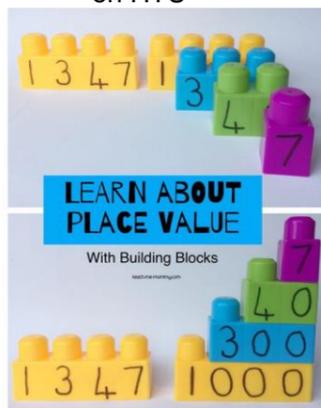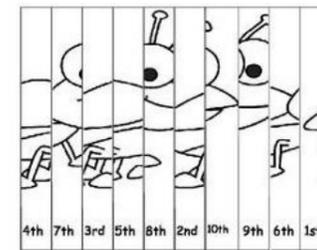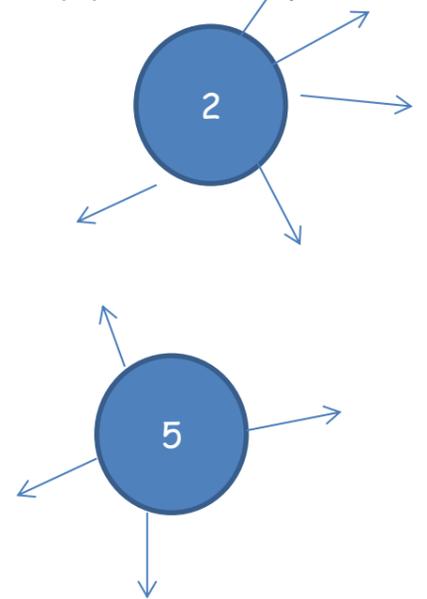|	Week 1	Week 2	Week 3	Week 4	Week 5
M A T H S	**Objective**: Counting onwards from any given number **Outcomes**: Support: I can count onwards from a small number from 1 – 10 (S8) I can count at least 5 objects reliably in a variety of contexts (S7) Core: I can join in rote counting to 100 and count forwards and backwards to 50 (S10) Extension: I can rote count to 1000 and onwards I can count in steps of 2, 3, 5 from 0 and in tens from any number, forwards and backwards (S12) LOtC: Find random numbers around the school/ outside and order **Suggested Activities:** http://www.topmarks.co.uk/Interactive.aspx?cat=1 http://www.ictgames.com/counting.htm http://www.bbc.co.uk/schools/starship/maths/games/number_jumbler/big_sound/full.shtml http://www.topmarks.co.uk/learning-to-count/ladybird-spotshttp://www.bbc.co.uk/education/topics/zknsgk7 • Practice signing numbers • Have a range of different items for pupils to count on the table e.g. cubes/smarties/lego – Can they independently count to 10? Move them on by placing some of the objects to one side and then count ' we have 4 over there so 4… 5, 6 and so on. Can pupils count to 20? Match objects to corresponding numbers • Can pupils count different objects reliably? • Counting to 100 – Count from random numbers. Give pupils numbers to write on whiteboards and see if they can write the next 5/10 numbers. Can they count backwards? • Counting to 1000 and onwards – Count from random numbers Give pupils numbers to write on whiteboards and see if they can write the next 5/10 numbers. Can they count backwards?	**Objective**: Read and write numbers **Outcomes**: Support: I can write numerals to 5 I can recognise numbers 1-9 and relate them to a set of objects (S8) Core: I can write numerals to 20/50 (S11) Extension: I can read and write numbers to 100 in numerals and words (S12) LOtC: Find numbers in the school corridors/quad/playground Using a painbrush and water, write numbers around the outside school walls **Suggested Activities:** http://www.turtlediary.com/game/writing-numbers.html https://www.topmarks.co.uk/Interactive.aspx?cat=1 http://www.bbc.co.uk/education/topics/zknsgk7 • Get pupils to write numbers in multisensory materials and then match this to number index cards. E.g. Sand, paint, foam etc • Put numbers 20-50 face down on the table for pupils to take turns to turn over. What is the number you have? Can you read it? Now turn it back over and write it? Or Find numbers in words around the school/quad/playground – Can you match them to numerals? • Read and write numbers to 100 PowerPoint – Whiteboards and pens ready – Can you write the numbers that called out? Touch on HTU 	**Objective**: Compare and order numbers **Outcomes**: Support: I can order numbers to 3/5/10 or 20 (S9) Core: I can order numbers to 50 I can use the symbols <> (S10) Recognise most and least when recognizing numerals Extension: I can order numbers to 1000 I can use the symbols <> (S12/13) LOtC: Washing line timeline **Suggested Activities:** http://www.topmarks.co.uk/Flash.aspx?f=order http://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/maths/two_less/index.htm • Give pupils numbers to 3/5/10 to order (String numbers, numicon, numerals) • Give pupils random numbers to 50 (100 if pupils need challenge) can they order them smallest to largest • Give pupils number 100 - 1000 can they order them smallest to largest • Get pupils to hold up numbers and move themselves around. • Give pupils a number and ask them to find one more and one less. 	**Objective**: Use ordinal numbers **Outcomes**: Support: I can use ordinal numbers (1st, 2nd and 3rd) in deciding positions of objects, people or events (S9) Core: I can use ordinal numbers 1st – 20th in descending position of objects, people and events (S11) Extension: I can solve word problems involving ordinal numbers LOtC: Run a race out on the playground… can you order yourself using ordinal numbers **Suggested Activities:** http://resources.hwb.wales.gov.uk/VTC/ordinal_numbers/eng/Introduct/starteractivity.htm http://www.turtlediary.com/game/ordinal-numbers.html http://www.iboard.co.uk/activity/Alien-Flower-Show-724 • Run a race • Use cars/objects to describe position using ordinal numbers • Word problems using ordinal numbers • Order ordinal numbers 	**Objective**: Count in multiples **Outcomes**: Support: I can rote count to 20 = 1x tables Core: I can count in multiples of 2,5 and 10 (S11) Extension: I can count in multiples of 3,4 and 8 (S12/13) LOtC: Find hidden multiples around the school/quad/playground – Match them to the correct times table Using chalk – Write times tables on the ground **Suggested Activities:** http://www.ictgames.com/newduckshoot10s.html (10's) http://www.ictgames.com/fairyfog_random.html (2's) https://www.youtube.com/watch?v=dzVyBQ5uTbo (3's) https://www.youtube.com/watch?v=vCjt1dbhvWU (5's) More on YouTube Create multiple spiders Extend pupils as necessary Times table loop cards

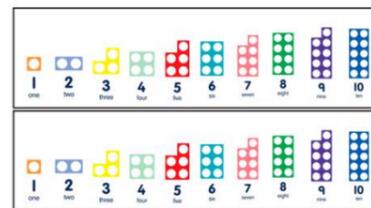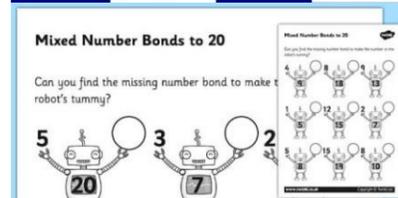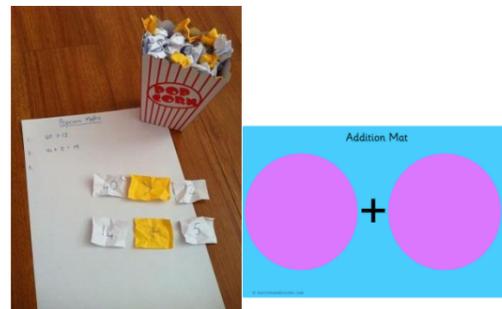|	NB: Ordinal numbers may be only one lesson – Could look at estimating and rounding			
Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Objective: Estimation and rounding **Outcomes**: Support: I can estimate a small number up to 5/10 and check by counting (S8) Core: I can estimate a small number up to 20/50 and check by counting (S10) Extension: I can estimate a small number up to 100 and check by counting (S11) I can round any number to the nearest 10, 100 or 1000 (S14) LOtC: Whole group activity – Put random objects on the floor outside or in corridor – How many are there? Can pupils estimate? **Suggested Activities:** Ask pupils what the word estimate means? Explain it means a smart guess. http://www.iboard.co.uk/iwb/Bee-Counting-409 http://www.iboard.co.uk/iwb/Estimate-and-Count-Marbles-402 • Show pupils a jar of marbles? How many are inside? Take estimations and then count. Give prize to pupil who had the closest	**Objective**: Solve addition problems **Outcomes**: Support: In practical situations I can respond to 'add one' to a number of objects (S8) I can recognise +, -, = in the environment (S9) Core: I can solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations (S10) I can read, write and interpret statements involving addition and equals signs (S10) I can use and represent and use number bonds to 20 (S11) Extension: I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two-digit numbers and adding three one-digit numbers (S12) LOtC: Find numbers around the school – Bring them back to the class and then add one Find sums around the school – Solve when back in the class **Suggested Activities:** http://www.ictgames.com/save_the_whale_v4.html http://www.topmarks.co.uk/Flash.aspx?f=FSInverseMachine	**Objective**: Solve addition problems **Outcomes**: Support: I can combines two sets of objects to ten and count objects (S9) I can use repeated addition to solve practical problems (S9) (Also try number bonds to 10) I can recognise +, -, = in the environment (S9) Core: I can solve one step problems using addition (S10) I can add and subtract one- and two-digit numbers to 20 including zero (S11) Extension: I can solve problems with addition and subtraction applying increasing knowledge of mental and written methods (S12) I can show that the addition or subtraction of any two numbers can be done in any order (S12) I can add and subtract up to three-digits, using formal methods of column or addition and subtraction (S13) LOtC: Find - + and = signs around the school/outside – Do you know what they mean? Sort them into groups **Suggested Activities:** http://www.amblesideprimary.com/ambleweb/mentalmaths/numberbond.html http://interactivesites.weebly.com/additio	**Objective**: Solve subtraction problems **Outcomes**: Support: In practical situations I can respond to 'take one away' to a number of objects (S8) I can recognise +, -, = in the environment (S9) Core: I can use number bonds to ten and related subtraction facts to 10 (S10) I can read, write and interpret statements involving subtraction and equals signs (S10) I can add and subtract one- and two-digit numbers to 20 including zero (S11) Extension: I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two-digit numbers and adding three one-digit numbers (S12) LOtC: Find subtraction sums around the school and solve them **Suggested Activities:** http://www.topmarks.co.uk/maths-games/subtraction-grids http://www.topmarks.co.uk/Flash.aspx?f=FSInverseMachine http://www.topmarks.co.uk/Flash.aspx?f=TakeAway	**Objective**: Solve subtraction problems **Outcomes**: Support - I can recognise +, -, = in the environment (S9) Core: I can solve one step problems using subtraction (S10) I can add and subtract one- and two-digit numbers to 20 including zero (S11) I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (S12) I can add and subtract up to three-digits, using formal methods of column or addition and subtraction (S13) I can add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate (S14) LOtC: Find missing number problems Draw a number line on the playground – getting pupils to jump backward. **Suggested Activities:** http://www.topmarks.co.uk/Flash.aspx?f=Subtractdifference http://www.topmarks.co.uk/maths-

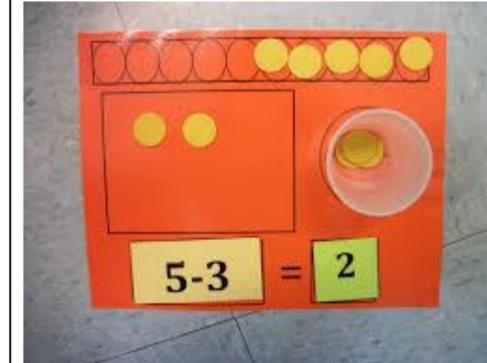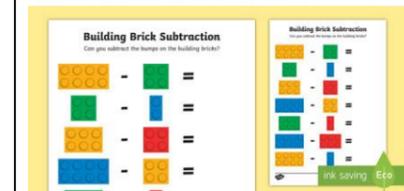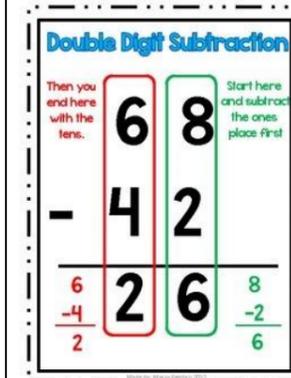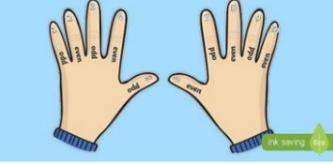|				
	estimation. • Get pupils to estimate different objects (Visuals or make into a PowerPoint) 	http://resources.hwb.wales.gov.uk/VTC/count_on_me/eng/Introduction/mainsessionpart1.htm • Add one with objects and then count how many? Up to 10 • Addition mat • Use visual aids (cubes, counters, smarties) to add numbers to 20 • Popcorn addition – Collect screwed up bit of paper (looks like popcorn) out of popcorn box with sum • Mental addition activities 	n.html http://www.ictgames.com/addition.htm http://www.primarygames.co.uk/pg2/splat/splatre100.html • Solve missing number problems • Column addition • Splat square – Add random numbers depending on pupils • Addition bingo 	• Subtract with objects to 10 • Count backwards on the number line – create chalk number line outside • Subtraction bingo • Popcorn subtraction • Match sums with correct answer 	games/subtraction-grids http://www.topmarks.co.uk/Flash.aspx?f=FSInverseMachine http://www.topmarks.co.uk/Flash.aspx?f=TakeAway • Formal methods of subtraction 2/3/4 digit numbers • Recognise +- and = in the environment – sort sums into the correct category. • Use number lines to subtract • Missing number problems • Word problems

| Week 11	Week 12	Week 13	Week 14	Suggested home learning
Objective: Solve multiplication problems **Outcomes**: Support: I can count groups of objects Support - I can use repeated addition to solve practical problems (S9) I can respond appropriately to key vocabulary and questions, e.g. 'How many?' (S7) Core - I can solve one-step problems involving multiplication by calculating the answer using concrete objects and pictorial representation (grouping) (S10) Solve one-step problems involving multiplication, by calculating the answer using arrays (S11) Extension - I can recall and use multiplication and division facts for 2, 5 and 10 multiplication tables (S12) I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division in facts (S12) I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (S13) LOtC: Use hoops on the floor outside to show how you can count in 2's, 5's, 10's etc **Suggested Activities:** http://www.bbc.co.uk/bitesize/ks1/maths/multiplication/play/ http://www.arcademics.com/games/grand-prix/grand-prix.html http://www.arcademics.com/games/tractor-multiplication/tractor-multiplication.html http://www.ictgames.com/fishy2s.html • Rote count timetables • Time tables songs • Repeated addition • Popcorn multiplication • Doubling	**Objective**: Solve multiplication problems **Outcomes**: Support - I can use repeated addition to solve practical problems (S9) I can respond appropriately to key vocabulary and questions, e.g. 'How many?' (S7) Core - I can solve one-step problems involving multiplication by calculating the answer using concrete objects and pictorial representation (grouping) (S10) Solve one-step problems involving multiplication, by calculating the answer using arrays (S11) Extension - I can recall and use multiplication and division facts for 2, 5 and 10 multiplication tables (S12) I can show that multiplication of two numbers can be done in any order and division of one number by another number cannot (S12) I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (S13) I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division in facts (S12) LOtC: Find multiplication sums around the school and solve them when you get back to class (Differentiated activity) **Suggested Activities:** http://www.topmarks.co.uk/Flash.aspx?f=FSInverseMachine • Formal multiplication methods • Extend pupils knowledge of times tables • Counting groups of objects 	**Objective**: Odd and Even numbers **Outcomes**: Support - In practical situations share out groups of objects (S9) Core - Solve one-step problems involving division, by calculating the answer using concrete objects and pictorial representation (sharing) (S10) Extension – I can recognise odd and even numbers. LOtC: Find numbers around the school – sort them into odd and even piles **Suggested Activities:** http://www.doorwayonline.org.uk/number/oddandeven/ http://www.primarygames.com/math/matheggsevenodd/ http://www.sheppardsoftware.com/mathgames/earlymath/Fruit_shoot_odd_even.htm • Using objects show pupils how certain quantities can't be shared equally into groups • Odd and Even numbers to 20 • Ask pupils if they know which numbers are odd and which are even. Ask pupils why this is? • Consolidate – Give pupils random numbers … up to 4/5/6 digit numbers and ask whether they are odd or even? 	**Objective**: Sharing/division **Outcomes**: Support - In practical situations share out groups of objects (S9) Core - Solve one-step problems involving division, by calculating the answer using arrays with the support of the teacher (S11) Extension - I can recall and use multiplication and division facts for 2, 5 and 10 multiplication tables (S12) I can show that multiplication of two numbers can be done in any order and division of one number by another number cannot (S12) I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (S13) I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division in facts (S12) Write and calculate mathematical statements for multiplication and division using the multiplication tables already known,, including two-digit numbers, one-digit numbers, using using these progressively as you transition to formally written (S13) LOtC: Share out groups of objects using hoops outside **Suggested Activities:** http://www.bbc.co.uk/bitesize/ks1/maths/division/play/popup.shtml http://www.topmarks.co.uk/maths-games/hit-the-button • Sharing objects into groups – Groups of objects to 10 (You could sort objects as well by sharing) • Halving/doubling • Formal division methods	• Encourage your child to use maths at home, counting, adding, subtracting • Purple Mash interactive games • Use maths skills whilst out shopping – checking you have the correct change • Add ingredients together whilst cooking • Solve word problems

3x3
3+3+3
9

4x2
2+2+2+2
8

3x4
4+4+4
12

2x6
6+6
12

MISS GIRAFFE

5 x 10	50		9 x 10	90
12 x 10				
10 x 10	100		11 x 10	110
		120		
8 x 10	80		6 x 10	60
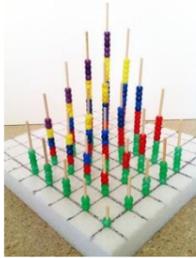
How many dots?

6 x **6** = **36**

Groups (Factors) — Things (Sets or Each) — TOTAL (Dots)

Zero, two, four, six, eight
Being even is just great!

One, three, five, seven, nine
Being odd is just fine!

Even | Odd
2 | 1
4 | 3
6 | 5
8 | 7
10 | 9

Doubles Game

I am learning to **double** numbers
(multiply/times by two)!

Well done!

Halving Mat

Double these ...

	1 + 1 = ...
	2 + 2 = ...
	3 + 3 = ...
	4 + 4 = ...

Halve these ...

	half of 2 is = ...
	half of 4 is = ...
	half of 6 is = ...
	half of 8 is = ...