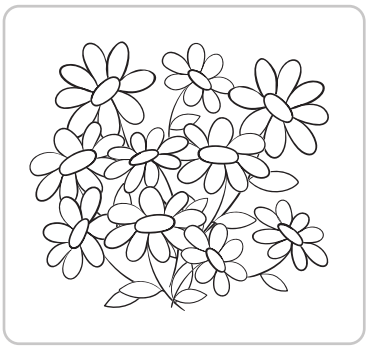

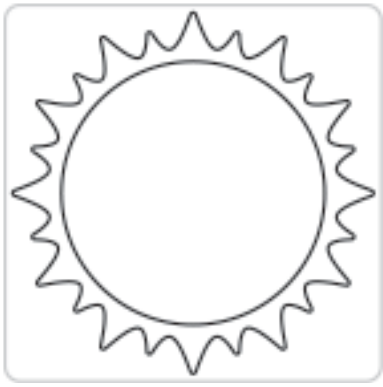

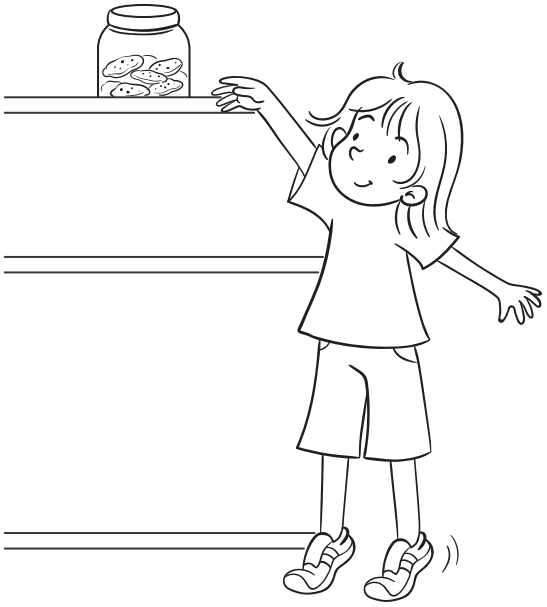







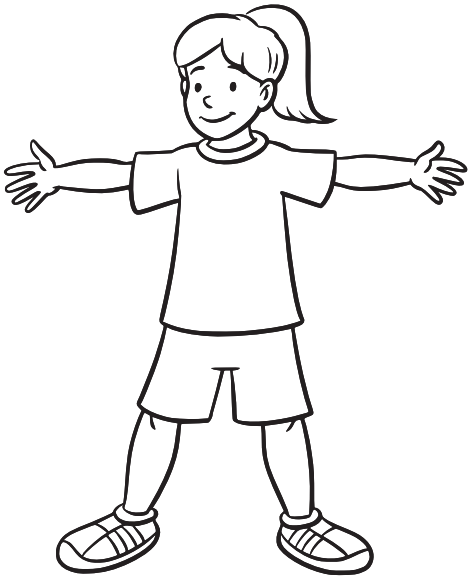



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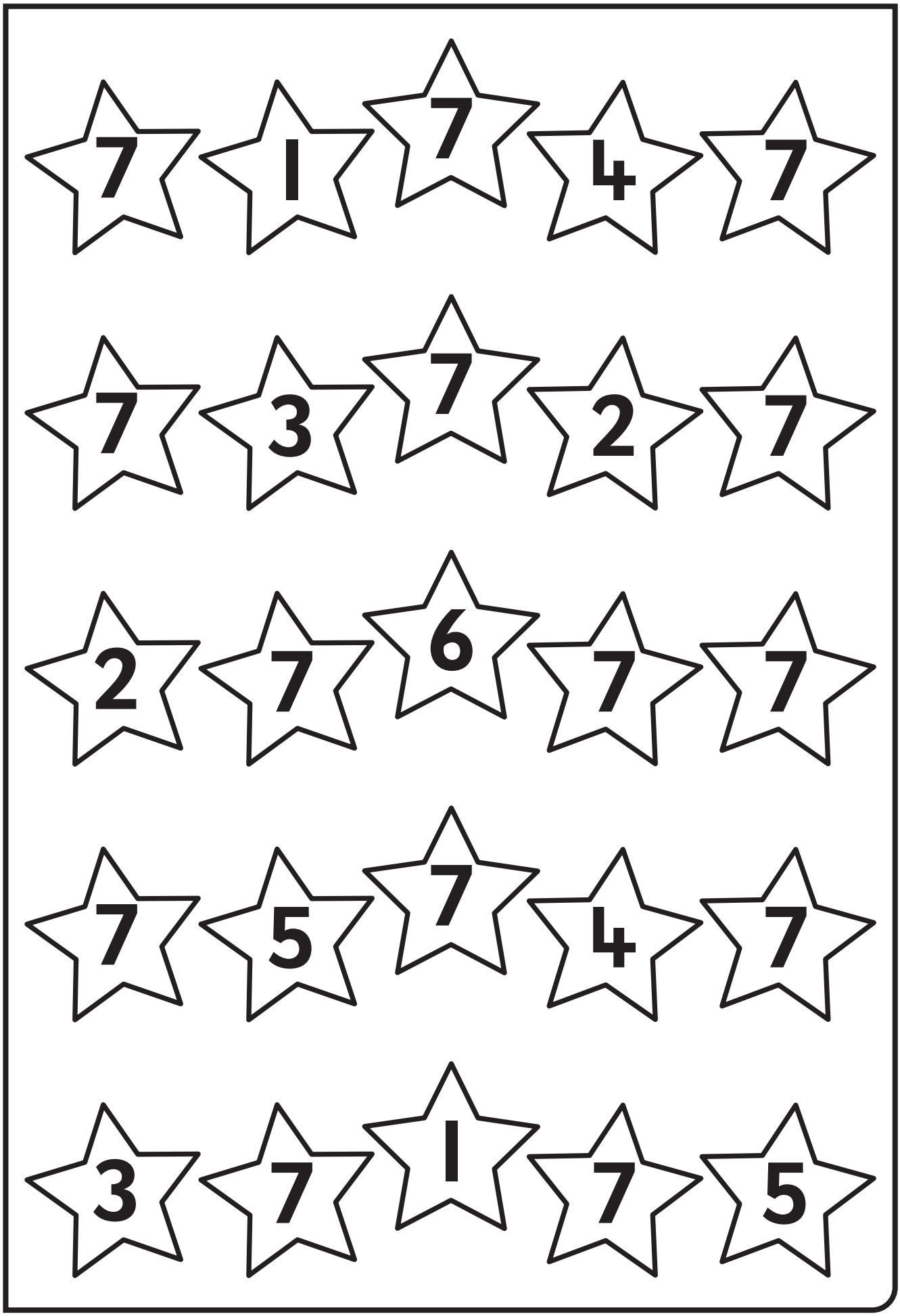

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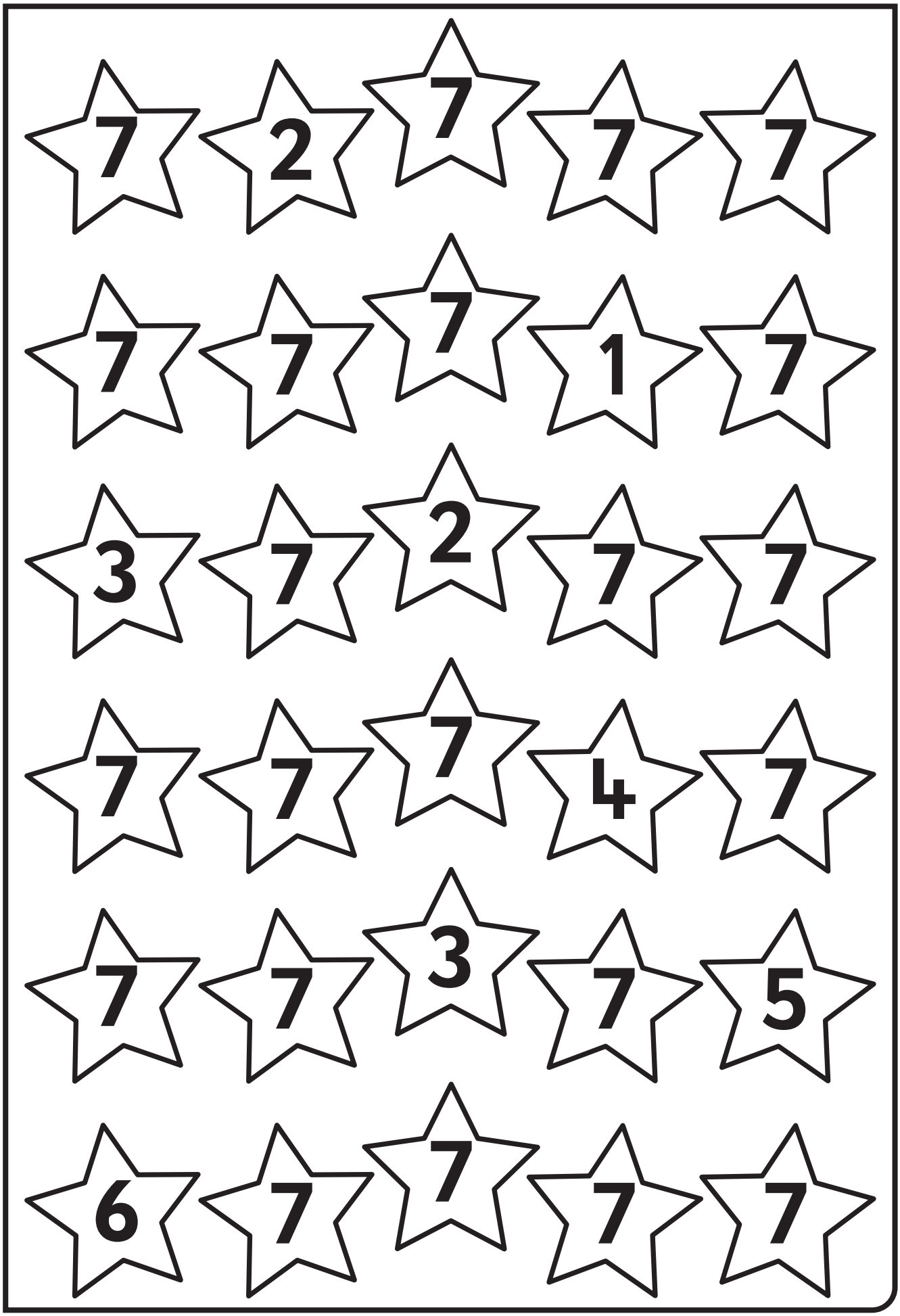

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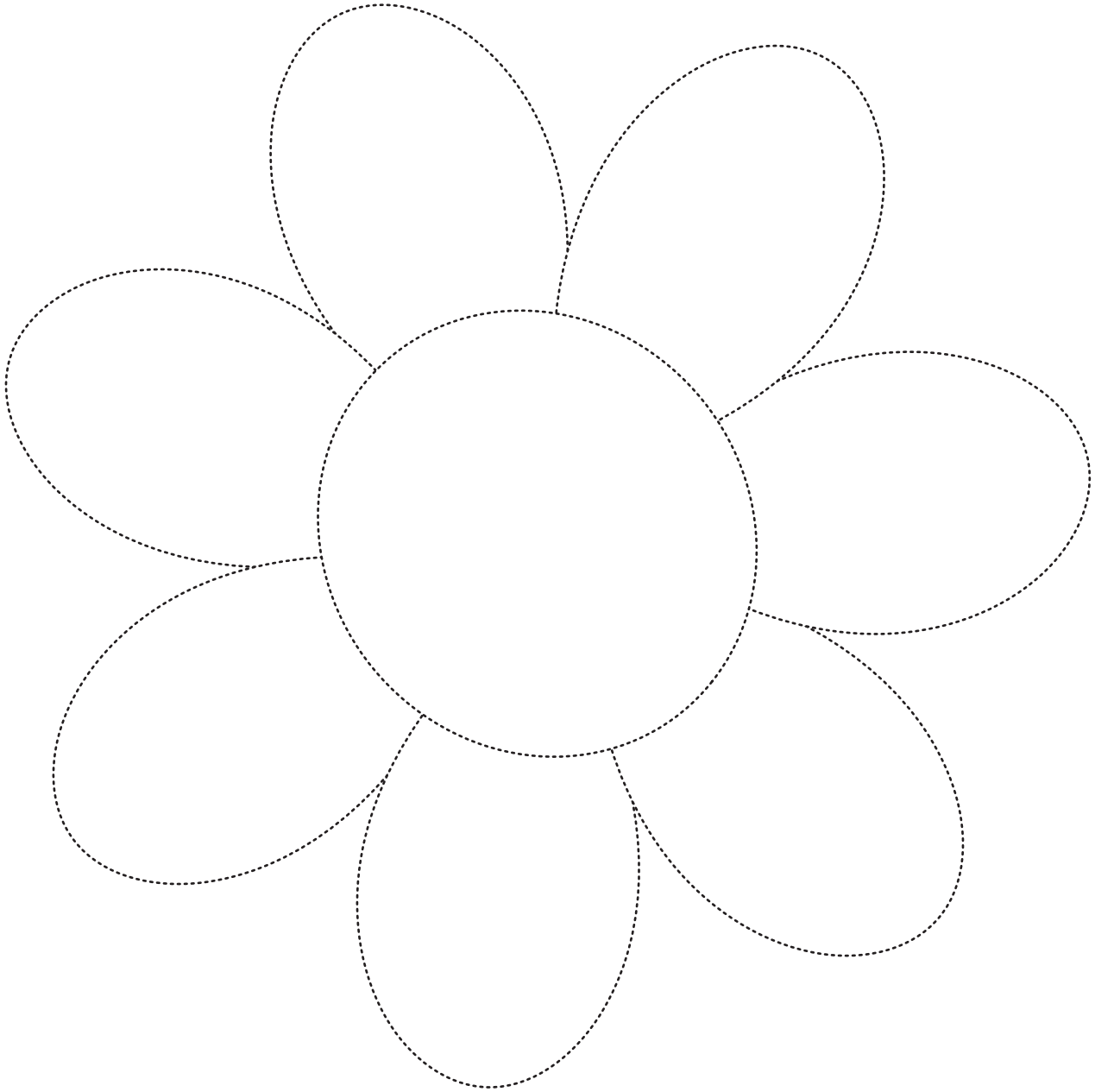

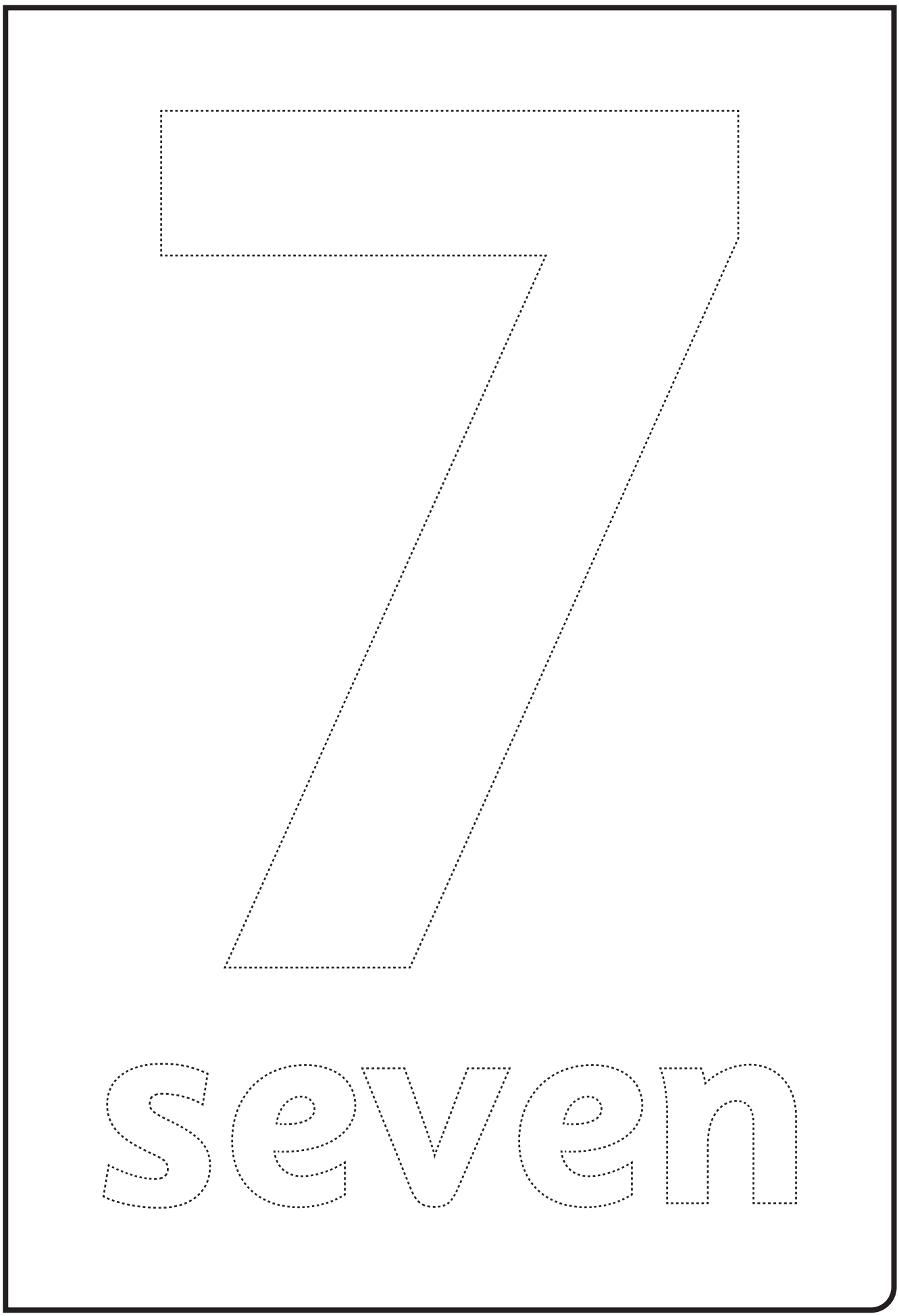

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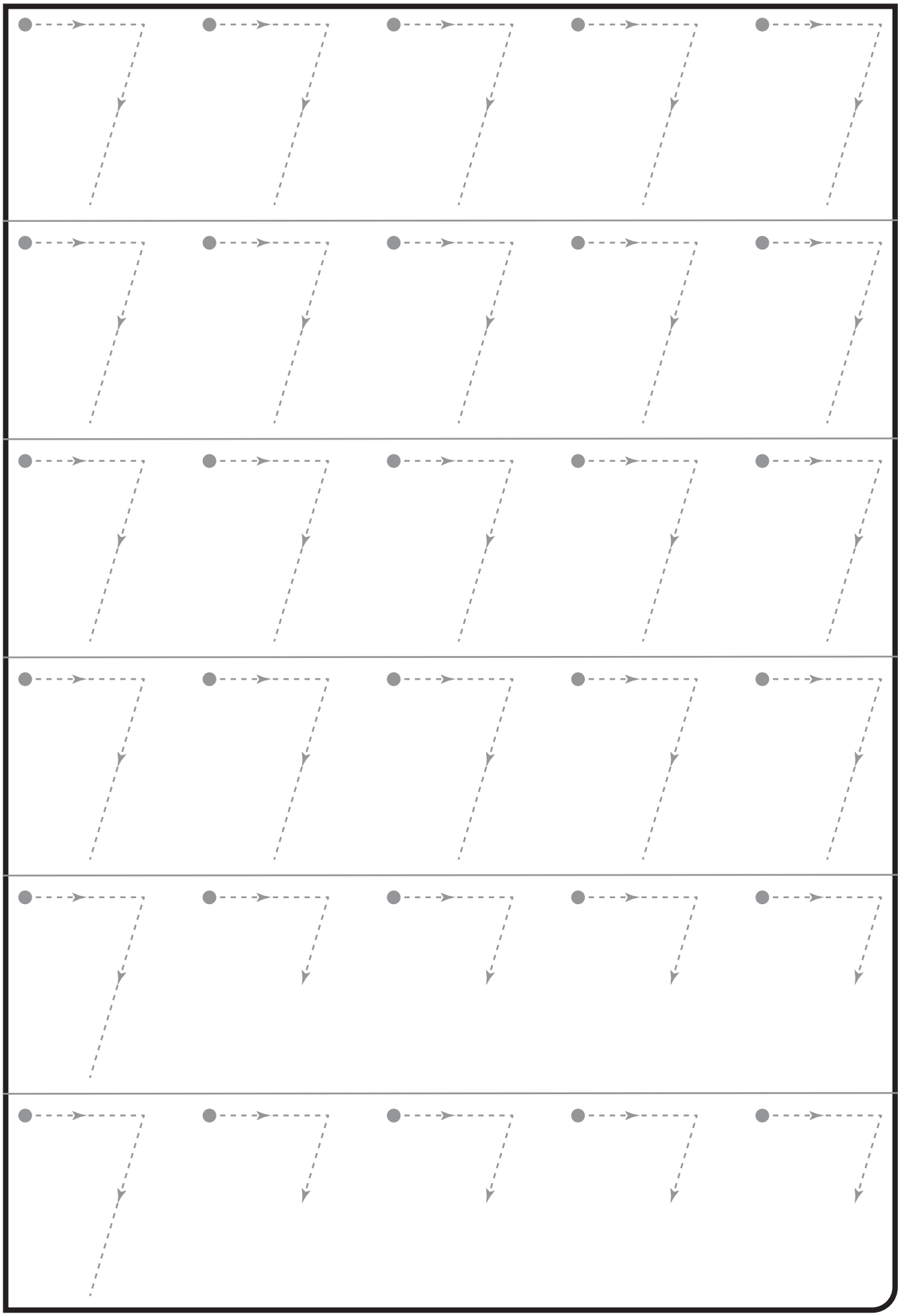

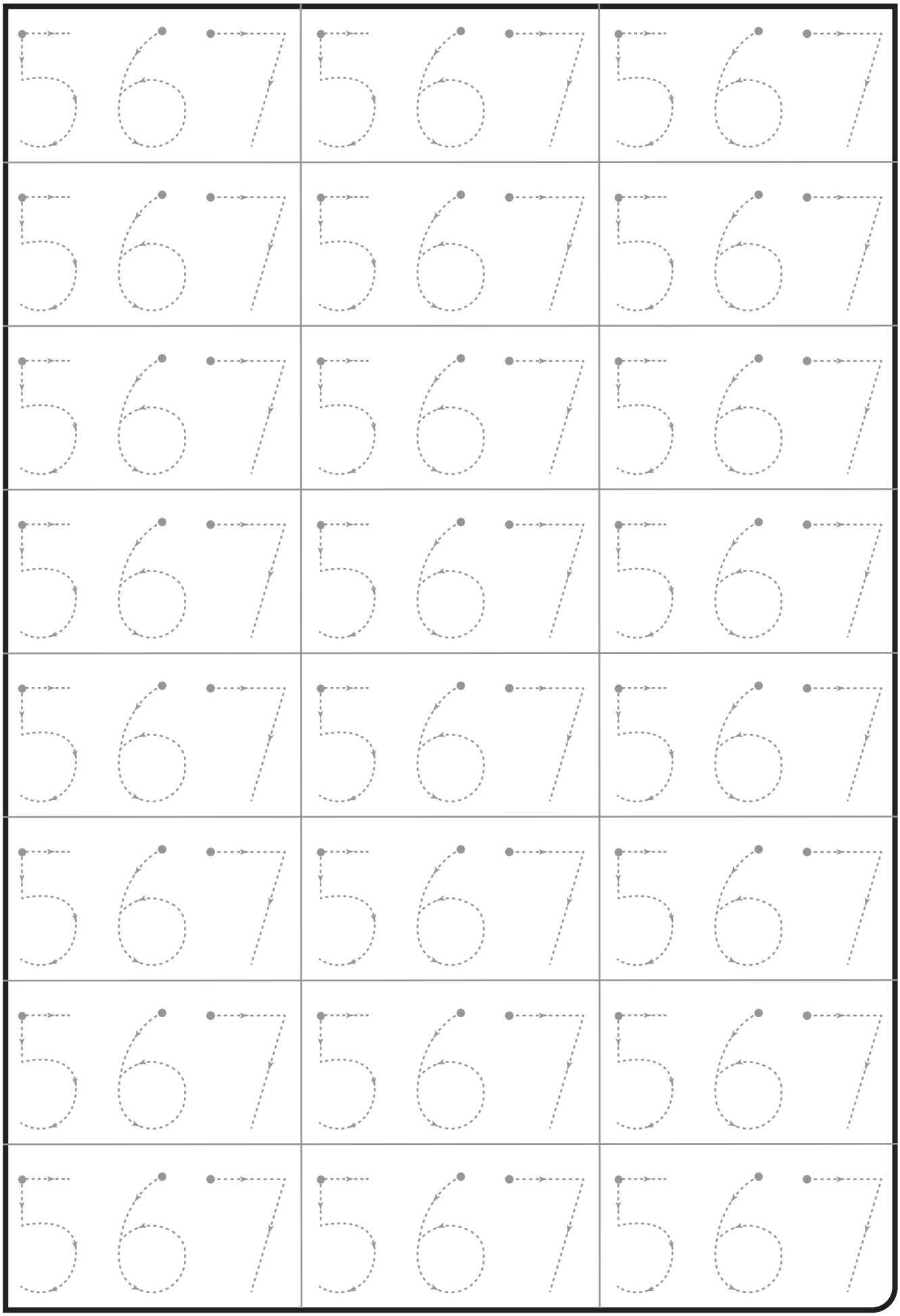

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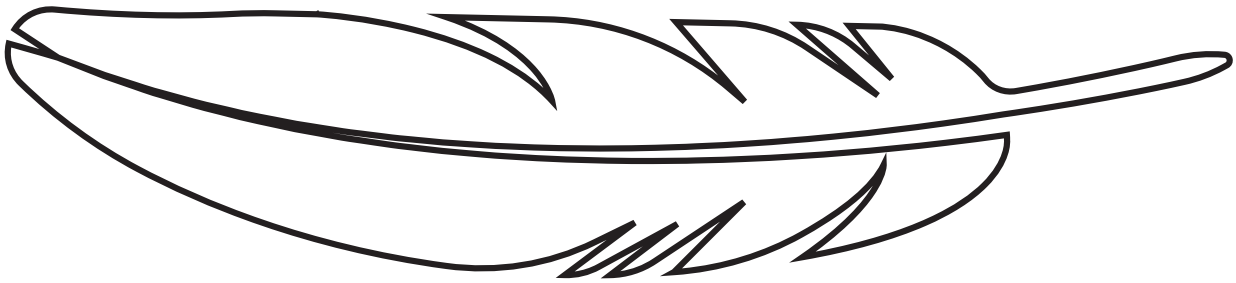
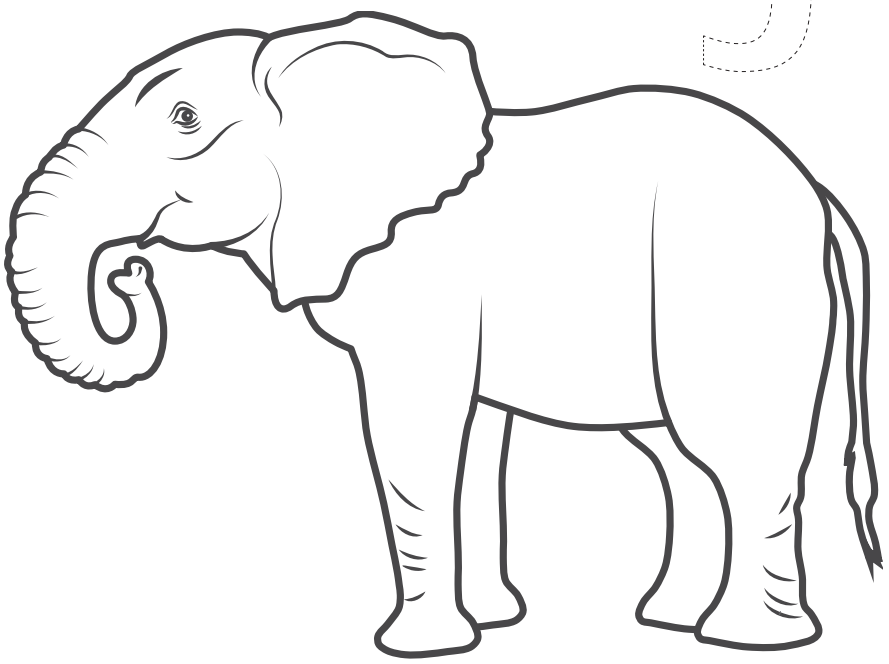
light



heavy



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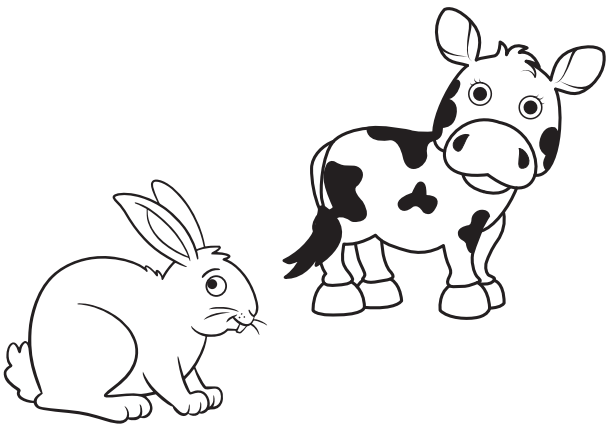
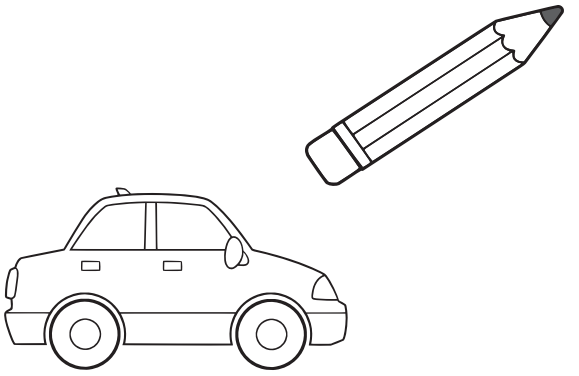

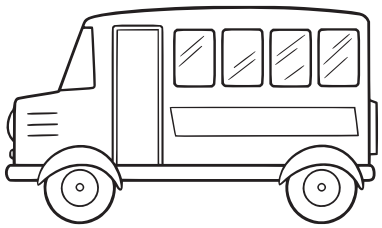

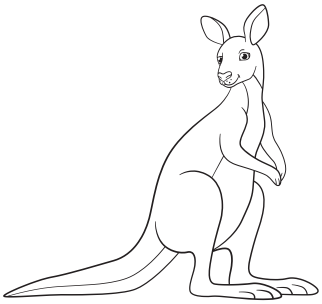
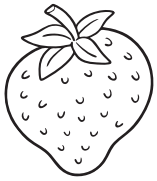
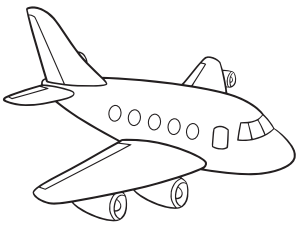
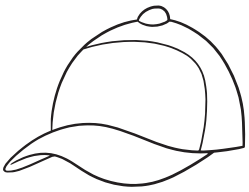
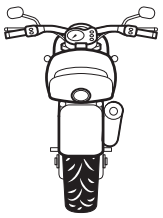

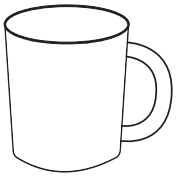
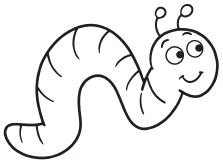
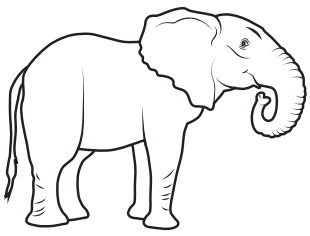
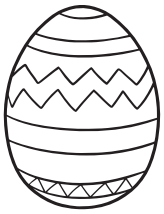

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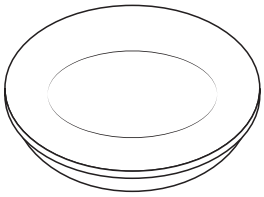
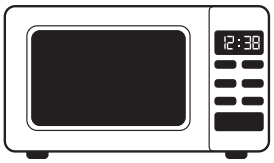
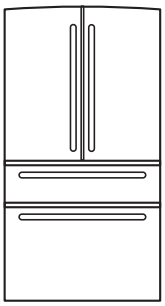
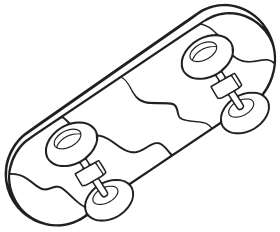
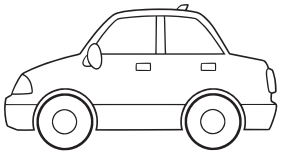
Order the objects by weight.

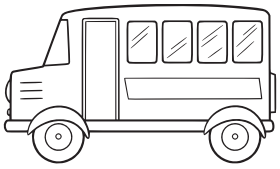


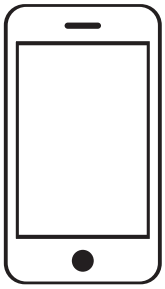


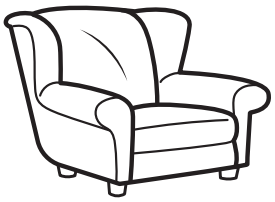


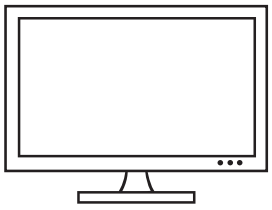


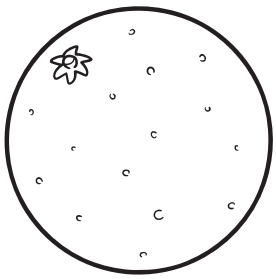


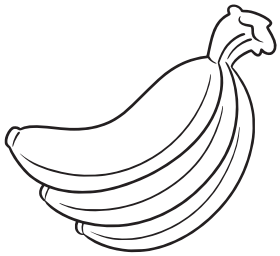


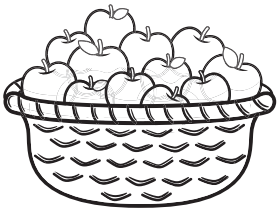


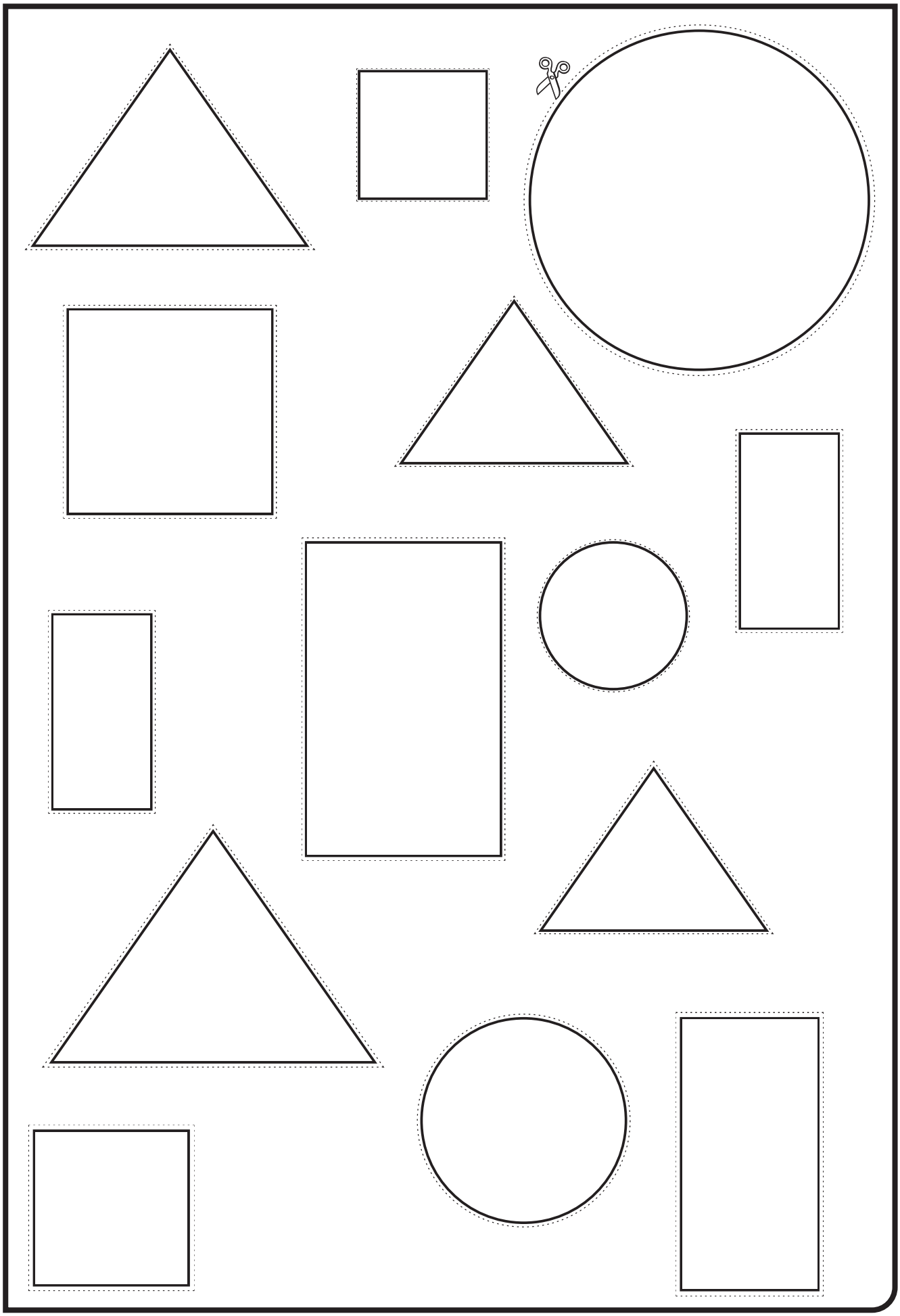


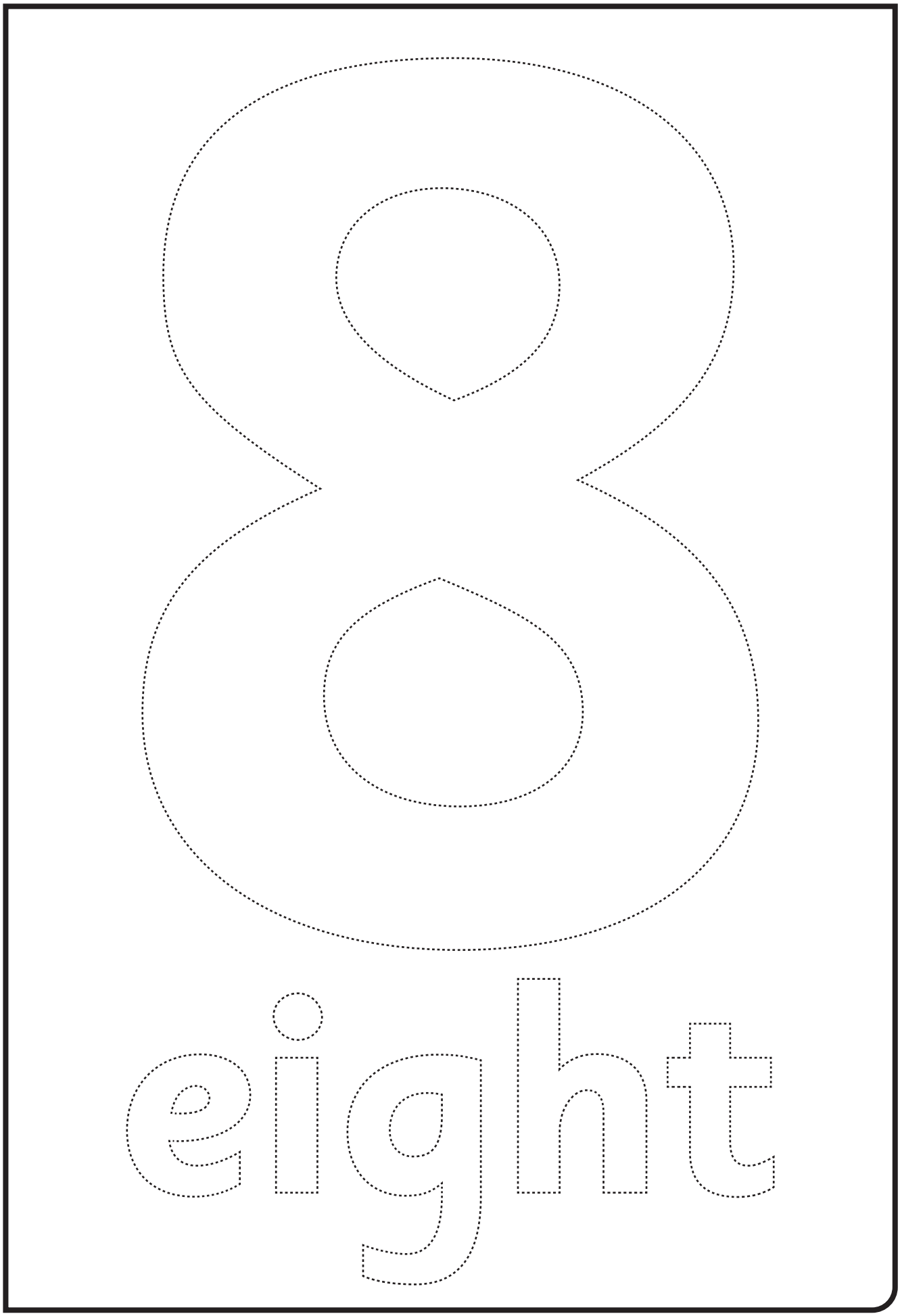












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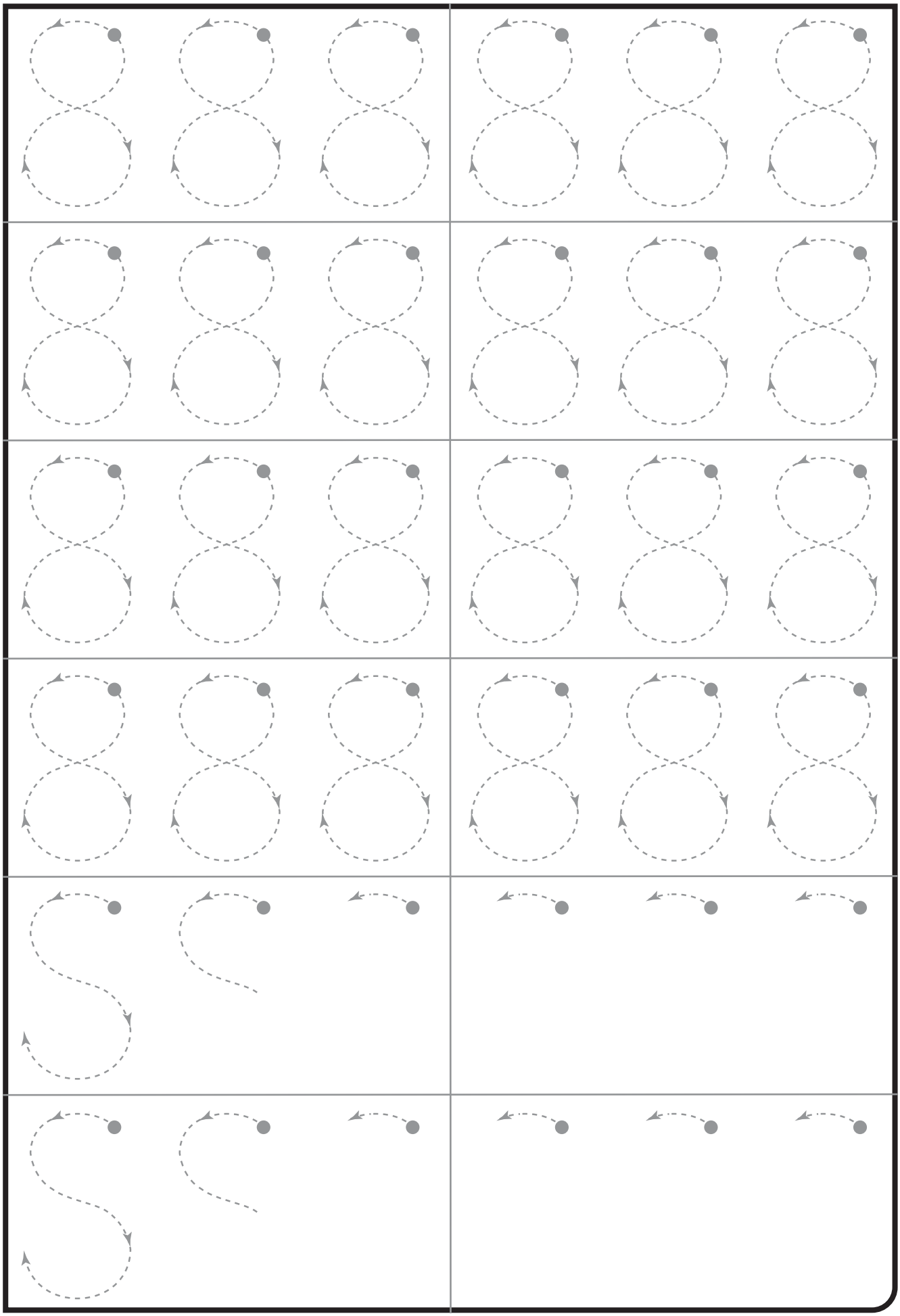

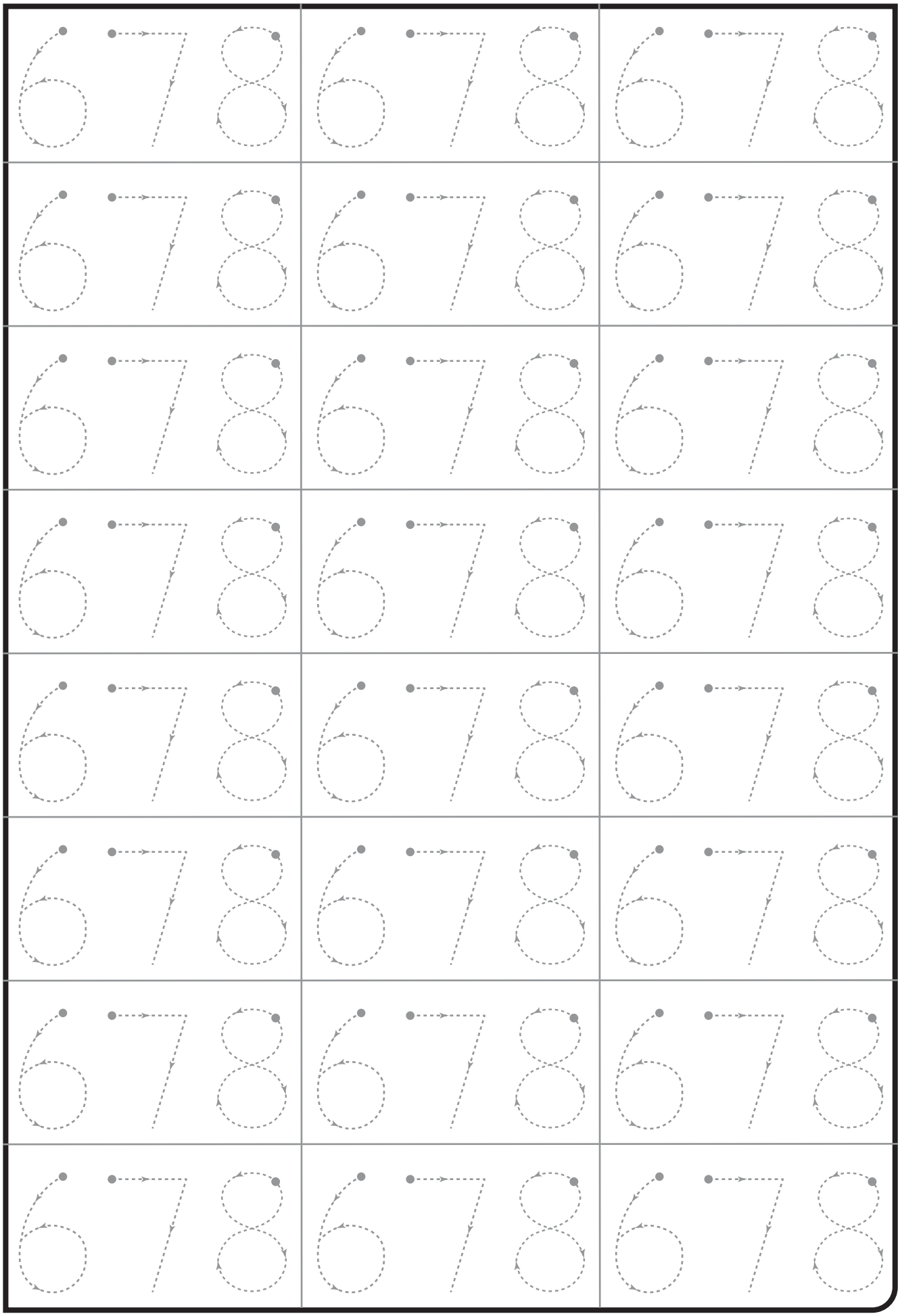
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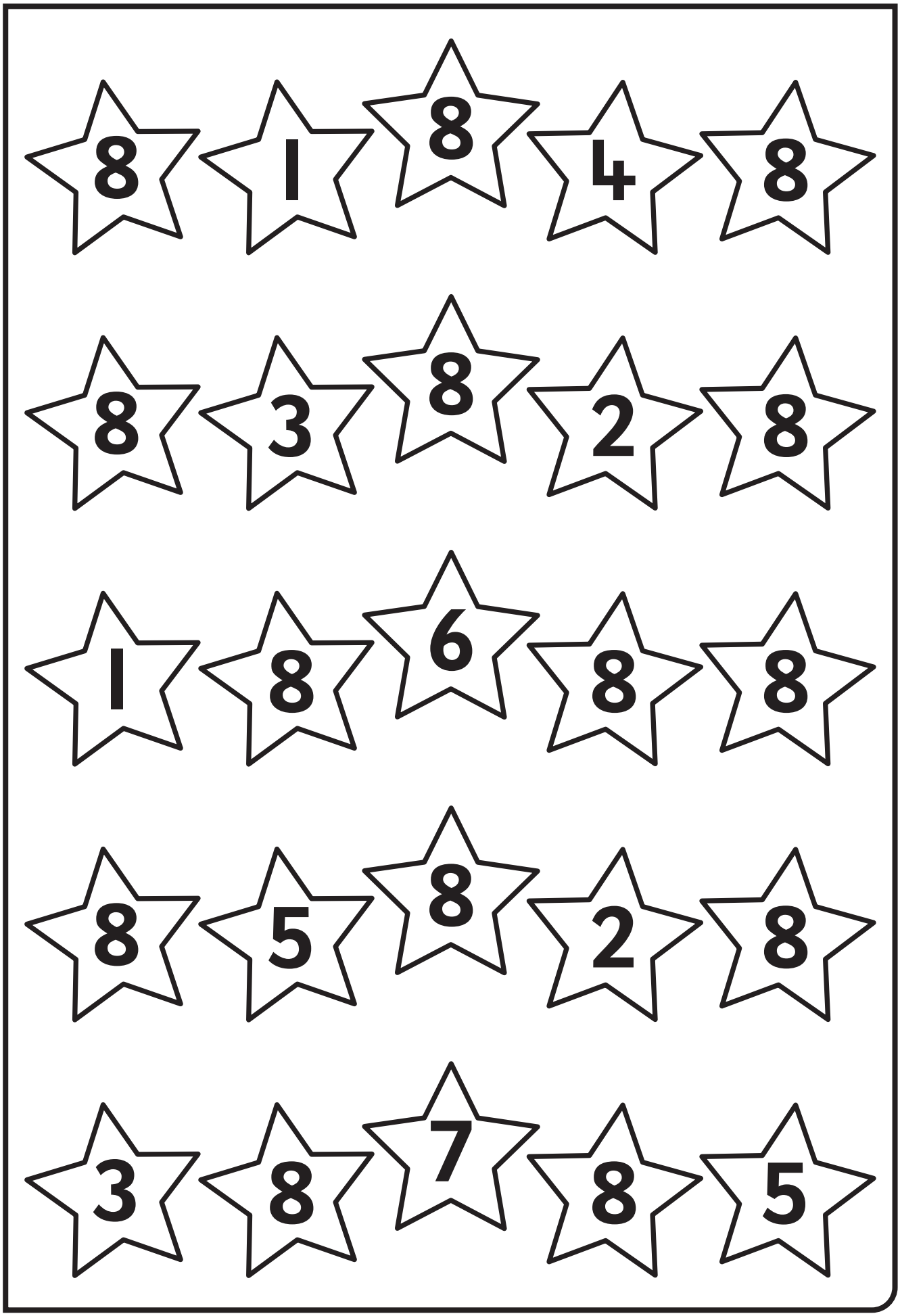

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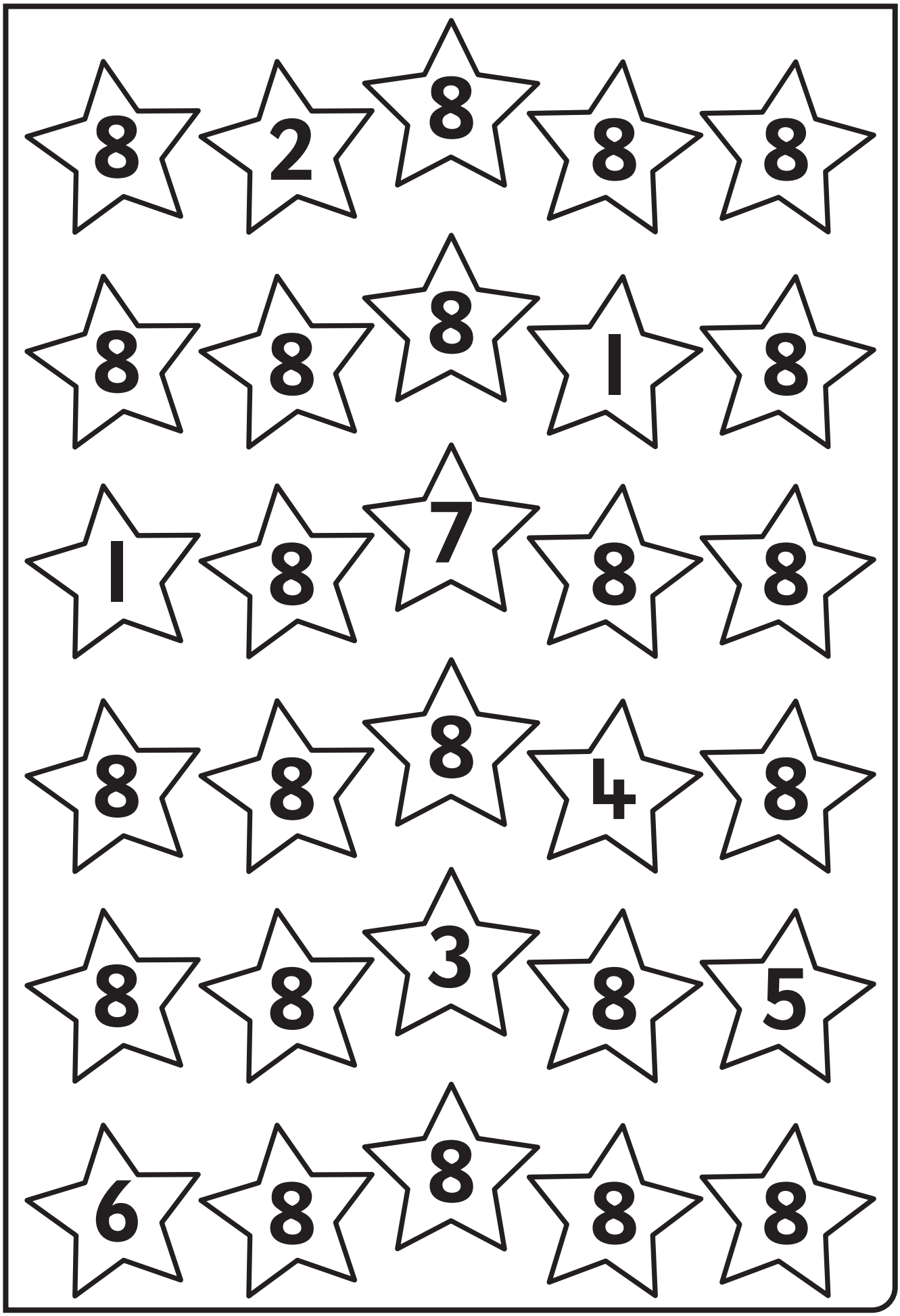

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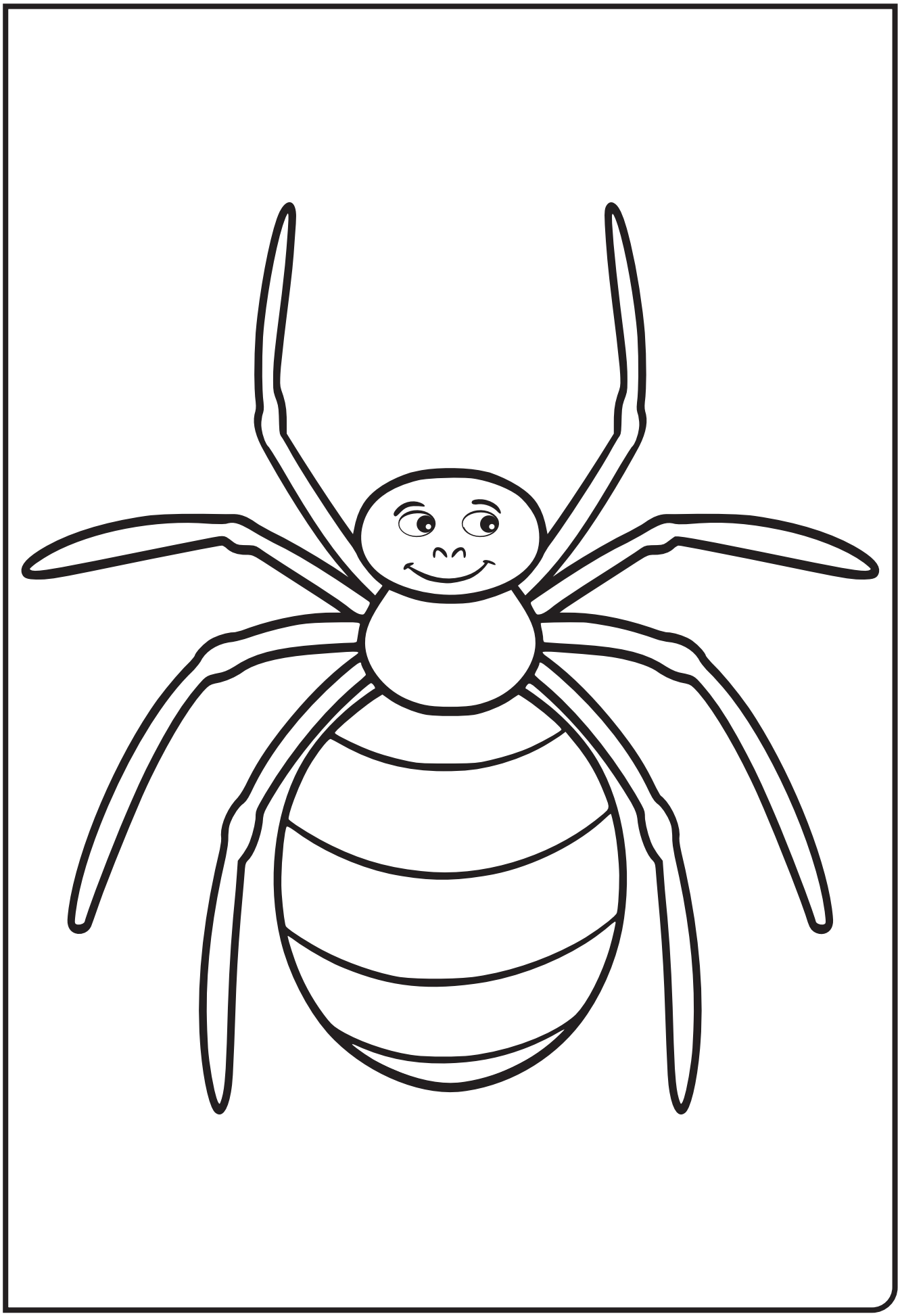

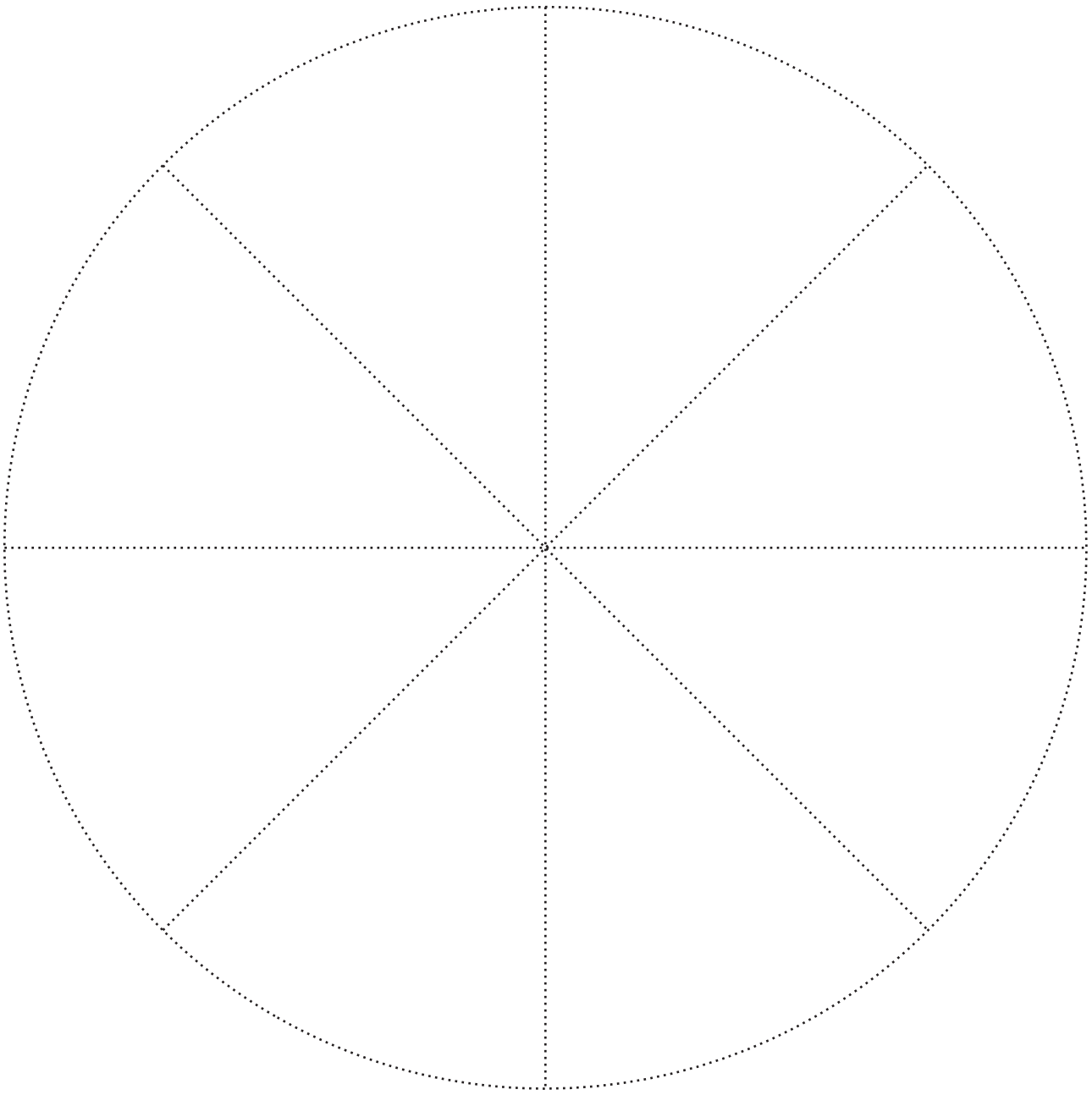

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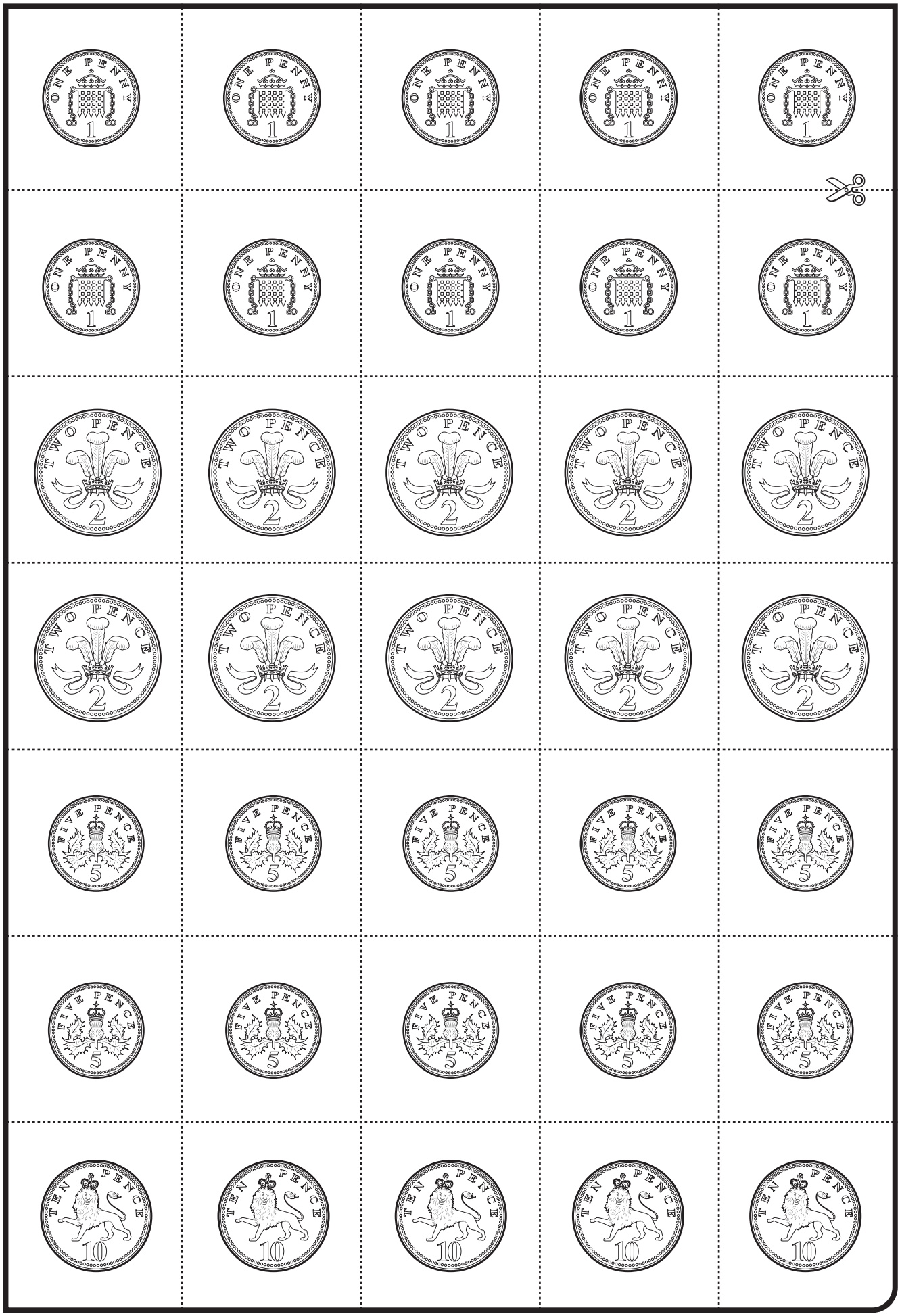

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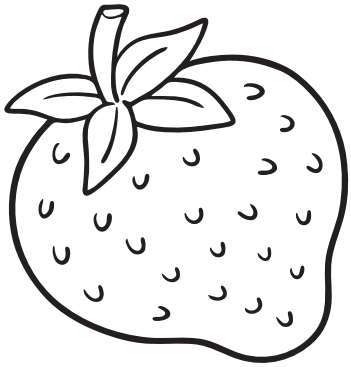

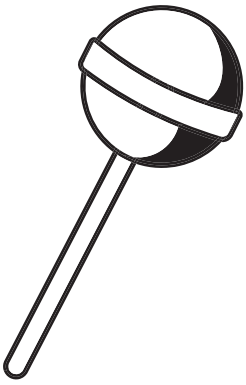

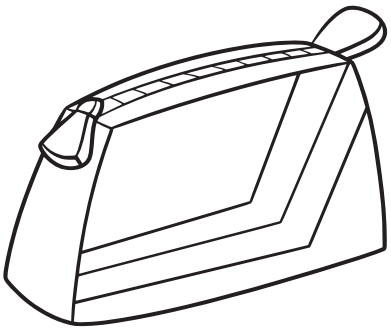

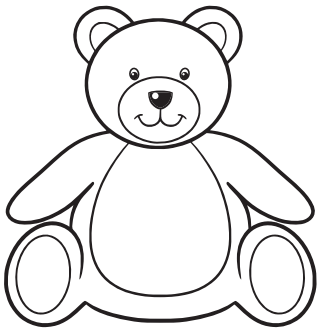

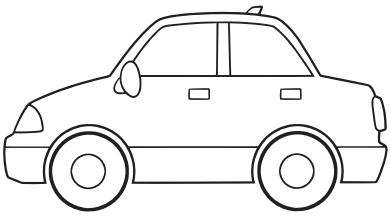

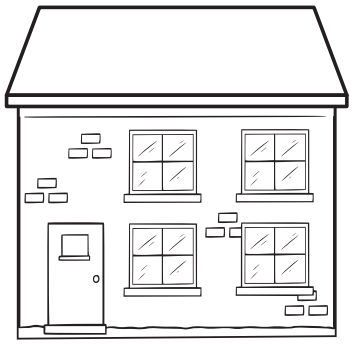

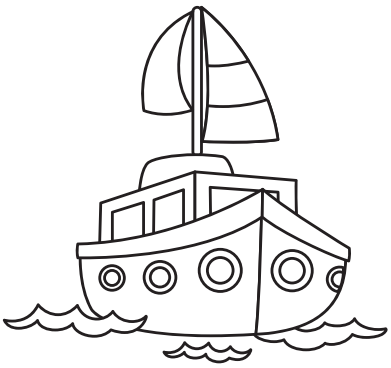

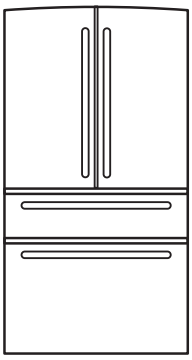

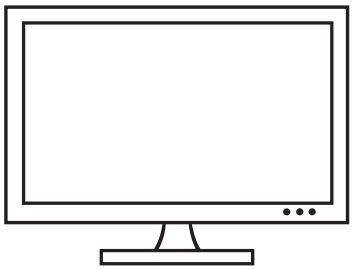



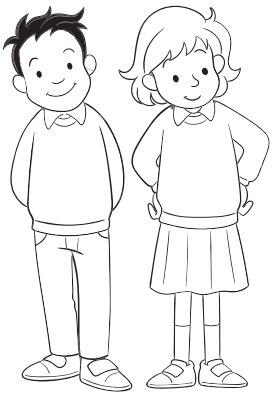



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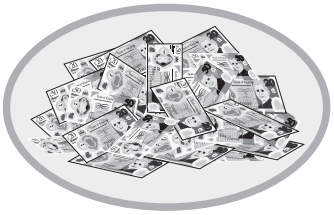

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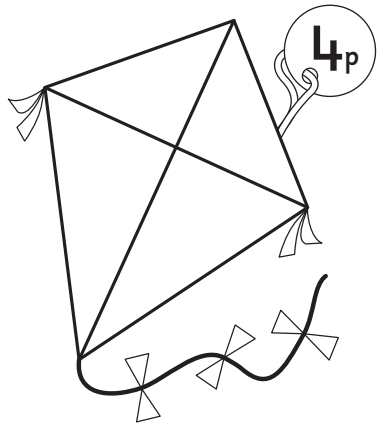



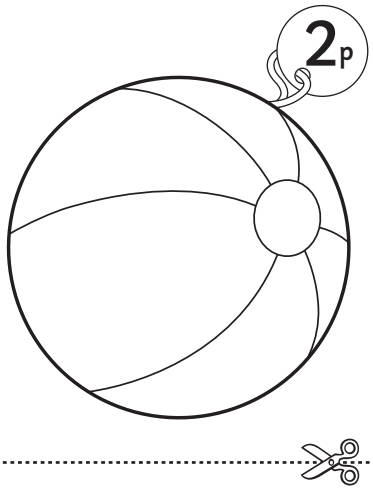

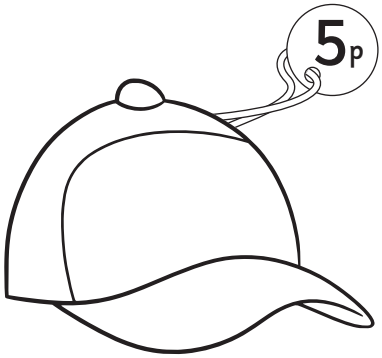

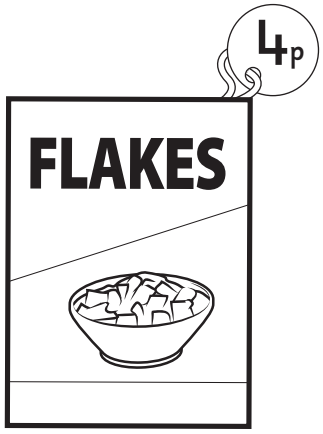

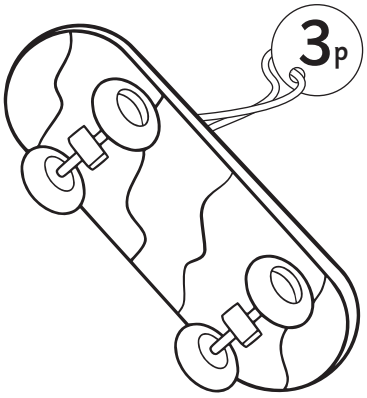

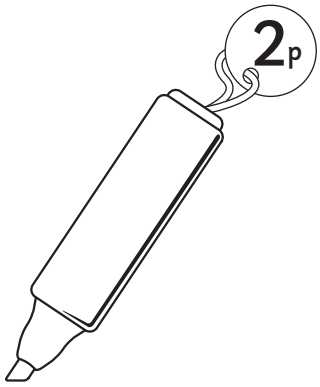

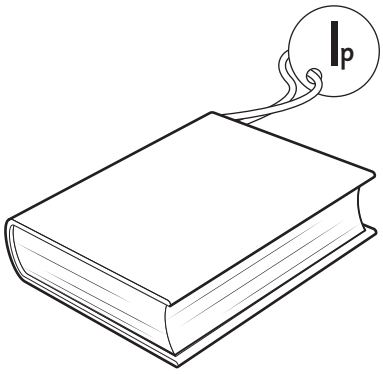

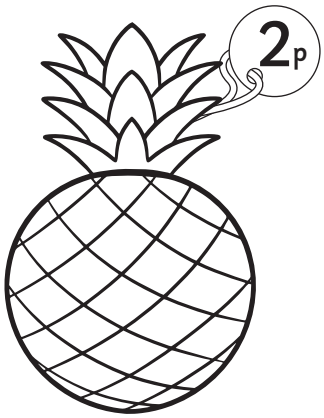



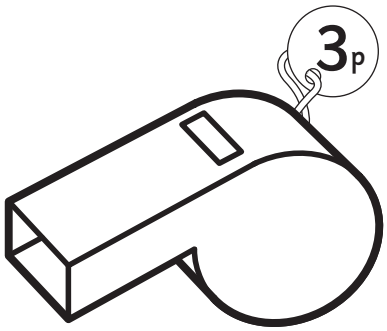

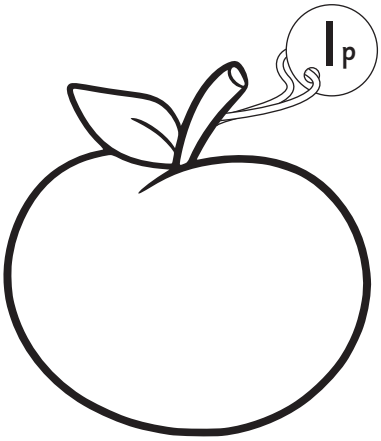

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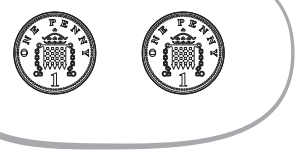

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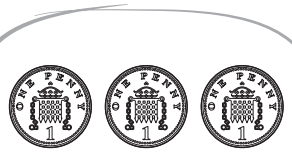
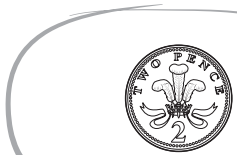


p and  p equals p

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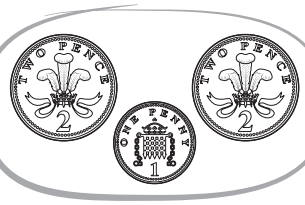

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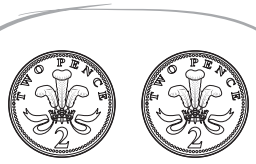
p and  p equals p

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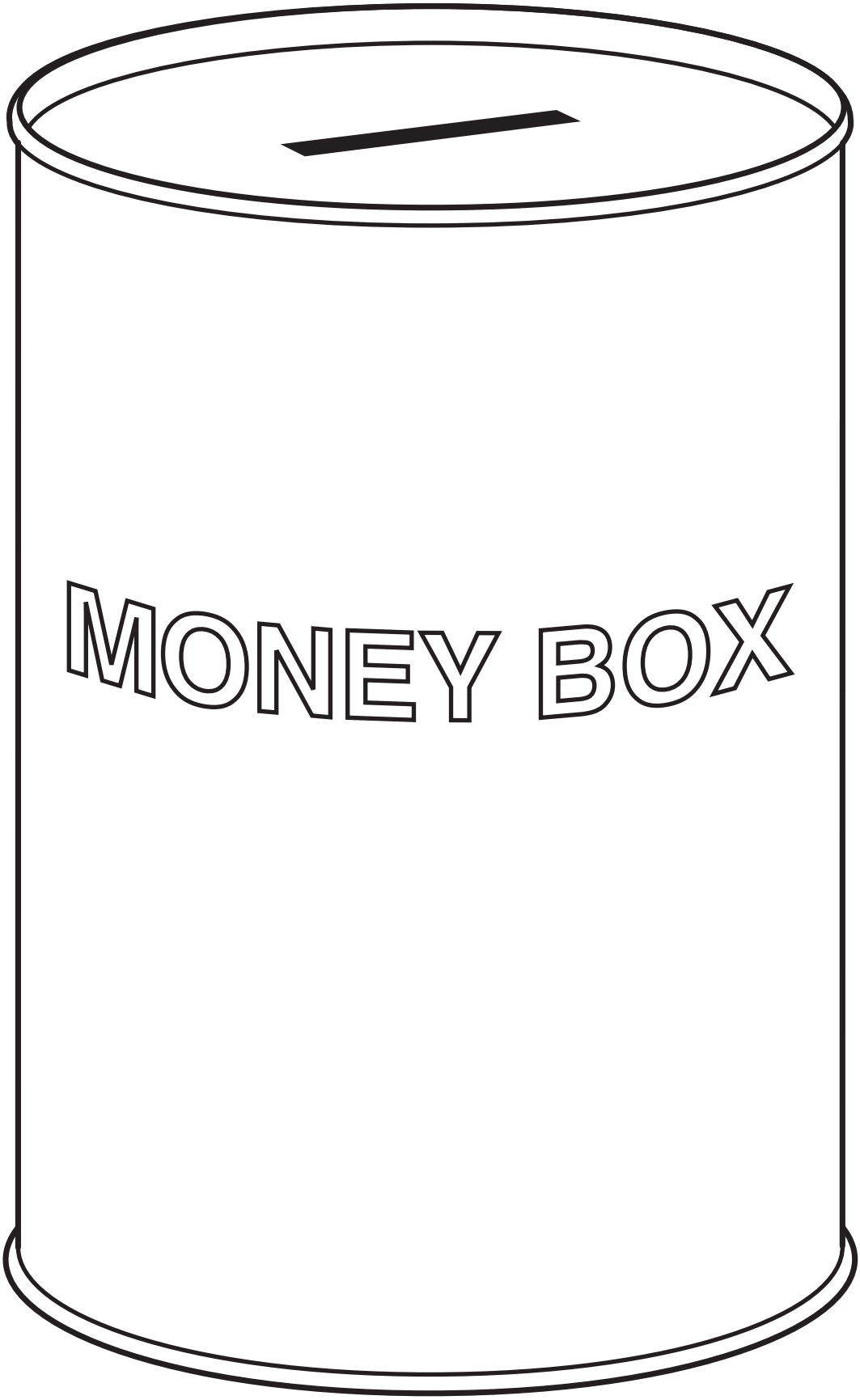

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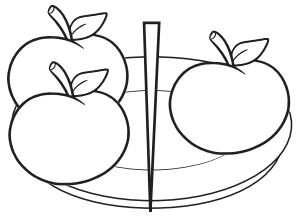
a 

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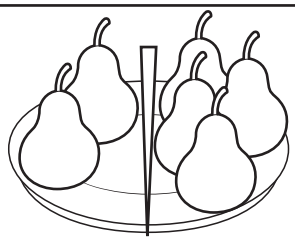
b 

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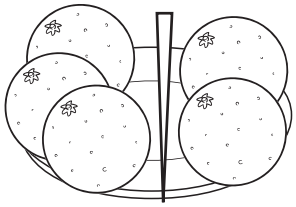
c 

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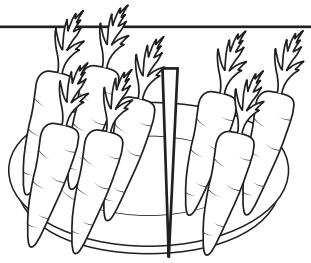
d 

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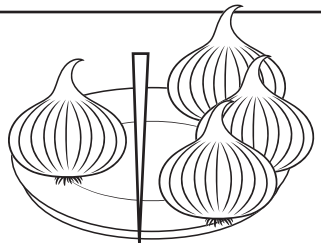
e 

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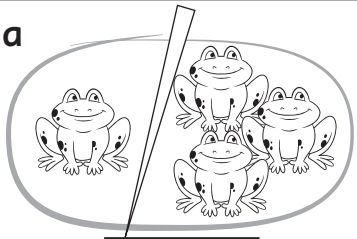

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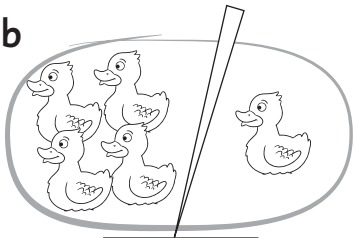

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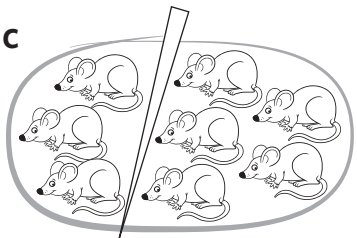

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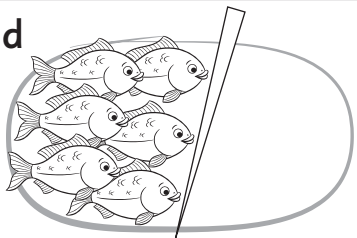

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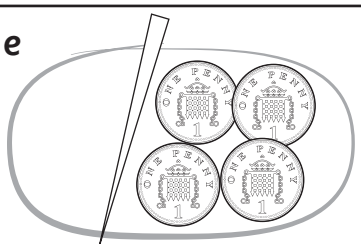

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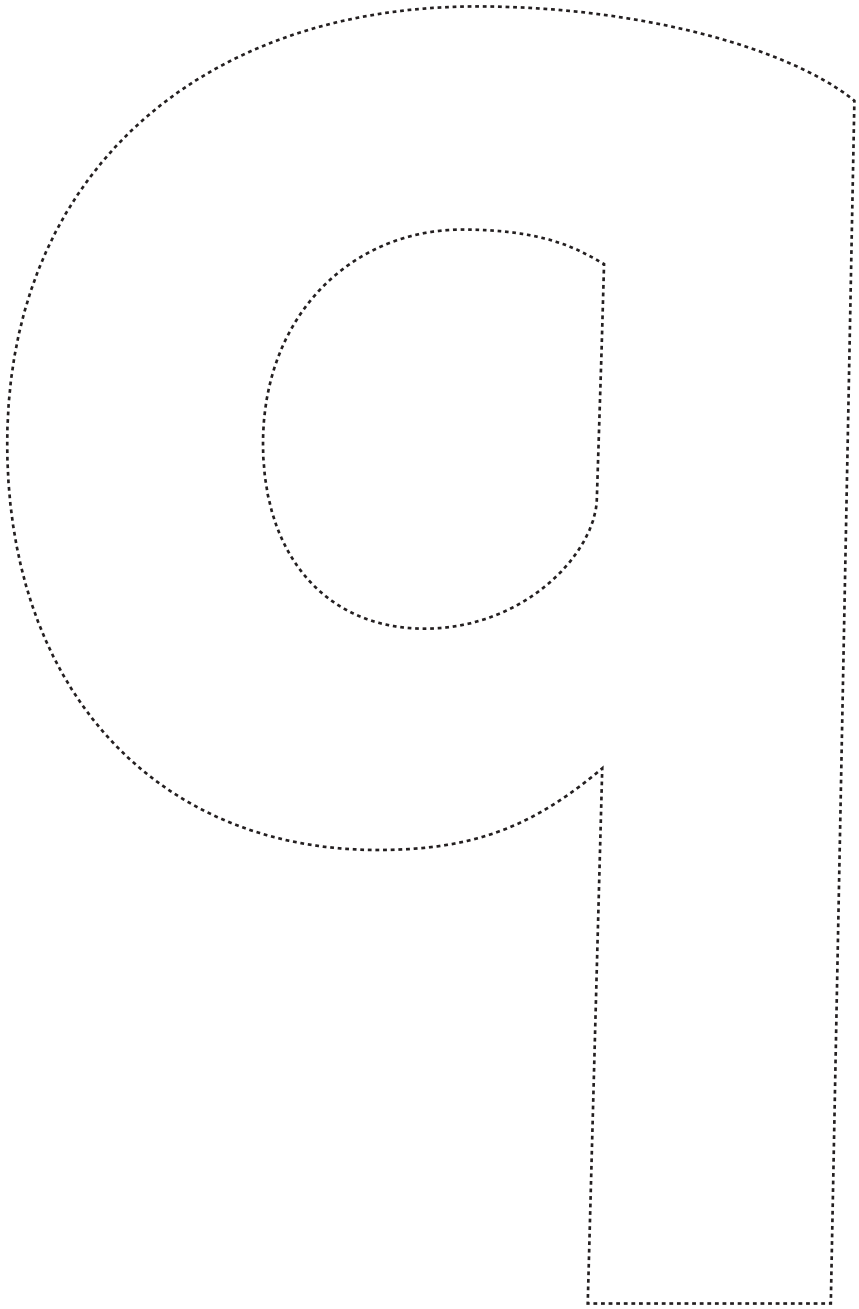

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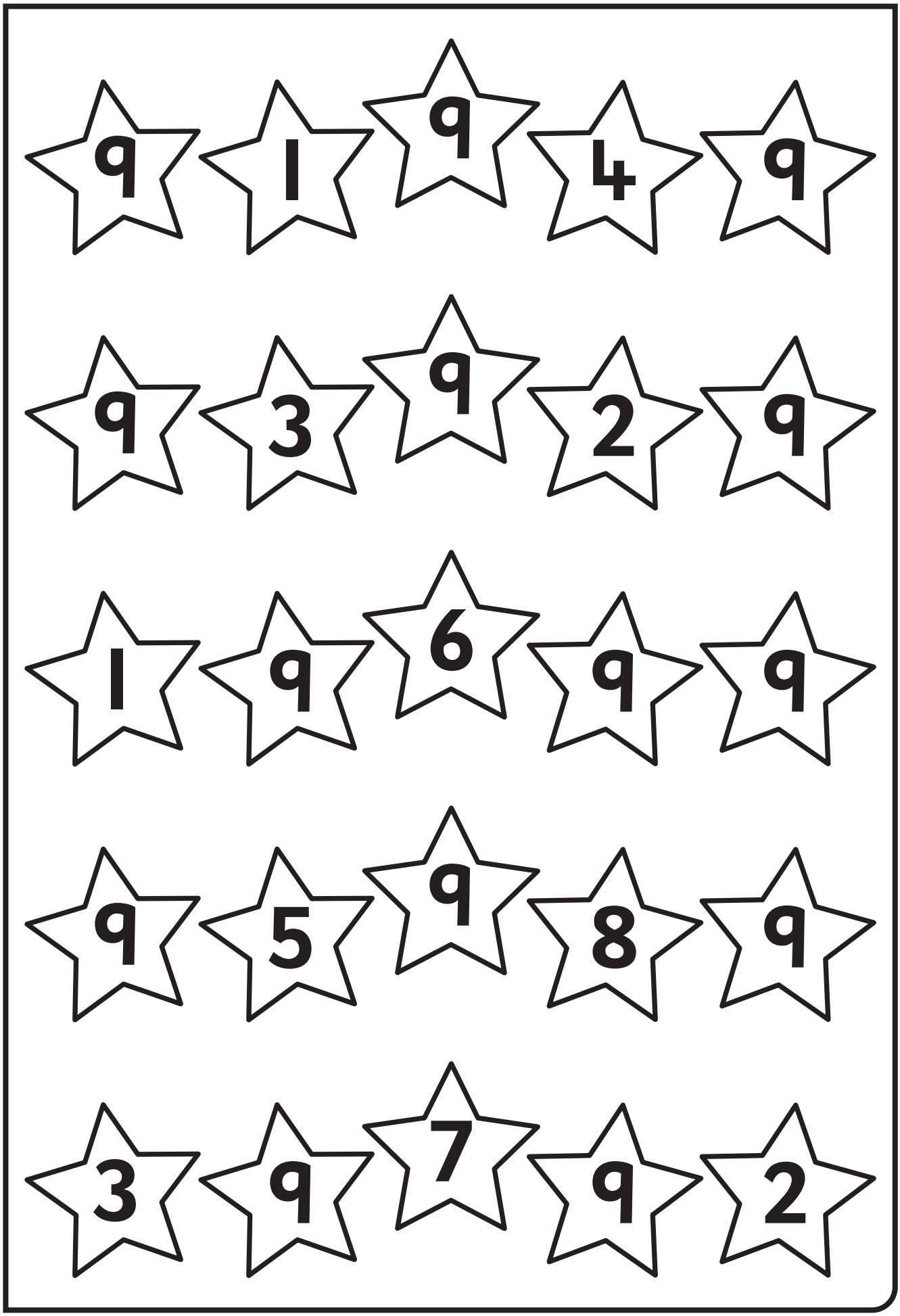

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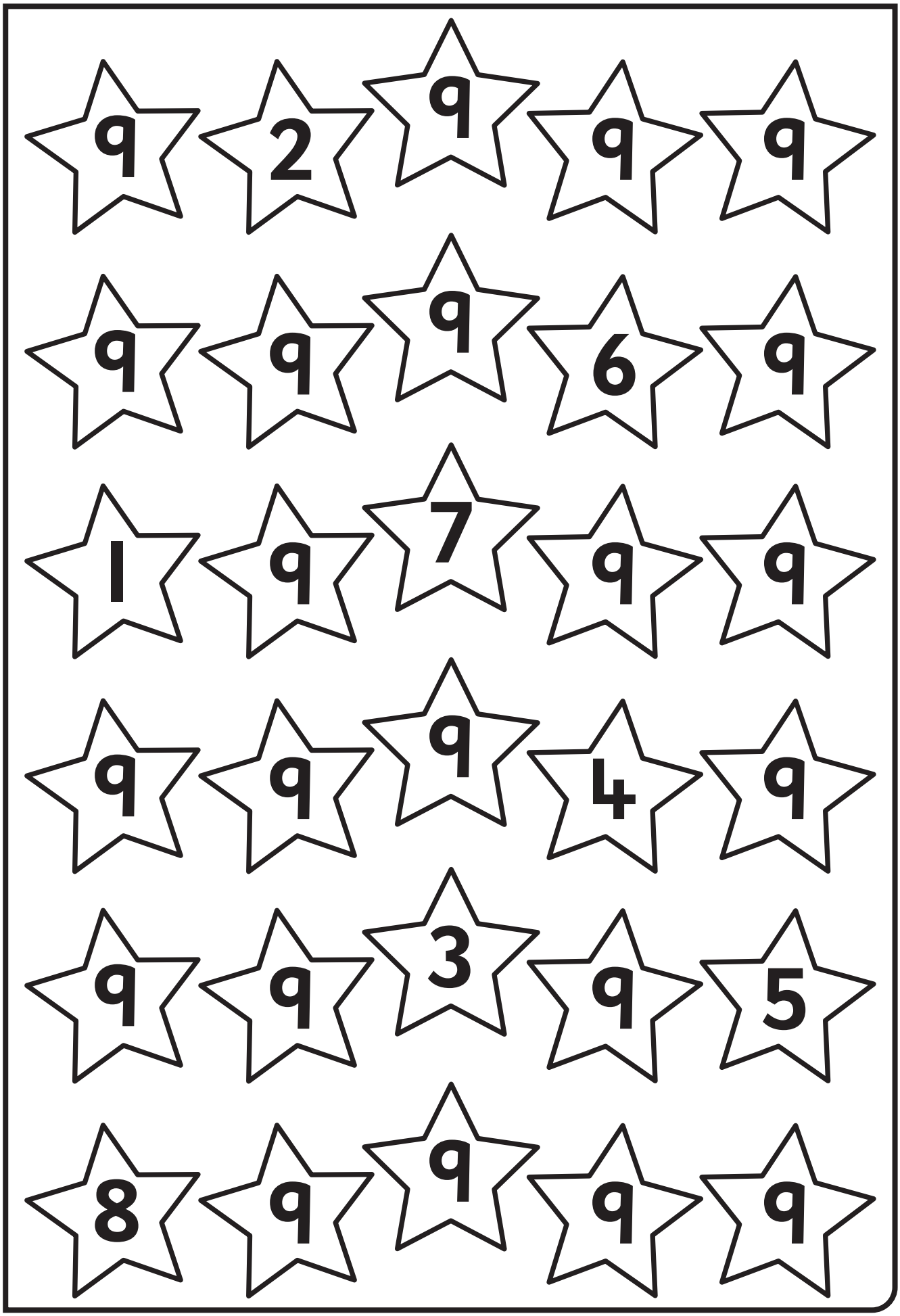

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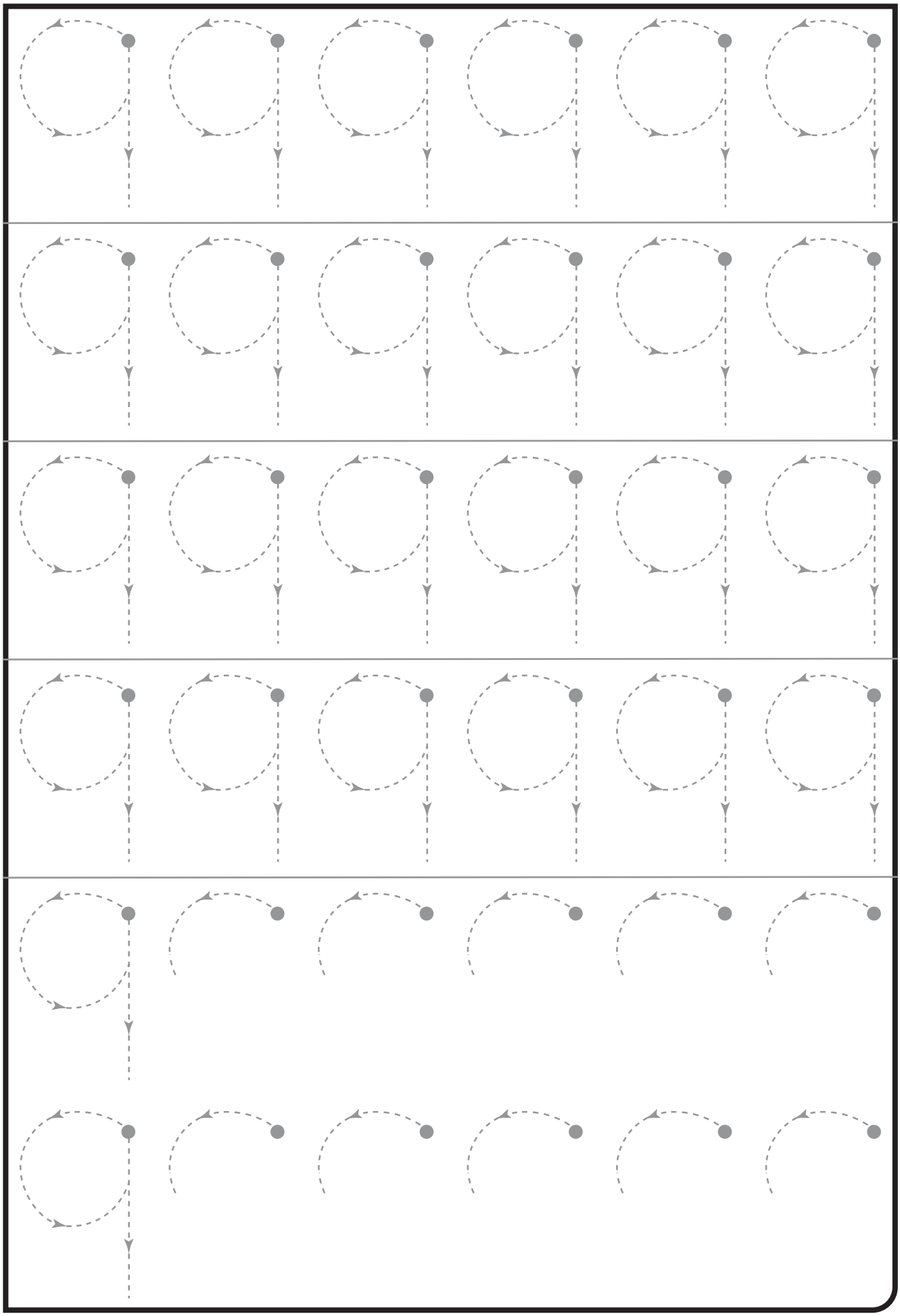

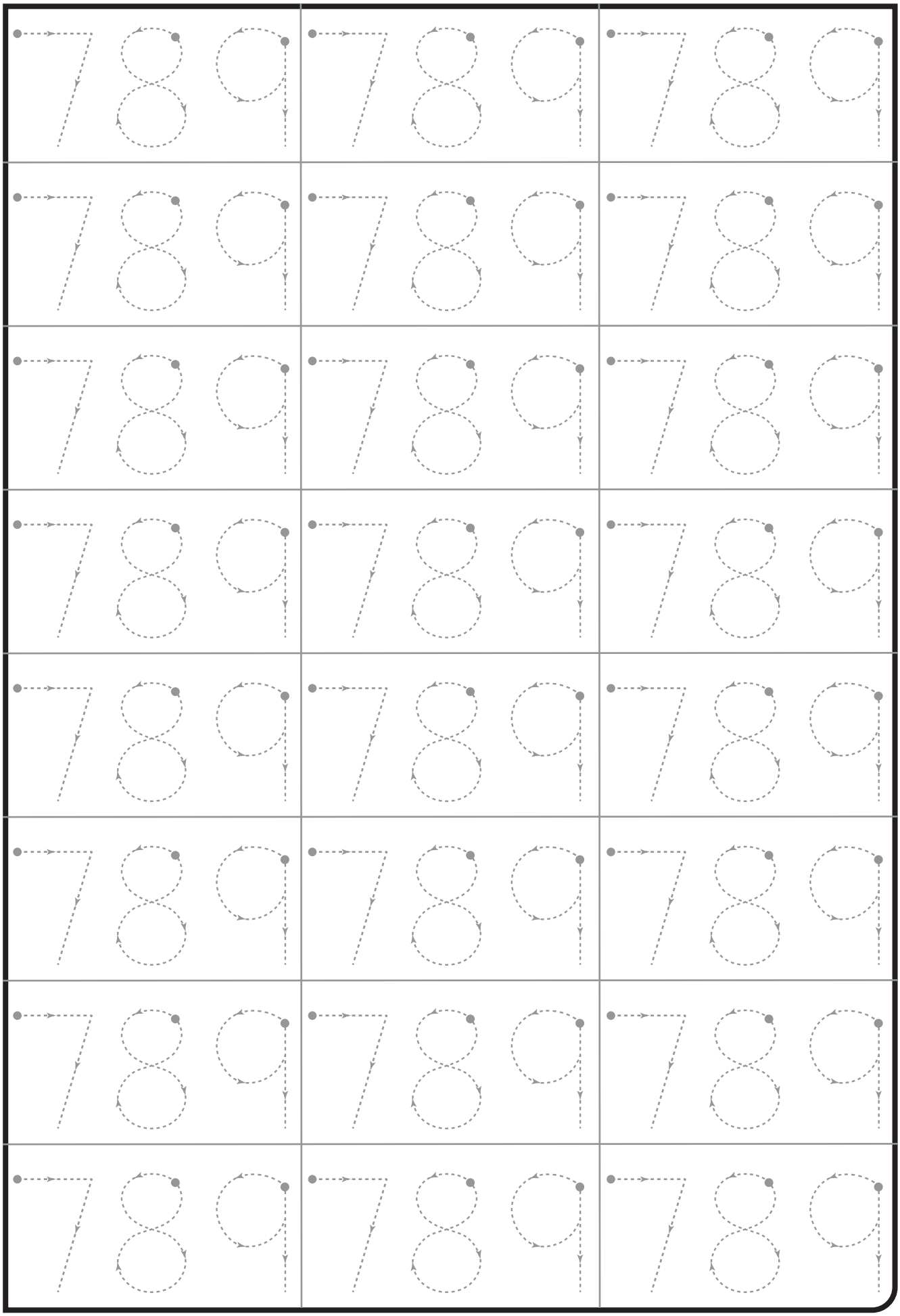
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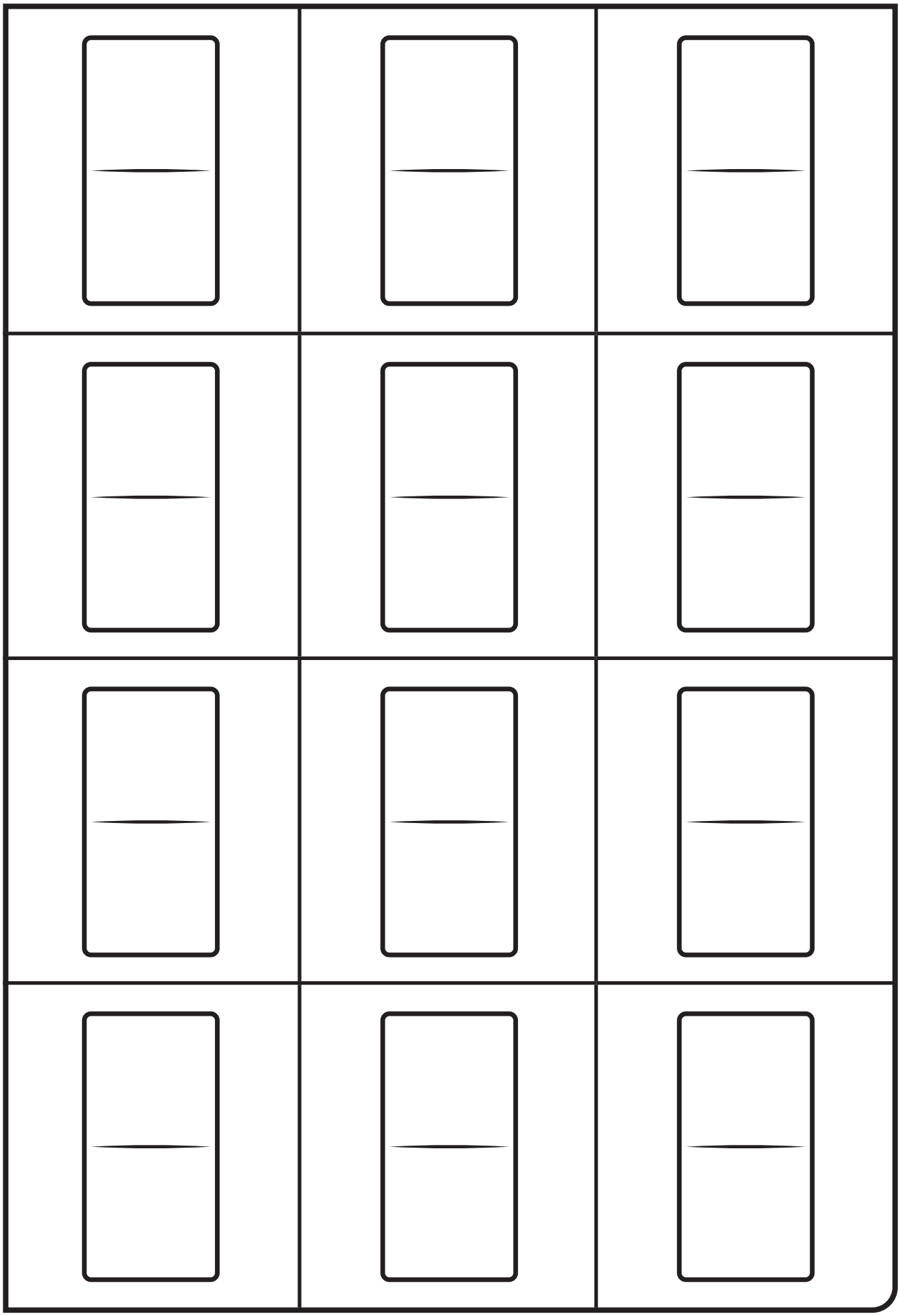

Monday

Tuesday

Wednesday

Thursday

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Friday

Saturday

Sunday

Weekend

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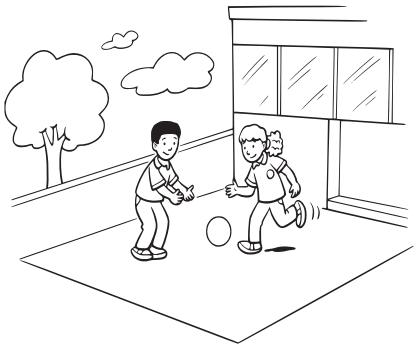
2×2
2×5

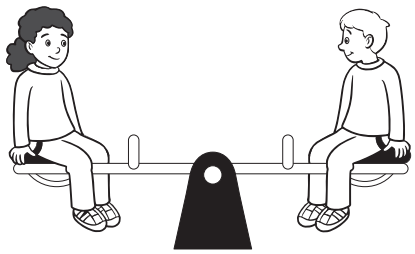




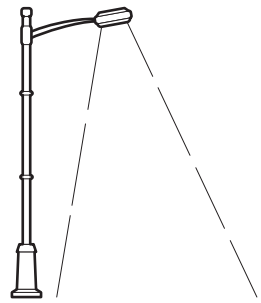




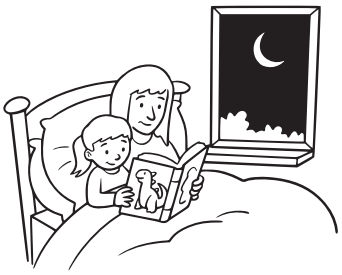






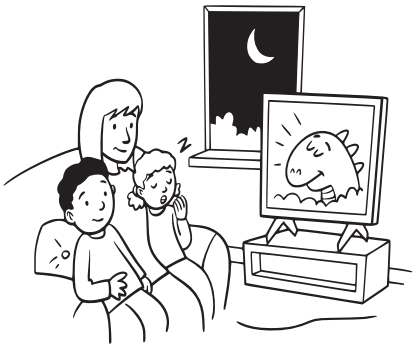




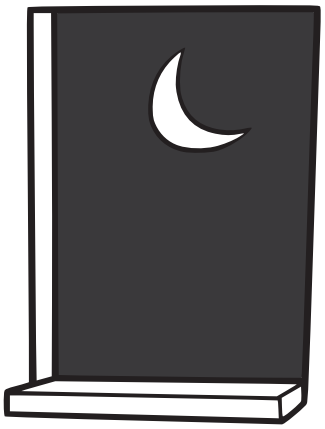


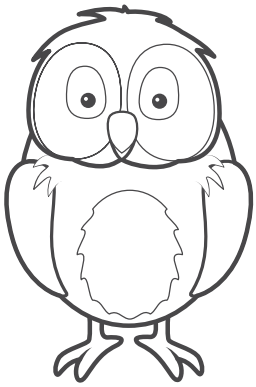


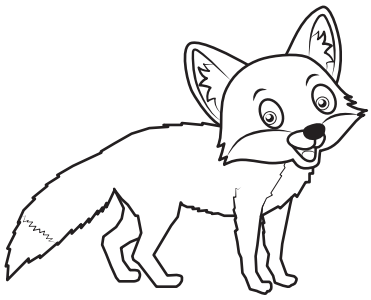



















School



spring

Draw a spring lamb.



summer

Draw a sandcastle.



autumn

Draw a pumpkin.



winter

Draw a Christmas tree.



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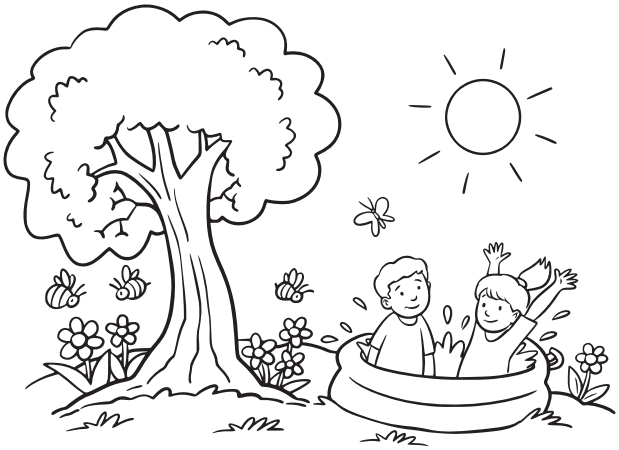
spring



summer



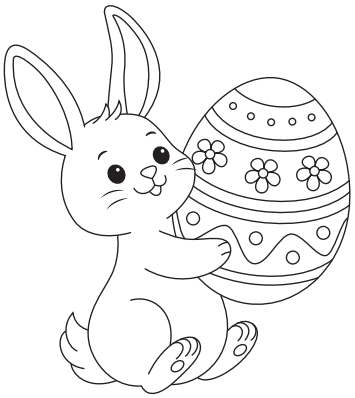
autumn

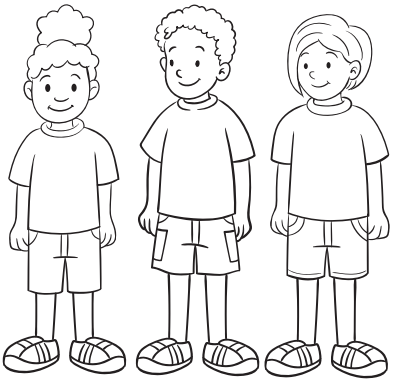


winter









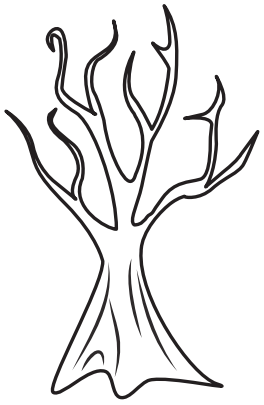




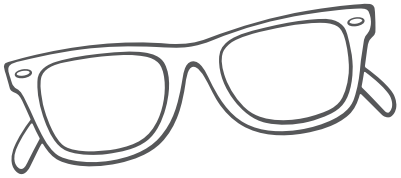


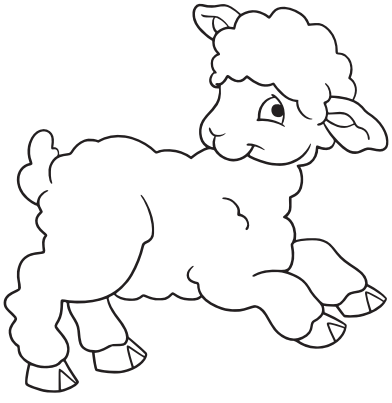












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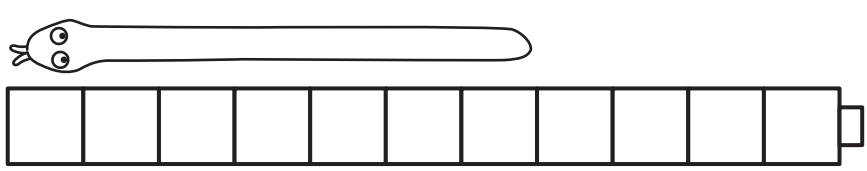
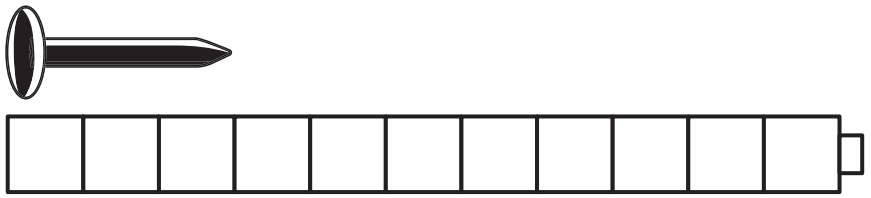
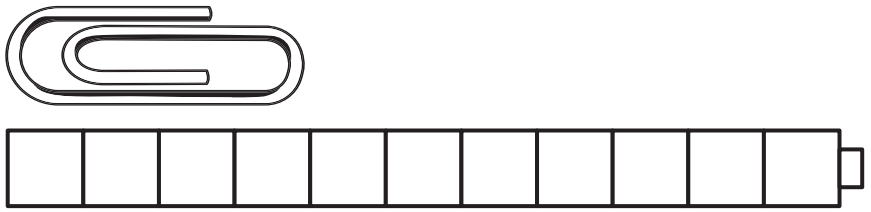
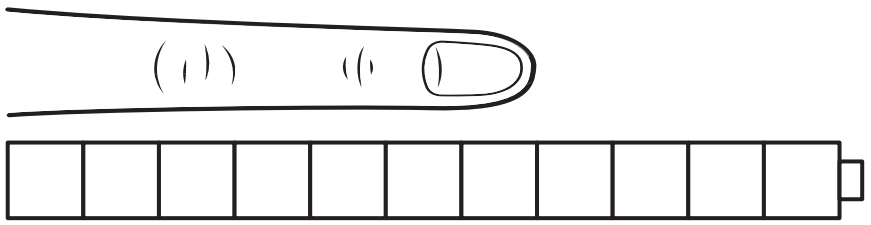
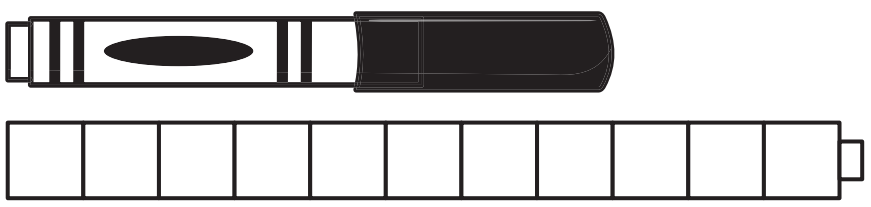
How many blocks long are these items? Colour.











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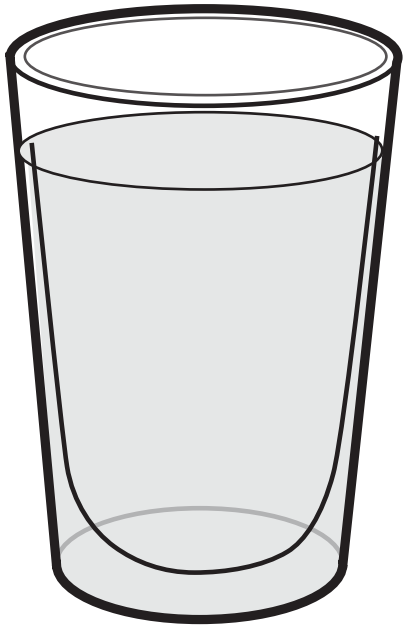
full



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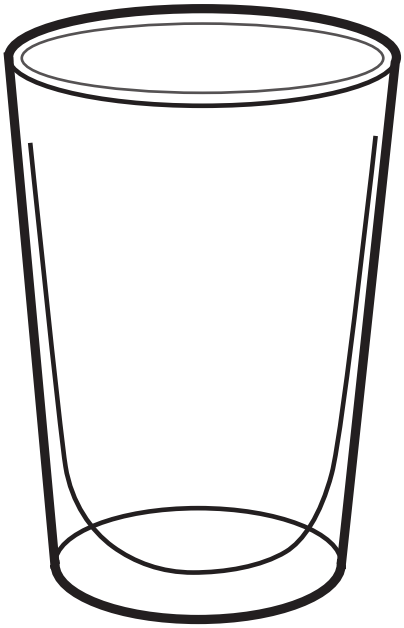

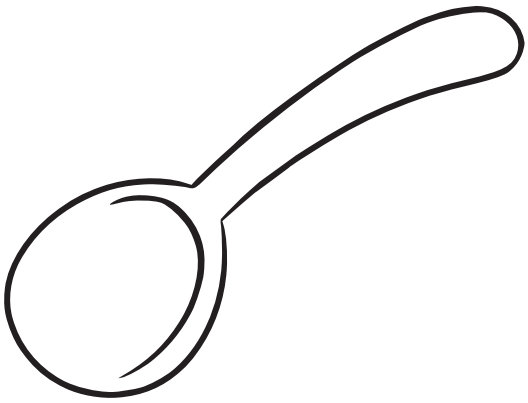

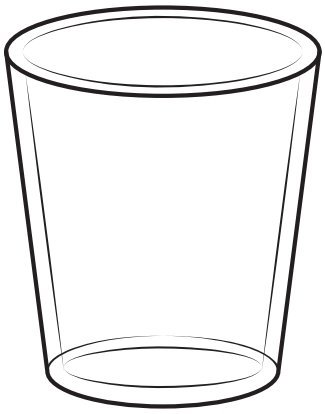



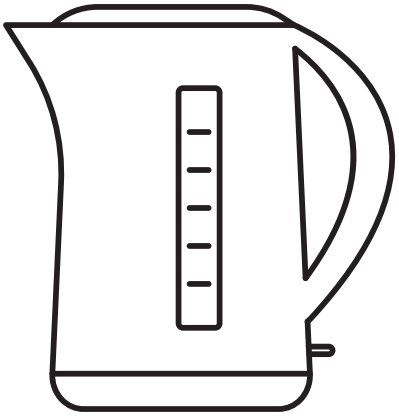

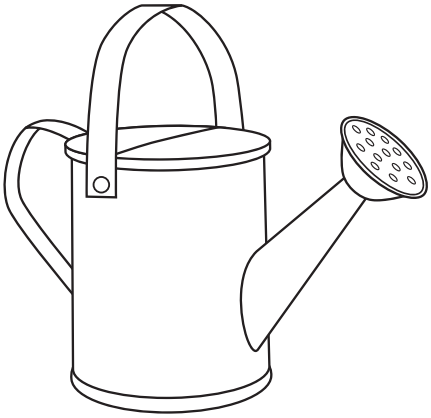



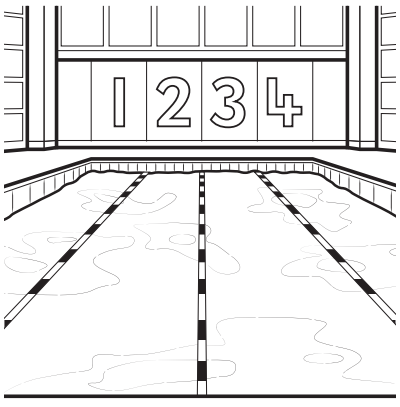

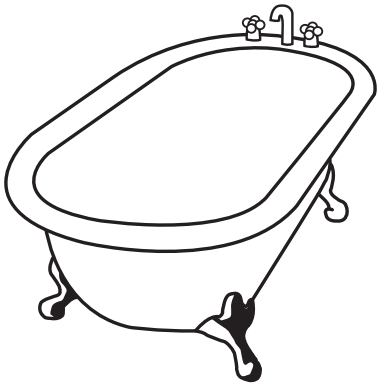

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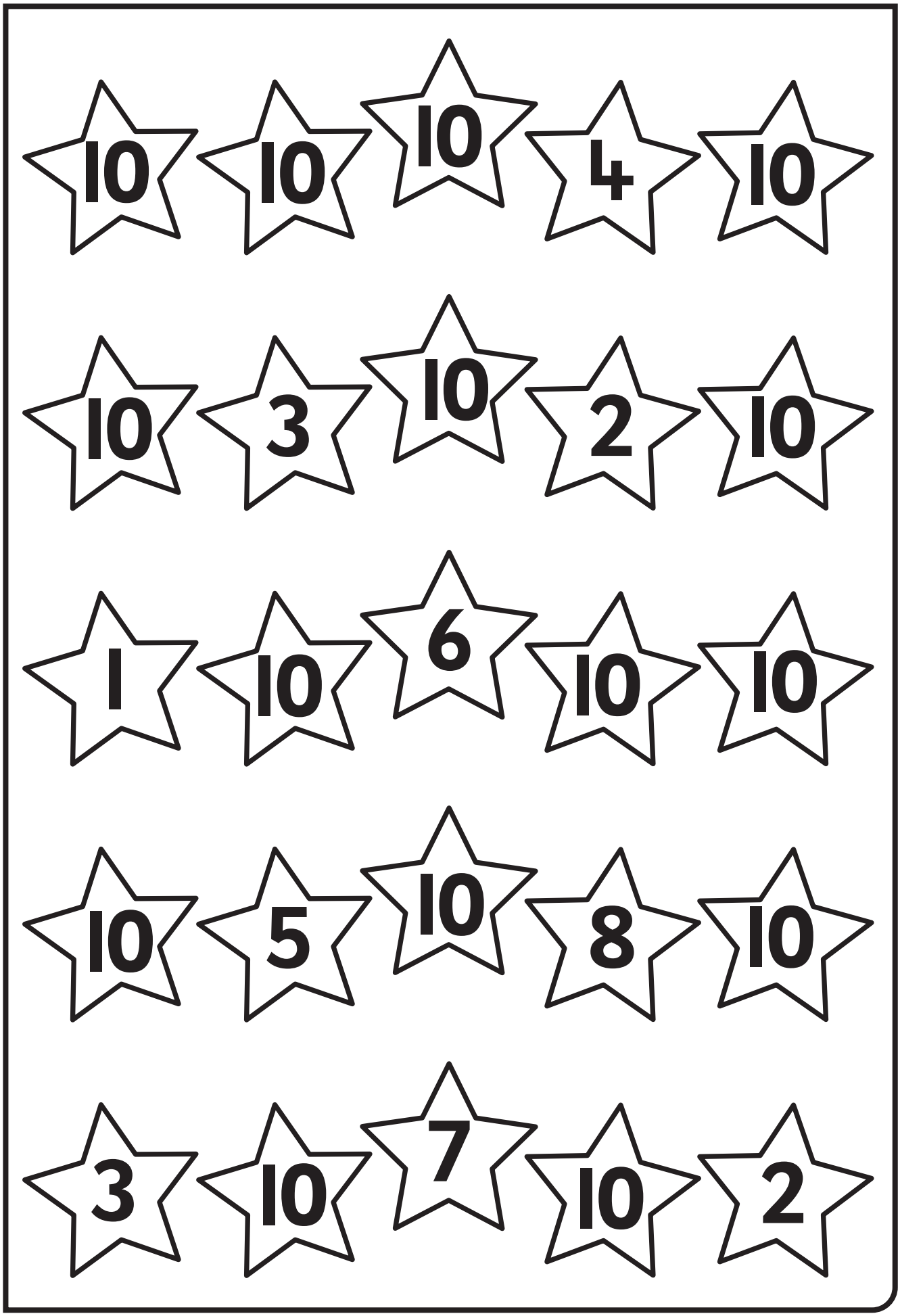

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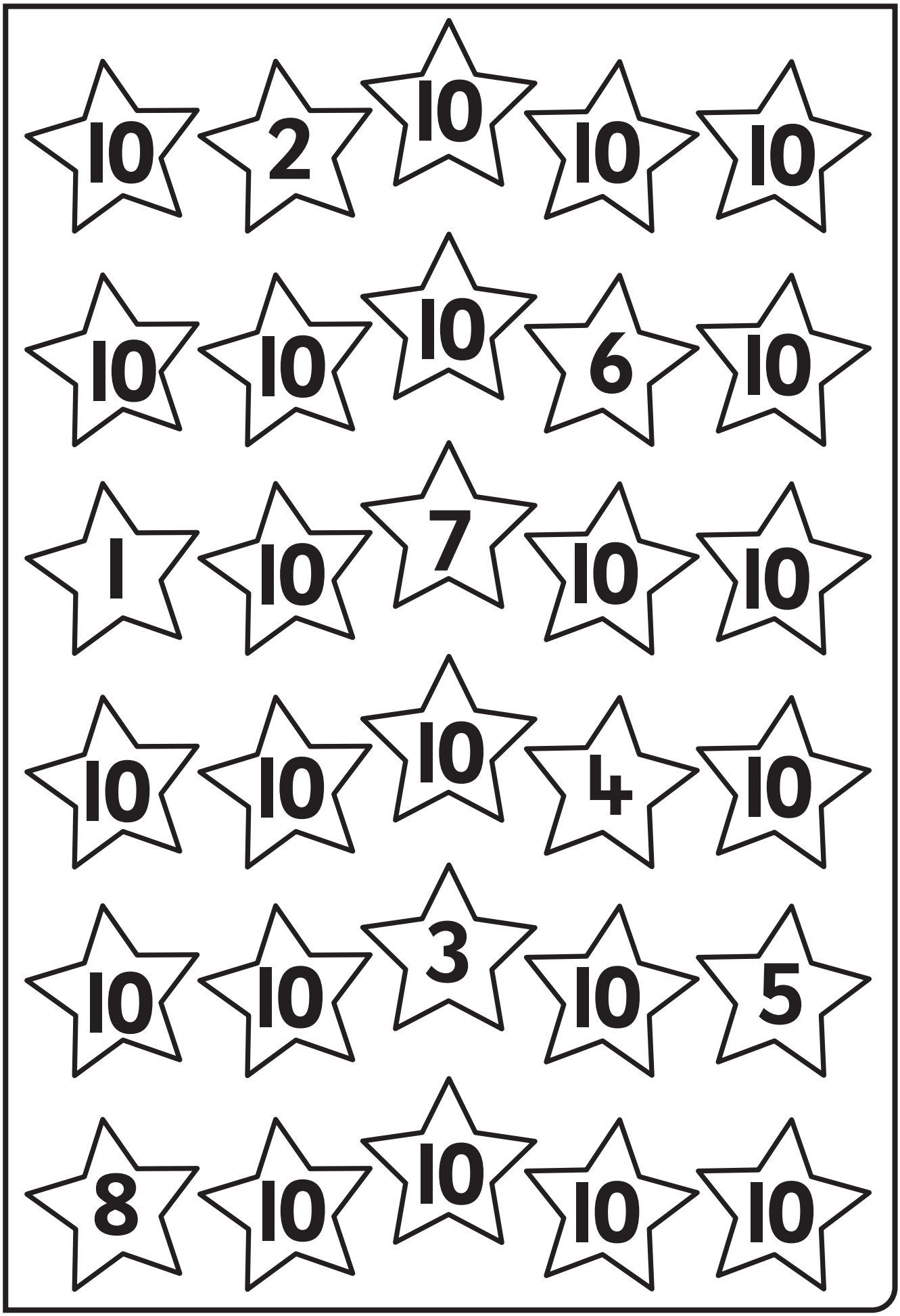

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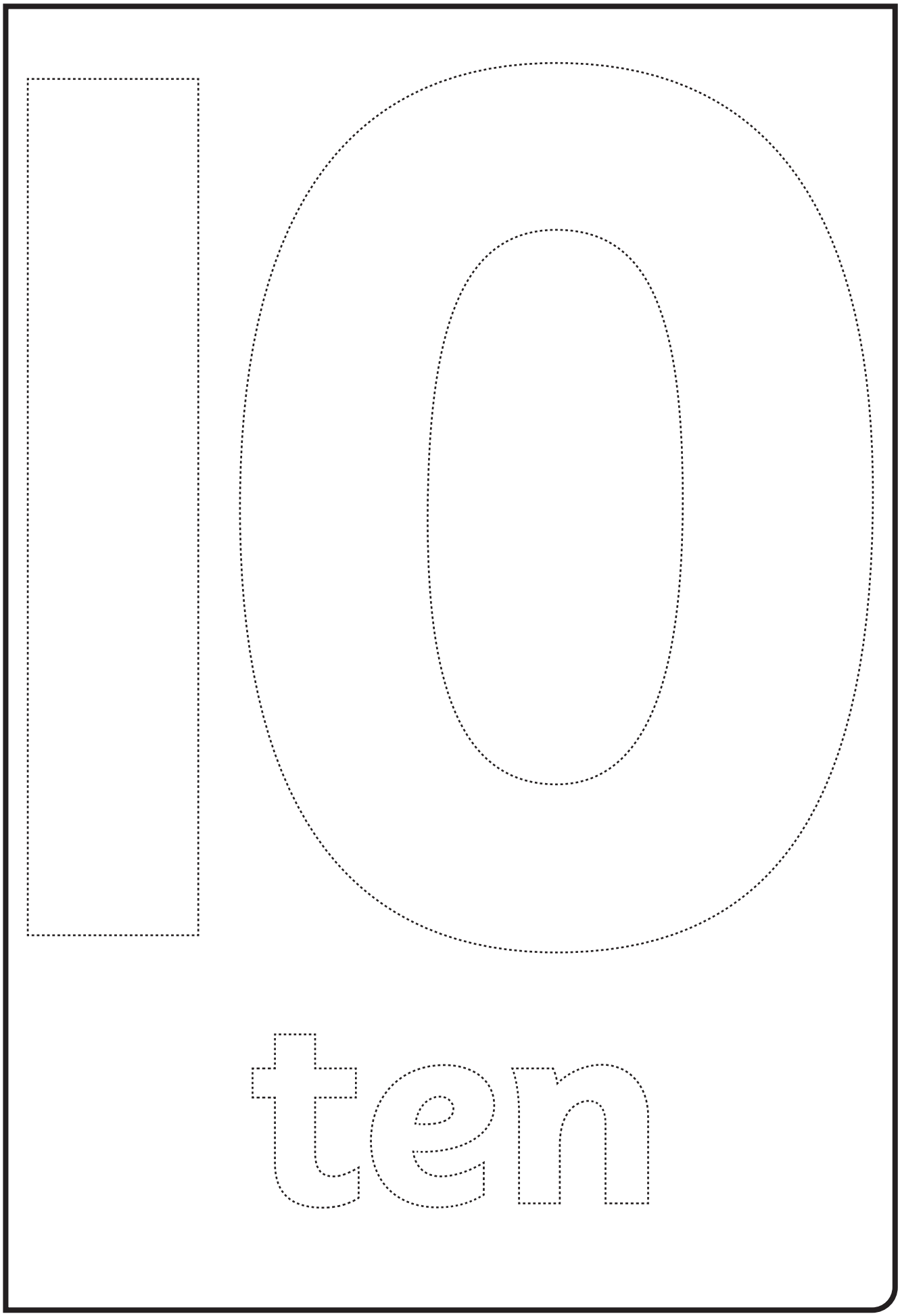

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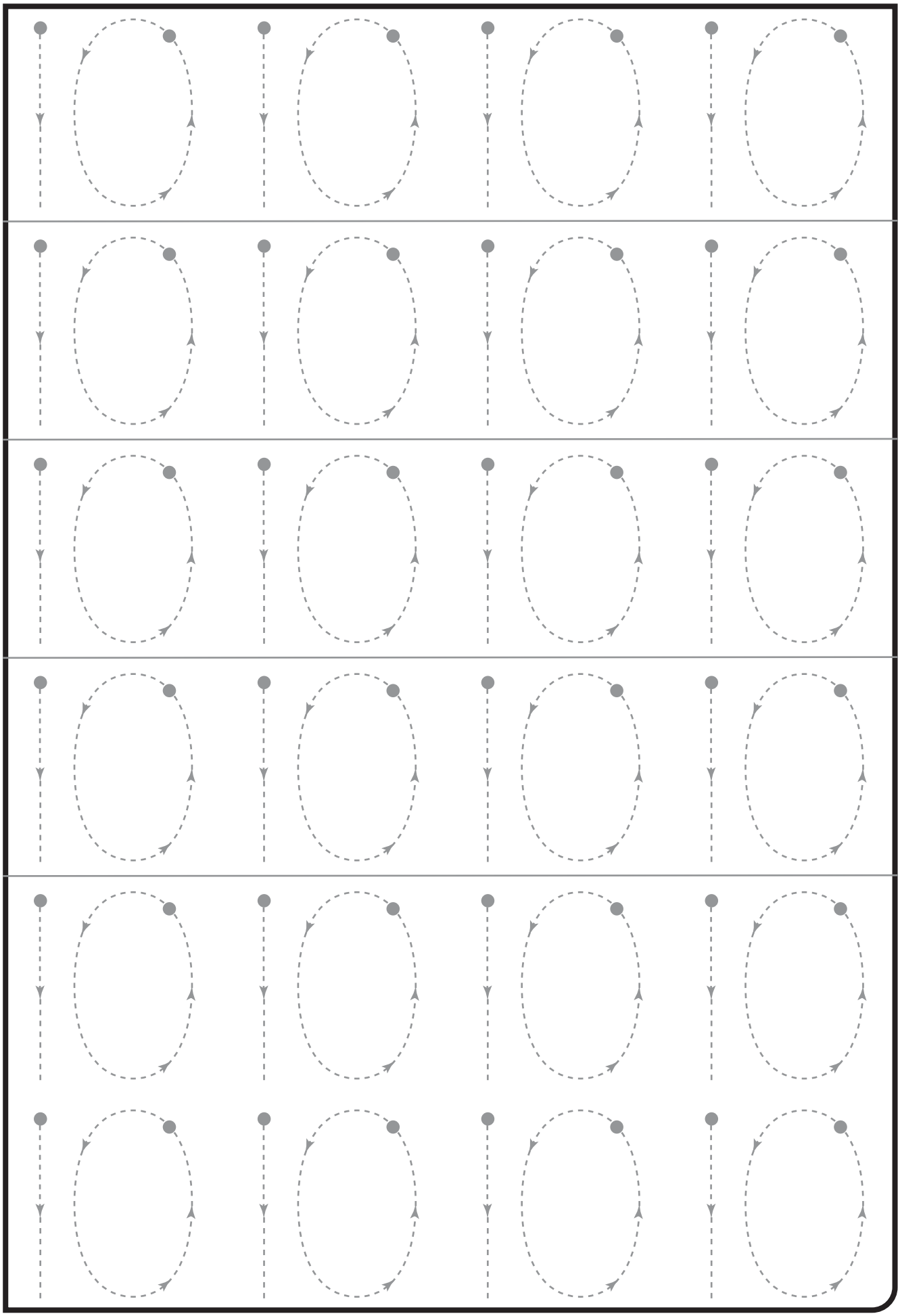

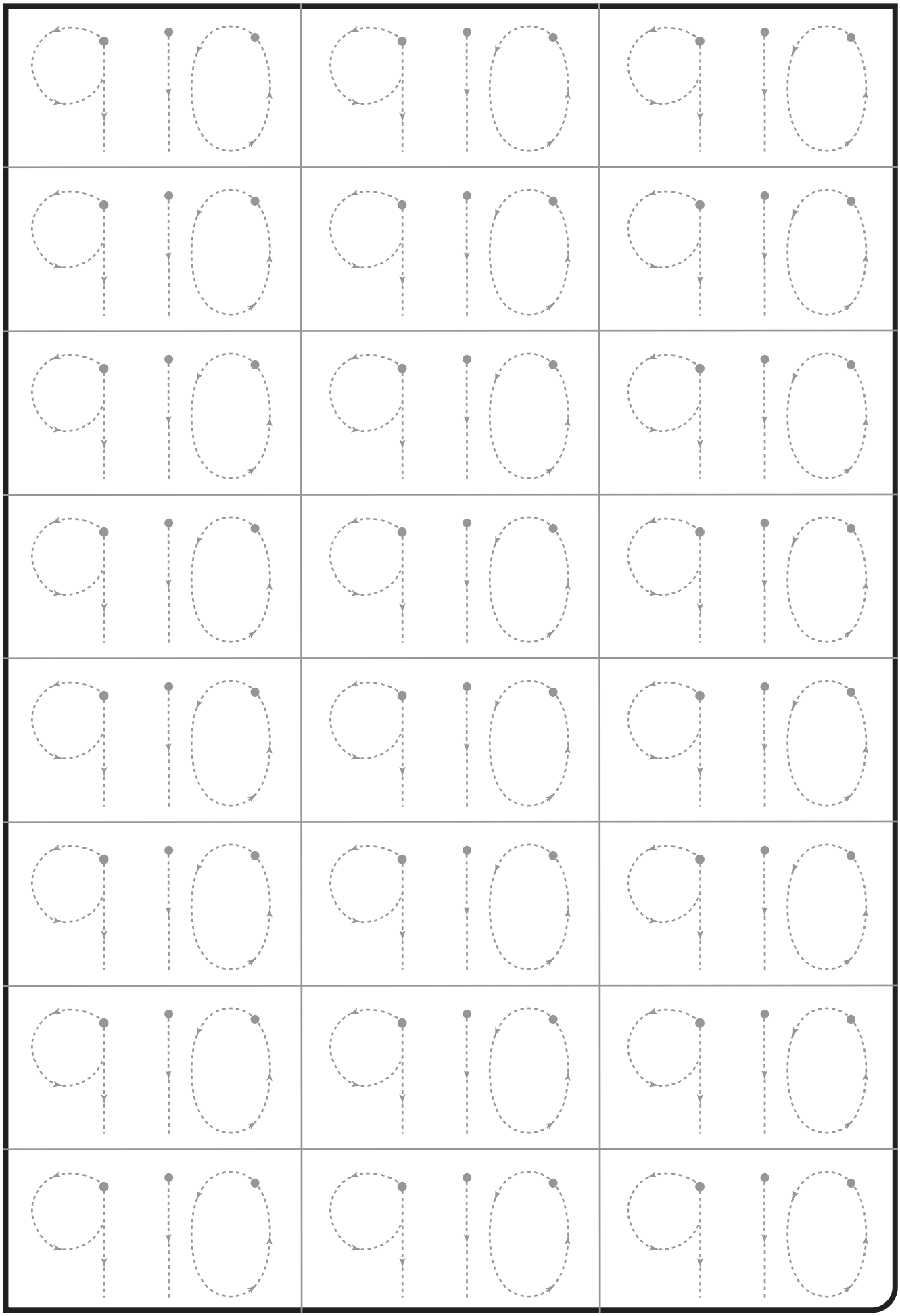

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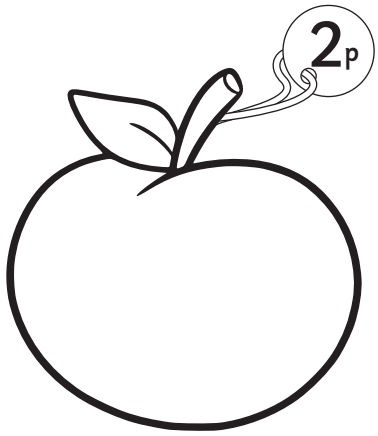

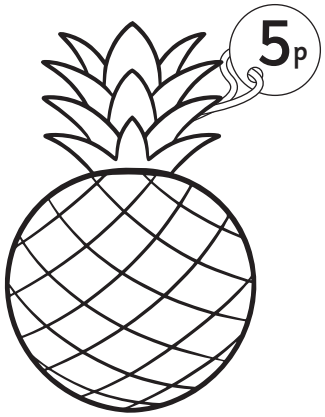

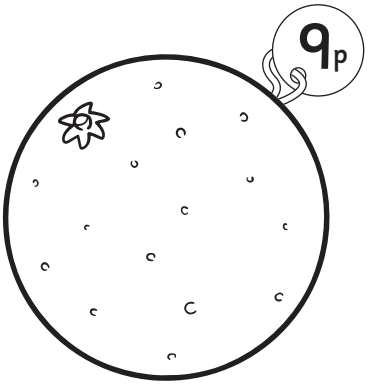

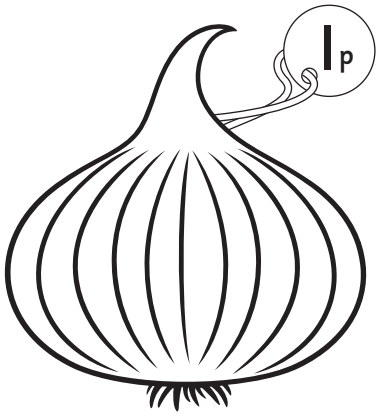

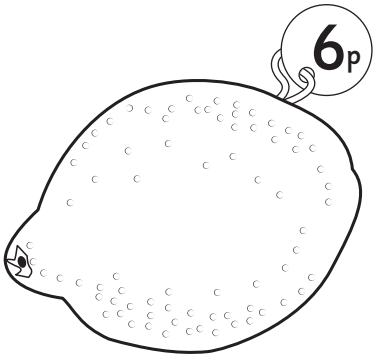



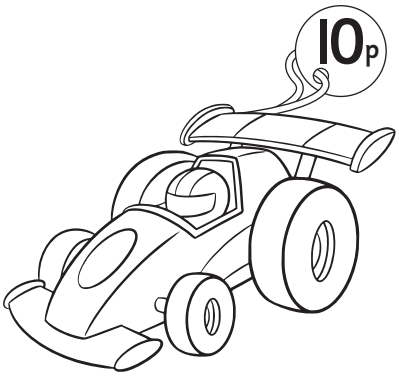

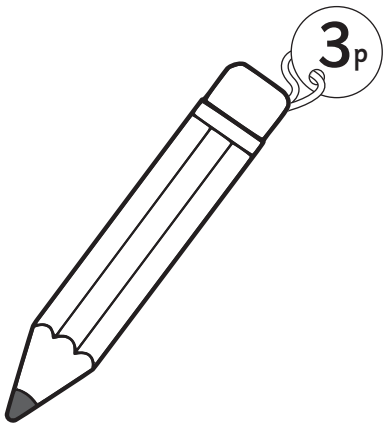

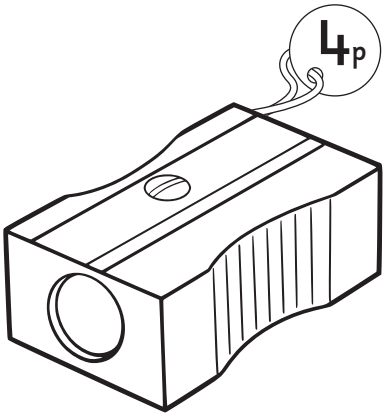

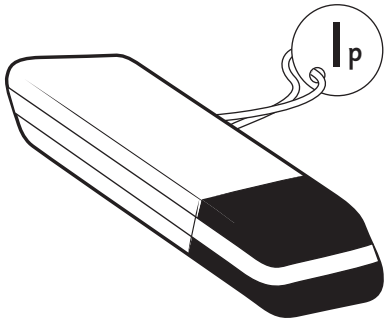

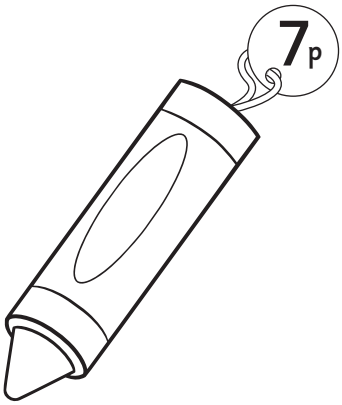

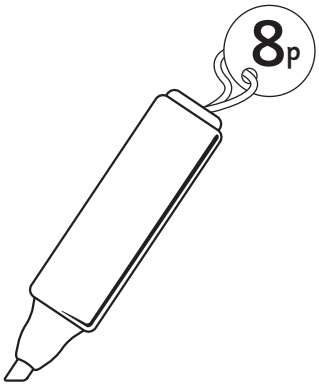

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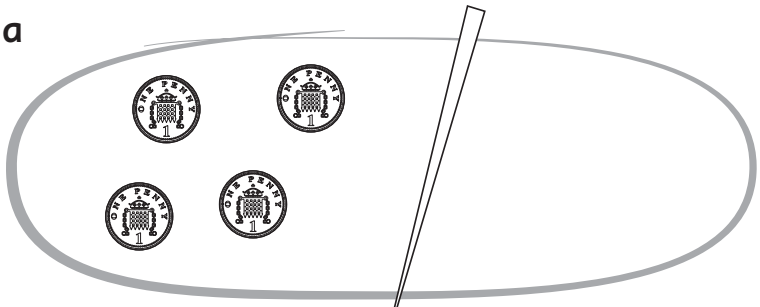
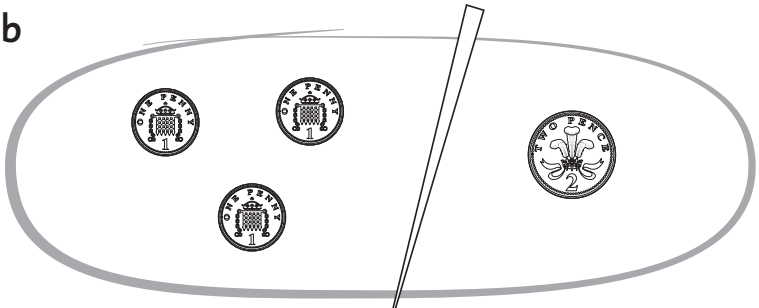


p and p equals p

b



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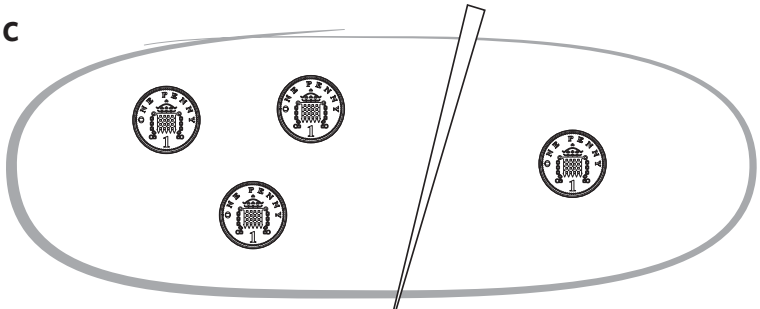
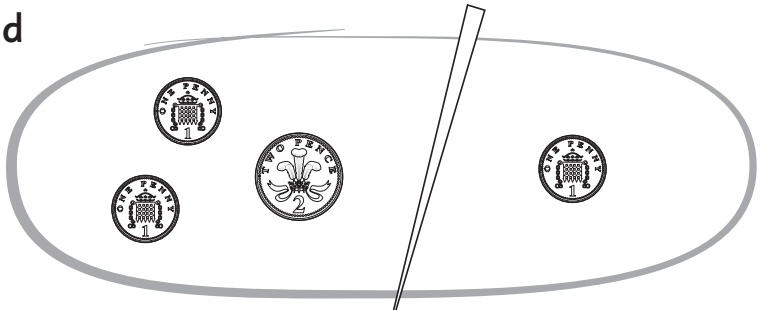


p and p equals p

d



p and p equals p

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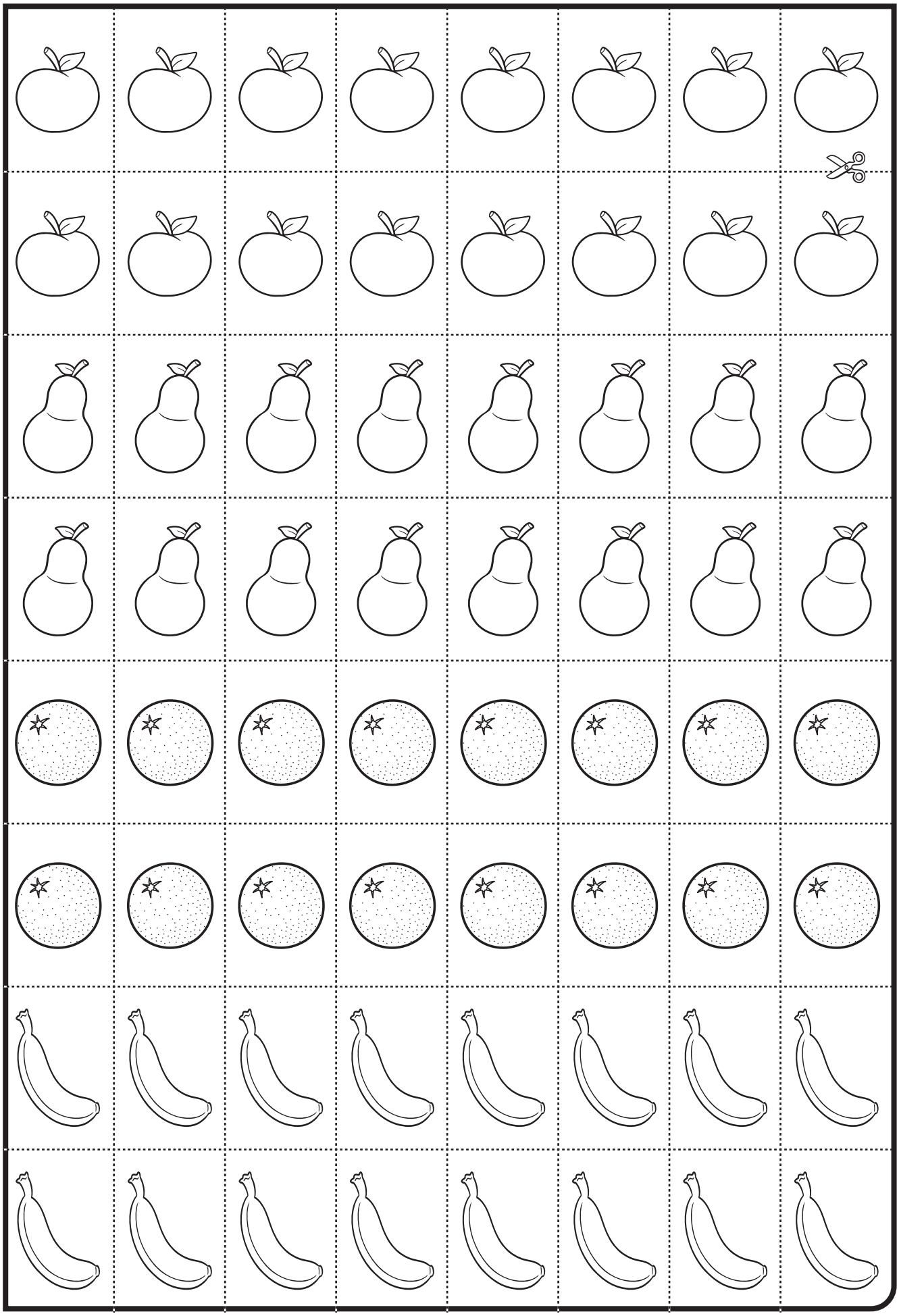

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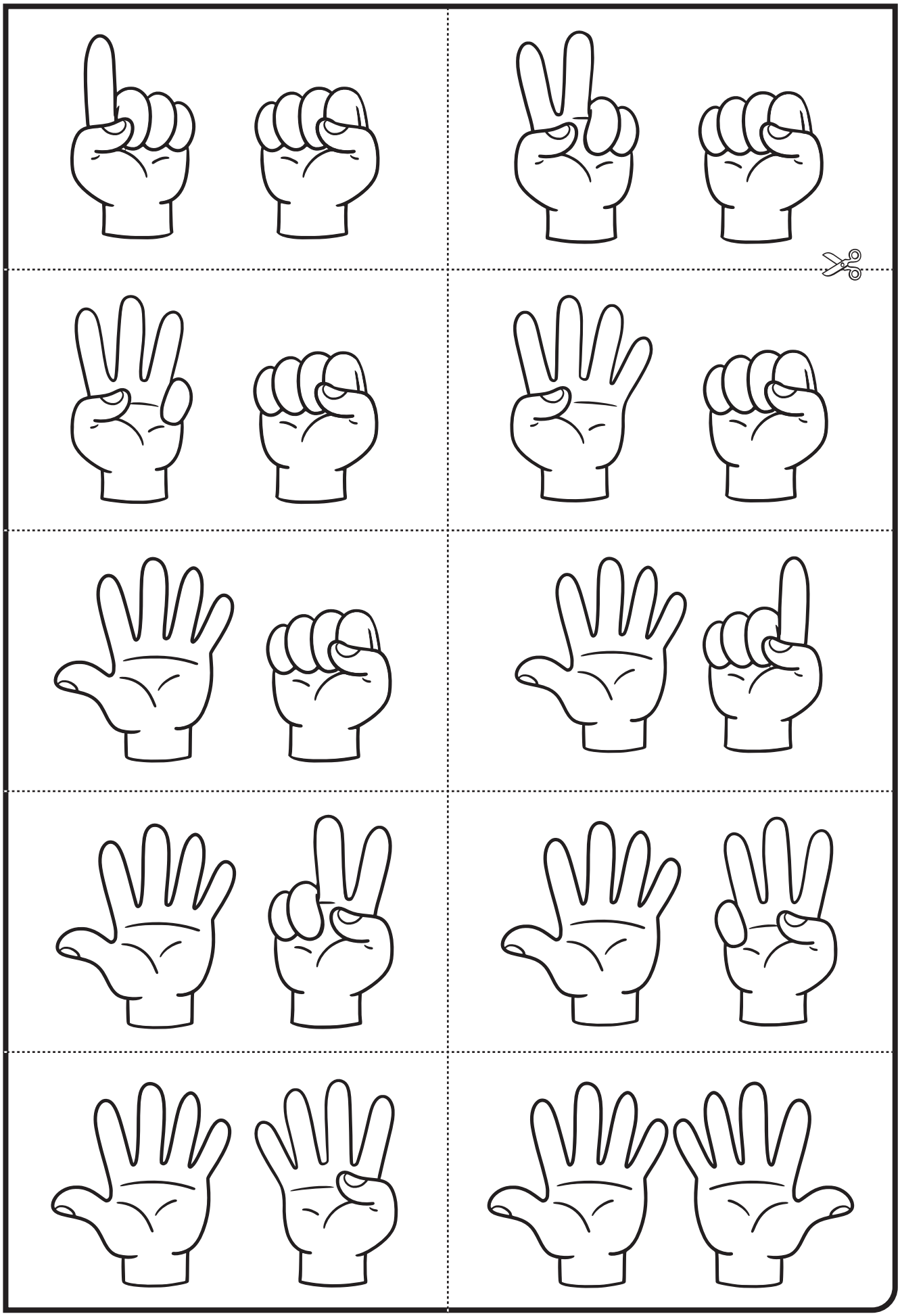
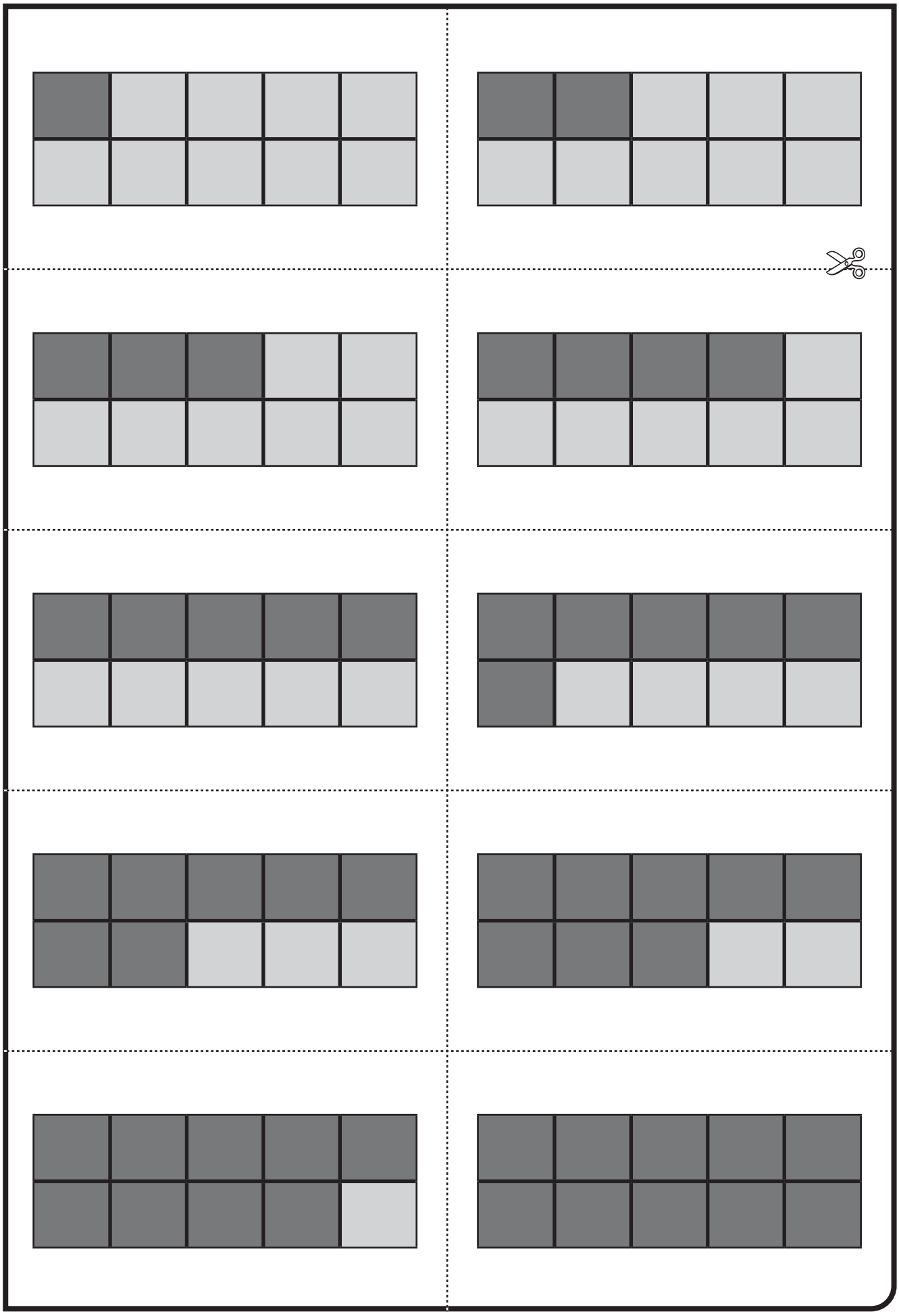
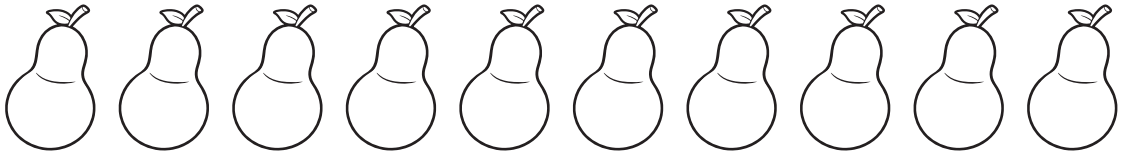
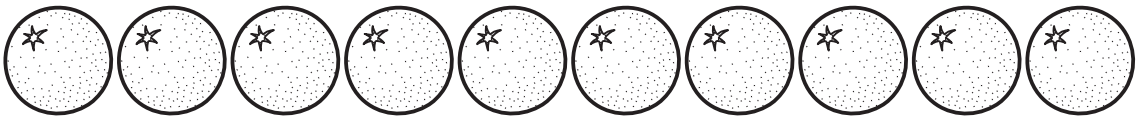


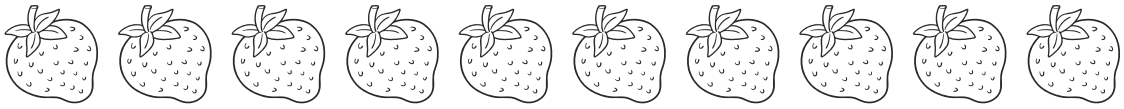


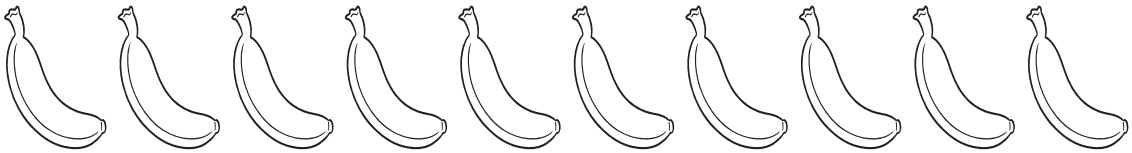
Colour the correct number to match the numeral.

6 

8 

5 

2 

7 

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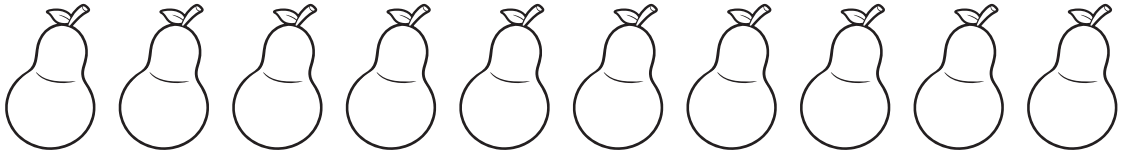
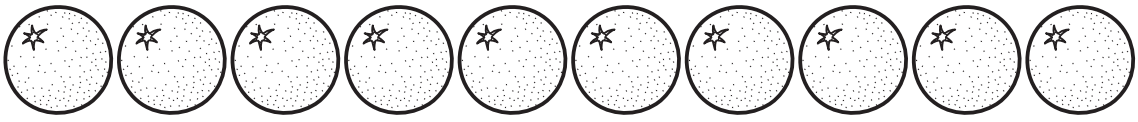
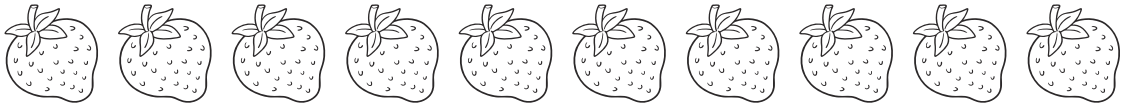
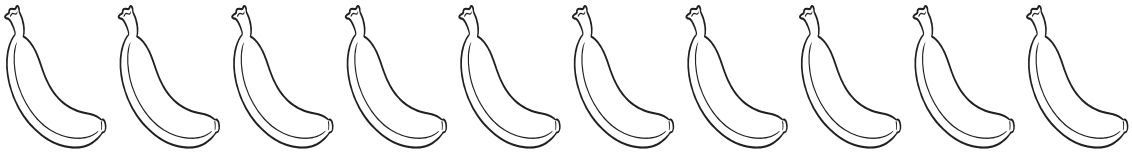
4 

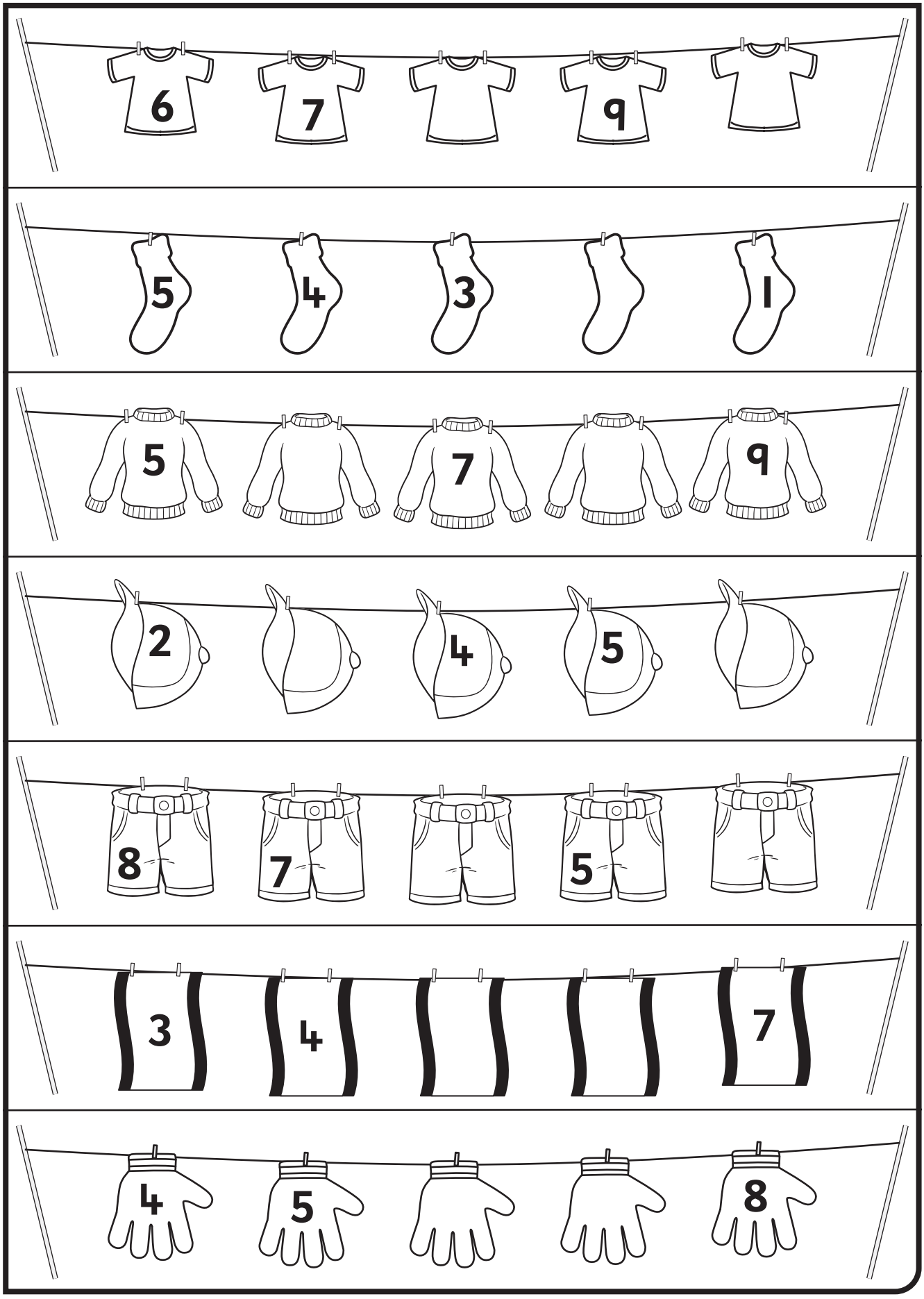
10 

7 

9 

CJ Fallon NORTHERN IRELAND

Write the missing numbers.



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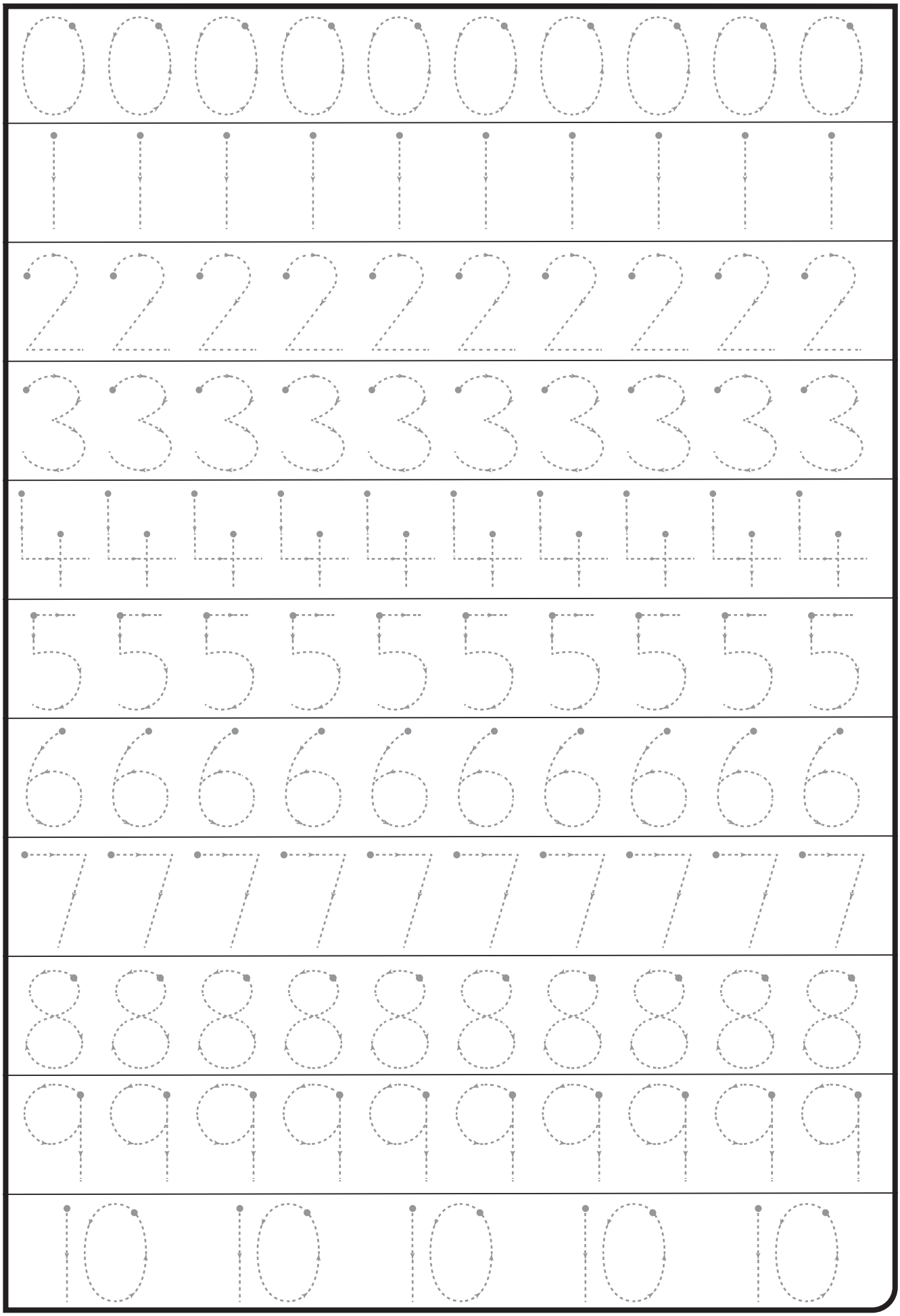
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New Busy at Maths

Year 1

Home Support Sheets



ALIGNED WITH THE Northern Ireland Primary Mathematics and Numeracy Curriculum 2007

This week your child will be introduced to the colours red, green, blue, yellow, orange, pink, brown and black in Chapter 1 of *New Busy at Maths – Year 1*.

First, talk to your child about the colours of red, green, blue and yellow. Ask your child to name some items/objects that have those colours.

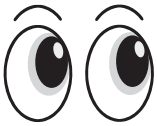
Red: apples, roses, cars, balloons, clothes, etc.
Blue: bluebells, clothes, ocean, sky, etc.
Green: grass, frogs, leaves, trees, peas, etc.
Yellow: bananas, daffodils, the sun, stars, lemons, etc.

Read the following poems with your child:

Red
Red is an apple,
Red is a rose,
Red is the colour of
My frozen nose.



Blue
Blue is the ocean,
Blue are my eyes,
Blue is the sky where
The lonely eagle flies.



Green
Green is the grass
Under both my feet,
And green is the broccoli
My mother makes me eat.



Yellow
Yellow is a lemon,
Yellow is a star,
Yellow is a sun
In the sky so far.



Mary Flynn

Ask your child to name some items/objects around the house and in the environment that have those colours.

Pink: flamingos, pigs, grapefruit, flowers, etc.
Orange: pumpkins, carrots, autumn leaves, etc.
Brown: hair, acorns, chestnuts, chocolate, etc.
Black: hair, coal, peppercorns, olives, blackberries, etc.

Sorting objects

Provide your child with a selection of objects of different colours (Lego bricks, pegs, pom poms, pencils, crayons, etc.). Ask your child to sort them by colour. You can decrease/increase the number of objects to be sorted and/or the number of focus colours, e.g. only focus on red and blue, or add in green, yellow, pink, black, brown or orange.

Scavenger hunt

Ask your child to walk carefully around the house and point to or collect items that are red, green, blue, yellow, pink, black, brown or orange.

Chat and draw

Give your child a blank sheet of paper and a selection of coloured crayons or pencils. Ask your child to draw representations of objects that have a specific colour, e.g.

- Draw a strawberry with the red crayon.
- Draw a carrot with the orange crayon.
- Draw a flower with the yellow crayon.
- Draw a leaf with the brown crayon.

Game: I Spy…

Take turns with your child playing the game *I Spy with My Little Eye Something That is…*
This can be played using all eight of the colours covered in the lesson.

Game: Find the correct colour!

Place a number of coloured items on the table. The items should be scattered but clearly visible. Use items in as many of the eight colours as possible. You should have only one object representing each colour. Ask your child questions such as:

- Could you please hand me the blue object/item?
- Could you please hand me the yellow object/item?
- What colour is the carrot/coal/orange/lemon, etc.,?
- Is the tomato red or green?

You can increase the difficulty of the activity by asking your child to hand you two or three different objects in different colours.

This week your child will be introduced to matching identical pairs of objects, *e.g.* two ducks; matching related pairs of objects, *e.g.* a cup is related to a saucer, in Chapter 2 of *New Busy at Maths – Year 1*.

Matching identical objects

Game 1

Place a number of identical pairs of objects on the table, *e.g.* two cups, saucers, scissors, spoons, place mats/mugs, pencils or markers. Ask your child to match the identical pairs and to tell you why they match.

To add some fun to the game, hide one of the matching pairs and ask your child if he/she can tell which object was hidden.

Game 2: Memory game

This is a well-loved game played with a normal pack of cards. Place all the cards face down on a table. You will need lots of space so that all cards are visible. The object of the game is to find matching pairs of cards. Any number of family members can play. One player starts by turning over two cards. If they are a match, the player keeps the cards. If they are not a match, the player places them face down in their original position. All players should try to memorise where the cards were, for future reference. Play continues until all the cards are paired. The player with most pairs wins the game.

Game 3: Snap!

This is another well-loved game played with a normal pack of cards. It can be played by up to four players. Share the cards as evenly as possible among the players (it doesn't matter if one or two children have an extra card). One person starts the game by placing a card face up in the centre of the table. The next player places a card on top of the previous player's card. Play continues in this manner. Each player must place their card as quickly as possible. If the cards on the table match, a player places his/her hands on them and shouts: '**Snap!**' Play continues in this way until one player has all the cards.

Game 4: Playdough printing

Give your child some small objects and playdough. Objects could be plastic animals, pencil sharpener, paper clip, Lego, *etc.*, that are to hand. Squash the object into the playdough. Ask your child to guess (match) which object you used to make the impression!

Matching of related pairs of objects

Explain to your child that that there are related pairs of objects all over the house and local environment. Some obvious related pairs are:

- Gloves are related to hands.
- Feet are related to shoes.
- Socks are related to feet and shoes.

Game 1: Table pairs

Place some table settings on the table, *e.g.* cup/saucer; knife/fork; salt/pepper. Ask your child to match the related pairs.

Game 2: Animal house quiz

Name an animal and ask your child to name its home, *e.g.*

dog – kennel
rabbit – hutch/burrow
pig – sty
cow – byre/shed
horse – stable
chicken – coop
goldfish – pond/bowl
monkey – tree
bird – nest
spider – web
bee – hive
human – house

Game 3: Related objects quiz

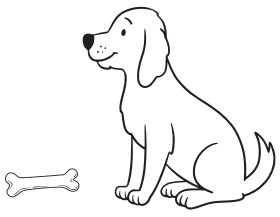
Name an object and ask your child to name a thing that is related to it, *e.g.*

scarf – neck
belt – waist/trousers
match – fire
switch – light
page – book
roof – house
tea – cup
umbrella – rain
beach – sand
lamp – bulb
window – glass
flowers – vase
racquet – ball
hammer – nail
bookshelf – book

Game 4: Animal food quiz

Name an animal and ask your child to name a food it eats, *e.g.*

monkey – banana
mouse – cheese
panda – bamboo shoots
dog – bone



This week your child will be introduced to counting objects from 1 to 5 in Chapter 3 of *New Busy at Maths – Year 1*.

Most children learn very quickly when they can recite or sing while they work. Teach your child the following poems:

'Five Little Monkeys'

Five little monkeys jumping
On the bed.
One fell off and bumped
His head.
Mama called the doctor and
The doctor said,
'No more monkeys jumping
On the bed.'
Four little monkeys jumping
On the bed… etc.

'One, Two, Three, Four, Five'

One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.

'Ten Green Bottles'

Ten green bottles hanging on the wall,
Ten green bottles hanging on the wall,
And if one green bottle should accidentally fall,
There'll be **nine** green bottles hanging on the wall.
Nine green bottles hanging on the wall,
Nine green bottles hanging on the wall,
And if one green bottle should accidentally fall,
There'll be **eight** green bottles hanging on the wall.
Eight green bottles hanging on the wall… etc.

Counting objects

Place 5 objects in a row on the table. They could be teddies, dolls, toys, buttons, shells, pom poms, etc. Ask your child to count forwards calling out each number as he/she goes along. He/she can then count backwards from 5 to 1. It is important that he/she practises counting forwards and backwards.

Playdough balls

Ask your child to make 5 small balls out of playdough. These can be in different colours. Ask your child to count the playdough balls both forwards and backwards.

If the playdough balls are in different colours, you could ask him/her to count up as far as the green ball, etc.

Counting beads

Give your child 5 beads or buttons. Ask your child to place 5 beads on a piece of string as in a necklace. He/she can than count them forwards and backwards.



Variation: Ask your children to draw and colour his/her own arrays of beads/buttons. He/she can digitally record the arrays and display them.

Counting Lego bricks

Give you child 5 Lego bricks. Ask your child to make the 5 Lego bricks into a tower. He/she can than count them forwards and backwards.

This activity can also be done using interlocking cubes or multi-link chains. You can use different colours for the cubes and ask your child a number of questions, such as:

How many cubes are there before you reach the red/green/blue/yellow cube?

Fridge magnets

If you have fridge magnets, ask your child to count out 5 of them and to place them in a row on the fridge door.

This week your child will be introduced to the numerals (numbers) one (1) and two (2) in Chapter 4 of *New Busy at Maths – Year 1*.

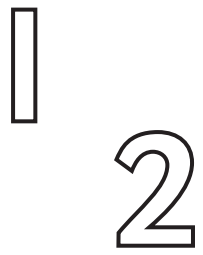
Ask your child the following questions:

1. How many body parts do you have one (1) of? Answers could be mouth, nose, heart, brain, right-/left-hand, etc.
2. How many body parts do you have two (2) of? Answers could be hands, legs, eyes, ears, kidneys, lungs, thumbs, knees, elbows, little fingers.

Drawing the numerals 1 and 2

Ask your child to draw the numerals (numbers) 1 and 2 using their finger:

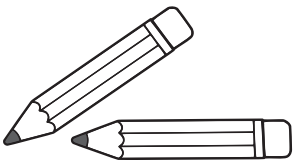
- in the air
- on your hand
- on your back
- on your table
- using playdough
- in a sandbox.



Scavenger hunt

Ask your child to walk carefully around the house to find sets of 1 and 2. For example, find:

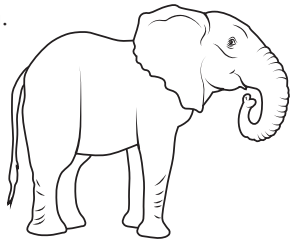
- 2 pencils
- 2 Lego bricks
- 2 crayons
- 1 yoghurt carton
- 2 lollipop sticks.



Sing this song with your child:

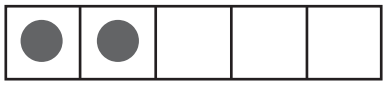
'The Animals Went in Two by Two'

The animals went in two by two, hurrah, hurrah,
The animals went in two by two, hurrah, hurrah,
The animals went in two by two,
The elephant and the kangaroo,
And they all went into the ark,
For to get out of the rain.



Showing 1 and 2 on the five frame

Your child has a five frame – a white, plastic sheet with five boxes. He/she also has five counters. For this activity, he/she only needs 2 counters. Ask your child to show one (1) on the five frame (by placing the counter in the first square). Ask him/her to show two (2) on the five frame (by placing two counters in the first two squares).



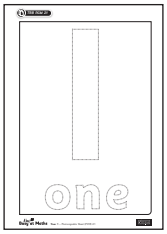
Hold up one or two spoons, cups, forks, pencils, place mats, apples, pears, bananas or anything that you have to hand. As you do so, ask your child to place that number of counters on the five frame.

One (1) and two (2) in the environment

Ask your child where he/she might see the numerals one (1) and two (2) all around them, e.g. on a calendar, bus, mobile phone, door, calculator, money, safe, cooker dial, scoreboard, prices in the supermarket, registration plates on a car, lanes in a race, on horses in a race, cubicles in a hospital.

Rainbow colouring 1

Draw the numeral 1 as shown in the picture. Ask your child to rainbow colour the numeral 1 using different colours (as in a rainbow!).



Rainbow colouring 2

Draw the numeral 2 as shown in the picture. Ask your child to rainbow colour the numeral 2 using different colours. This is to help your child practise the action of making the numeral 2. Formal writing of the numerals 1 and 2 will come later in the book (Chapter 13).



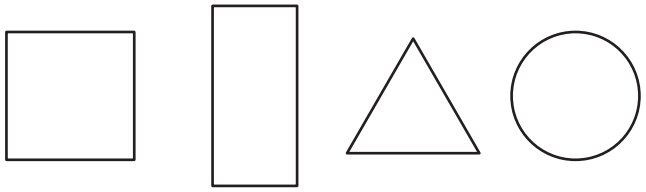
Game: I Spy…

Take turns with your child playing the game *I Spy with My Little Eye Something…* in which you say items that come in ones or twos in the house/kitchen/living room. E.g. 'I spy with my little eye one teacup, one television, cooker, microwave, I spy with my little eye two knives, cups, candles, lamps, lights, mobile phones, mugs, pots, tables.'

This week your child will be introduced to the 2-D shapes square, rectangle, circle and triangle in Chapter 5 of *New Busy at Maths – Year 1*.

2-D Shapes

First, talk to your child about 2-D shapes.



Square: One flat face with four straight sides of equal length, e.g. sides of boxes, dice, some floor/bathroom tiles, tabletops, some flowerbeds, some picture frames, windowpanes.

Rectangle: One flat face, with the opposite sides of equal length, e.g. most cereal packets, shoeboxes, pencil cases, books, television/computer screens, windowpanes, doors/door panels, sheets of paper, picture frames, fridges, freezers, skylights, photographs, some chair seats.

Circle: One flat face and one curved side, e.g. clock faces, shapes on buildings, five circles in the Olympic flag, medals, traffic signals, hula hoops, cooker rings, mugs, cups, pots, pans, lollipops.

Triangle: One flat face and three straight sides. The sides can be different lengths, e.g. ends of a Toblerone bar.

Faces, sides and corners

A **square** has one flat face with four straight sides of equal length. It has four corners.

A **rectangle** has one flat face with the opposite sides of equal length, and four corners.

A **circle** has one flat face, one curved side and no corners.

A **triangle** has one flat face, three straight sides and three corners.

Shape trail

Ask your child to find examples of objects that are shaped on one side like a square, rectangle, circle and triangle in the house/garden.

Rectangle examples: windowpane, door, television screen, table top, floor, rug, bed, radiator, chair seat.

Square examples: floor/wall tiles, boxes, dice, ice cubes.

Circle examples: road signs, tins of peas, coins, tyres/wheels, hula hoop, plates, saucers.

Triangle examples: road signs, Toblerone bars, birthday banners, sandwiches.

Rectangle examples: windowpane, door, television screen, table top, floor, rug, bed, radiator, chair seat.

Drawing 2-D shapes

Give your child a small square box or anything in that shape that is to hand. Ask him/her to place the box on a sheet of paper and to trace around it. The drawn shape should be a perfect square.

You can do the same with any other objects that can be traced to make a triangle (birthday banner), to make a rectangle (cereal box) to make a circle (tin of peas/beans, etc.)

Making 2-D shapes

Give your child a selection of materials that are to hand in the house, e.g. lollipop sticks, string, playdough, straws, pipe cleaners, tape.

Ask your child to make different examples of squares, rectangles, triangles and circles using a range of the materials.

Body shapes

Ask your child to use his/her body to make 2-D shapes, e.g. hands to make a triangle; roll in a ball to make a circle. You could join your hands together to make a rectangular shape.



This week your child will be introduced to the numeral (number) three (3) sets of three in Chapter 6 of *New Busy at Maths – Year 1*.

What comes in sets of three?

Ask your child how many objects/items he/she knows of that come in sets of three, e.g. triangle sides, legs on a stool, wheels on a tricycle, *The Three Bears*, *Three Coins in the Fountain*, *Three French Hens*, *The Three Billy Goats Gruff*, *Three Blind Mice*, goals in a hat trick, medals to be won in a race, traffic light colours, colours in many flags, a three-legged race, etc.

Drawing the numeral 3

Ask your child to draw the numeral (number) 3:

- in the air
- on your hand
- on your back
- on your table
- using playdough
- in a sandbox.



Scavenger hunt

Ask your child to walk carefully around the house to find:

- 3 crayons, markers or spoons.
- 2 cups, candles or night lights
- 3 mugs, books or comics
- 3 paper clips, forks or saucers
- 2 pencils, etc. – any items will do

Sing the following songs with your child

'The Animals Went in Three by Three'

The animals went in three by three, hurrah, hurrah,
The animals went in three by three, hurrah, hurrah,
The animals went in three by three,
The wasp, the ant and the bumblebee,
And they all went into the ark,
For to get out of the rain.



'Three Blind Mice'



Three blind mice,
Three blind mice,
See how they run,
See how they run!
They all ran after the farmer's wife,
Who cut off their tails with a carving knife,
Did you ever see such a sight in your life,
As three blind mice?

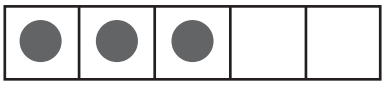
Three (3) in the environment

Ask your child where he/she might see the numeral 3 all around them, e.g. on a door, street, mobile phone, calendar, bus, calculator, money, safe, cooker dial, scoreboard, prices in the supermarket, registration plates on a car, lane in a race, on horses in a race, cubicles in a hospital.

Showing 3 on the five frame

Your child has a five frame – a white, plastic sheet with five boxes. He/she also has five counters. For this activity, he/she only needs 3 counters. Ask your child to show three (3) on the five frame (by placing counters in the first three squares.

Hold up one, two or three spoons, cups, forks, pencils, place mats, apples, pears, bananas or anything that you have to hand. As you do so, ask your child to place that number of counters on the five frame.



Rainbow colouring 3



Draw the numeral 3 as shown in the picture. Ask your child to rainbow colour the numeral 3 using different colours. This helps your child practise the action of making the numeral 3. Formal writing of the numeral 3 is covered in Chapter 15.

This week your child will be introduced to the numeral (number) four (4) in Chapter 7 of *New Busy at Maths – Year 1*.

What comes in sets of 4?

Ask your child how many objects/items he/she knows of that come in sets of four, e.g. wheels on a car or on a quad bike (from the Latin word quad meaning 'four'), quadruplets (four babies born to the same mother at the same time), suits in a pack of cards, seasons of the year (spring, summer, autumn, winter), sides of a square or rectangle, four-leafed clover, rings on many cookers.

Ask your child to draw some of his/her answers on a piece of A4 paper or the whiteboard.

Drawing the numeral 4

Ask your child to draw the numeral (number) 4:

- in the air
- on your hand
- on your back
- on your table
- using playdough
- in a sandbox.



Scavenger hunt

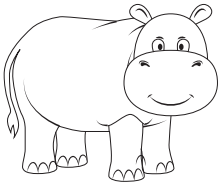
Ask your child to walk carefully around the house to find:

- 4 crayon, markers, spoons
- 3 cups, candles, night lights
- 2 mugs, books, comics
- 1 paper clip, fork, saucer, etc.

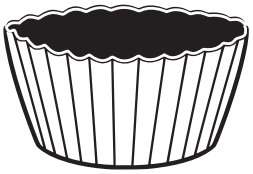
Sing the following song with your child:

'The Animals Went in Four by Four'

The animals went in four by four, hurrah, hurrah,
The animals went in four by four, hurrah, hurrah,
The animals went in four by four,
The great hippopotamus stuck in the door,
And they all went into the ark,
For to get out of the rain.



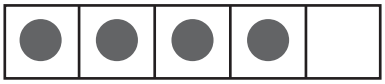
Filling cupcake cases



Give your child 4 cupcake cases, bowls or plates. Place the numerals 1, 2, 3 or 4 on each cupcake case/bowl. Your child must look carefully at the numeral on each cupcake and place the correct number of objects (pom poms, beads, counters, paper clips, sweets, etc.) into each. To increase difficulty, you could ask your child to use tweezers to pick up the objects rather than using their fingers.

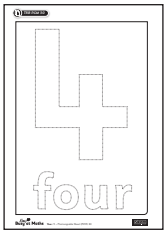
Showing 4 on the five frame

Your child has a five frame – a white, plastic sheet with five boxes. He/she also has five counters. For this activity, he/she only needs 4 counters. Ask your child to show four (4) on the five frame (by placing counters in the first four squares.



Hold up one, two, three or four spoons, cups, forks, pencils, place mats, apples, pears, bananas – anything that you have to hand. As you do so, ask your child to place that number of counters on the five frame.

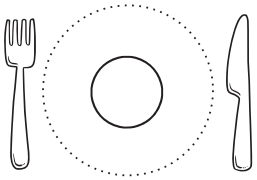
Rainbow colouring 4



Draw the numeral 4 as shown in the picture. Ask your child to rainbow colour the numeral 4 using different colours. This helps your child practise the action of making the numeral 4. Formal writing of the numeral 4 will be covered in Chapter 16.

Settings for four

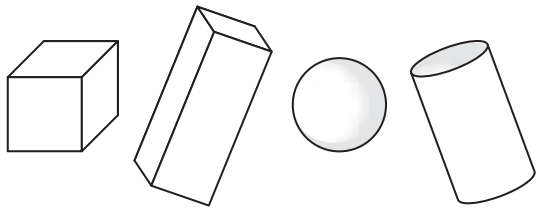
When setting the table for any meal, ask your child to help do the settings for four people – four knives, forks, soup spoons, plates, cups. Use only the number of items that you require.



This week your child will be introduced to the 3-D shapes: cube, cuboid, sphere and cylinder in Chapter 8 of *New Busy at Maths – Year 1*.

Explain to your child that we can see 3-D shapes all around us — at home, at school, and when we are out shopping. Your child should practise matching real-life objects to these shapes. They should also begin to hear the names of the shapes.

Examples of real-life 3-D shapes



Game: I Spy Shape Hunt

Take turns with your child playing I Spy Shape Hunt. Start by saying: 'I spy something in the house/kitchen/living room that is round and can roll.'

Ask your child to find something that matches (e.g. a ball, orange, or apple). Try other clues: 'I spy something that is like a box with flat sides.' 'I spy something that can roll but also stand up (like a can).' 'I spy something with a pointy top like a party hat.'

When your child finds an object, ask: Can it roll? Does it have flat sides? Is it pointy?

Trace and colour

Give your child a selection of 3-D objects – plate, cup, tin, coin, copy, box, eraser, lunchbox, tin, sugar cube, dice, etc. Ask your child to trace around the objects to make circles, squares, rectangles and triangles of different sizes. They can colour the different shapes. This is to show the connection between 2-D and 3-D shapes.

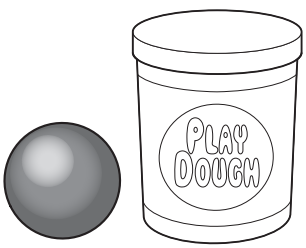
Playdough shapes

Place an example of a ball on the table. Ask your child to roll and shape the playdough to make their own ball.

Once your child has made a ball, encourage them to try making other shapes:

A long "sausage" shape.

A box shape.



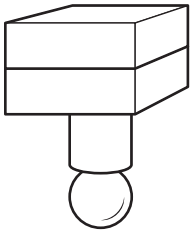
Differentiation: If your child is ready, you an introduce the shape names (sphere, cylinder, cube/cuboid).

Will 3-D shapes stack?

Give your child a selection of 3-D shapes. Ask him/her to build different types of tower using these shapes. You could say: 'Your tower must have shapes with flat tops; Build a tower that is taller than your table. Your tower must include a shape that rolls.'

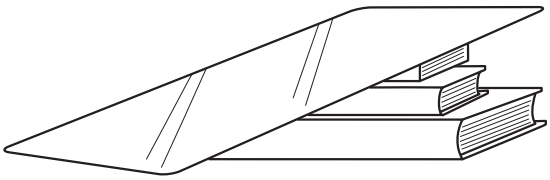
If a sphere is used in the tower, ask: 'Do you think this is a good item to stack?'

If a cylinder is used to make the tower ask: 'Why do you think this is not a good item to stack? Can we actually use it to stack?' (Yes, if upright).



Will a 3-D shape roll?

Make a simple ramp with your child, e.g. using a whiteboard and some books. Give your child a selection of 3-D shapes to find out whether they can roll down the ramp, e.g. Lego brick, cup, mug, plate, die, salt cellar, roll of toilet tissue or carboard insert, small ball, plastic beaker, Rubik's cube, shoe box, sugar cube, empty juice carton, marble.



When your child has identified the objects that roll, encourage him/her to see which object rolls the furthest/shortest distance.

Differentiation: Your child could cut out the shapes and shape names and paste them on to individual cards.

This week your child will be introduced to sets of five (5) in Chapter 9 of *New Busy at Maths – Year 1*.

What comes in sets of 5?

Ask your child how many objects/items he/she knows of that come in sets of five, e.g. fingers per hand, toes per foot, the five senses (sight, hearing, taste, touch and smell), a starfish has five arms, five weekdays, five-a-side football teams, five × 1p coins in a 5p coin, five Olympic rings, five gold rings at Christmas.

Ask your child to draw some of his/her answers on a piece of A4 paper or whiteboard.

What's my number?

Have your child stand with his/her back to you. Trace one of the numerals 1, 2, 3, 4 or 5 on his/her back.

Your child has to guess what the number is. When your child answers correctly, he/she gets the opportunity to trace one of the numerals 1–5 on your back and you have to say which number it is.

Scavenger hunt

Ask your child to walk carefully around the house to find:

- 5 cups, candles or nightlights
- 4 crayons, markers or spoons
- 3 mugs, books or comics
- 2 paper clips, forks or saucers
- 1 purse, sauce bottle, mobile phone, etc.

Sing the following song with your child:

'The Animals Went in Five by Five'

The animals went in five by five, Hurrah, hurrah,

The animals went in five by five, Hurrah, hurrah,

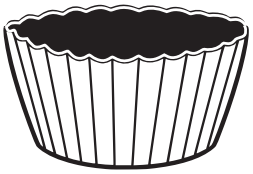
The animals went in five by five, They were so glad to be alive,

And they all went into the ark

For to get out of the rain.

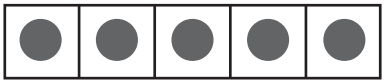
Filling cupcake cases

Give your child four cupcake cases, bowls or plates. Place the numeral 1, 2, 3, 4 or 5 on each cupcake case/bowl. Your child must look carefully at the numeral on each cupcake and place the correct number of objects (pom poms, beads, counters, paper clips, sweets, etc.) into each. To increase difficulty, you could ask your child to use tweezers to pick up the objects rather than using their fingers.



Showing 5 on the five frame

Your child has a five frame – a white, plastic sheet with five boxes. He/she also has five counters. Ask your child to show five (5) on the five frame by placing counters on all five squares.



Hold up one, two, three, four or five spoons, cups, forks, pencils, place mats, apples, pears, bananas – anything that you have to hand. As you do so, ask your child to place that number of counters on the five frame.

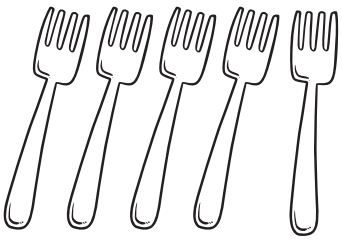
Rainbow colouring 5



Draw the numeral 5 as shown in the picture. Ask your child to rainbow colour the numeral 5 using different colours. This helps your child practise the action of making the numeral 5. Formal writing of the numeral 5 will be covered in Chapter 18.

Settings for five

When setting the table for any meal, ask your child to help do the settings for five people – five knives, forks, soup spoons, plates, cups. Use only the number of items that you require.



Listen and count!

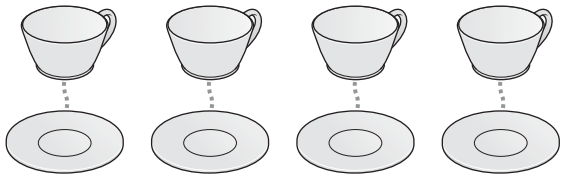
Have a small bucket or other receptacle. Ask your child to turn around and to listen to the coins (up to five) as you drop them in the bucket. He/she must hold up that number of fingers to show how many were dropped in.

This week your child will be introduced to more matching in Chapter 10 of *New Busy at Maths – Year 1*.

Your child will be dealing with one-to-one correspondence, in which there is always one object to correspond/match to another, e.g. there are four dogs and four bones, so one bone for each dog.

One-to-one correspondence

Place four cups in a row on the table. Place four saucers in a row underneath.



Ask your child: 'Is there a cup for every saucer?'

Take away one cup. Ask: 'Is there a cup for every saucer now?'

This is pre-subtraction work. Your child does not need to know how to subtract yet, but you can still ask questions, such as:

- Which set has more: the cups or the saucers?
- Which set has the least/fewest items?
- How many fewer cups are there than saucers?
- How many more saucers are there than cups?

This activity can also be done using other objects, such as socks, shoes, etc.

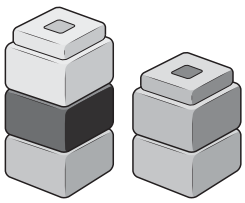
Dice Roll

Ask your child to place his/her five frame on the table. You also need a five frame. You can make a rough model of the five frame if you do not have one to hand. Your child can use five counters/conkers/paper clips/Lego bricks/buttons, etc. You can use five of any other item that's to hand.

Each of you must roll a die to get a number between 1 and 5. (If you roll a 6, you must roll again.) If you roll a 3, you must make a row with that number of counters on the five frame. If your child rolls a 5, he/she must make a row with that number of counters. Ask your child to state the relationship between the two rows, e.g. 'I have the same number of counters'; 'I have more counters than you'; 'I have fewer/less counters than you.'

Comparing towers

Give your child 5 Unifix cubes/blocks/Lego bricks or whatever is to hand. Ask your child to roll a die to get a number between 1 and 5. (If they roll a 6, they must roll again.) They must use that number of cubes to make a tower. You do the same. Both of you must compare your towers and state the relationship between the two towers, e.g. 'My tower is the same size/height/has the same number or amount'; 'My tower has more cubes'; 'My tower has fewer cubes, etc.'



Same/More/Less

It is best if three family members play this game. Each family member must use a die to roll a number between 1 and 5. (If you roll a 6, you must roll again.) They must place that number of counters in a row in front of them. Once everyone in the group has counters in front of them, they must compare their rows of counters. e.g. 'Zara and Owen have the same amount'; 'I have more than Mark'; 'Sean has less/fewer than Emma'; 'Mario has the most counters.'

Which of the two sets has more/less?

Place an empty plate in front of your child and another one in front of yourself. Ask your child to place up to five counters, interlocking cubes, paper clips, markers, pencils, buttons, shells, etc. on his/her plate. When you see the number he/she has placed on his/her plate, you can decide what number of items you wish to place on your plate. Ask your children to compare the amounts on the two plates and ask appropriate questions, as done earlier, e.g. 'Have you more or less than me?'

Which of the three sets has more/less?

Place an empty plate in front of your child and place two plates in front of yourself. Ask your child to place up to five counters, interlocking cubes, paper clips, markers, pencils, buttons, shells, etc on his/her plate. When you see the number he/she has placed on his/her plate, you can decide what number of items you wish to place on the other plates. Work as you did with the previous game.

This week your child will be introduced to combining (adding) sets of objects in Chapter 11 of *New Busy at Maths – Year 1*.

Note: In Year 1 we only go as far as combining within 5. However, to demonstrate 'equals' in these stations, we have gone up as far as 10 as the children are comparing rather than combining.

Equal Grabs!

Place an empty plate in front of your child and another one in front of yourself. Give your child a bag of 10 similar objects (e.g. Unifix cubes, Lego, counters, shells, buttons, marbles, markers).

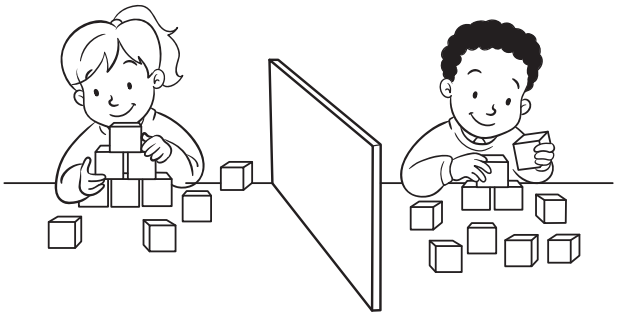
Ask your child to close his/her eyes and 'grab' a handful of the objects from the bag and place them on a plate/saucer. You must now 'grab' a handful from the bag and place them on your plate/saucer. The two of you must compare the two grabs. Are they equal or not equal?

To prove/justify the result, place the amounts from the two grabs in one-to-one correspondence on the table where your child should clearly see if the sets are equal.

Barrier Game Towers

Give a small set of no more than 10 objects to yourself and give your child a matching set (e.g., Lego bricks, buttons, shells, counters, marbles, markers). You should both use the same type of objects. Place a barrier between you, such as a lunch box or a schoolbag. When you give the signal, both of you make a line using any number of objects from your set. After a few seconds, reveal your lines at the same time and compare them. Are the lines equal or not equal?

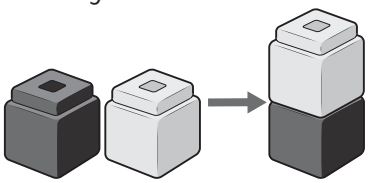
You could stretch your child's understanding by asking: 'How many more cubes do I/you need for the towers to be equal?'



Block Combining

Place two plates or bowls on the table. Have some Lego blocks, Unifix cubes or buttons, etc. beside you. It would be great if the items were two different colours. Arrange that one plate has two red items and the second has 1 green item.

Ask your child to join the two sets of cubes together on a third plate, saying: '2 red cubes and 1 green cube makes 3 cubes altogether.'



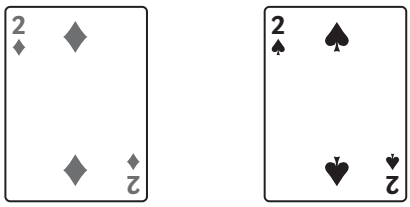
Continue in this way to show two plates with:

(a) 1 and 1, (b) 2 and 2, (c) 1 and 3, (d) 1 and 4, (e) 1 and 2, (f) 2 and 3, (g) 3 and 1, (h) 4 and 1.

The children could sort the items and then combine them to make a tower.

Matching playing cards

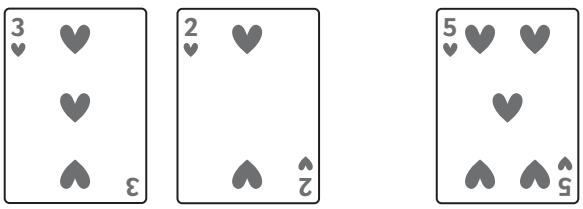
Give your child a pack of playing cards with only the cards numbered 1–5. To start, ask your child to match the cards that have an equal number of dots, e.g. he/she matches the 1s, 2s, 3s, 4s, 5s.



Extension: Play the game 'Snap' where each player places a card, in turn, in the centre of the table. Play continues and when matching/equal cards are played, a player calls out 'Snap!' The player with the most cards at the end of the game, wins.

Playing card combining

Place the 2 of hearts and the 3 of hearts on the table. Ask your child the total for the two cards.



This week your child will be introduced to sorting objects by one attribute, e.g. items we wear or eat, and colour in Chapter 12 of *New Busy at Maths – Year 1*.

Your child will also sort information on to pictograms where a simple picture represents one item.

Lego sorting

Place Lego bricks of four different colours randomly on the table. Place four saucers on the table, as well. Ask your child to sort the Lego bricks according to colour. He/she must place the red bricks on one saucer, the green on another and so on.

Variation: Use Lego bricks of the same colours as above, but this time have some small, medium and large bricks. Place three saucers on the table and ask your child to sort the Lego bricks into sets of small, medium and large bricks.

Hard or soft?

Place four hard items randomly on the table, e.g. tin of beans, mug, spoon, mobile phone, remote control, mug, candle, plate.

Place four soft items randomly on the table, e.g. glove, scarf, orange, sponge, marshmallow, cake, raspberry, strawberry.

Ask your child to sort the hard items on to one plate and the soft items on to another plate.

This can be made more difficult by increasing the number of items to be sorted.

Odd One Out!

Place a number of counters or fridge magnets, etc., on the table. Four or five of them should be red and one a different colour. Ask your child to hand you the Odd One Out! He/she must give a reason for his/her choice, e.g. 'I'm giving you this because it is yellow and the others are red.'

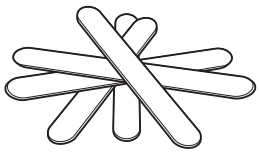
Building Towers

Place a number of two different coloured Lego bricks or cubes in a bowl. There can be any number of each colour up to a maximum of five. Ask your child to choose a colour and make a tower using those coloured bricks – one red and one green tower. You can also make two towers using two different colours, e.g. blue and yellow. Ask your child to compare the four towers, e.g.

- Which tower is taller/shorter?
- How many more/fewer bricks does your tower have?
- Are any of the towers the same?
- How are they the same/different?

Clothes peg sorting

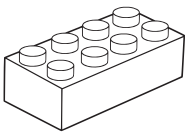
Give your child a large selection of art lollipop sticks or clothes pegs in three or four striking colours, e.g. red, yellow, blue and green. Place four or five bowls on the table also. Ask your child to sort the clothes pegs into bowls by colour.



Pictograms – Lego bricks

Place a number of different coloured Lego bricks on the table, e.g. three red, four green, five yellow and four blue.

Ask your child to arrange them in vertical columns (straight up) of red, green, yellow and blue. Make sure that all the rows start from the same base as in the picture.



Now ask your child questions such as: Which row has most/fewest blocks? Have any rows the same amount?

Pictograms – Objects From Home

Scatter a selection of objects, for example four buttons, three pieces of dry pasta, two coins and five sweets. Sort the items into groups. Lay out a sheet of paper and draw a space or "column" for each group. Instead of drawing symbols, place the real objects directly into their column to make the pictogram. When the pictogram is finished, talk together about which column has the most objects, which has the fewest, and whether any groups are equal.

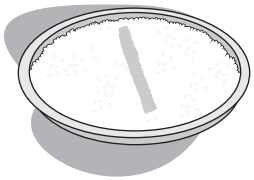
This week your child will be introduced to writing the numerals (numbers) 1 and 2 in Chapter 13 of *New Busy at Maths – Year 1*.

He/she will need lots of practice at writing these numerals.

Drawing the numerals 1 and 2

Ask your child to draw the numerals (numbers) 1 and 2 in a:

- box of rice
- sandbox
- box of sprinkles.



These activities can be done by placing a little of each item in the lid of a biscuit tin.

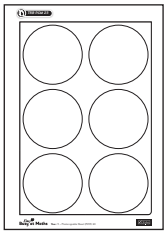
Playdough numbers 1 and 2

Use playdough to make the numerals 1 and 2.

Making button numbers

Draw a large numeral 2 on a sheet of paper or in a copybook. Use buttons, beads, cotton wool, counters or whatever is to hand to 'make' the numerals 1 and 2.

Making sets of 2



Draw four or six circles on a sheet of paper as in the picture. Give your child a selection of four or six different, small household items– marbles, shells, buttons, markers, pencils, dice, sugar lumps, paper clips, clothes pegs, keys, candles, etc. Make sure there are more than two of some of these items. Ask your child to complete the four/six circles with sets of two only.

Making more sets of 2

Place a number of small household items on the table, e.g. clothes pegs, apples, pears, bananas, grapes, spoons, tins of food, toys, etc. Have three plates on the table in a row. Ask your child to put two clothes pegs on the first plate. Now ask him/her to put two apples on the middle plate and two toys on the last plate.

Variation: You can do the same activity with your child filling the circles with sets of one.

Table setting for one

Ask your child to set the table for him/herself – one cup, saucer, plate, knife, fork, spoon.

Table setting for two

Ask your child to set the table for two people – two cups, saucers, plates, knives, forks, spoons.

Things that come in pairs

Talk to your child about objects that usually come in pairs/twos, e.g. eyes, ears, arms, hands, legs, feet, legs on pairs of trousers, lungs, kidneys, socks, shoes, roller skates, twins, etc.

The numerals 1 and 2 around us

Highlight to your child, or ask him/her to tell you, where he/she might see the numerals 1 and 2 around them, e.g. lanes in a race, scoreboards, car registration plates, calendars, buses, mobile phones, doors, calculators, moneys, safes, cooker dials, scoreboards, prices in the supermarket, registration plates on a car, on horses in a race, cubicles in a hospital.

Tracing the numeral 1

Ask the children to trace the rows of the numeral 1 from page 53 of the *New Busy at Maths* Core book. This is to give practice with the correct movement. While your child is tracing the numeral 1, say: 'Start at the dot and come straight down.'

Tracing the numeral 2

Ask the children to trace the rows of the numeral 2 from page 54 of the *New Busy at Maths* Core book. This is to give practice with the correct movement. While your child is tracing the numeral 2, say: 'Start at the dot, go around and down. Stop. Then go straight across.'

Practise writing the numerals 1 and 2

Practise writing the numerals with your child using a pencil and paper. He/she can use pages 19–21 in the Home/School links book, as well as getting some practice in a copybook or on a sheet of paper.

This week your child will be introduced to the language of length in Chapter 14 of *New Busy at Maths – Year 1*.

He/she needs to know the words long, longer, longest; tall, taller, tallest; short, shorter, shortest; wide, wider, widest and narrow, narrower, narrowest.

Game: I Spy…

Play the game *I Spy with My Little Eye…* with your child. Any number of family members can play and all can guess the answer. You can start with: 'I spy with my little eye something that is wider than a pencil.' Answers could be anything in the room, e.g. chair, radiator, table, television, cooker. The player who answers the object correctly gets to call out something that is wider than a chair, e.g. 'table'. If correct, the child with the correct answer goes next, e.g. 'What is narrower than a table?' (same object as their answer) and the game carries on. Questions alternate between wider than and narrower than.

Rule: You cannot call out an object already used by someone else in the game.

Variation 1: I spy with my little eye something that is taller/shorter than a jug, etc.

Variation 2: I spy with my little eye something that is longer/shorter than a packet of cereal, etc.

What is shorter than Lego bricks?

Place a line of no more than 10 objects, already counted by you, on the table.

Ask questions such as: "Is this object shorter than our line of cubes? How do you know? Can you find another object that is even shorter? Which object is the shortest one you found? Can you find something that is longer than the line of cubes?

Longer or shorter?

Give your child a piece of string, tape, ribbon about 1-metre long and another about ½ a metre long.

Note: These measurements have not been formally taught yet.

Place the strings horizontally on the table. Ask your child to come up with the names of different objects in the house that are longer/shorter than the pieces of string, tape or ribbon. For example, a table, a window ledge or the floor is longer than the 1-metre string; school bag, lunchbox or book is shorter than the 1-metre string.

Wider or narrower?

Give/show your child a book that is wide, e.g. their maths book. Name different objects in the kitchen or living room that are wider/narrower than the book.

Use regular items such as a schoolbag, lunchbox, chair, table, window and allow items from the environment for comparison.

Building walls

Ask your child to build a wall of Lego bricks about five bricks wide and six bricks tall. Then ask her/him to build another wall of Lego bricks about three bricks wide and seven bricks tall. You can ask them a number of questions such as: *Which wall is wider/narrower/taller/shorter?*

To make it a little harder, add a third wall and ask your child to come up with her/his own questions.

Measuring your maths book

Ask your child to measure the length or width of his/her maths book using any small object to hand, e.g. crayons, markers, paperclips, buttons, keys. If using crayons, they must all be the same length.

Ask your child to count the number of crayons needed (to the nearest whole number). Then ask your child to use a different measure, e.g. a pencil.

Ask questions such as 'Did you need more/fewer crayons or pencils to measure the length of the maths book? Why was that?'

Measuring people

Measure the height of your child, and any other family members who agree, against a wall. Mark the heights with a piece of string. Discuss the results: Who is the tallest/shortest/smallest? Are any children almost the same height?

(Be mindful not upset any child who might be sensitive about their height. This particular game is at the discretion of the parent/guardian. An alternative option may be to measure teddy bears or toy figurines.)

It might be more appropriate to ask: 'How many in the family are taller/shorter than Ava?'

Extension: Invite your child to make a tower of blocks, cubes or multi-links that is the same height as the tallest/smallest member of the family.

This week your child will be introduced to writing the numeral (number) 3 in Chapter 15 of *New Busy at Maths – Year 1*.

Drawing the numeral 3

Ask your child to draw the numeral 3 in a:

- box of rice
- sandbox
- box of sprinkles.



These activities can be done by placing a little of each item in the lid of a biscuit tin.

Playdough number 3

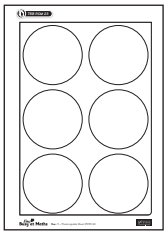
Use playdough to make the numerals 1, 2 and 3, with the emphasis on the numeral 3.



Making button numbers

Draw a large numeral 3 on a sheet of paper or in a exercise book. Use buttons, beads, cotton wool, counters, or whatever is to hand to 'make' the numeral 3.

Making sets of 3



Draw four or six circles on a sheet of paper as in the picture. Give your child a selection of four or six different, small household items– marbles, shells, buttons, markers, pencils, dice, sugar lumps, paper clips, clothes pegs, keys, candles, etc. Make sure there are more than three of some of these items. Ask your child to complete the four/six circles with sets of three only.

Making more sets of 3

Place a number of small household items on the table, e.g. buttons, clothes pegs, apples, pears, bananas, grapes, spoons, pasta shells, toys, etc. Have three plates on the table in a row. Ask your child to put three buttons on the first plate. Now ask him/her to put three pasta shells on the middle plate and three buttons on the last plate.

Table setting for three:

Ask your child to set the table for three people – three cups, saucers, plates, knives, forks, spoons.

Things that come in sets of three

Talk with your child about where we can see items that come in sets of three at home or in the general environment, e.g. stool legs, triangles, tricycle, triplets, tripod, trio in a band, coins in a fountain, *Three Blind Mice*, *The Three Billy Goats Gruff*, *The Three Bears*, etc.

The numeral 3 around us

Highlight to your child, or ask him/her to tell you, where he/she might see the numeral 3 around them, e.g. lanes in a race, scoreboards, car registration plates, calendars, buses, mobile phones, doors, calculators, moneys, safes, cooker dials, scoreboards, prices in the supermarket, registration plates on a car, on horses in a race, cubicles in a hospital.

Tracing the numeral 3

When teaching your child to write the numeral 3, say: 'Start at the dot. Go around and around again.'

Writing the numeral 3

Practise writing the numeral 3 with your child using pencil and paper. You could also put some sand in the lid of a biscuit tin and have your child write the numeral in the sand with a finger as in activity 1.

Read and discuss

Read and discuss the following fairy tales with your child, if they are to hand.

- *Goldilocks and the Three Bears*
- *The Three Billy Goats Gruff*

Read/sing the poem/song with your child:

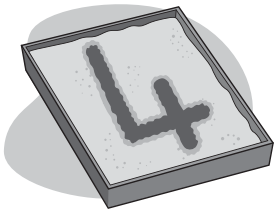
'Three Blind Mice'

Three blind mice, Three blind mice,
See how they run, See how they run!
They all ran after the farmer's wife,
Who cut off their tails with a carving knife,
Did you ever see such a sight in your life,
As three blind mice?



This week your child will be introduced to writing the numeral (number) 4 in Chapter 16 of *New Busy at Maths – Year 1*.

Drawing the numeral 4



Ask your child to draw the numeral 4 in a:

- box of rice
- sandbox
- box of sprinkles.

These activities can be done by placing a little of each item in the lid of a biscuit tin.

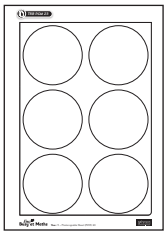
Playdough number 4

Use playdough to make the numerals 1, 2, 3 and 4, with the emphasis on the numeral 4.

Making button numbers

Draw a large numeral 4 on a sheet of paper or in a copybook. Use buttons, beads, cotton wool, counters or whatever is to hand to 'make' the numeral 4.

Making sets of 4



Draw four or six circles on a sheet of paper as in the picture. Give your child a selection of four or six different, small household items– marbles, shells, buttons, markers, pencils, dice, sugar lumps, paper clips, clothes pegs, keys, candles, etc. Make sure there are more than four of some of these items. Ask your child to complete the four/six circles with sets of four only.

Making more sets of four

Place a number of small household items on the table, e.g. buttons, clothes pegs, apples, pears, bananas, grapes, spoons, pasta shells, toys, etc. Have three plates on the table in a row. Ask your child to put four counters on the first plate. Now ask him/her to put four pasta shells on the middle plate and four Lego bricks on the last plate as done with numerals 1, 2 and 3 earlier.

Table setting for four

Ask your child to set the table for four people – four cups, saucers, plates, knives, forks, spoons.

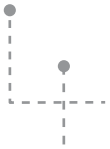
Things that come in sets of four

Talk with your child about where we can see items that come in sets of four at home or in the general environment, e.g. sides on a rectangle, square, legs on many animals, chair, suits in deck of cards, Ninja Turtles, four seasons, directions of north, south, east and west, wheels on most cars, quadruplets, quad bike, four-leafed clover.

The numeral 4 around us

Highlight to your child, or ask him/her to tell you, where he/she might see the numeral 4 around them, e.g. lanes in a race, scoreboards, car registration plates, calendars, buses, mobile phones, doors, calculators, moneys, safes, cooker dials, scoreboards, prices in the supermarket, registration plates on a car, on horses in a race, cubicles in a hospital.

Tracing the numeral 4



When teaching your child to write the numeral 4, say: 'Start at the dot. Go straight down and then go across. Lift. Then put on its nose.'

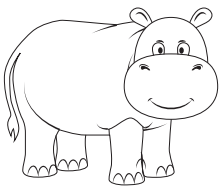
Writing the numeral 4

Practise writing the numeral 4 with your child using a pencil and paper. You could also put some sand in the lid of a biscuit tin and have your child write the numeral in the sand with a finger as in activity 1.

Sing or say the song with your child:

'The Animals Went in Four by Four'

The animals went in four by four, hurrah, hurrah,
The animals went in four by four, hurrah, hurrah,
The animals went in four by four,
The great hippopotamus stuck in the door,
And they all went into the ark
For to get out of the rain.



This week your child will be introduced to activities showing the passage of time in Chapter 17 of *New Busy at Maths – Year 1*.

Your child needs to know some mathematical language associated with the passage of time, e.g. what happened/happens first, second, last, then, next, before/after that, in the middle/middle picture?

Objects that tell the time – Time pieces

Ask your child where he/she might see the time – different time pieces, e.g. clock, watch, mobile phone, computer screen, microwave oven, cooker, water clocks.

Say the nursery rhyme with your child:

'Humpty Dumpty'

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king's horses and all the king's men

Couldn't put Humpty together again.

Talk to your child about the rhyme. Ask questions, such as:

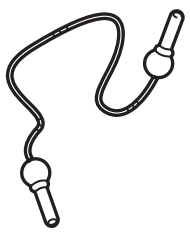
- What happened first/next/in the end?
- How do we know that Humpty Dumpty wasn't made better in the end?
- What did you like/not like about the poem?

Passage of time activities

Activity 1

Give your child a ball that bounces easily, but is relatively easy to control. Ask your child to bounce the ball. Give him/her 10 seconds to do it. Say: 'I am putting 10 seconds on the clock. Go/Start!' Ask him/her to count the number of bounces he/she can do in the 10 seconds. See what improvement, if any, occurs after your child has had a few attempts at bouncing the ball.

Variation: Ask your child to skip with a skipping rope. See how many skips he/she can do in 10/20/30 seconds. You set the time and ask your child to count as he/she skips as he/she goes along.



Activity 2

Ask your child to look out the window and observe a cloud passing. Count how long it takes for the cloud to go out of sight. This should be a short exercise so if it is not very windy, observing the cloud approaching the sun might be more suitable.

Activity 3

Ask your child to look out the window and observe a car passing. Ask him/her to count how long it takes for the car to go out of sight.

Variation: Ask him/her to count how many cars went by in 10/15/20 seconds. You set the time/timer. Your child does not need to count the time, but it is great if he/she can do so.

Activity 4

Light a sparkler/match and ask your child to count how long it takes to burn out.

Activity 5

Ask your child which will take longest: boiling the kettle, boiling potatoes or boiling an egg. Prove or disprove his/her estimate by boiling each of them – not necessarily on the same day!

First and Last

Ask your child some questions about jobs you do and in which sequence they take place, e.g. You are having boiled eggs for breakfast or tea. Ask questions such as: 'Which comes first: (a) the whole egg, or (b) the eaten egg with the empty shell?'

This can be made more difficult by listing (a) the whole egg, (b) boiling the egg in a saucepan, and (c) the eaten egg with the empty shell, and asking: 'Which comes first, second, next, third, last, etc.?'

Making a cake

A good way to explain the passage of time and placing activities in sequence is to talk to your child while you are working. While baking, ask your child to help you sequence what you are doing. It doesn't need to be too complicated. Just ask about:

1. Getting the ingredients together

2. Mixing the ingredients

3. Putting the mixture in the oven

4. Eating the cake.

This week your child will be introduced to writing the numeral (number) 5 in Chapter 18 of *New Busy at Maths – Year 1*.

Drawing the numeral 5



Ask your child to draw the numeral 5 in a:

- box of rice
- sandbox
- box of sprinkles.

These activities can be done by placing a little of each item in the lid of a biscuit tin.

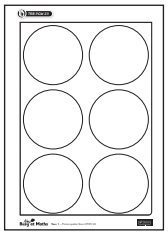
Playdough number 5

Use playdough to make the numerals 1, 2, 3, 4 and 5 with the emphasis on the numeral 5.

Making button numbers

Draw a large numeral 5 on a sheet of paper or in a exercise book. Use buttons, beads, cotton wool, counters or whatever is to hand to 'make' the numeral 5.

Making sets of five



Draw four or six circles on a sheet of paper as in the picture. Give your child a selection of four or six different, small household items– marbles, shells, buttons, markers, pencils, dice, sugar lumps, paper clips, clothes pegs, keys, candles, etc. Make sure there are more than five of some of these items. Ask your child to complete the four/six circles with sets of five only.

Making more sets of five

Place a number of small household items on the table, e.g. buttons, clothes pegs, apples, pears, bananas, grapes, spoons, pasta shells, toys, etc. Have three plates on the table in a row. Ask your child to put five counters on the first plate. Now ask him/her to put five pasta shells on the middle plate and five Lego bricks on the last plate.

Table setting for five

Ask your child to set the table for five people – five cups, saucers, plates, knives, forks, spoons.

Things that come in sets of five

Talk with your child about where we can see items that come in sets of five at home or in the general environment, e.g. Olympic rings, vowels (a, e, i, o and u), the five oceans, players on a basketball team, fingers, toes, knuckles, points on a star, quintuplets.

The numeral 5 around us

Highlight to your child, or ask him/her to tell you, where he/she might see the numeral 5 around them, e.g. lanes in a race, scoreboards, car registration plates, calendars, buses, mobile phones, doors, calculators, moneys, safes, cooker dials, scoreboards, prices in the supermarket, registration plates on a car, on horses in a race, cubicles in a hospital.

Tracing the numeral 5



When teaching your child to write the numeral 5, say: 'Start at the dot. Go straight down and then go across. Lift. Then put on its nose.'

Writing the numeral 5

Practise writing the numeral 5 with your child using a pencil and paper. You could also put some sand in the lid of a biscuit tin and have your child write the numeral in the sand with a finger as in activity 1.

Sing or say the song with your child:

'The Animals Went in Five by Five'

The animals went in five by five, hurrah, hurrah,
The animals went in five by five, hurrah, hurrah,
The animals went in five by five,
They were so glad to be alive,
And they all went into the ark
For to get out of the rain.



This week your child will be introduced to writing the numeral zero (0) in Chapter 19 of *New Busy at Maths – Year 1*.

He/she will need lots of practice at writing the numeral and will need to know the mathematical language associated with zero – How many?, nought, nothing, nothing at all.

What is zero?

Zero has not been mentioned up until now because some children have difficulty in grasping the concept of nothing/nothingness. When learning to count, children associate an object with the numeral/number. When singing about 'Ten Green Bottles', they can physically see and handle the bottles and associate each bottle with its numeral/number. If 0 (zero/nought) is introduced too early, it can confuse some children, as there is no corresponding object for it.

Maria Montessori

The great Italian educationalist Maria Montessori played the 'zero game' with children and asked the parents/guardians of the children to also play it with them. You can play it with your child too.

Ask your child to come to you one/two/three times. Most children will find this relatively easy. Now, ask your child to come to you zero times. Many children will be puzzled by this as they may not have the concept of zero, meaning nothing or no times. If they do, simply say: 'But I asked you to come zero times – it was a little bit of a trick question because zero times means nothing. You have to stay quite still and do nothing. You must not move. You must not come even once. Zero means no times at all.'

(Adapted from pages 269–270 of *Discovery of the Child* by Maria Montessori.)

Drawing the numeral 0

Ask your child to draw the numeral 0 in a:

- box of rice
- sandbox
- box of sprinkles.

These activities can be done by placing a little of each item in the lid of a biscuit tin.

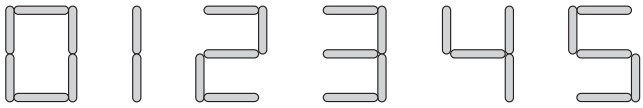
Playdough number 0



Use playdough to make the numerals 0, 1, 2, 3, 4 and 5, with the emphasis on the numeral 0.

Making matchstick numerals

Give your child some headless matches or lollipop sticks. Ask him/her to make the numerals 0–5 using the matches or lollipop sticks as in the picture.



Maths Chat

Chat with your child about the different places where he/she can see or has seen the numeral 0 in the environment – buses, mobile phones, calendars, birthday cards, microwave ovens, cookers, horse races, athletics, etc.

The numeral 0 around us



Highlight to your child, or ask him/her to tell you, where he/she might see the numeral 0 around them, e.g. lanes in a race, scoreboards, car registration plates, calendars, buses, mobile phones, doors, calculators, moneys, safes, cooker dials, scoreboards, prices in the supermarket, registration plates on a car, on horses in a race, cubicles in a hospital.

Tracing the numeral 0

When teaching your child to write the numeral 0, say: 'Start at the dot. Continue along the line to complete the numeral'.

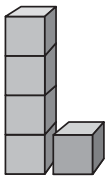
Writing the numeral 0

Practise writing the numeral 0 with your child using a pencil and paper. You could also put some sand in the lid of a biscuit tin and have your child write the numeral in the sand with a finger as in activity 1 earlier.

This week your child will be introduced to combining (adding) two and three sets of objects in Chapter 20 of *New Busy at Maths – Year 1*.

Making towers of 5

Work with your child. You need five cubes of one colour and your child needs five cubes of another colour. You can arrange some (or all) of your cubes into a tower, e.g. four blue cubes. Your child must add one of their cubes to the tower so that it is five cubes tall, e.g. the tower could have your four blue cube and your child's one yellow cube. When complete, your child must identify the number sentence, e.g. 4 and 1 equals 5. This can be done a number of times, with you and your child taking turns going first.

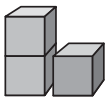


Other examples could be:

- 3 red and 2 yellow cubes – 3 and 2 equals 5
- 2 red and 3 yellow cubes – 2 and 3 equals 5
- 1 red and 4 yellow cubes – 1 and 4 equals 5
- 3 red and 2 yellow cubes – 3 and 2 equals 5

Building towers

You and your child can work together to build towers or you may decide to compete against each other when making individual towers. Place cubes/Lego bricks/counters, or anything that is to hand, of two different colours, in a bowl. The total number of objects should be five or fewer. Ask your child to sort the cubes into their two colours and build a tower with them. Encourage your child to form the number sentence, e.g. 'There are 2 red cubes. There is 1 green cube. There are 3 cubes altogether. 2 and 1 equals 3.'



Other examples could be:

- There are 2 blue cubes. There are 2 brown cubes. There are 4 cubes altogether. 2 and 2 equals 4.
- There are 3 blue cubes. There are 2 brown cubes. There are 5 cubes altogether. 3 and 2 equals 5.

Combining eggs in two nests

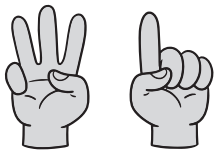
Place two plates on the table. Explain that these plates represent two nests. Begin by placing two eggs (counters) on one plate and one egg (counter) on the other plate. Ask your child to combine (add) the numbers by collecting them on one plate. He/she must write the number sentence on a piece of paper or on his/her whiteboard, e.g. 2 and 1 equals 3.

Other examples could be:

- 2 red and 2 yellow counters – 2 and 2 equals 4
- 2 red and 1 yellow cubes – 2 and 1 equals 3
- 4 red and 1 yellow cubes – 4 and 1 equals 5
- 1 red and 4 yellow cubes – 1 and 4 equals 5
- 3 red and 1 yellow cubes – 1 and 3 equals 4
- 1 red and 2 yellow cubes – 1 and 2 equals 3

Five fingers

This game can be played by counting the fingers of two hands as long as the totals do not go over five, e.g. hold up three fingers on one hand and one finger on the other. Ask your child to combine the numbers in a number sentence, e.g. 3 fingers and 1 finger equals 4 fingers or 3 and 1 equals 4.

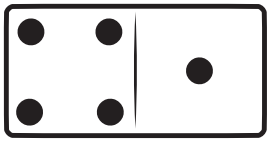


3 + 1 = 4

Do this a number of times. Ask your child to hold up fingers on both hands for you to answer.

Domino combining

Draw a rough example of a blank domino on a piece of paper as in the picture. Ask your child to place counters on the blank domino to make addition sums, e.g. 1 red and 4 blue. He/she should write the number sentence on a piece of paper or Post-it note, e.g. 1 and 4 equals 5.



Do this a number of times using different numbers each time

This week your child will be introduced to the ordinal numbers first (1st), second (2nd), third (3rd) and last in Chapter 21 of *New Busy at Maths – Year 1*.

The numbers 1, 2, 3, 4, …. are called cardinal numbers. These are the numbers that are used for counting. They tell us the number of items that are in any group or set. Ordinal numbers tell us the order in which something comes in relation to other numbers in a set: first (1st), second (2nd), third (3rd) and last, etc.

Ordering the toys

Place three toys, e.g. a teddy, rabbit and horse, in a row on the table. Have them all facing in the same direction as if heading for the finishing line of a race. Ask questions such as:

- Which animal is in first place?
- Which animal comes next?
- Which animal is in last place?
- Which animal is in between the horse and the teddy?
- Which animal comes just after the rabbit?
- Change the order of the animals and ask:
- Is the teddy in first place now? Why/Why not?
- Is the rabbit in the middle now?

In a queue

When you are in a queue in a supermarket or at a bus stop, ask your child who he/she thinks is in first place, last place, etc.

Who is first or last?

Have three family members, including your child, line up. Give each one a Post-it note or piece of paper with first (1st), second (2nd), third (3rd) or Last on it. Ask the family members to stand in the correct order.

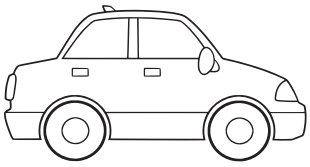
Fridge magnets

Ask your child to arrange three fridge magnets in order and have him/her explain to you which one is first (1st), second (2nd), third (3rd) or last.

Beanbag throw

Any number of players can play this game. Each player needs five beanbags or soft balls. Place a hula hoop or a ring made with string about five paces away. Each player has beanbags of the same colour, e.g. Evan has five red bean bags, Beth has five yellow bean bags. The players must stand at an agreed mark. The player to get most of their beanbags inside the hoop takes the '1st' place card. The next child finished must take the '2nd' card and so on, until all four players are finished.

Car Races

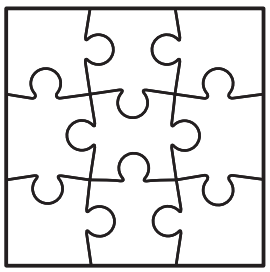


This game is best played by three or four family members. Write the ordinal numbers First (1st), Second (2nd), Third (3rd) and Last on pieces of card/Post-it notes. Each player needs a toy car. They all begin from an agreed starting line (e.g. a line of blue masking tape on the floor), and push his/her car once only. When the cars have stopped moving, the players must determine which car came 1st (travelled the furthest), 2nd, 3rd and 4th/last. Each player then takes the card/Post-it note which represents the position of his/her car in the race. (**Note:** Advise the players to push the cars with normal force rather than really hard!)

Variation: The children swap cars and play again.

Jigsaw Races

Again, this game is best played with three or four family members. Use the ordinal numbers First (1st), Second (2nd), Third (3rd) and Last on pieces of card/ Post-it notes used in the Car Races activity earlier. Each player needs a jigsaw that is to hand in the house (four jigsaws of equal difficulty would be great – 12-piece jigsaws would work well). The first player to finish takes the '1st' place card. The next child to finish must take the '2nd' card and so on, until all four children are finished.



Extension: The players swap jigsaws.

This week your child will be introduced to the passage of time in Chapter 22 of *New Busy at Maths – Year 1*.

Read the poem with your child:

'When I Am Six'

I will say the alphabet
Right through from A to Z,
And print my name so nice and neat
For everyone to see.
I will count in ones and twos,
Ride a bike and tie my shoes.
It will be superduper to be six,
So tall and smart and full of tricks.

What's my number?

Ask your child to stand with his/her back to you. Trace one of the numerals 0, 1, 2, 3, 4, 5 or 6 on your child's back. He/she must guess the numeral. Reverse roles and ask your child to trace a numeral from 0 to 6 on your back. You then have to guess the numeral. This helps your child practise writing the numerals 0–6.

Match the numerals to the towers

Write the numerals (numbers) 1–6 on pieces of paper or Post-it notes. Place the six Post-it notes face down on the table in front of your child. Ask your child to turn over one numeral card, look at it and build a tower using that number of Lego bricks or cubes, e.g. if he/she turns over the numeral card 5, he/she makes a tower of 5 Lego bricks or cubes. Your child can complete the activity as many times as possible in the allotted time.



When all the numeral cards are turned face-up, ask your child to arrange the numerals in the correct order from 1 to 6.

The numeral 6 around us

Highlight to your child, or ask him/her to tell you, where he/she might see the numeral 6 around them, e.g. lanes in a race, scoreboards, car registration plates, calendars, buses, mobile phones, doors, calculators, money, safes, cooker dials, scoreboards, prices in the supermarket, on horses in a race, cubicles in a hospital.

What comes in sets of six?

Ask your child how many objects/items he/she knows of that come in sets of six, e.g. eggs, cupcakes (buns), toilet rolls, kitchen rolls, soft drinks cans, bottles, pencils, markers, crayons.

Snap sixes

Take a standard pack of playing cards. Share the cards as evenly as possible among 2–4 players. Each player holds the cards face down in his/her hand – no player should look at their cards. The players take turns putting a card down. The object of the game is for the players to detect the 6 card as it goes on the table. If a 6 is placed upwards on the table, the first player to say 'six' while putting his/her hand on the card, wins. The game continues until one player has all the sixes from the pack.

Domino sixes

Place at least 15 dominoes on the table in front of your child. Ask him/her to pick out all the dominoes that have a total of 6 dots on them.

Matching the counters to the numerals: Reuse the Post-it notes with the numerals 1–6 on them. Your child will also need counters. This time, place the six Post-it notes face-up in a row on the table in front of your child.

Now ask your child to place the corresponding number of counters above or on each numeral, e.g. place six counters on top of or below the numeral 6.

For variety and extension, use other items for counting, e.g. pom poms, cubes, beads, egg cartons, cups, bun cases.

Showing sets of six (6) on the ten frame

Your child has a ten frame – a white, plastic sheet with 10 boxes. He/she also has 10 counters. Ask your child to show six (6) on the ten frame – he/she has to place one counter in each of six squares.

Note: It is very important that your child starts filling the ten frame from the top left and continues on the bottom section, starting at the bottom left.

This week your child will be introduced to weighing using non-standard units of measure, e.g. using apples, oranges, cubes, in Chapter 23 of *New Busy at Maths – Year 1*.

Your child needs to know some of the language of spatial awareness: on, beside, in, under, between, etc.

Spatial awareness language

Write the following words on pieces of paper or on Post-it notes.

- beside
- on
- behind
- under
- in front of
- in
- between
- near

Place the words face down on the table. Ask your child to pick one of the words and to read it out loud. This gives him/her practice at reading these important words.

Variation: Place all the words face up on the table and ask your child to hand a particular word to you, e.g. 'Could you please hand me the word 'between?', etc.

Move the Pom Pom!

Give your child any small object that is to hand in the house, e.g. a pom pom, Lego brick, counter, paperclip, pencil or marker. Ask your child to place the object in different places on his/her body, e.g.

- under your chin
- between your eyes
- in your hand/fist
- on your head
- on your nose
- under your nose
- beside your ear
- beside your neck
- behind your back
- on the back of your hand
- in front of your forehead
- in the palm of your hand
- between your thumb and index finger
- balanced on your index finger
- between your knees
- at the tip of your toes on your left foot
- at the tip of your toes on your right foot

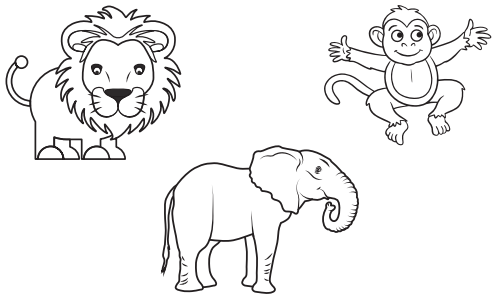
Move the Counter!

Give your child any small object that is to hand in the house, e.g. a pom pom, Lego brick, counter, paperclip, pencil or marker. Ask your child to place the object in different places in the house, e.g.

- beside the cup/schoolbag
- under the chair/sofa
- beside the milk jug/tea tin
- on the television/chair/table
- between the two apples/oranges/chairs
- in front of the key/pepper/coffee jar
- in the box/schoolbag/mug
- over the lamp
- in front of the milk jug
- between the cup and the spoon
- in the mug/cup/shoebox

Animal charades

Talk with your child about some different animals he/she knows about, e.g. bear, frog, dog, cat, dinosaur, dragon, snake, caterpillar, bird, turtle, tortoise, lion, elephant, monkey, fish. You may have some animal books in the house.



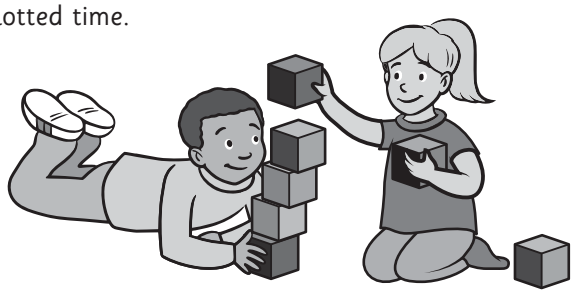
Ask your child some questions such as:

- Where does a bear live? (in a cave)
- How does it move? (slides on the ice, runs over the ground, etc.)
- Where does the monkey live? (near the river, in front of the tree/forest)
- How does it move? (swings between the trees)
- Where does the dog run? (over the ground/over the bridge/near the orchard/out of its kennel, over the gate, etc.)
- What does the frog do? (sits on the lily pad, swims in the pond, dives in the water, swims to the front of the pond)

This week your child will be introduced to combining (adding) on the number line in Chapter 24 of *New Busy at Maths – Year 1*.

Match the numerals to the towers

Write the numerals (numbers) 1–7 on pieces of paper or Post-it notes. Place the six Post-it notes face down on the table in front of your child. Ask your child to turn over one numeral card, look at it and build a tower using that number of Lego bricks or cubes, *e.g.* if he/she turns over the numeral card 5, he/she makes a tower of 5 Lego bricks or cubes. Your child can complete the activity as many times as possible in the allotted time.

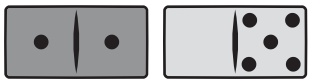


When all the numeral cards are turned face-up, ask your child to arrange the numerals in the correct order from 1 to 7.

What comes in sets of seven? Ask your child how many objects/items he/she knows of that come in sets of seven: days in a week, 'Snow White and the Seven Dwarfs', seven wonders of the world, 'Seven Swans a Swimming' (Christmas song), colours of the rainbow, etc.

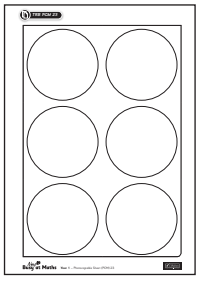
Domino sevens

Place at least 15 dominoes on the table in front of your child. Ask him/her to pick out all the dominoes that have a total of 7 dots on them.



Sets of 7

Place sets of about 10 counters, buttons, Lego bricks, cubes, pom poms, multi-links, attribute bears, shells, pasta shells, crayons, small pencils or anything that is to hand in the centre of the table. Draw 4 or 6 circles on an A4 page as in the picture.



Ask your child to sort 7 of each object and place them in each of the circles on the A4 sheet, *e.g.* 7 buttons in the first circle, 7 shells in the second and so on.

Matching the counters to the numerals

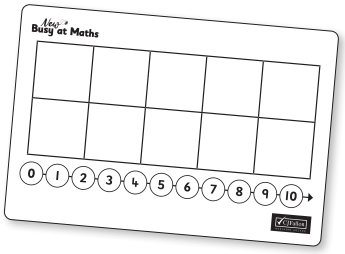
Reuse the Post-it notes with the numerals 1–7 on them. Your child will also need counters. This time, place the seven Post-it notes face-up in a row on the table in front of your child.

Now ask your child to place the corresponding number of counters above or on each numeral, *e.g.* place six counters on top of or below the numeral 7.

For variety and extension, use other items for counting, *e.g.* pom poms, cubes, beads, egg cartons, cups, bun cases.

Showing sets of seven (7) on the ten frame

Your child has a ten frame – a white, plastic sheet with 10 boxes. He/she also has 10 counters. Ask your child to show seven (7) on the ten frame – she has to place one counter in each of seven squares.



Note: It is very important that your child starts filling the ten frame from the top left and continues on the bottom section starting at the bottom left.

Practising writing the numeral 7

Practise writing the numeral 7 with your child using a pencil and paper. You could also put some sand in the lid of a biscuit tin and have your child write the numeral 7 in the sand with his/her finger. You can also revise writing the numerals 0, 1, 2, 3, 4, 5 and 6.

This week your child will be introduced to weighing using non-standard units of measure, e.g. using apples, oranges, cubes, in Chapter 25 of *New Busy at Maths – Junior Infants.*

Comparing weights

Encourage your child to have fun comparing the weights of some common items found around the home. Ask him/her to place the objects in their hands and chat about the weight of the different objects, e.g. schoolbags, lunchboxes, coats, apples, pears, Lego bricks, mugs, cups, beakers. Ask questions such as: 'Which is heavier/lighter or are they the same weight?'

Variation: Have some objects that are small, but heavier than items that are physically bigger, e.g. stones, pebbles, shells, paper weights, different balls, feathers, pom poms, pipe cleaners. This teaches your child that the actual size of an object does not necessarily mean that it is heavier than a smaller object, e.g. a small stone, pebble or marble could be heavier than a larger spoon or cup.

The weighing game

Give your child a number of common items found around the house and a balance. If you don't have a balance, ask him/her to compare the weights having one in each hand. Arrange the items in pairs.

Ask your child to estimate which of the two items is heavier or lighter, e.g. a pencil and an eraser, a maths book and a lunchbox, a marker and a feather, a stone and a pencil case, a feather and a crayon, a mobile phone and a small candle, a hat and a tie, a cup and a saucer, four Lego bricks and a biro or pencil.

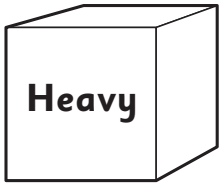


When he/she has given an estimation, ask him/her to weigh the different pairs of objects and to justify their answers.

Heavier and lighter

Give your child two similar boxes. Write the words Heavy and Light on pieces of paper.

Ask your child to paste the words Heavy and Light or heavier/lighter on the outside of the boxes. He/she can sort a number of pairs of items using their hands and place them into the appropriate boxes, e. g. a scissors and a spoon. He/she can discuss the items and then place them in the appropriate boxes.



Order by weight

Give your child any three objects from around the house. Ask her/him to order the items and to place them in a row from heaviest to lightest, e.g. a tin of beans, a mug and a milk jug.



Discuss these items with your child to help him/her decide the order, as they could be close in weight. If in doubt, ask your child to weigh the items using a balance.

It might be a better idea to start with three items that are obviously of different weights, e.g. a cup, a ball and a coaster.

When your child has completed a number of these challenges using three items, you could increase the difficulty by using four or five items.

Variation: Write the ordinal numbers 1st, 2nd and 3rd on Post-it notes and ask your child to place these on the lightest to heaviest items.

True or false?

Using the same items as in the previous activity, ask your child to make a statement about the items, e.g. a tin of peas is heavier than a mug, a mobile phone is lighter than an iPad.

This week your child will be introduced to recognising and making patterns in Chapter 26 of *New Busy at Maths – Year 1*.

Action Patterns

Practise action patterns by playing a simple copying game with your child. Start by choosing two actions, e.g., clap–jump, touch toes–spin, or clap–stamp. Perform the actions slowly in a clear sequence and ask your child to copy the pattern exactly. Take turns being the leader so your child has a chance to create their own patterns for you to follow.

Differentiation: Repeat the pattern several times, speed it up slightly, or add a third action once he/she feels confident.

Making shape patterns

With your child, trace around a 2p coin a few times to make circles. Do the same around a die (dice) to make squares and around a cuboid pencil parer to make rectangles. If you have a Toblerone bar to hand, you could make some triangles, but it is not really necessary. Now ask your child to make patterns using the shapes that he/she has made.

Differentiation: As with the coins above, these could be as simple or complicated as he/she likes.

Bracelet bead patterns

Give your child some string and some coloured beads. Start with two colours. Ask your child to make a pattern, e.g.



He/she can now try it using 3 beads, e.g.



Differentiation: Ask your child to make more complicated patterns – 2 red, 1 green, 3 blue, etc. – using more colours.

Necklace patterns

Give your child some different coloured beads as in the previous activity. Ask your child to make colour patterns of up to 12, 16 or 20 beads using string or pipe cleaners. (The number of beads doesn't matter as the children are only looking at the pattern.)

Tower patterns

Ask your child to build a tower using Lego bricks or interlocking cubes with two different colours. You can start by building 3 red blocks. Your child can add any number and colour of her/his choice, e.g. 2 blue.

Continue the pattern until you run out of bricks, or until it falls over!

Differentiation: Now try using bricks of 3, 4 or 5 different colours.

Counter patterns

Give your child some counters, pom poms, multi-links, interlocking cubes attribute bears or clothes pegs, etc. Ask him/her to make different coloured patterns starting by using just two colours

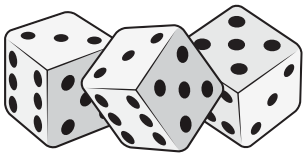
Multi-links and interlocking cubes are easier to work with as they connect to each other.

Differentiation: Now try using multi-links of 3, 4 or 5 different colours.

Dice patterns

Roll two dice with different numbers to start a pattern, e.g. 3 and 2. Continue the pattern by adding the numbers 3 and 2, e.g. 3, 2, 3, 2, 3, 2, 3, 2, 3, 2 …

Differentiation: Roll three dice to get three numbers and then continue the pattern, e.g. 4, 5, 1, 4, 5, 1, 4, 5, 1…



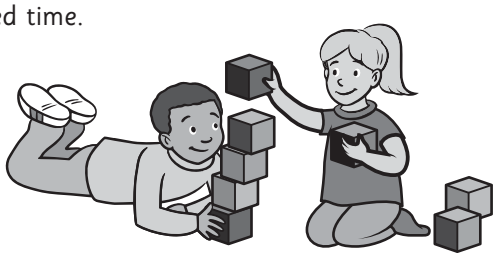
Differentiation: The activity can be made more difficult by rolling one die (dice) four times and then continuing the pattern, e.g. 3, 5, 3, 4, 3, 5, 3, 4, 3, 5, 3, 4…

Note: It doesn't really matter if the number 6 appears in the pattern.

This week your child will be introduced to the numeral (number) eight (8) in Chapter 27 of *New Busy at Maths – Year 1*.

Match the numerals to the towers

Write the numerals (numbers) 1–8 on pieces of paper or Post-it notes. Place the eight Post-it notes face down on the table in front of your child. Ask your child to turn over one numeral card, look at it and build a tower using that number of Lego bricks or cubes, e.g. if he/she turns over the numeral card 8, he/she makes a tower of 8 Lego bricks cubes. Your child can complete the activity as many times as possible in the allotted time.



When all the numeral cards are turned face-up, ask your child to arrange the numerals in the correct order from 1 to 8.

Items that come in sets of eight (8)

Ask your child how many objects/items he/she knows of that come in sets of, such as:

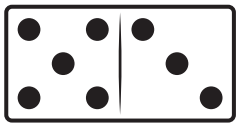
- legs on a spider
- buns in packs for hamburgers, hot-dogs
- crayons in packets
- bottles of water in packs
- cans in packs of soft drinks.

Practising writing the numeral 8

Practise writing the numeral 8 with your child using a pencil and paper. You could also put some sand in the lid of a biscuit tin and have your child write the numeral 8 in the sand with his/her finger. You can also revise writing the numerals 0, 1, 2, 3, 4, 5, 6 and 7.

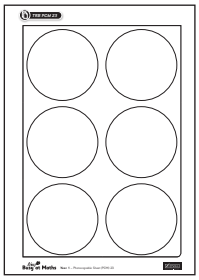
Domino eights

Place at least 15 dominoes on the table in front of your child. Ask him/her to pick out all the dominoes that have a total of 8 dots on them.



Sets of eight (8)

Place sets of about 10 counters, buttons, Lego bricks, cubes, pom poms, multi-links, attribute bears, shells, pasta shells, crayons, small pencils, or anything that is to hand, in the centre of the table. Draw 4 or 6 circles on an A4 page, as in the picture.



Ask your child to sort 8 of each object and place them in each of the circles on the A4 sheet, e.g. 8 buttons in the first circle, 8 shells in the second and so on.

Matching the counters to the numerals

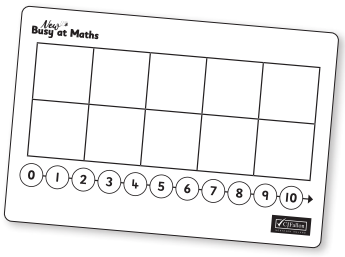
Reuse the Post-it notes with the numerals 1–8 on them. Your child will also need counters. This time, place the eight Post-it notes face-up in a row on the table in front of your child.

Now ask your child to place the corresponding number of counters below or on each numeral, e.g. place six counters on top of or below the numeral 6.

For variety and extension, use other items for counting, e.g. pom poms, cubes, beads, egg cartons, cups, bun cases.

Showing sets of eight (8) on the ten frame

Your child has a ten frame – a white, plastic sheet with 10 boxes. He/she also has 10 counters. Ask your child to show eight (8) on the ten frame – she has to place one counter in each of the eight squares.



Note: It is very important that your child starts filling the ten frame from the top left and continues on the bottom section starting at the bottom left.

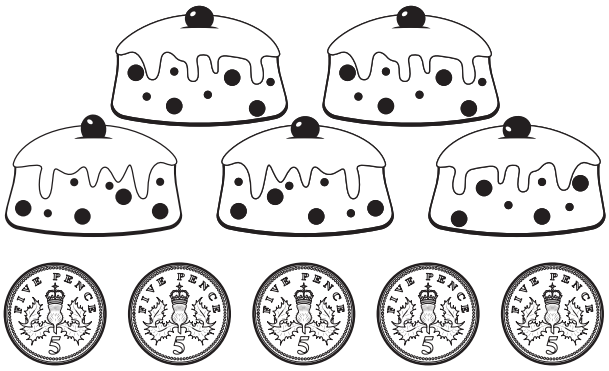
This week your child will be introduced to the 1p, 2p and 5p coins in Chapter 28 of *New Busy at Maths – Year 1*.

Five Currant Buns and 1p Coins

Sing the nursery rhyme "Five Currant Buns" with your child. Use five buns or biscuits from home and five real 1p coins. Place the buns or biscuits in a row and put one 1p coin beside each one.

As you sing the rhyme, encourage your child to count the buns/biscuits and the coins carefully. Each time a bun is bought, let your child give you one 1p coin and remove one bun, then count how many buns and coins are left.

Talk about the money using simple language, for example, "Each bun costs 1p" and "We have one less coin now."



Sorting coins

Give your child a handful of 1p, 2c and 5p coins – about 10 of each, if you can source them. Place three plates on the table. Ask your child to sort the coins into three separate sets, placing the 1p coins on one plate, the 2p coins on the second plate, and so on.

Cheap or expensive?

Write the words **Cheap** and **Expensive** on pieces of paper. If you have any newspapers, magazines, comics, flyers, etc., ask your child to look at the different pictures and to decide if the item on view is cheap or expensive. There could be a lot of room for discussion about the items. Ask your children to give a reason as to why he/she thinks an item is cheap or expensive.



Variation: Ask your child to place the items in order on the table from cheapest to most expensive, or from most expensive to cheapest.

How much?

Place some coins in the centre of the table while your child has her/his eyes closed. Ask her/him to open their eyes and to look at the coins. (This game encourages your child to subitise – calculate at a glance.)

Variation: Ask your child to say the number sentence, e.g. 2p plus 2p plus 1p equals 5p.

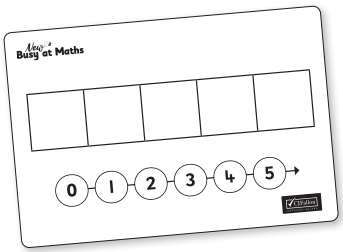
Dice coin totals

Give your child some real 1p, 2p and 5p coins. Ask your child to roll a die and make that amount with the coins, e.g. 4. If a six is thrown, the child can throw again. If he/she rolls a 4, he/she could count out four 1c coins. However, encourage your child to use the largest coins, where possible, e.g. 4p equals 2p plus 2p.

If he/she rolls a 5, encourage your child to use 5p rather than 1p x 5 or 2p plus 2p plus 1p.

Number line coins

Place a number of 1p and 2p coins on the table. Give your child an addition problem, e.g. I want you to combine (add) 2p and 2p.



So, 2p plus 2p equals 4p.

Do this with a number of different coin combinations, e.g.

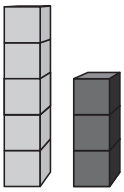
- 1p plus 1p equals 2p
- 2p plus 1p equals 3p
- 3p plus 1p equals 4p
- 2p plus 3p equals 5p
- 3p plus 2p equals 5p
- 2p plus 0p equals 2p
- 5p plus 0p equals 5p

Variation: Ask your child to combine (add) three coins, e.g. 2p plus 1p plus 1p equals 4p.

This week your child will be introduced to comparing sets of items/objects in Chapter 29 of *New Busy at Maths – Year 1*.

Partitioning cubes

Ask your child to make a block of eight cubes in two different colours, e.g. three red and five blue cubes.



He/she now has to split the cubes into the separate colours to show that 8 makes 2 and 6, or 8 equals 3 plus 5. Continue to do this to show some of the different arrays for 7/6/5/4/3, e.g.

- 7 equals 6 plus 1
- 7 equals 5 plus 2
- 6 equals 5 plus 1
- 6 equals 4 plus 2
- 5 equals 4 plus 1
- 5 equals 3 plus 2
- 4 equals 2 plus 2
- 4 equals 3 plus 1
- 3 equals 2 plus 1

Extension: Ask your child to write the sum on their whiteboards, e.g. 8 equals 3 plus 5.

Flipping five coins

Give your child 5 × 1p coins. Ask him/her to toss the coins and to sort them into piles of heads and tails.

Variation: Ask the children to sort 3 or 4 coins into the different arrays. They call out the different arrays of coins for the two flips.

Extension: Ask your child to write the different arrays on their whiteboards, e.g. 5 coins equals 1 head, plus 4 heads, or 5 equals 1 plus 4.

Partitioning towers

Ask your child in how many different ways he/she can make towers of 3/4/5/6/7/8 cubes using, at most, two colours, e.g. 2 red plus 1 green. He/she san call out or write the partition number sentence: 3 equals 2 plus 1.

Extension: Your child can use 3 different colours, and write the different sums/arrays on their whiteboards, e.g. a) 4 equals 2 and 1 and 1, b) 5 equals 2 and 2 and 1, etc.

Partitioning Lego bricks

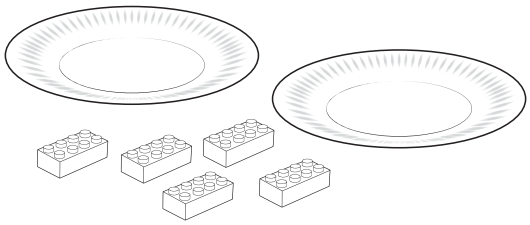
Give your child two plates and up to eight Lego bricks or counters. Call out a number, e.g. 4, and ask your child to partition the Lego bricks between the plates. There are a number of correct answers, e.g. 1 plus 3, 3 plus 1, 2 plus 2.

Variation: You may prefer to do the partitioning using only one plate, and ask the children to partition using a straw, ruler, chopstick, pencil or lollipop stick.

Extension: You could ask your child to write the partitioning number sentence on their whiteboards, e.g. 5 equals 3 plus 2, etc.

Seed partitioning

Give your child two plates and up to eight Lego bricks or counters.



Call out any number from 1 to 8 and ask your child to scatter the seeds (counters) between the two flower pots (plates). You may prefer to do the partitioning using one plate and ask the children to partition using a straw, etc.

Extension: Ask your child to write the partitioning number sentence on their whiteboards, e.g. 5 equals 3 plus 2.

Partitioning counters

Place three counters on a plate. Place a straw, ruler, chopstick, pencil or lollipop stick in the middle. Work together to show a different way to split the group of counters.

Now try it with 4/5/6/7/8 counters.

Building towers

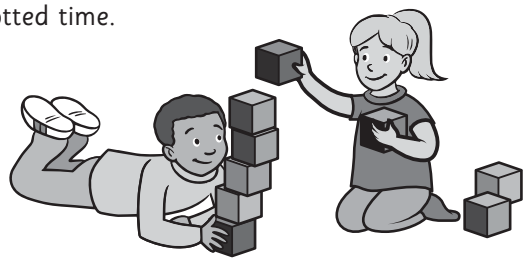
Call out any number from 1 to 8. Ask your child to see how many ways he/she can make a tower that height using two different coloured cubes, e.g. 5 equals 2 red plus 3 blue cubes.

Differentiation: Ask children to write the matching partitioning number sentence on their whiteboard for the towers they make, e.g. 8 equals 6 plus 2.

This week your child will be introduced to the numeral (number) nine (9) in Chapter 30 of *New Busy at Maths – Year 1*.

Matching the numerals to the towers

Write the numerals (numbers) 1–9 on pieces of paper or Post-it notes. Place the nine Post-it notes face down on the table in front of your child. Ask your child to turn over one numeral card, look at it and build a tower using that number of Lego bricks or cubes, e.g. if he/she turns over the numeral card 9, he/she makes a tower of 9 Lego bricks cubes. Your child can complete the activity as many times as possible in the allotted time.



When all the numeral cards are turned face-up, ask your child to arrange the numerals in the correct order from 1 to 9.

Writing the numeral 9

When teaching your child to write the numeral 9, say: 'Start at the dot, come around and up and then come straight down.'

Practising writing the numeral 9

Practise writing the numeral 9 with your child using a pencil and paper. You could also put some sand in the lid of a biscuit tin and have your child write the numeral 9 in the sand with his/her finger. You can also revise writing the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.

The numeral 9 around us

Highlight to your child, or ask him/her to tell you, where he/she might see the numeral 9 around them, e.g. lanes in a race, scoreboards, car registration plates, calendars, buses, mobile phones, doors, calculators, money, safes, cooker dials, scoreboards, prices in the supermarket, on horses in a race, cubicles in a hospital.

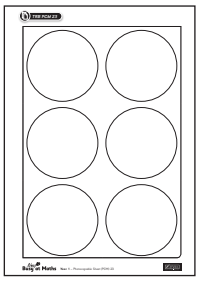
Domino nines

Place at least 15 dominoes on the table in front of your child. Ask him/her to pick out all the dominoes that have a total of 9 dots on them.

Matchstick numbers

Give your child some headless matchsticks or lollipop sticks. Ask him/her to make the numeral 9 with them.

Sets of nine (9)



Place sets of about 10 counters, buttons, Lego bricks, cubes, pom poms, multi-links, attribute bears, shells, pasta shells, crayons, small pencils or anything that is to hand in the centre of the table. Draw 4 or 6 circles on an A4 page as in the picture.

Ask your child to sort 9 of each object and place them in each of the circles on the A4 sheet, e.g. 9 buttons in the first circle, 9 shells in the second and so on.

Matching the counters to the numerals

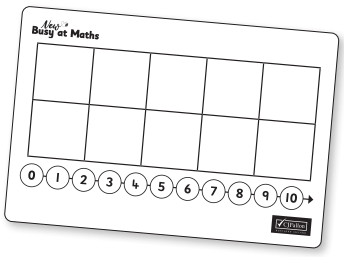
Reuse the Post-it notes with the numerals 1–9 on them. Your child will also need counters. This time, place the nine Post-it notes face-up in a row on the table in front of your child.

Now ask your child to place the corresponding number of counters above or on each numeral, e.g. place nine counters on top of or below the numeral 9.

For variety and extension, use other items for counting, e.g. pom poms, cubes, beads, egg cartons, cups, bun cases.

Showing sets of nine (9) on the ten frame

Your child has a ten frame – a white, plastic sheet with 10 boxes. He/she also has 10 counters. Ask your child to show nine (9) on the ten frame – she has to place one counter in each of the nine squares.



Note: It is very important that your child starts filling the ten frame from the top left and continues on the bottom section starting at the bottom left.

This week your child will be introduced to daytime and nighttime, the days of the week and the seasons of the year in Chapter 31 of *New Busy at Maths – Year 1*.

Recite/sing the song with your child:

'The Days of the Week'

It can be sung to the tune of 'Twinkle, Twinkle, Little Star'. Sing it two or three times.

Monday, Tuesday, Wednesday, too,
Thursday, Friday, all for you.
Saturday, Sunday, that's them all.
All those days we will recall.

Recite/sing the song with your child:

'Let's All Sing'

It can be sung to the tune of 'Frère Jacques'.

Here we have
The days of the week.
Let's all sing, Let's all sing.
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday,
Su-n-day. My favourite day!

The days around us

Ask your child to find the name of any day on objects around the house, e.g. a calendar, newspaper, magazine, mobile phone, diary, school homework diary/journal.

The days of the week

Write the days of the week on pieces of paper, cardboard or Post-it notes. Place the days randomly on the table. Ask your child to put them in order starting with Monday.

Variation: Ask your child to close her/his eyes and remove one of the days from the row. Ask your child to identify which day is missing.

Variation: Turn all the days over. Flip one over and ask your child what day comes after/before it, e.g. Wednesday is flipped over and your child should identify that the day before is Tuesday and that the day after is Thursday.

Daytime

Ask your child to tell you about the activities that usually happen during the daytime, e.g. eating breakfast, going to school, playing games outside, swimming in a pool or sea, shopping, building a sandcastle, hill walking, fishing, playing on a see-saw (playground), eating lunch.

Variation: Invite your child to explain which is his/her favourite daytime activity.

Nighttime

Ask your child to tell you about the activities that usually happen at nighttime, e.g. doing homework, eating dinner, brushing teeth (this can be daytime too), sleeping in bed, reading a book, watching television, seeing stars in the sky, lights on in the street, Halloween collecting.

Variation: Combine the activities for both daytime and nighttime. Call out one activity and ask your child if he/she would do it at night or during the day.

Note: Some activities could be done at either time, e.g. eating dinner, brushing teeth, reading a book. It would be great if your child could give his/her reasons for deciding on the allocated time.

The four seasons

Write the four seasons on pieces of paper or cardboard. Ask your child to write or trace the season names in his/her copy.

Talk with your child about some of the obvious signs of the different seasons. For example:

- **Spring:** birds beginning to sing, daffodils, snowdrops bluebells appearing, bees buzzing again, days getting longer
- **Summer:** sun shining, leaves on the trees, baby birds learning to fly, butterflies everywhere
- **Autumn:** leaves turning brown and orange, seeds like chestnuts falling, some birds leaving to go to warmer countries
- **Winter:** trees being bare; colder, wetter, frosty, snow possibly falling, grass growing very slowly – no need to cut.



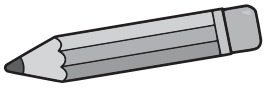
This week your child will be introduced to measuring length using non-standard units, such as counters, cubes, paperclips, pencils, etc, in Chapter 32 of *New Busy at Maths – Year 1*.

They will learn about metres and centimetres in later years.

It will help your child to do a number of simple, practical measuring activities around the house.

Measuring a pencil

Give your child a pencil and some interlocking cubes.



Ask your child to estimate (guess) how many cubes long they think the pencil stick is.

Differentiation: Your child may like to find the length of two pencils placed lengthways. If it is not an exact number, they can round up to the nearest whole number, e.g. 8 and a bit = 9 cubes.

Measuring the television remote control

Give your child some paperclips, multi-links, Lego bricks or buttons, etc. Each of the individual items that you use should be the same length.

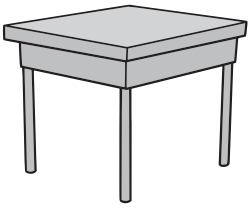
Ask your child to estimate (guess) how many paperclips long he/she thinks the remote control is. Then ask him/her to measure the actual number of paperclips needed to find the length of the remote control.

Again if it is not an exact number, they can round up to the nearest whole number.

Differentiation: Ask your child to measure the remote control using buttons and Lego bricks. Ask some questions such as:

- What do you notice?
- Did you get the same result?
- Which measuring item was longest?
- Which measuring item was shortest?
- Why do you think that you did not get the same result each time you measured?

Measuring the width and length of the table



Give your child a pencil, maths book, pencil case, television remote control, mobile phone, glasses case or marker, etc.

Ask your child to estimate (a) the width, and (b) the length of the table using the object you gave them.

Then ask them to measure the actual number needed to find the width and length of the table. If it is not an exact number, they can round up to the nearest whole number.

Differentiation: As in the previous activity, ask your child what he/she notices? Are the same number of maths books, pencil cases or pencils needed. Explain why.

Measuring the height of a chair/table



Give your child a pencil, maths book, pencil case, television remote control, mobile phone, glasses case or marker, etc.

Ask your child to estimate (a) the width, and (b) the length of the chair/table using the object you gave them.

Then ask them to measure the actual number needed to find the width and length of the table. If it is not an exact number, they can round up to the nearest whole number.

Differentiation: What do you notice?, etc.

Measuring real objects

Ask your child to use the most appropriate non-standard measuring tool to measure the following items:

- length and width of the cooker/television
- length and width of the bed
- width of kitchen door
- length and width of the fridge.

This week your child will be introduced to capacity using non-standard units of measuring in Chapter 33 of *New Busy at Maths – Year 1*.

They will learn about litres and millilitres in later years.

Your child needs to know some of the language associated with capacity: full, empty, holds more/less, nearly full/empty, etc.

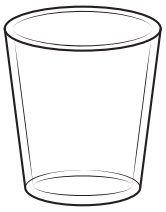
Capacity words

Write the words full, empty, holds more/less on pieces of paper or cardboard. These can be used in the activities that follow.

Your child can practise writing or tracing these words on his/her whiteboard or on a sheet of paper.

Full or empty?

Place five similar-sized drinks glasses on the table. Have one full to the brim, another nearly full, another about half full, another nearly empty and the last one empty.

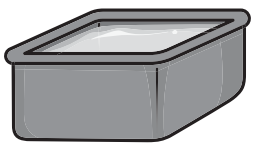


Ask your child questions such as:

- Show me the full glass.
- Which glass in nearly full?
- Show me the empty glass.
- Which glass is nearly empty?
- Is any glass about half full?

Ordering the containers

Give your child three or four empty and clean plastic containers of similar capacity – ideally 100 ml. The containers should be of different shapes. Ask your child to arrange the containers in order from 1 to 5, with 1 being the container that he/she thinks holds least. Ask her/him to justify the answers by using water, sand, rice, shells, counters, buttons, etc., and measuring the capacity of each in a measuring jug.



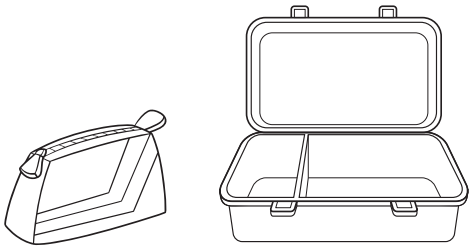
Which container holds most?

Place four items such as a spoon, a ladle, an eggcup, a beaker, a drinks bottle, a cup, a drinking glass or a mug in front of your child. Ask her/him to order the items from that which holds least to most. When he/she has made a choice, fill each container to the brim and pour the water into four identical glasses. Chat about what he/she sees.

You may increase or decrease the number of containers depending on time allowed.

Which needs more crayons to fill?

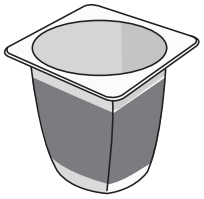
Give your child some crayons, pencils, markers, interlocking cubes or any items that are to hand. (**Note:** Each of your chosen items needs to be the same size. Your child will also need two containers, e.g. a pencil case and lunchbox; a cup and a mug; a glass and a yoghurt carton or a flower pot and a bowl.)



First ask your child to estimate how many crayons, etc., are needed to fill each container. Then he/she can then fill the containers to justify the answer.

How many yoghurt cartons are needed to to fill a…?

Give your child a yoghurt carton and a plastic container, lunchbox, bowl, mug, bottle, glass, jug, etc.

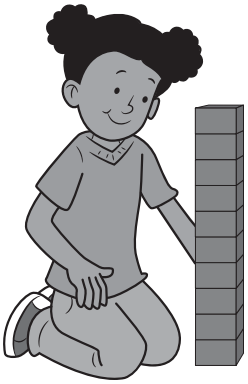


Ask her/him to work out how many yoghurt cartons are needed to fill the containers. If you do not want to use water, you could fill the containers with coins, pom poms, Lego bricks, dried peas, shells, pasta shells, pebbles, marbles, etc.

Variation: Use smaller containers and use a spoon or eggcup to fill the containers rather than yoghurt cartons.

This week your child will be introduced to the numeral (number) ten (10) in Chapter 34 of *New Busy at Maths – Year 1*.

Matching the numerals to the towers



Write the numerals (numbers) 1–10 on pieces of paper or Post-it notes. Place the 10 Post-it notes face down on the table in front of your child. Ask your child to turn over one numeral card, look at it and build a tower using that number of Lego bricks or cubes, e.g. if he/she turns over the numeral card 10, he/she makes a tower of 10 Lego bricks cubes. Your child can complete the activity as many times as possible in the allotted time.

When all the numeral cards are turned face-up, ask your child to arrange the numerals in the correct order from 1 to 10.

Writing the numeral 10

When teaching your child to write the numeral 10, say: 'For the 1, start at the top and come straight down. For the 0, start at the top. Go around and around again.

Practising writing the numeral 10

Practise writing the numeral 10 with your child using pencil and paper. You could also put some sand in the lid of a biscuit tin and have your child write the numeral 10 in the sand with his/her finger. You can also revise writing the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.

What comes in sets of ten (10)?

Ask your child how many objects/items he/she knows of that come in sets of 10, such as toes and fingers (including thumbs), Commandments, digits in most mobile phone numbers, bowling pins in each line, years in a decade.

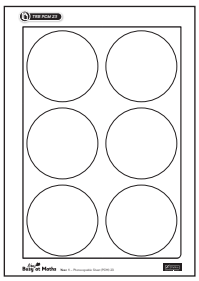
Domino tens

Place at least 15 dominoes on the table in front of your child. Ask him/her to pick out all the dominoes that have a total of 10 dots on them.

Matchstick numbers

Give your child some headless matchsticks or lollipop sticks. Ask him/her to make the numeral 10 with them.

Sets of ten (10)



Place sets of 10 counters, buttons, Lego bricks, cubes, pom poms, multi-links, attribute bears, shells, pasta shells, crayons, small pencils, or anything that is to hand, in the centre of the table. Draw 4 or 6 circles on an A4 page as in the picture.

Ask your child to sort 10 of each object and place them in each of the circles on the A4 sheet, e.g. 10 buttons in the first circle, 10 shells in the second and so on.

Matching the counters to the numerals

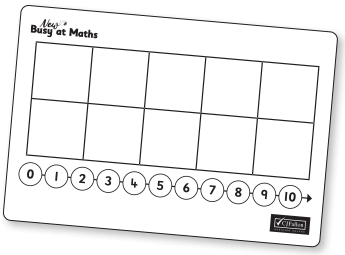
Reuse the Post-it notes with the numerals 1–10 on them. Your child will also need counters. This time, place the six Post-it notes face-up in a row on the table in front of your child.

Now ask your child to place the corresponding number of counters above or on each numeral, e.g. place 10 counters on top of or below the numeral 10.

For variety and extension, use other items for counting, e.g. pom poms, cubes, beads, egg cartons, cups, bun cases.

Showing sets of ten (10) on the ten frame

Your child has a ten frame – a white, plastic sheet with 10 boxes. He/she also has 10 counters. Ask your child to show ten (10) on the ten frame – she has to place one counter in each of the 10 squares.



Note: It is very important that your child starts filling the ten frame from the top left and continues on the bottom section starting at the bottom left.

This week your child will be comparing amounts of money and will engage in some shopping activities in Chapter 35 of *New Busy at Maths – Year 1*.

Sets of money

Your child will need some real 1p, 2p and 5p coins. Place two plastic plates, plastic beakers or bowls on the table in front of your child. Place different amounts of money on the plates, e.g. 4p on one and 2p on the other. Ask your child to count the amounts of money on each plate and to decide which plate has more/less money.

This can be done a number of times, using coins up to a maximum of 5p on each plate, e.g.

- 5p and 3p
- 4p and 3p
- 2p and 5p
- 3p and 5p
- 5p and 1p
- 1p and 4p



Variation: Ask your child how much/more/less money is on each place.

Shopping

Write out some price tags on pieces of paper or Post-it notes.

You can set up a shop and role-play shopping with coins. Supply some real 1p, 2p and 5p coins for your child to use in the shopping exercise.

You are the shopkeeper and your child will have a store of coins. The price tags will be in front of the shopkeeper and your child will point to one, e.g. the pencil costing 3p. When your child asks to buy an item he/she must pay the shopkeeper the exact amount of coins. Repeat this activity with labels priced up to 10p.

Differentiation: Your child can buy two or more items, find the total, e.g, an apple for 2p plus a crayon for 2p which totals 4p. He/she receives 1p change.



Giving the correct amount of money

Your child will need some real 1p, 2p and 5p coins. Reuse the price tags from the previous activity. Place them face down on the table. Ask your child to turn over a price tag. He/she must hand over that number of 1p coins to the shopkeeper (you). Encourage your child to use the larger coins to make up the totals, e.g. if the price is 4p, use 2p and 2p rather than 1p x 4.

Combining amounts of money

Write out some combining (addition) questions for your child as in the picture. He/she can complete the combining number sentences on pieces of paper or on the whiteboard using non-permanent markers.

Example:

3p plus 2p equals 5p

Do this with a number of questions.
They should not total more than 10p.

Partitioning amounts of money

Give your child two plates and up to five real 1p, 2p and 5p coins. Call out a number after - within 10p, e.g. 4p, and ask your child to partition the 4p between the two plates. There are a number of correct answers, e.g. 1 plus 3, 3 plus 1, or 2 plus 2.

Variation: You may prefer to do the partitioning using only one plate, and ask your child to partition using a straw, ruler, pencil or lollipop stick.

You could ask your child to write the partitioning number sentence on their whiteboards, e.g. 5p equals 3p plus 2p.

Example:

5p equals 3p plus 2p

This week your child will be revising numeration to ten (the numbers 1–10) in Chapter 36 of *New Busy at Maths – Year 1*.

The missing card

You will need a deck of playing cards for this activity. Place cards 1 to 10 (with the Ace being 1) from one suit in a row on the table in front of your child. Ask him/her to close his/her eyes while you hide one card behind your back. He/she must tell you which card is missing!

Variation: You can ask questions such as:

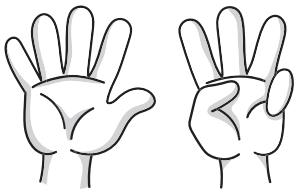
- What number goes before the missing number/card?
- What number comes after the given number?

What's the number?

Write the numerals 1–10 on pieces of paper or Post-it notes. Place them randomly, face down on the table. Ask your child to pick a number and to place it in front of him/her. She now has to place that number of counters on that number, e.g. if she picks a 6, he/she places 6 counters on the numeral card.

Finger numbers

Make any number 1–10 using the fingers on one or both hands, e.g. 8. Using the Post-it numerals from the previous activity, ask your child to hand you or point to the correct numeral (number), e.g. 8. He/she could write the number on his/her whiteboard or on a sheet of paper.



Variation: You can call out any number 1–10 and ask your child to make that number using his/her fingers.

Ten frame numbers

Your child needs her/his ten frame and at least 10 counters. Place a set of cards of the same suit from 1 to 10 randomly, face down, in the centre of the table.

Ask your child to pick a card, e.g. 8. He/she must place that number of counters (8) on the ten-frame

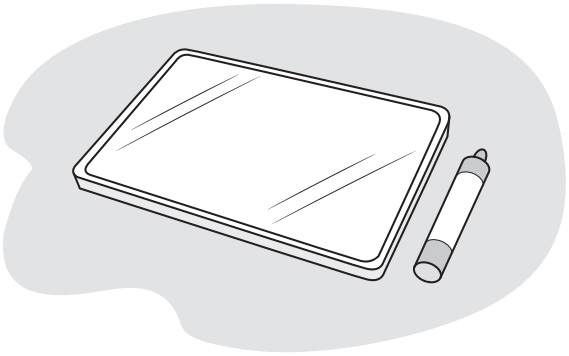
Numeral matching

Use the Post-it note numerals 1–10 from the first activity. Make any number 1–10 on the ten frame using counters. If you make the number 9, your child must place the Post-it numeral 9 beside the number 9 on the ten frame.

Variation: Ask your child to roll two six-sided dice and add the totals, e.g. 4 and 5. He/she now has to place 9 counters on the ten frame.

Colouring the correct amount

Ask your child to place his/her mini whiteboard on the table. Using a non-permanent marker, draw 10 small circles on the whiteboard. Show one of the Post-it numerals from the first activity to your child, e.g. 7. He/she must colour that number of circles on the whiteboard. This can be done for all the numbers 1–10.



Missing numbers

Ask your child to place his/her mini whiteboard on the table. Using a non-permanent marker, write four or five numbers on the whiteboard with a number missing, e.g. 4, 5, ____, 7, 8. Your child must fill in the missing number on the whiteboard.

Extension: This exercise can be made a little more difficult by leaving two blank spaces and asking your child to complete the row, e.g. 2, ____, ____, 5, 6.

Variation: Place the Post-it numerals 1–10 face up on the table. Put some of the numbers, with blank Post-its on the table, e.g. 5, ____, 7, ____, 8.

Your child should put the correct numerals in the blank spaces.