

We have produced this document to support educators using our PYP 1 Write-on Workbook in classrooms. These are our recommendations for time allocation and teaching order for the material, with links to the PYP Mathematics Framework, our PYP 1 Teacher Resource, and our Year 1 Mathematics Readers. We acknowledge that schools have differing internal or national curriculum requirements, so this is intended as a guide.

Abbreviations

Throughout these notes, and also in the accompanying online Teacher Resource, we use the following abbreviations when referring to the PYP framework:

<i>Abbreviation</i>	<i>Meaning</i>	
Data	Data Handling	} 5 Strands of Mathematics
Meas	Measurement	
SaS	Shape and Space	
PaF	Pattern and Function	
Num	Number	
CU	Conceptual Understandings	} Learning Outcomes
CM	Constructing Meaning	
TMS	Transferring Meaning into Symbols	
AU	Applying with Understanding	

In the Teacher Resource, these references appear in the top right corner of teacher note boxes. For example:

Activity			SaS	CU 2, TMS 2	PaF	AU 1
The above abbreviations mean:						
Shape and Space	Conceptual Understandings	Phase 2				
Shape and Space	Transferring Meaning into Symbols	Phase 2				
Pattern and Function	Applying with Understanding	Phase 1				

In these Teacher Planning notes, the references that are covered appear underneath each set of objectives and outcomes.

For example:

Strand, learning outcomes and phases covered	Number – CU 1, AU 1, TMS 1, CM 1
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Suggested teaching days	Workbook chapter	Topics and Objectives
5	1. Number	Identifying and writing numbers up to 10 as words and numerals - Overwriting numbers from 1 to 10 - Writing numbers from 1 to 10 independently with increasing confidence, accuracy, and neatness - Developing own handwriting style - Identifying numbers from 1 to 10 within text - Correctly pronouncing numbers 1 to 10 with increasing clarity
		Strand, learning outcomes and phases covered
		Number – CU 1, CM 1, TMS 1
		Key vocabulary
		numbers 1 to 10 in numerals and words, read, write, neat, tidy, digit, check
		Workbook Exercises
		1, 2
		Workbook Activities
		Listening Activity – page 8 Activity – page 9
		Teacher Resource Guide
		Extra Practice – page 7
		Reader

5	1. Number	Counting groups of objects with increasing accuracy - Recording answers in words and numerals - Following instructions to complete a task - Drawing objects to match a given number up to 10
		Strand, learning outcomes and phases covered
		Number – CU 1, AU 1, TMS 1, CM 1
		Key vocabulary
		count, counting, record, check, numbers 1 to 10 in words and numerals, block, unit, object, digit
		Workbook Exercises
		3, 4, 5
		Workbook Activities
		Activity – page 11 (both)
		Teacher Resource Guide
		Practical Activity – page 9 Extra Practice – page 10
		Reader

1	3. Addition	Introducing the language associated with addition - Using add, sum, plus, and total when referring to addition - Overwriting, then writing those words correctly, with increasing confidence and accuracy. - Pronouncing new vocabulary with increasing clarity - Understanding + and =
		Strand, learning outcomes and phases covered
		Number – CM 2
		Key vocabulary
		add, sum, plus, total, equals, the sum of, the total of, altogether, +, =
		Workbook Exercises
		1
		Workbook Activities
		Teacher Resource Guide
		Reader

Suggested teaching days	Workbook chapter	Topics and Objectives
7	3. Addition	Introducing addition - Introducing number lines and how they are used to perform additions - Using the number line to add 2 numbers that total up to 10 - Using objects to answer additions with a total up to 10 - Counting objects accurately to write additions with a total up to 10 - Reinforcing correct language when talking about addition
		Strand, learning outcomes and phases covered
		Number – CM 1, CU 2, AU 2
		Key vocabulary
		add, sum, plus, total, equals, the sum of, the total of, altogether, count up, how many, count on from, make, +, =
		Workbook Exercises
		2, 3, 4, 5, 6, 7
		Workbook Activities
		Teacher Resource Guide
		Practical Activity – page 42 Activity – page 43
		Reader
		So Many Shells!

2	3. Addition	Finding pairs of numbers where the total is no more than 10 - Defining what a pair is - Rearranging apparatus or using a number line to find additions where the final total is a given number - Showing awareness of working through a problem systematically to find the answer(s)
		Strand, learning outcomes and phases covered
		Number – CM 2
		Key vocabulary
		add, sum, plus, total, equals, the sum of, the total of, pair, number line, apparatus, count up, how many ways, count on from, make, +, =
		Workbook Exercises
		8, 9, 10
		Workbook Activities
		Teacher Resource Guide
		Reader
		Polar Pairs

7	5. Subtraction	Introducing subtraction - Using and reinforcing correct vocabulary when referring to subtractions - Overwriting, then writing the vocabulary correctly, with increasing confidence and accuracy - Using the number line to subtract 10 or less - Performing simple subtractions that start with 10 or less - Removing objects from a group to solve a subtraction - Understanding – and =
		Strand, learning outcomes and phases covered
		Number – CU 2, CM 2 Pattern and Function – CM 2
		Key vocabulary
		subtract, subtraction, minus, take away, -, =
		Workbook Exercises
		1, 2, 3, 4, 5
		Workbook Activities
		Teacher Resource Guide
		Practical Activity – page 69
		Reader

Suggested teaching days	Workbook chapter	Topics and Objectives
2	5. Subtraction	Responding to written questions - Reinforcing correct language when talking about subtraction - Finding clues and key words in simple written problems that determine a subtraction is required - Completing the subtraction to solve a worded problem (using a number line or apparatus for support)
		Strand, learning outcomes and phases covered
		Number – CM 2, AU 2, CU 2
		Key vocabulary
		number line, subtract, subtraction, minus, take away, apparatus, solve, -, =
		Workbook Exercises
		7, 8, 9
		Workbook Activities
		Discussion – page 71
		Teacher Resource Guide
		Reader

5	2. Position and Direction	Introducing position and direction - Introducing vocabulary associated with position and direction - Overwriting, then writing those words correctly, with increasing confidence and accuracy - Demonstrating the language of position and direction using their own bodies, or other physical objects in the classroom - Describing the position of an object or person in the classroom using appropriate vocabulary - Creating questions using the new vocabulary to ask others within the group/class
		Strand, learning outcomes and phases covered
		Shape and Space – CU 1, CM 1, TMS 1, AU 1
		Key vocabulary
		left, right, above, below, behind, in front of, alongside, next to, up, down, beside
		Workbook Exercises
		1, 2, 3, 4, 5, 6
		Workbook Activities
		Discussion – page 34
		Teacher Resource Guide
		Reader
		In the Kitchen

Suggested teaching days	Workbook chapter	Topics and Objectives	
4	10. Time	Introducing the days of the week - Overwriting, then writing the days of the week and associated vocabulary, with increasing confidence and accuracy - Using a capital letter at the beginning of each day to show they are proper nouns - Placing the days of the week into the correct order - Identifying which day comes before or after a given day - Associating days as belonging to the weekdays, or to the weekend - Naming tasks or activities that occur on certain days of the week - Understanding morning, afternoon, evening, night - Ordering activities that are performed during the day. - Describing what part of the day common activities usually occur - Understanding yesterday, today, and tomorrow, and be able to give examples from their own experience	
		Strand, learning outcomes and phases covered	Measurement – CM 1 and 2, CU 1 and 2, AU 1, TMS 1 and 2
		Key vocabulary	days of the week, time, before, after, yesterday, today, tomorrow, morning, afternoon, evening, night, weekend, weekday, activity, activities, order
		Workbook Exercises	1, 2, 3, 4, 5, 19, 20, 21
		Workbook Activities	Activity – page 126 (both) Discussion – page 118
		Teacher Resource Guide	
		Reader	

2	10. Time	Months of the year • Naming each month of the year • Reading and writing each month with increasing confidence and accuracy • Using a capital letter for each month to show they are proper nouns • Ordering the months of the year • Naming the month that comes before or after any given month • Associating tasks, activities, or events that comes in a particular month. • Knowing which month their birthday is in Seasons • Naming each season • Reading and writing each season with increasing confidence and accuracy • Ordering the seasons • Naming the season that comes before or after any given season • Associating tasks, activities, events, or weather that come in a particular season (depending on the location) • Naming the months that belong to each season (depending on the location)	
		Strand, learning outcomes and phases covered	Measurement – CM 2, AU 1
		Key vocabulary	months of the year, seasons of the year, before, after, born, birth
		Workbook Exercises	22, 23, 24
		Workbook Activities	Activity – page 128 Discussion – page 128
		Teacher Resource Guide	
		Reader	

Suggested teaching days	Workbook chapter	Topics and Objectives	
5	4. Shape	2-dimensional shapes • Describing the lines that make up a 2-dimensional shape: straight lines or curved • Identifying the common shapes: square, triangle, rectangle, hexagon, octagon • Overwriting, then writing those words with increasing confidence and accuracy • Recognising common shapes within illustrations • Recognising the written names within text/stories • Recognising that the common shapes introduced have corners and edges • Understanding that 2-dimensional shapes can be drawn on a flat surface • Drawing 2-dimensional shapes • Describing the difference between a square and a rectangle using their own ideas and explanation • Recognising circles and ovals and describing how they look different from each other using their own ideas and explanation • Understanding that shapes can look different depending on the position and size	
		Strand, learning outcomes and phases covered	Shape and Space – CU 1 and 2, CM 1, TMS 2 Number – CM 1
		Key vocabulary	2-dimensional, shape, straight, curve, curved, line, square, triangle, rectangle, hexagon, octagon, circle, oval, edge, corner, flat, side
		Workbook Exercises	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
		Workbook Activities	Discussion – pages 55, 58 (both), 61 Listening Activity – page 61 Activity – page 61
		Teacher Resource Guide	
		Reader	Builder Bee

7	1. Number	Increasing understanding of number - Knowing that a block/stick/rod of 10 is the same as ten individual units - Writing multiples of 10 in words and as numerals, with increasing confidence and accuracy - Introducing zero to show an empty place value (multiples of 10) - Recognising numbers between 10 and 20 as “teens” numbers - Understanding that “teens” numbers are made up of one ten and units - Writing teens numbers in words and as numerals, with increasing confidence and accuracy - Identifying which “teens” number comes before or after another “teens” number Equal or not equal to - Comparing two groups of objects using words and then the symbols = and ≠ <table><tr><td>Strand, learning outcomes and phases covered</td><td>Number – CU 1, TMS 1, CM 1, AU 1</td></tr><tr><td>Key vocabulary</td><td>“teens” numbers, multiples of 10 to 100 in words and numerals, equal to, not equal to</td></tr><tr><td>Workbook Exercises</td><td>6, 7, 8, 9, 10, 11, 12, 13, 14</td></tr><tr><td>Workbook Activities</td><td>Listening Activity – page 13, 14, 17 Game – page 17 Activity – page 18 and 19</td></tr><tr><td>Teacher Resource Guide</td><td>Practical Activity – page 12 Extra assistance – page 12, 16</td></tr><tr><td>Reader</td><td></td></tr></table>	Strand, learning outcomes and phases covered	Number – CU 1, TMS 1, CM 1, AU 1	Key vocabulary	“teens” numbers, multiples of 10 to 100 in words and numerals, equal to, not equal to	Workbook Exercises	6, 7, 8, 9, 10, 11, 12, 13, 14	Workbook Activities	Listening Activity – page 13, 14, 17 Game – page 17 Activity – page 18 and 19	Teacher Resource Guide	Practical Activity – page 12 Extra assistance – page 12, 16	Reader	
Strand, learning outcomes and phases covered	Number – CU 1, TMS 1, CM 1, AU 1													
Key vocabulary	“teens” numbers, multiples of 10 to 100 in words and numerals, equal to, not equal to													
Workbook Exercises	6, 7, 8, 9, 10, 11, 12, 13, 14													
Workbook Activities	Listening Activity – page 13, 14, 17 Game – page 17 Activity – page 18 and 19													
Teacher Resource Guide	Practical Activity – page 12 Extra assistance – page 12, 16													
Reader														

Suggested teaching days	Workbook chapter	Topics and Objectives
5	3. Addition	Addition up to 20 - Extending the number line past 10 to 20 - Using a number line to add two numbers with a total between 10 and 20 - Using apparatus to add 2 numbers where the answer is between 10 and 20 - Completing simple number sequences using addition, where the final number is 20, or less than 20 - Following instructions to continue a number sequence - Describing the pattern in a number sequence, orally and in writing - Checking number sequences they have completed for accuracy
		Strand, learning outcomes and phases covered
		Number – CU 1, CM 1 and 2, AU 2
		Key vocabulary
		add, addition, plus, equals, the sum of, the total of, check, number sequence, add ___ each time, +, =
		Workbook Exercises
		11, 12, 13, 14, 15, 16, 17
2	3. Addition	Patterns with addition - Finding patterns in pairs of additions - Using those patterns to solve additions - Addition with zero
		Strand, learning outcomes and phases covered
		Pattern and Function – CM 2, CU 2
		Key vocabulary
		add, addition, plus, equals, the sum of, the total of, check, +, =
		Workbook Exercises
		19, 20
2	5. Subtraction	Finding missing numbers Beginning to see that addition and subtraction are related
		Strand, learning outcomes and phases covered
		Number – CM 2, CU 2, AU 2 Pattern and Function – AU 2
		Key vocabulary
		subtract, subtraction, minus, take away, add, addition, plus, equals, missing number, find, solve, , +, -, =
		Workbook Exercises
		6, 10
2	5. Subtraction	Finding missing numbers Beginning to see that addition and subtraction are related
		Strand, learning outcomes and phases covered
		Number – CM 2, CU 2, AU 2 Pattern and Function – AU 2
		Key vocabulary
		subtract, subtraction, minus, take away, add, addition, plus, equals, missing number, find, solve, , +, -, =
		Workbook Exercises
		6, 10
2	5. Subtraction	Finding missing numbers Beginning to see that addition and subtraction are related
		Strand, learning outcomes and phases covered
		Number – CM 2, CU 2, AU 2 Pattern and Function – AU 2
		Key vocabulary
		subtract, subtraction, minus, take away, add, addition, plus, equals, missing number, find, solve, , +, -, =
		Workbook Exercises
		6, 10

Suggested teaching days	Workbook chapter	Topics and Objectives
7	5. Subtraction	Subtracting from numbers up to 20 - Using a number line to subtract from a “teens” number - Subtracting zero from a given number - Subtracting when the subtrahend and minuend are the same to give the answer zero - Finding patterns in written subtractions that can help with mental calculations - Completing simple number sequences using subtraction from a number 20 or less - Describing the pattern in a number sequence - Following instructions to complete a number sequence - Recalling that addition can help solve subtractions
		Strand, learning outcomes and phases covered Number – CU 2, AU 2, CM 2 Pattern and Function – CU 2, AU 1 and 2, TMS 1
		Key vocabulary subtract, subtraction, minus, take away, add, addition, plus, equals, number line, “teens” numbers, zero, number sequence, +, -, =
		Workbook Exercises 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
		Workbook Activities Activity – page 75 Puzzle – page 76
		Teacher Resource Guide
		Reader The Old Oak Tree

3	6. Measurement	Introducing the language of measurement - Overwriting, then writing words associated with measurement related topics, with increasing confidence and accuracy - Classifying words into groups according to their appropriate measurement topic - Beginning to show understanding of the main topics of measurement Introducing length - Comparing the lengths of 2, then 3 objects, using appropriate vocabulary - Using apparatus to compare lengths of objects - Recording answers in a table - Following instructions to draw objects to compare lengths
		Strand, learning outcomes and phases covered Measurement – CU 1 and 2, CM 1, TMS 2, AU 1
		Key vocabulary length, area, volume, capacity, mass, time, measurement, long, longer, longest, short, shorter, shortest, height, high, higher, highest, tall, taller, tallest, wide, shallow, deep, high, low,
		Workbook Exercises 1, 2, 3, 4, 5, 6, 7
		Workbook Activities Discussion – page 81, 82 Activity – page 83, 84, 85, 86 (both) Puzzle – page 87
		Teacher Resource Guide
		Reader Which Bottle is Best?

Suggested teaching days	Workbook chapter	Topics and Objectives
4	8. Data Handling	Introduction to data handling - Discussing what data is, and why it is collected - Identifying what data is collected in school and why it is used - Counting objects to answer questions Using tallies and tally charts to record and display data - Introducing tallies, and understanding how they are counted and written down - Reading tally charts to answer direct questions - Collecting data to record in a tally chart, and interpreting the results
		Strand, learning outcomes and phases covered
		data – CU 1, CM 1, TMS 1 AU 1 Number – AU 1
		Key vocabulary
		Data, count, record, total, tally, tallies, chart, table
		Workbook Exercises
		1, 2, 3, 4, 5
		Workbook Activities
5	1. Number	Partitioning numbers - Understanding that 2-digit numbers can be partitioned into tens and units - Combining partitioned numbers into 2-digit numbers - Reading and writing whole numbers up to 100, in words and in numerals, with increasing confidence and accuracy - Using previous knowledge of multiples of 10 to write all 2-digit numbers up to 100
		Strand, learning outcomes and phases covered
		Number – CU 1 and 2, CM 1 and 2, TMS 1 and 2 Pattern and Function – CU 1 and 2, TMS 1
		Key vocabulary
		tens, unit, partition, combine, equals, 2-digit, whole numbers in words and numerals up to 100
		Workbook Exercises
		15, 16, 17, 18, 19,
		Workbook Activities
2	1. Number	Less than and greater than - Using the appropriate symbol between two numbers, or groups of objects, to describe their relationship - Using more than and fewer than - Understanding when to use fewer than or less than - Explaining their responses to questions orally, and sometimes in writing
		Strand, learning outcomes and phases covered
		Number – CU 1, CM 1, TMS 2, AU 1 Pattern and Function – CM 1, AU 1, TMS 1
		Key vocabulary
		greater than, less than, more than, fewer than, <, >
		Workbook Exercises
		20, 21, 22, 23, 24, 25, 26, 27
		Workbook Activities
		Discussion – page 25, 27
		Teacher Resource Guide
		Reader
		Don't Miss the Boat!

5	1. Number	Partitioning numbers - Understanding that 2-digit numbers can be partitioned into tens and units - Combining partitioned numbers into 2-digit numbers - Reading and writing whole numbers up to 100, in words and in numerals, with increasing confidence and accuracy - Using previous knowledge of multiples of 10 to write all 2-digit numbers up to 100
		Strand, learning outcomes and phases covered
		Number – CU 1 and 2, CM 1 and 2, TMS 1 and 2 Pattern and Function – CU 1 and 2, TMS 1
		Key vocabulary
		tens, unit, partition, combine, equals, 2-digit, whole numbers in words and numerals up to 100
		Workbook Exercises
		15, 16, 17, 18, 19,
		Workbook Activities
2	1. Number	Less than and greater than - Using the appropriate symbol between two numbers, or groups of objects, to describe their relationship - Using more than and fewer than - Understanding when to use fewer than or less than - Explaining their responses to questions orally, and sometimes in writing
		Strand, learning outcomes and phases covered
		Number – CU 1, CM 1, TMS 2, AU 1 Pattern and Function – CM 1, AU 1, TMS 1
		Key vocabulary
		greater than, less than, more than, fewer than, <, >
		Workbook Exercises
		20, 21, 22, 23, 24, 25, 26, 27
		Workbook Activities
		Discussion – page 25, 27
		Teacher Resource Guide
		Reader
		Don't Miss the Boat!

2	1. Number	Less than and greater than - Using the appropriate symbol between two numbers, or groups of objects, to describe their relationship - Using more than and fewer than - Understanding when to use fewer than or less than - Explaining their responses to questions orally, and sometimes in writing
		Strand, learning outcomes and phases covered
		Number – CU 1, CM 1, TMS 2, AU 1 Pattern and Function – CM 1, AU 1, TMS 1
		Key vocabulary
		greater than, less than, more than, fewer than, <, >
		Workbook Exercises
		20, 21, 22, 23, 24, 25, 26, 27
		Workbook Activities
2	1. Number	Less than and greater than - Using the appropriate symbol between two numbers, or groups of objects, to describe their relationship - Using more than and fewer than - Understanding when to use fewer than or less than - Explaining their responses to questions orally, and sometimes in writing
		Strand, learning outcomes and phases covered
		Number – CU 1, CM 1, TMS 2, AU 1 Pattern and Function – CM 1, AU 1, TMS 1
		Key vocabulary
		greater than, less than, more than, fewer than, <, >
		Workbook Exercises
		20, 21, 22, 23, 24, 25, 26, 27
		Workbook Activities
		Discussion – page 25, 27
		Teacher Resource Guide
		Reader
		Don't Miss the Boat!

Suggested teaching days	Workbook chapter	Topics and Objectives	
1	3. Addition	Doubles - Identifying what a double is - Doubling up to double 10 and using these to help with mental calculations	
		Strand, learning outcomes and phases covered	Number – CM 2
		Key vocabulary	double, doubles, doubled, pair, 1 die, many dice
		Workbook Exercises	18
		Workbook Activities	
		Teacher Resource Guide	Activity – page 49
		Reader	

3	5. Subtraction	Relationship between addition and subtraction - Linking addition and subtraction; a completed addition can help solve an incomplete subtraction - Using counting up, counting back, or a number line to find the missing number - Deciding which approach to use depending on the number missing and the operation	
		Strand, learning outcomes and phases covered	Number – CM 2, AU 2, CU 2 Pattern and Function – CM 2, AU 2
		Key vocabulary	count up, count back, empty, blank, add, addition, plus, subtract, subtraction, minus, +, -, =
		Workbook Exercises	22, 23, 24
		Workbook Activities	
		Teacher Resource Guide	
		Reader	

4	6. Measurement	Area - Introducing the concept of area, and defining it as the surface covered by an object - Reviewing vocabulary related to measurement that can be used with area, writing and using it with confidence and increasing accuracy - Comparing area of two items by using smaller and larger - Measuring area using a non-standard unit of measurement - Following instructions to draw areas in order to make a comparison	
		Strand, learning outcomes and phases covered	Measurement – CM 1, TMS 1, CU 1 and 2
		Key vocabulary	area, surface, more, less, small, smaller, large, larger, compare
		Workbook Exercises	8, 9, 10
		Workbook Activities	Activity – page 88, 89
		Teacher Resource Guide	
		Reader	

Suggested teaching days	Workbook chapter	Topics and Objectives
5	1. Number 7. Multiplication	Introducing multiplication - Introducing multiplication as repeated addition - Describing multiplication as “groups of” or “lots of” - Introducing the 2 x table as counting on in groups of 2 - Introducing the 5 x table as counting on in groups of 5 - Looking for patterns to help determine if a number belongs to a particular times tables (multiple of that number) - Answering simple multiplications using repeated addition
		Strand, learning outcomes and phases covered
		Key vocabulary
		Workbook Exercises
		Workbook Activities
		Teacher Resource Guide
		Reader

3	9. Division	Introducing division - Describing division as sharing a number, object, or selection of object into equal groups - Sharing objects into groups according to the question - Predicting how many different ways an amount can be shared equally
		Strand, learning outcomes and phases covered
		Key vocabulary
		Workbook Exercises
		Workbook Activities
		Teacher Resource Guide
		Reader

2	9. Division	Introducing “half” and “halves” - Describing half or halves as dividing an object, selection of objects, or a number equally into 2 equal groups - Identifying half of a shape or group of items - Identifying what is not a half of a shape, selection of objects, or a number
		Strand, learning outcomes and phases covered
		Key vocabulary
		Workbook Exercises
		Workbook Activities
		Teacher Resource Guide
		Reader

Suggested teaching days	Workbook chapter	Topics and Objectives	
5	4. Shape	Introducing solids - Defining a solid as a shape that takes up space - Referring to a solid as a 3-dimensional shape - Learning the names of common solids and writing the names with increasing confidence and accuracy - Identifying common solids within the classroom - Identifying the properties of 3-dimensional shapes using face, edge, and corner - Naming the 2-dimensional shapes of the faces that make up a solid - Following instructions to make models of common solids - Revising positional language in order to describe the location of common solids in the classroom - Using the language associated with location and position to describe where common solids can be seen in the classroom, and in an illustration.	
		Strand, learning outcomes and phases covered	Shape and Space – CU 1 and 2, CM 1 and 2, TMS 1 and 2, AU 2
		Key vocabulary	Solid, 3-dimensional, cube, rectangular prism, pyramid, sphere, cylinder, surface, face, edge, corner, square, rectangle, triangle
		Workbook Exercises	13, 14, 15, 16
		Workbook Activities	Discussion – page 63 Puzzle – page 64 Activity – page 65, 66
		Teacher Resource Guide	
		Reader	

5	8. Data Handling	Collecting and recording data • Revising tallies and tally charts • Create tally charts using classroom information • Introducing that data can be displayed on a pictograph • Answering questions using data displayed on a pictograph • Displaying data on a pictograph, taking care to draw each picture carefully and as similar as possible • Introducing a key, and why it is important on a pictograph	
		Strand, learning outcomes and phases covered	Data Handling – CU 1, TMS 1, AU 1 Number – AU 2
		Key vocabulary	tally, tallies, data, chart, table, pictograph, graph, count, record, key
		Workbook Exercises	6, 7, 8,
		Workbook Activities	Discussion – page 107
		Teacher Resource Guide	Group Activity – page 108
		Reader	

2	3. Addition	Patterns with addition - Identifying patterns within groups of similar additions - Explaining these patterns orally - Using these patterns to help with mental calculations	
		Strand, learning outcomes and phases covered	Number – CM 2, AU 2 Pattern and Function – AU 1
		Key vocabulary	add, addition, plus, +, equals, =, the sum of, the total of, pattern, describe, explain
		Workbook Exercises	21, 22, 23, 24, 25
		Workbook Activities	
		Teacher Resource Guide	
		Reader	

Suggested teaching days	Workbook chapter	Topics and Objectives
5	10. Time	Telling the time on an analogue clock - Introducing the parts of an analogue clock - Recognising that the hour hand is shorter than the minute hand and moves more slowly around the clock, and be able to identify which hand is which on the clock face - Understanding that all the hands on a clock move in the same direction - Writing and using key vocabulary with increasing confidence and accuracy - Understanding the position of the hands when referring to o'clock and half past times. - Drawing missing hands on a clock face in response to a question - Checking that both clock hands are drawn accurately
		Strand, learning outcomes and phases covered Measurement – CU 2, CM 2, TMS 2 Number – AU 1
		Key vocabulary clock, minute hand, hour hand, face, o'clock, half past, time, "tell the time"
		Workbook Exercises 6, 7, 8, 9, 10, 11, 12, 13
		Workbook Activities
		Teacher Resource Guide
		Reader

2	5. Subtraction	Patterns with subtraction - Identifying patterns within groups of similar subtractions - Explaining these patterns orally - Using the patterns to help with mental calculations - Reviewing the language used with subtraction and addition
		Strand, learning outcomes and phases covered Number – CM 2, AU 2 Pattern and Function – AU 1
		Key vocabulary add, addition, plus, equals, the sum of, the total of, subtract, subtraction, minus, take away, pattern, describe, explain, +, -, =
		Workbook Exercises 25, 26, 27, 28
		Workbook Activities
		Teacher Resource Guide
		Reader

3	2. Position and Direction	Position and direction - Introducing opposites (in relation to this topic) - Reviewing the language related to opposites, and using those words to describe familiar scenarios in the classroom or in illustrations
		Strand, learning outcomes and phases covered Shape and Space – CU 1, CM 1 and 3, AU 1, TMS 1
		Key vocabulary far, near, behind, in front of, left, right, above, below, up, down, inside, outside, opposite
		Workbook Exercises 7, 8, 9, 10, 11, 12
		Workbook Activities Discussion – page 36, 39, 40 Activity – page 37, 38
		Teacher Resource Guide
		Reader

Suggested teaching days	Workbook chapter	Topics and Objectives
5	7. Multiplication	Revisiting multiplication - Revisiting the 2 x and 5 x tables and recalling patterns that were previously identified - Introducing the 3 x table as counting on in groups of 3 - Introducing the 1 x table as counting on in groups of 1 - Introducing the 10 x table as counting on in groups of 10 - Identifying how the 1 x table can help with the 10 x table - Understanding that repeated addition may not be helpful when working with larger numbers (for example 10 x table) - Beginning to read multiplications from an array - Reading an array as ... lots of ..., which means ... x ... (for example 2 lots of 3 = 2 x 3)
		Strand, learning outcomes and phases covered Number – CU 2, CM 2 and 3, CU 1, TMS 3 Pattern and Function – CM 3, TMS 1
		Key vocabulary multiply, multiplication, times, times table, array, lots of, column, row, x
		Workbook Exercises 4, 5, 6, 7, 8, 9, 10
		Workbook Activities Discussion – page 101, 102 (both)
		Teacher Resource Guide
		Reader Climbing Home

5	9. Division	Revisiting division and fractions - Recalling that division is to share a number, object, or selection of objects into equal groups - Revisiting half and halves, and sharing amounts into 2 equal groups - Introducing quarters and understanding that a quarter is found by dividing an object, selection of objects, or number into 4 equal groups - Identifying half and quarter of shapes, selection of objects, or numbers - Identifying when a shape has not been divided equally into half or quarter
		Strand, learning outcomes and phases covered Number – CU 2, CM 1 and 2, AU 1
		Key vocabulary divide, division, dividing, divided, share, shared, sharing, equally, equal groups, half, halves, quarter, quarters, whole
		Workbook Exercises 11, 12, 13, 14, 15, 16, 17
		Workbook Activities
		Teacher Resource Guide
		Reader Let's Share a Picnic

3	3. Addition	Completing the addition chapter - Adding 3 numbers using a number line - Solving additions from worded problems - Using knowledge of number facts to 10 to add multiples of 10
		Strand, learning outcomes and phases covered Number – CU 2, CM 2, AU 2 Pattern and Function – CM 2, AU 1
		Key vocabulary add, addition, plus, +, equals, =, the sum of, the total of
		Workbook Exercises 26, 27, 28, 29
		Workbook Activities Game – page 53
		Teacher Resource Guide
		Reader

Suggested teaching days	Workbook chapter	Topics and Objectives	
3	6. Measurement	Capacity - Defining capacity as the amount of liquid a container can hold - Using small, smallest, large, and largest to compare containers - Using empty, almost empty, half full, almost full, and full to compare liquid in identical containers - Testing capacities of various containers, and predicting which will hold the most liquid - Comparing capacities using more than or less than	
		Strand, learning outcomes and phases covered	Measurement – CM 1, TMS 1, CU 1 and 2, AU 1
		Key vocabulary	capacity, container, liquid, empty, almost empty, half full, almost full, full, most, least, compare, guess, small, smallest, large, largest
		Workbook Exercises	11, 12, 13, 14, 15
		Workbook Activities	Activity – page 90 (both)
		Teacher Resource Guide	
		Reader	

4	1. Number	Completing the number chapter - Reinforcing correct spelling of numbers in words up to 100 - Following instructions to complete a task - Encouraging completion of a task using a systematic approach in order to reduce errors - Revising partitioning and combining of 2-digit numbers	
		Strand, learning outcomes and phases covered	Number – CU 1 and 2, TMS 1 and 2 CM 1 and 2, AU 1 and 2
		Key vocabulary	numbers between 1 and 100, partition, partitioning, combine, combining,
		Workbook Exercises	29, 30, 31
		Workbook Activities	Activity – page 30, 32 Group Activity – page 32
		Teacher Resource Guide	Practical Activity – page 31
		Reader	

4	10. Time	Revisiting time - Recalling the parts of the clock, and o'clock and half past times - Introducing quarter past and quarter to the hour, by building on the knowledge introduced with division - Recognising how the minute and hour hands are placed when showing quarter past and quarter to the hour - Drawing on the minute hand to show the correct time, ensuring both hands are placed correctly, and identifying errors in their own and others work	
		Strand, learning outcomes and phases covered	Measurement – CU 2, CM 2, TMS 2, AU 2 Number – AU 1
		Key vocabulary	clock, minute hand, hour hand, face, o'clock, half past, quarter past, quarter to
		Workbook Exercises	14, 15, 16, 17, 18
		Workbook Activities	Discussion – page 124
		Teacher Resource Guide	
		Reader	Party Time!

Suggested teaching days	Workbook chapter	Topics and Objectives	
10	11. Money	Introducing money - Looking at addition and multiplication patterns that can be used when dealing with money – adding on in 1s 2s, 5’s, 10s and 20s - Practising step counting in 1s 2s, 5’s, 10s and 20s; 1 will help with 10, and 2 will help with 20 – times table revision - Discussing where money is used and what types of shops sell which products - Identifying the coins used locally, making pencil rubbings of the coins, identifying what is on the coin (value, head of state, emblems), and what the coins are made from - Writing the name and the symbol for the local currency, emphasising correct spelling and neat handwriting - Adding multiples of the same coin to find a total - Calculating the value of a small number of mixed coins, starting with the largest value - Making amounts using coins, and investigating if the amount can be made in different ways - Identifying local bank notes and their value, and identifying the images on the notes, and what they are made of - Adding multiples of the same note using skip counting, as with coins - Making amounts using notes - Making amounts using notes and coins - Responding to worded problems using addition and subtraction and identifying what operation is needed to solve the question - Learning how to behave with, handle, and take care of physical money	
		Strand, learning outcomes and phases covered	Number – CU 2, CM 1 and 2, AU 2 Pattern and Function – TMS 2, CM 2, AU 2 Measurement – CM 2 and 3, TMS 1 and 2, CU 3
		Key vocabulary	money, buy, sell, cost, coin, note, name of the currency and the symbol in your region
		Workbook Exercises	1, 2
		Workbook Activities	Discussion – page 129, 132 Activity – page 130, 131, 132
		Teacher Resource Guide	Chapters for specific currencies – page 132
		Reader	Put it in the Money Jar!

3	12. Chance	Introduction to chance (probability) - Introducing the phrases will happen, might happen, and will not happen, and discussing events that will fall into those categories - Understanding that what will happen for one person may not happen for another, but both can be right - Introducing the words certain, maybe, and impossible, and understanding that in mathematics, certain and impossible can be used when something definitely will or will not happen - Creating appropriate responses for each new word or phrase	
		Strand, learning outcomes and phases covered	Data Handling – CU 1 and 2, CM 1
		Key vocabulary	certain, maybe, impossible, will happen, might happen, will not happen, chance
		Workbook Exercises	1, 2, 3, 4
		Workbook Activities	Activity – page 133, 134 Discussion – page 136
		Teacher Resource Guide	
		Reader	What Will the Weather Be?

Suggested teaching days	Workbook chapter	Topics and Objectives	
3	6. Measurement	Mass - Understanding that the mass of an object is how heavy or light it is - Understanding that we weigh objects to find the mass - Writing and practising the spelling of new vocabulary with increasing confidence and accuracy - Comparing two objects by using a balance scale, and understanding how it works - Using more than, less than, or the same as when comparing two objects	
		Strand, learning outcomes and phases covered	Measurement – CM 1, TMS 1, AU 1, CU 1
		Key vocabulary	mass, heavy, heavier, heaviest, light, lighter, lightest, balance scale, more than, less than, the same as
		Workbook Exercises	16, 17
		Workbook Activities	Activity – page 94
		Teacher Resource Guide	
		Reader	