## Mothe Makes Sense

Maths Makes Sense 1

Medium-term plan

## Maths Makes Sense 1 Block 1

## End-of-block objectives

## Arithmetic 1

is Copy addition and subtraction Maths Stories with I-digit whole numbers, zero, a half and a quarter, e.g. $2+\frac{1}{2}+\frac{1}{2}=3$
is Act the Real Story for addition and subtraction Maths Stories with I-digit whole numbers, zero, a half and a quarter, e.g. $2+\frac{1}{2}+\frac{1}{2}=3$
is Look at a Maths Story and read what it says, e.g. Two, add a half, add a half, equals three. Look at a Maths Story and read what it means, e.g. Two cups, add a half cup, add a half cup, equals three cups.

## Geometry

is Draw straight lines by joining named dots using a ruler, e.g. draw line $A B$

放 Draw open or closed shapes by joining named dots using a ruler, e.g. draw closed shape ABCD.

## Data and Measure

in Make shapes with dm sticks from written instructions specifying the number of sides, number of sticks and whether the shape should be open or closed
is Find the length of a shape by counting dm and respond accurately to the questions: What is the length? How long is this shape? How far is it from one end to the other? What is the distance from one end to the other? What is the total length of the sticks? What is the total length of the sides?
is Find the perimeter of a closed shape made with dm sticks. Recognise that open shapes do not have a perimeter.

## Arithmetic 2

is Look at an addition or subtraction Maths Story with I-digit whole numbers, zero, a half and a quarter and read what it says, e.g. Three, add a half, take away a half, add zero, equals three
is Look at an addition or subtraction Maths Story with I-digit whole numbers, zero, a half and a quarter and read what it means, e.g. Three cups, add a half cup, take away a half cup, add zero cups, equals three cups
访 Act the Real Story for addition and subtraction Maths Stories with I-digit whole numbers, zero, a half and a quarter, e.g. $3+\frac{1}{2}-\frac{1}{2}+0=3$.

## Reasoning

is Distinguish between how many and how much by responding accurately to the questions How many cups did I count? e.g. Six, and How much is there here? e.g. Six cups
is Distinguish between a half cup and a quarter cup as physical objects, and their names, 'a half' and 'a quarter'
is Identify and use the phrase Same Value: Different Appearance for different arrangements of cups, which have the same value, including half cups and quarter cups
is For an addition Maths Story with I-digit whole numbers, a half and a quarter, e.g. $\frac{1}{2}+\frac{1}{2}=1$ : look at the Maths Story, read what it says, e.g. A half, add a half, equals one; look at the Maths Story and Read what it means, e.g. A half cup, add a half cup, equals one cup
is Write numbers 0-१ accurately.

## Daily practice

is Practise writing numbers 9 mm tall
is Count on in ones along a number line
is Use the positions left, right, top and bottom
is Write numbers neatly and accurately
is Count, sequence and write numbers 0-9
is Look for information in images
is Count on and back in ones on a 0-११ grid
is Find one more than and add one on a 0-११ grid
is Find one less than and take away one on a $0-99$ grid
is Count on in ones on a calendar
is Count on in ones on a clock face
is Introduce the names 'triangle' and 'quadrilateral' and identify the number of sides
is Draw straight lines between named dots with a ruler
is Count dates on a calendar
is Name pentagons and hexagons and identify the numbers of sides
is Copy addition and subtraction Maths Stories accurately
is Practise writing numbers 6 mm tall
is Practise writing $\frac{1}{2}$ and $\frac{1}{4} 9 \mathrm{~mm}$ tall
is Identify and name 2D shapes
is Copy addition and subtraction Maths Stories with fractions accurately
is Draw open and closed shapes
is Count days and dates on a calendar
is Count hours on a clock face
is Complete the questions on the 'I can' pages in Progress Book IA
is Discuss achievements in Progress Book IA and fill in the chart.

## Resources

## Cross-curricular links

## Maths Makes Sense Toolkit

is Whole cups, half cups, quarter cards, $\frac{1}{2}$ card, 'a half' card, $\frac{1}{4}$ card, 'a quarter card', dot cards, cards A, B, C, D, L, S, pupil tables, pupil whole cups, pupil half cups, pupil quarter cups, dm sticks, wooden stand

## Other

is Modelling clay, flipchart, whiteboard, pens, metre ruler, $15-\mathrm{cm}$ rulers, lined exercise books, large open space, models of 2D shapes (triangles, quadrilaterals, pentagons and hexagons)

## ICT

is Geometry. Use ICT to draw a straight line between dots and take the mouse for a walk!

## Physical Education

is Geometry. Walk/march/skip between two labelled points.

## Science

is Daily practice, becoming familiar with grids. Record the daily weather in a chart throughout the school year.

## Key vocabulary

add $\cdot$ bottom • calendar • cell • closed shape • days of the week • decimetre (dm) • distance • equals • get ready get some more • get ready to take away • grid • half • hexagon • how much is there here? • how many? • left • length • less than • look at the Maths Table and count • Maths Story • more than • o'clock • open shape • ordinal numbers (first, second, third, fourth...) • pentagon • perimeter • quadrilateral • quarter • right • Real Story • Same Value: Different Appearance • take away • top • triangle

## Maths Makes Sense 1 Block 2

## End-of-block objectives

## Arithmetic 1

is Copy a written addition Maths Story with multiples of ten, a hundred or a thousand, e.g. $200+500=700$
is Look at an addition Maths Story with multiples of ten, a hundred or a thousand and read what it says, e.g. Two (pause) hundred, add five (pause) hundred, equals seven (pause) hundred.

## Geometry

is Read instructions for making a shape from a grid, e.g. five sticks, five sides, open, and use dm sticks to make the correct open or closed shape
is Find and record the perimeter of closed shapes made with dm sticks, e.g. 5 dm

放 Measure a named straight line, e.g. line $A B$, in centimetres with a ruler
is Record the length of a named straight line, e.g. line $A B$, in centimetres, e.g. 4 cm .

## Data and Measure

is Use the appropriate action for length to show I cm, I dm and I m
is Use the appropriate action for mass to show I g and I kg.

## Arithmetic 2

is Copy multiplication Maths Stories with I-digit whole numbers, e.g. $2 \times 4=8$
is Act the Real Story using multiplication Maths Stories with I-digit whole numbers, e.g. $2 \times 4=8$
in Look at the Maths Story and read what it says, e.g. Two, times four, equals eight. Look at the Maths Story and read what it means, e.g. Two cups, times four, equals eight cups.

## Reasoning

is Say and show bigger, smaller and the difference between by encircling cups on the Maths Table
is Write numbers $0-9, \frac{1}{2}$ and $\frac{1}{4}$ accurately.

## Daily practice

is Count on and back in ones on a 0-११ grid
is Find one more or less than and add or take away one on a 0-99 grid
is Count days and dates on a calendar
is Introduce columns and rows
is Identify 2D shapes from a grid
is Find one more or less than a 2-digit whole number
is Name 2D shapes
访 Look for information in images
is Find one more or less than and add or take away one for 3-digit whole numbers
is Convert I-digit Maths Stories into new Maths Stories about hundred and thousand
is Convert between decimetres and centimetres
is Find information about 2D shapes from a grid

放 Convert I-digit Maths Stories into new Maths Stories about 'ty'
is Count on and back in ones from 3-digit whole numbers
is On a calendar, count how many of each day, e.g. Mondays, there are in a particular month
is Count on in ones on a number line
is Complete addition Maths Stories about 'ty', hundred and thousand and copy I-digit multiplication Maths Stories
is Use a ruler to measure straight lines and record their lengths in centimetres
is Identify months of the year
is Count the movements on a number line
is Complete the questions on the 'I can' pages in Progress Book IA
is Discuss achievements in Progress Book IA and fill in the chart.

## Resources

## Cross-curricular links

## Maths Makes Sense Toolkit

is Whole cups, dot cards, pupil tables, pupil whole cups, dm sticks

## Other

is Modelling clay, metre ruler, $15-\mathrm{cm}$ rulers, $\mathrm{I}-\mathrm{cm}$ section cut from a matchstick, large open space, dot labels for markers, five ' $A$ ' cards, five 'B' cards, I tin of baked beans in a bowl, teaspoon, kitchen towel for wiping hands, l kg baked beans in a plastic bag sealed in another plastic bag with adhesive tape, $2 \times 1 \mathrm{~kg}$ bags of sugar, lined exercise books

## Science

is Data and Measure. Use the vocabulary and actions for centimetre and decimetre when measuring length, and kilograms and grams when measuring mass.

## Speaking and Listening

is Daily practice, look for information in images. Display Scenes and ask children to discuss what they can see in pairs. Encourage children to use the vocabulary fewer than and more than.

## ICT

is Daily practice, introduce columns and rows. Use ICT to present information in grids.

## Key vocabulary

bigger • centimetre (cm) • column • difference between - do the same thing lots of times hundred • kilogram (kg) • mass • metre ( m ) • months of the year • smaller • times • thousand • ty

## Maths Makes Sense 1 Block 3

## End-of-block objectives

## Arithmetic 1

is Copy, on squared-paper, vertical additions with 2-digit whole numbers

45
$+24$
is Calculate answers to vertical additions with 2-digit whole numbers (no tricky columns) using number pairs for assistance.

45
$+\frac{24}{69}$

## Geometry

is Using a labelled diagram of a 2D shape, select the correct number of dm sticks and make the shape
is Turn through one full turn, a quarter, a half and three quarters of one full turn, two full turns and three full turns.

## Data and Measure

is Measure and record the length of a line in whole centimetres using a ruler
is Say and write the mass, indicated by pictures of bags of sugar and baked beans, in kilograms and grams, e.g. write 2 kg 3 g and say: Two kilograms and three grams
$i_{3}$ Draw pictures of bags of sugar and baked beans to represent the mass of items, in kilograms and grams, e.g. draw two kg bags of sugar and three baked beans to show 2 kg 3 g .

## Arithmetic 2

is Copy division Maths Stories with I-digit whole numbers
is Act the Real Story for division Maths Stories with I-digit whole numbers, e.g. $6 \div 3=2$
is For division Maths Stories with I-digit whole numbers, look at the Maths Story and read what it says, e.g. Six, divided by two, equals three, and look at the Maths Story and read what it means, e.g. Six cups, divided by two cups, equals three.

## Reasoning

is Use an addition and subtraction Maths Story with I-digit whole numbers to make up a Real-Life Story about everyday objects or measures, e.g. Five bananas, take away three bananas, add two bananas, equals four bananas, and state what the Real-Life Story is about, e.g. bananas
in Draw a picture to act a Real-Life Story.

## Daily practice

is Practice addition for pairs of numbers with totals up to ten
is Read and write numbers zero to five in words
is Find information about 2D shapes with three to ten sides from a grid
is Copy numbers one to five in figures and words
is Find and record the perimeter of shapes in dm
is Find information in grids
is Practise subtraction for pairs of numbers with totals up to ten
is Write numbers six to ten in words and figures
is Copy a multiplication Maths Story with I-digit whole numbers
is Measure straight lines in centimetres and record the measurements in a grid
is Practice addition for pairs of numbers with totals up to 20
is Write numbers II-I5 in words and figures
is Copy addition Maths Stories with 2-digit and I-digit whole numbers
is Practise subtraction for pairs of numbers with totals up to 20
放 Write numbers $16-20$ in words and figures
is Find columns, rows and cells in a grid
is Copy division Maths Stories with I-digit whole numbers
is Convert horizontal addition Maths Stories with 2-digit whole numbers to vertical addition
is Practise adding 10
is Write hundred and thousand in words
is Complete the questions on the 'I can' pages in Progress Book IB
in Discuss achievements in Progress Book IB and fill in the chart

## Resources

## Maths Makes Sense Toolkit

is 1-digit and 2-digit place value cards, wooden stand, whole cups, half cups, quarter cups, pupil tables, pupil whole cups, dm sticks, I, 2, 3, $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$ cards

## Other

is cm -squared exercise books, lined exercise books, metre-ruler, $15-\mathrm{cm}$ rulers, flipchart and pen, 2D shapes (triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons, nonagons, decagons), five blank cards, 10 small pieces of card ( $3 \mathrm{~cm} \times 4 \mathrm{~cm}$ ), A3 paper, A4 paper, coloured pencils, large open space

## Cross-curricular links

## ICT

is Geometry. Use programmable devices to make quarter, half and full turns.

## Physical Education

is Geometry. Make quarter, half, three quarters and full turns.

## PSHCE

is Progress Books, 'I can' pages. Practise turn-taking and listening skills when discussing achievements in Progress Books.

## Literacy

is Reasoning. Challenge children to think of imaginative Real-Life Stories, e.g. three rockets, take away one rocket, equals two rockets.

## Key vocabulary

decagon • direction • divided by • digit • a half of one full turn • heptagon • look at it and wonder • longer • longest • nonagon - octagon • one full turn • a quarter of one full turn - Real-Life Story • shorter • shortest • three quarters of one full turn

## Maths Makes Sense 1 Block 4

## End-of-block objectives

## Arithmetic 1

is Copy vertical additions and subtractions with 2-digit and 3-digit whole number

is Use the correct operation and calculate answers to vertical additions and subtractions with 2-digit and 3-digit whole numbers (no tricky columns), e.g.

$$
\begin{array}{r}
425 \\
+\quad 1428 \\
\hline 439
\end{array} \quad-\quad 156
$$

## Geometry

is Name 2D shapes (triangle, quadrilateral, pentagon, hexagon, circle, ellipse) and for each polygon, identify the number of sides
${ }_{i}{ }_{3}$ Use a dm stick to represent a turn through a half, a quarter or three-quarters of one full turn, from one direction to another, e.g. from direction SB to direction SC.

## Data and Measure

is Associate particular volumes with different objects, e.g. I ml with a small box, 5 ml with a teaspoon, 10 ml with a dessert spoon, 50 ml with a pupil cup and 250 ml with a beaker
is Select correct combinations of $\mathrm{Ip}, 2 \mathrm{p}$ and 5 p coins to buy and sell objects and show Same Value: Different Appearance for coins and objects

## Arithmetic 2

is Copy addition and subtraction Maths Stories with I-digit whole numbers, zero, a half and a quarter, e.g. $2+\frac{1}{2}+\frac{1}{4}+\frac{1}{4}+I=4$. Copy multiplication and division Maths Stories with I-digit whole numbers, e.g. $6 \div 3=2$

放 Act the Real Story using addition and subtraction Maths Stories with I-digit whole numbers, zero, a half and a quarter, e.g. $2+\frac{1}{2}+\frac{1}{4}+\frac{1}{4}+I=4$. Act the Real Story using multiplication and division Maths Stories with I-digit whole numbers, e.g. $6 \div 3=2$.

## Reasoning

is Use an addition or subtraction Maths Story with I-digit whole numbers to make up a basic Real-Life Story and an embellished Real-Life Story, e.g. I went to the shops with Mummy. She bought me three apples. We went down the road. We met Daddy. He gave me two apples. Altogether I had five apples
is Say what a basic Real-Life Story is about, e.g. apples, and give the context of the embellished Real-Life Story, e.g. going shopping
is Use everyday vocabulary related to addition and subtraction, e.g. another, some more, lost, gave away in embellished Real-Life Stories involving addition and subtraction
is Draw a picture of a basic Real-Life Story.

## Daily practice

is Use pairs of numbers with totals up to 20 to make new Maths Stories about thousand
is Chant the two times table
is Use number pairs with totals up to 10 for doubling
is Complete vertical additions with 2-digit whole numbers
is Count in 2-digit whole numbers to fill missing numbers
is Look for information in bar charts
is Use pairs of numbers with totals up to 20 to make new Maths Stories about hundred

设 Chant the five times table
is Use number pairs with totals up to 20 for doubling
is Make a closed shape with dm sticks and measure the perimeter
is Copy vertical subtractions with 3-digit whole numbers
is Use pairs of numbers with totals up to 20 to make new subtraction Maths Stories about hundred
is Chant the ten times table
is Double with times tables and dominoes
is Complete vertical subtractions with 3-digit whole numbers
is Calculate total amounts of money, up to 10 p
is Use pairs of numbers with totals up to 20 to make new addition Maths Stories about ty (2-digit multiples of IO)
is Practise the two, five and ten times tables
is Double numbers in different ways to 20
is Use cups to complete addition and subtraction Maths Stories with I-digit whole numbers, $\frac{1}{2}$ and $\frac{1}{4}$, and multiplication and division Maths Stories with I-digit whole numbers
is Use pairs of numbers with totals up to 20 to make new subtraction Maths Stories about ty (2-digit multiples of IO)
is Answer questions about the two, five and ten times tables
is Double numbers in different ways
is Complete the questions on the 'I can' pages in Progress Book IB
放 Discuss achievements in Progress Book IB and fill in the chart.

## Resources

## Maths Makes Sense Toolkit

is 1-digit and 2-digit place value cards, wooden stand, whole cups, pupil tables, labelled pupil whole cup ( 50 ml ), pupil whole cups, pupil half cups, pupil quarter cups, dm sticks

## Other

is cm-squared exercise books, lined exercise books, scissors, glue, $1 p, 2 p, 5 p$ coins (if using real coins, make sure they are washed), labelled box ( 1 ml ), teaspoon ( 5 ml ), dessert spoon ( 10 ml ), beaker ( 250 ml ), water, sticky tape, jug, blank cards, A4 paper, A3 paper (with Activity 67, question I copied onto it), paper, plastic counters, coloured pencils, rulers, large open space, flipchart, felt-tip pens

## Cross-curricular links

## Science, Design and Technology

is Data and Measure. Measure volumes in millilitres.

## Art, Design and Technology

is Geometry. Make patterns with 2D shapes; name the 2D shapes.

## History, Geography

is Data and Measure. Use coins from different countries, and historical coins in shopping games.

## Key vocabulary

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bar chart • basic Real-Life Story • circle • context • double • ellipse • embellished Real-Life Story • millimetre (mm) • pence • penny
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## Maths Makes Sense 1 Block 5

## End-of-block objectives

## Arithmetic 1

is Copy vertical additions and subtractions with any pair of 2-digit, 3-digit or 4-digit whole numbers, e.g.

is Use the correct operation and calculate vertical additions and subtractions with any pair of 2-digit, 3-digit or 4-digit whole numbers (no tricky columns), e.g.

$$
\begin{array}{r}
2357 \\
+\quad 21 \\
\hline 2378 \\
\hline
\end{array} \begin{array}{r}
455 \\
\hline
\end{array}
$$

## Geometry

is Recognise the difference between, and use hand actions for, ID, 2D and 3D shapes
is Identify 2D faces on 3D shapes, and name them as triangles, quadrilaterals, pentagons or hexagons.

## Data and Measure

is Give change from ten pence in a shopping context.

## Arithmetic 2

is Use an embellished Real-life Story to say what a basic Real-Life Story involving addition or subtraction with I-digit whole numbers is about, e.g. pens
is Use an embellished Real-life Story to draw a basic Real-Life Story involving addition or subtraction with I-digit whole numbers, e.g. draw three pens and cross out two, to leave one pen
is Use an embellished Real-life Story to say a basic Real-Life Story, e.g. Three pens, take away two pens, equals one pen
is From an embellished Real-Life Story, find and write an addition or subtraction Maths Story with I-digit whole numbers, e.g. $3-2=1$.

## Reasoning

is Cut shapes into halves and quarters by drawing lines accurately
is Shade half, a quarter and three quarters of a shape.

## Daily practice

动 Count multiples of 2
is Recognise odd and even numbers
is Count on in ones to 10
is Copy vertical additions with 4-digit whole numbers
is Look for information about mass in pictures
is Count multiples of 5
is Count on to 10 in a number line
放 Count on in ones to 20
is Copy vertical subtractions with 4-digit whole numbers
is Identify multiples of two and multiples of 10
is Count multiples of 10
is Count on a 0-99 grid
is Match coins to the price of an object
is Look for information about mass in a grid and a bar chart
is Count multiples of 2,5 and 10
is Recognise multiples of 5
is Count back
is Shade halves and quarters
is Find multiples of 2,5 and 10
is Recognise multiples of 10
is Counting back in ones
is Identify multiples of 2,5 and 10
is Complete the questions on the 'I can' pages in Progress Book IC
is Discuss achievements in Progress Book IC and fill in the chart.

## Resources

## Maths Makes Sense Toolkit

is Place value cards, wooden stand, half cups, 'a half' card, ' $\frac{1}{2}$ ' cards, 'a quarter' card, ‘ $\frac{1}{4}$ ' cards, quarter cups, pupil tables, dm sticks

## Other

is cm-squared exercise books, $15-\mathrm{cm}$ rulers, lined exercise books, scissors, $1 p, 2 p, 5 p, 10 p$ and $20 p$ coins (if using real coins, make sure they are washed), modelling clay, thin stick Idm long (e.g. wooden skewer with sharp end cut off), I dm $\times I \mathrm{dm}$ square of thin card, $I \mathrm{dm} \times I \mathrm{dm} \times I \mathrm{dm}$ cube made of card, triangle, quadrilateral, pentagon and hexagon made of card, 3D shapes such as cubes, cuboids, square-based pyramids, triangular-based pyramids, quadrilaterals, hexagonal prisms, a variety of 2D shapes, a variety of ID objects

## Cross-curricular links

## PSCHE

is Partner teaching. Play 'getting to know you' games with designated partners, practising active listening and turn-taking skills.

## History, Geography

is Data and Measure. Use coins from different countries, and historical coins in shopping games.

## Art, Design and Technology

is Reasoning. Make pictures and collages containing 2D shapes. Shade $\frac{1}{2}, \frac{1}{4}$ and $\frac{3}{4}$ of different shapes.

## Key vocabulary

> ID, 2D, 3D $\cdot$ change $\cdot$ cost $\cdot$ cube $\cdot$ even number $\cdot$ face $\cdot$ heavier $\cdot$ heaviest $\cdot$ lighter $\cdot$ lightest $\cdot$ multiple $\cdot$ odd number $\cdot$ square pyramid $\cdot$ value

## Maths Makes Sense 1 Block 6

## End-of-block objectives

## Arithmetic 1

is Copy vertical additions and subtractions with 2-digit, 3-digit or 4-digit whole numbers (no tricky columns), e.g.

is Use the correct operation and calculate vertical additions and subtractions with 2-digit, 3-digit or 4-digit whole numbers (no tricky columns), e.g.

$$
\begin{array}{r}
2357 \\
+\quad 21 \\
\hline 2378 \\
\hline
\end{array} \begin{array}{r}
455 \\
\hline
\end{array}
$$

## Geometry

is Identify the $2 D$ shapes that make up the faces of 3 D shapes (no curved faces).

## Data and Measure

is Draw the short hand and long hand on a clock face to show duration, e.g. I hour 20 minutes, in preparation for telling the time.

## Arithmetic 2

is Say what a simple word problem, involving addition or subtraction with I-digit whole numbers, is about, e.g. pens
is Draw a basic Real-Life Story involving addition or subtraction with I-digit whole numbers, e.g. draw three pens and cross out two, to leave one pen
is Say a basic Real-Life Story, e.g. Three pens, take away two pens, equals one pen
is From a word problem, find and write an addition or subtraction Maths Story with I-digit whole numbers, e.g. $3-2=1$
is Answer a simple word problem Story involving addition or subtraction with I-digit whole numbers, e.g. Ella had three pens. She gave two pens away. How many pens did she have left?

## Reasoning

in Identify which months (January to December) come before or after a particular month
is Identify which day numbers (first to thirty-first) come before or after a particular day number
is With assistance and as a group, collect, order and record information to create a bar chart.

## Daily practice

is Estimate numbers of objects using groups of five
is Add or subtract I-digit numbers to complete flow diagrams
is Act out a word problem
is Complete addition and subtraction flow diagrams
is Complete vertical additions and subtractions with 2-digit, 3-digit and 4-digit whole numbers
is Gather information from pictures
is Add or subtract multiples of 10 to complete flow diagrams
is Find the 2D shapes in a triangular prism
is Find information in pictures
is Estimate numbers of objects using groups of ten
is Multiply I-digit numbers to complete flow diagrams
is Draw a short hand and a long hand on a clock face to show hours and minutes
is Complete multiplication flow diagrams
is Find information in a bar chart
is Multiply 10 by I-digit numbers to complete flow diagrams
is Compare times of the day
is Find information from a grid
is Read and complete additions, subtractions and, multiplications on flow diagrams
is Compare prices of objects in a word problem
is Complete the questions on the 'I can' pages in Progress Book IC
is Discuss achievements in Progress Book IC and fill in the chart.

## Resources

## Cross-curricular links

## Maths Makes Sense Toolkit

is Place value cards, wooden stand, number cards 0-12, one dot card, dm sticks, pupil tables, pupil whole cups, whole cups

## Other

is Modelling clay, cm-squared exercise books, $50-\mathrm{cm}$ ruler or other stick, $30-\mathrm{cm}$ ruler, $15-\mathrm{cm}$ rulers, lined exercise books, thin stick longer than Idm (e.g. wooden skewer with sharp end cut off), $I d m \times I d m$ square of thin card, Idm $\times I d m \times I d m$ cube made of card, triangular prism, pentagonal prism, red, blue and green pencils or crayons, large clock face, 30 pennies, 10 toy cars each labelled 5 p, flipchart, pentagonal-based pyramid, triangular-based pyramid, 10 pictures of bananas or counters to represent bananas, months of the year cards, whiteboards or clipboards, large open space

## Physical Education

is Data and Measure. Use stop watches to time in minutes.

## Throughout the school day

is Data and Measure. Refer to durations, for example I hour and 20 minutes, and ask children to show you on a clock face.

## History, Literacy

is Reasoning. Use and refer to calendars to order events chronologically.

## Key vocabulary

after • before • cheaper • estimate • flow diagram • hour • long hand • minute • most expensive • pentagonal prism • pentagonal pyramid • short hand • triangular prism• triangular pyramid

