Bk1	 R: Mental counting, comparison C: Writing and using 3, number line E: Cardinal and ordial numbers 	Lesson Plan 25
Activity		Notes
1	Poster 9 Look at this poster (T points to 1st picture.)	Whole class activity Recap the stories briefly
	 How many animals are in this picture? Show the correct number card now! How many more or less than 3 is this number? (Ask several pupils) Repeat for each picture on poster. 	Agreement, checking Discussion if struggling, use number line to help.
	5 min	
2	Poster 3 Look at the animals in the picture. What animals are there 3 of? (There are 3 frogs.) Is that all? (Yes) Who can give explain why this is true? (There is only one tortoise, and there are 2 squirrels, and there are 4 rabbits, and e.g. there is no fox.) 10 min	Whole class activity Agreement, checking
3	Interlude Finger exercises (action song)	Whole class in unison
4	 Read: Write in the box how many flowers are in each picture. Draw arrows to show 'more'. Review solutions on BB. If we drew arrows the opposite way what would they mean? (Less) 	Individual work Monitored Use enlarged picture Use 2nd copy of picture. Discussion, checking
5	Book 1, page 25 Q.3 Read: a) Colour in three candles. b) Circle the third candle from the left. c) Tick the third candle from the right. 40 min	Individual work T monitoring, correcting, praising
6	Interlude Song or rhyme 45 min	Whole class in unison

Bk1	 R: Mental counting C: Writing and using 3, number line operations (to 3) E: 	Lesson Plan 26
Activity		Notes
1	Ball Play T throws ball to a pupil saying an addition (up to 3). P throws ball back to T saying answer to sum. e.g. 1 + 1, 2 + 1, 0 + 3, 1 + 2, 0 + 0, 5 min	Whole class activity At speed Involve as many pupils as possible
2	Sequences Let's count in 3's, starting at zero. 0, 3, 6, 9, 12, (15, 18) Who can continue this sequence? 18, 15, 12, 9, 6, 3, 0, (-3) (Note how far Ps can count, mistakes made, etc.) 10 min	Whole class in chorus Do not expect too much Praising only
3	Problems Listen very carefully and try to picture it in your head. a) Mary had three sweets. She ate one sweet. How many sweets does she have left? Show me the correct number card now! (2) b) Paul had £3. He bought a book for £2. How much money has he left? Show me the correct number card now! (1)	Repeat problems slowly Checking Discussion, reasoning Demonstration (on BB or with real sweets/coins)
4	Interlude Exercises or action song 22 min	Whole class in unison
5	 Making 3 a) Using your number strips, show me different ways to make 3. A, come and show me one way. Is he/she correct? Who has another way? etc. (T displays in systematic order on BB.) Lets' read these as additions: 0 + 3, 1 + 1 + 1, 1 + 2, 2 + 1, 0 + 3 b) Book 1, page 26 Q.1 Read: Write 3 as an addition. 	Individual work, monitored (or use rods/cubes) On BB or using OHP with enlarged number strips. Discussion, checking Whole class in chorus Individual work, monitored
6	Book 1, page 26	
	 Q.2 Look at this first picture on the BB. B, what is in the picture? Where should it go on the number line? Is he/she correct? Who thinks another place? Why? C, come and joint the picture to the correct equation. Is he/she correct? Who thinks another answer? D, come and write in the missing number. Now see if you can finish off the question in your books. 	Whole class activity Use enlarged pictures Discussion, reasoning Ps copy in their books. Individual work, monitored
	40 min	Reviewed at BB
7	Book 1, page 26 Q.4 Read: Write the missing numbers in the boxes. You have 4 minutes to do as many as you can! 45 min	Individual work, monitored Reviewed orally round class

Bk1	 R: Mental counting C: Writing and using 3, operations, number line E: Sequences 	Lesson Plan 27
Activity		Notes
1	Posters 4 and 7 Look carefully at the pictures. What things can you see 3 of? There are three (girls, dolls on the bottom shelf, cats in the picture, balls in the window., etc.) 5 min	Whole class activity Discussion Involve as many pupils as possible
2	Counting Let's count in 3's, starting from 1: 1, 4, 7, (10, 13, 16, 19) 2: 2, 5, 8, (11, 14, 17, 20) That is very clever, I did not think you could do it! 10 min	Whole class in chorus Do not expect too much Praising only Note Ps who can do it.
3	Interlude Finger exercises 12 min	Whole class in unison Preparation for writing
4	 Read: Continue the pattern. (Use 2 cm grid first if necessary or 1 cm grid for extra practice) Q.2 Read: Fill in the missing numbers Review orally round class, using BB if there are difficulties 20 min 	Individual work, closely monitored T helping, correcting praising
5	Dominoes a) Here is a box of dominoes all mixed up. (T shakes it) I want to find all the dominoes which have 3 dots. A, come and find one for me. T draws it on BB. e.g. Can you write it as an addition on the BB? e.g 0 + 3 = 3. Repeat with several Ps until all cases shown. b) Book 1, page 27 Q.3 Read: Every domino has a total of three dots. Write it as an addition. 30 min	Whole class activity BB $0+3=3$ $1+2=3$ $2+1=3$ $3+0=3$ Individual work Monitoring, praising
6	 Read: Mark where the number 3 is on each of the lines. Review (draw on BB or use enlarged picture or OHP) 	Individual work, monitored Discussion, agreement
7	Book 1, page 27 You have 5 minutes to do this question. Q.5 Read: Colour every 2nd ball red. Colour every 3rd ball blue. Tick the balls which you have coloured twice. Everyone stop. How many balls did you colour red (blue)? (6,4) How many balls did you colour twice? (2) X, describe to me where these balls are in the row. Is he right? Is there any other way could we describe them? (position from right (left), large striped balls)	Individual work, monitored Discussion Agreement T repeats/corrects as complete sentences.
	How many balls are in the row? Let's count together. (1, 2,) How many pairs of balls are there? (6) Describe each pair. 45 min	Whole class in chorus (If time)

Bk1	R: Operations up to 3C: Using 3. Equations, inequalitiesE:	Lesson Plan 28
Activity		Notes
1	Book 1, page 28, Q.1 Look carefully at the first picture. What does it show? (There are 3 chicks in the picture. Two chicks are standing still. Another chick is walking to join them.)	Whole class activity Discussion Involve as many pupils as
	Everyone write in the missing number. (1) Let's read the equation: 'three equals one plus two'.	possible Whole class in chorus
	Now look at the 2nd picture. What does it show? (There were 3 slices of melon. Two slices of melon have been eaten. (There is one slice is left.)	Discussion
	Everyone write in the missing number. (2) Let's read the equation: 'three minus two equals one'.	Whole class in chorus
2	Problem 5 min	
2	Listen carefully! Show me your answer with number cards. Mother Eagle took home three mice for her babies.	Whole class activity Repeat slowly
	Anna Eagle ate one mouse more than Bob Eagle.	110000000000000000000000000000000000000
	a) How many mice did Anna Eagle eat? Show me now! (2)	Checking
	b) How many mice did Bob Eagle eat? Show me now! (1)	B A
	T: Anna ate 2 mice and Bob ate only one mouse.	Demonstration at BB Reasoning Agreement 1 2
3	Book 1, page 28	
3	Q.2 Read: How many apples could be in each bag? Discuss each pair of scales in turn before Ps do question. Review solutions with whole class. a) = 2 b = 2 (3,) c = 2, 1, 0	Individual work Monitored, helped Discussion at BB. Checking
4	Interlude	
7	Song or rhyme	Whole class in chorus
	22 min	
5	Book 1, page 28, Q.3 Look at this long line of numbers. Some numbers and signs are missing. We have to get from 3 to 0 by doing addition/subtractions.	Drawn on BB or use enlarged picture or OHP.
	A, what does the first arrow tell you to do? (Take away 1 from 3) Come and fill in the missing number in the first box. (2) Is he/she correct? Who thinks another number? A, read what you have done. (3 minus 1 equals 2)	Whole class activity Ask several pupils Discussion
	Continue with other pupils until all boxes are filled in.	Agreement
	Let's do all the steps on the number line, starting at 3.	Checking
	30 min	
6	 Read: Fill in the missing numbers Review solutions with whole class. (Use number line if pupil is struggling or has wrong answer.) 	Individual work, monitored Discussion at BB. Agreement, checking Self correction

Bk1		Lesson Plan 28
Activity		Notes
7	Equations and inequalities Look at these sets of scales on the BB. Instead of apples and bags we have numbers and boxes. What numbers could be hidden in each box?	Whole class activity
	BB a) $3-1$ $1+1$ b) $3-1$ c) $3-1$ $1+1$ $3-1$	Drawn on BB or use enlarged picture or OHP.
	 a) Look at this balance first. What can you say about it? (level, so LHS equals RHS) X, what does the LHS equal? (3 − 1 = 2) Come and write it below. S, what does the LHS equal? (1 + □ = 2) What number do you think is in the box? (1) Why? Is he/she correct? Is there another number which could be in the box? (No) Let's check: LHS: 3 − 1 = 2, RHS: 1 + 1 = 2, 	T makes sure BB work is logical and orderly Reasoning, agreement Checking, praising
	2 = 2, so LHS = RHS b) Look at this balance. What can you say about it? (RHS is more) Y, what does the RHS equal? (1 + 1 = 2) Z, what must the LHS be? (less than 2) Come and write it on the BB: 3 − □ < 2 Z, what number do you think could be in the box? (e.g. 2) Let's check if Z is correct: LHS: 3 − 2 = 1, RHS: 1 + 1 = 2 1 < 2, so LHS < RHS. Who thinks another number might be in the box? (e.g. 3)	T repeats responses correctly Reasoning, agreement Checking Ans: a) = 1 b) : 2, 3
	Continue as above. c) As (b) 45 min	c) : 2 (3,)

Bk1	 R: Mental counting, operations C: Writing and using 4; number line E: Roman numbers. Cardinal and ordinal numbers 	Lesson Plan 29
Activity		Notes
1	Poster 9Which picture has four animals in it? (middle right)List the animals.	Whole class activity Discussion
	 Show me with number cards the answers to these questions: How many birds are in this picture? (T points to bottom right) (5) How many are wearing peacock feathers? (1) 	Checking, agreement
	 How many are not wearing peacock feathers? (4) How many more or less than 4 is the number of animals in the other pictures? (T points to each picture in turn.) 	Praising
	5 min	
2	Posters 2, 3, 5	Whole class activity
	Look at these posters.	Whole class activity
	 What are there 4 of in these pictures? Ask several pupils to come and point, counting to 4 as they do so. 	Involve several pupils
	(e.g. 4 people: 2 children + 2 adults, 4 buns, 4 apples, 4 bunnies, 4 ducklings) Is he/she correct?	Checking, agreement
	• What are there 4 of in the classroom?	Discussion
	10 min	
3	Look at the different ways of writing/showing 4. (T talks about each one, especially the Roman numeral, IV, instead of IIII. So if you see it in a book or on a clock, you will know what it means.)	Whole class activity
	Everyone hold up a way of showing 4. (e.g. fingers, number card, sticks, counters, domino, pointing to 4 on pupil number line, clock)	Checking, praising
	T writes a large 4 on BB, explaining how to do it. (Repeat a few times.) Everyone stand up and write a big 4 in the air (on your desk, etc.)	5,g, F
	Book 1, page 29	Whole class in unison
	Q.1 Read: Continue the pattern.	Checking, praising, correcting
	(Let Ps practice on grid sheets first if necessary.)	Individual work
	Ask pupils who are doing it correctly to show class on BB.	Closely monitored T helping, correcting, praising
	20 min	
4	Interlude	
	Song or rhyme 22 min	Whole class in unison
5	Book 1, page 29, Q.2	
	Read: Write the correct numbers and signs in the boxes.	Drawn on BB or use enlarged
	Join the pictures to the matching points on the number line.	picture or OHP.
	This could be done as a whole class activity at BB. Ask different	Whole class activity
	pupils to come out, one at a time, to do each part.Write in the correct numbers. (or stick on correct number card)	Whole class activity Involve several pupils
	 Write in the correct numbers. (or stick on correct number card) Write in the correct signs. (or stick on correct sign card) 	Discussion
	• Join the pictures to the correct point on the number line.	Agreement
	Ps copy each stage into their books.	Checking
	30 min	Or individual work, reviewed
		i e e e e e e e e e e e e e e e e e e e

Bk1		Lesson Plan 29
Activity		Notes
6	Book 1, page 29	
	Q.3 a) Read: Colour in four circles.b) Read: Tick the fourth circle from the right. What is its position from the left?	Individual work, monitored
	When everyone has done this ask Ps to point to the 1st (2nd, 3rd, 4th) circle from the right (left) putting up their other hand when they point to the circle they ticked.	Whole class checking
	A , tell us which 4 circles you coloured in, starting from the left. Who had the same as A?	Whole class correcting
	B , tell us which 4 circles you coloured in, starting from the right. Who had the same as B ?	
	Who coloured in different circles from A and B ? Tell us which ones.	
	37 min	
7	Book 1, page 29	
	Q.4 Make these sums on your desk using sticks (or sticks and sign cards). Show the answer with sticks too.	Individual work, monitored T checking, correcting
	If nobody has done it, point out that IIII could also be made the Roman way, IV.	Praising
	Does the Roman way use less sticks? How many less? (1)	Checking
	45 min	

C: Writing and using 4; number bonds, addition E: Sequences; rules	30
	Notes
Ball play T throws ball to a P, saying an addition (up to 4). e.g. 1+1, 2+2, 3+0, 1+2, 3+1, 0+4, P throws ball back to T, saying the answer. 5 min	Whole class activity At speed Involve as many pupils as possible, repeating sums as necessary
Sequences	Whole class activity
a) Let's count in '2's. • T: 2,4, Ps: 6,8,10,12,() • 1,3, 5,7,9,11,()	In chorus
b) Continue the sequence:	Diagnostic
• 3,6, 9,(12,15,)	No expectations
• 2,5, 8,(11,14,) • 1,4, 7,10(13,16,)	Praising only
c) Continue the sequence on the BB. 0, 4, 8, (12, 16,)	Use class number line (jumping over 4 numbers)
Problems Listen very carefully, picture the stories in your head and show me the answer with a number card. a) Three birds are sitting on a branch.	Whole class activity
Another bird flies down to join them.	Checking, praising
How many birds are on the branch now?	Discussion:
-	BB: $3 + 1 = 4$
Today there are only two leaves on the branch. How many leaves have fallen off? Show me with your number card now! (2)	Checking, praising Discussion: BB: $4-2=2$
Interlude	
Song or rhyme	Whole class in unison
Making 4	
a) Using your number strips, show me on your desk different ways to make 4. A, come and show me one way. Is he/she correct?	Individual work, monitored (or use rods/cubes) On BB or using OHP with
Who has another way? etc. (T displays in systematic order on BB)	enlarged number strips. Discussion, checking
Lets' read these as additions: 4 0+4=4, 1+1+1+1=4, 2+2=4, 3+1=4,	Whole class in chorus
	Individual work
Q.1 Read: Write 4 as an addition in different ways. T completes with 0 + 4 and 4 + 0 if necessary.	Or make equations with number and sign cards on desks.
	Ball play T throws ball to a P, saying an addition (up to 4). e.g. 1+1, 2+2, 3+0, 1+2, 3+1, 0+4, P throws ball back to T, saying the answer. 5 min Sequences a) Let's count in '2's. • T: 2,4, • 1,3, 5,7,9,11,() b) Continue the sequence: • 3,6, • 2,5, • 8,(11,14,) • 1,4, • 1,4, c) Continue the sequence on the BB. 0,4, 8,(12,16,) Problems Listen very carefully, picture the stories in your head and show me the answer with a number card. a) Three birds are sitting on a branch. Another bird flies down to join them. How many birds are on the branch now? Show me with your number card now! (4) b) Yesterday there were four leaves on the branch. Today there are only two leaves on the branch. How many leaves have fallen off? Show me with your number card now! (2) 20 min Interlude Song or rhyme 22 min Making 4 a) Using your number strips, show me on your desk different ways to make 4. A, come and show me one way. Is he/she correct? Who has another way? etc. (T displays in systematic order on BB) Lets' read these as additions: 0+4=4,1+1+1+1=4,2+2=4,3+1=4,1+3=4,4+0 b) Book 1, page 30 Q.1 Read: Write 4 as an addition in different ways.

Bk1		Lesson Plan 30
Activity		Notes
6	Read: Write an addition about each domino.Review on BB with whole class.	Individual work, monitored Discussion, checking, correcting
7	Book 1, page 30, Q.3Look at the BB. (have first domino drawn on BB)X, come and write in how many dots are on the LHS of this domino.Y, what does the sign tell you about the number of dots on the RHS?	Whole class activity (for first example at least) Class helping, correcting
	(2 more than 1) Z , how many dots should be on the RHS of the domino? (3) Come and draw them and write the number in the box.	Praising
	Let's all read the inequality together: From left to right: 'one is two less than three' From right to left: 'three is two more than one' Similarly for other 3 dominoes.	Whole class in unison Or as individual work. T monitoring, helping
8	Book 1, page 30, Q.4 Done at speed round the class. Repeat if necessary. 45 min	Or as individual work, monitored

Bk1	R: Mental counting C: Writing and using 4; operations E: Puzzles	Lesson Plan 31
Activity		Notes
1	Problem Listen carefully and show the answer with a number card. There are 3 sisters in a family. Each sister can say she has one brother. How many children are in this family? Show me now! (4) Discuss reason why '6' is not correct	Whole class activity Discussion Agreement Demonstrate on BB
2	 Poster 6 Look carefully at these pictures. Where can you find see: a) exactly 4 of something? (4 flowers: 2 daisies + 2 roses, 4 ladybirds on LHS leaf in 1st picture, 4 flying swallows on LHS of 4th picture) Discuss 'exactly 4' meaning 'equal to 4'. b) at least 4 of something? (4 + 5 ladybirds, 2 + 3 ducks, 6 + 6 petals on daisies, 4 + 5 swallows, 5 + 5 dots on mushrooms, 6 + 7 bees) Discuss 'at least 4' meaning 'equal to 4 or more than 4'. c) at most 4 of something? (all in part a) plus 2 ducks on LHS, 3 ducks on RHS, 3 butterflies, 2 daisies, 2 standing birds, 2 roses, 2 mushrooms, 1 snail, (0) Discuss 'at most 4' meaning 'equal to 4 or less than 4'. 	Whole class activity Involve as many Ps as possible. BB: a) = 4 b) ≥ 4 c) ≤ 4
3	Interlude Finger exercise 12 min	Whole class in unison
4	Book 1, page 31 Q.1 Read: Copy out each set of numbers. (Tell Ps to repeat the sequence as many times as there is space.) 20 min	Individual work Monitoring, praising Use grid sheets if necessary
5	Book 1, page 31, Q.2 Look at the first picture. What does it tell us? (Discussion) Let's all read the subtraction: ('four minus three equals something') What are there 4 of in the picture? (plates) What are there 3 of in the picture? (empty plates) X, come and write in the missing number and join it to the number line. Is he/she correct? Who thinks another number? Repeat for each picture. 30 min	Whole class activity Draw on BB or use enlarged picture or OHP Agreement, discussion Ps copy in their books
6	 Book 1, page 31 Q.3 Read: Complete the pictures and the additions. T explains task. Review solutions at BB with whole class, 40 min 	Individual work, closely monitored. T helping, praising Use enlarged picture
7	Book 1, page 31 Q.4 Read: Practise subtraction. See how many of these you can do in 4 minutes. Quick review orally round class. 45 min	Individual work Monitoring, praising Self correcting

Bk1	 R: Operations up to 4 C: Using 4; equations, inequalities E: Completing tables 	Lesson Plan 32
Activity		Notes
1	Problem Listen carefully and show the answer with a number card. This is what I see: 1 chick walking between 2 chicks, 1 chick walking in front of 2 chicks, 1 chick walking behind 2 chicks. How many chicks are there walking in single file? Show me now! (3) Repeat for 2 chicks walking (4)	Whole class activity Mental visualisation Discussion Draw on BB or use enlarged cut-out chicks.
2	Making 4 Look at this number puzzle. Each shape stands for a number Which number does each shape stand for? Think about it for a while!	Whole class activity
	Who can fill in a number? Why do you think it is that number? Who agrees? (Continue until all filled in.) What is the rule for this puzzle? (Sum of numbers in each column is 4.) 10 min	Discussion, reasoning, agreement, checking Praising
3	Sticks Lay sticks on your desk to match this equation. BB: $ II - II = V $ Is the equation correct? (No) Why not? (RHS does not equal LHS) Change the place of only one stick to make the equation true. Review on BB.	Individual work Discussion, reasoning Agreement, checking III + I = IV or II + II = IV
4	Book 1, page 32 Q.1 Read: Write additions and subtractions for each picture. Look at the first picture carefully. Think about what it is telling you. Write as many statements as you can about the picture. Review solution to first picture on BB. Discuss mistakes. Do the same for the other two pictures (one at a time).	Individual work, closely monitored T helping, noting errors Use drawing on BB, or large picture or OHP. Discussion, agreement, checking, self-correcting
5	Interlude Song, rhyme or relaxation exercises 27 min	Whole class in unison
6	Completing Tables Look at the table on the BB. What can you say about it? (Letters and numbers. Some numbers missing) BB: A 1 0 3 2 0 2 1 0 4 1 3 1 B 2 3 1 2 3 2 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Whole class activity Draw on BB or use enlarged blank table with number cards stuck on. Involve as many Ps as possible Ps say complete equation.
7	Book 1, page 32, Q.2, 3 and 4 Explain each task. Give time limit. Review solutions with whole class.	Individual work Monitoring, praising, helping, correcting mistakes

Bk1	R: Mental counting C: Writing and using 5;number line E: Roman numbers. Cardinal and ordinal numbers	Lesson Plan 33
Activity		Notes
1	Poster 9 Look at these pictures carefully. • What can you see 5 of?	Whole class activity
	(Carrot comes home: 4 animals + the carrot) (Bird with borrowed feathers: 5 birds), (5 pictures on poster)	Discussion
	 Hold up 5 fingers. Clap (stamp, jump, nod head) 5 times Stand up the first 5 Ps in LHS row (the last 5 Ps in RHS row). 	Whole class in unison
	• Show me '5' on your desks (e.g. 5 counters, 5 cards, '5' number card, pentagon shape card (5 sides), 5 sticks, number strip '5', etc.	Individual work T monitoring, praising
	5min	
2	 Poster 6 Look at these pictures carefully. Where can you see: a) exactly 5 of something? (e.g. 5 ladybirds on RHS leaf, 	Whole class activity Discussion BB: a) = 5
	 2 + 3 = 5 ducks, 5 swallows on RHS, 5 dots on mushrooms, b) more than 5 of something? (e.g. 9 ladybirds altogether: 4 more than 5, 6 bees on LHS: 1 more than 5, 7 bees on RHS: 2 more than 5, etc.) 	b) > 5
	c) less than 5 of something? (e.g. 4 ladybirds on LHS: 1 less than 5, 3 butteflies: 2 less than 5, 2 roses: 3 less than 5, 1 snail: 4 less than 5, etc.) 15 min	c) < 5 Ps make equations on desks with number and sign cards
3	Interlude Wrist and finger exercises	Whole class in unison
4	Talk about different ways of showing/writing 5. (T talks about each one.) Look at the Roman numeral, V, instead of IIIII.	Whole class activity
	Where might you see 5 written like this? (clockface, book) T writes a big '5' on BB, explaining how to do it. Repeat a few times.	Discussion
	Everyone write a big five in the air (on your neighbour's back, etc.) **Book 1, page 33** Q.1 Read: **Continue the pattern.	Whole class in unison Checking, praising
	(Let Ps practice on grid sheets first if necessary.) Ask pupils who are doing it correctly to show class on BB.	Individual work, monitored, T helping, correcting Praising only
	30 min	
5	Book 1, page 33, Q.2 Look at the first picture. What do you see? A, come and write the missing number in the box below the picture. Is he/she correct? Who thinks another number? Why? B, come and join the picture to the correct place on the number line.	Whole class activity Draw on BB or use enlarged picture or OHP
	(Repeat for 2nd picture.) Let's compare the first two pictures. Which picture has more/less? X , come and choose a sign to put between the pictures. Why did you choose that sign? Is he/she correct? Who thinks another sign? etc. (Repeat for all pictures.)	Sign cards stuck to BB: □, □, ▷, ▷, ▷, ▷, ≠ Discussion, agreement, checking. Ps copy in their books.

Bk1		Lesson Plan 33
Activity		Notes
6	Book 1, page 33	
	Choose what you like from Q.3 and Q.4. T explains each task.	Individual work
	Q.3 Read: a) Colour in five circles.	individual work
	b) Tick the fifth circle from the left. What is its position from the right?	T monitoring, praising
	Q.4 Read: Show the sums with sticks.	
	You can draw just straight sticks or if you are really clever you can use the Roman way.	Helping, correcting
	45 min	

Bk1	R: Mental countingC: Using 5; addition factsE: Sequences	Lesson Plan 34
Activity		Notes
1	Mental addition T says an addition (up to 5) to P (e.g. 3 + 2) P answers with sum. (5) 5min	Whole class activity Involve all Ps
2	Sequences on the number line Bunny is going to jump along the number line. (BB where all can see)	Whole class activity
	a) Let's start from 0. Bunny jumps 1, then 2, then 1 and 2 again. Everyone shout out the number he lands on each time.	Ps come to number line to show jumps
	Ps shout: 0, 1, 3, 4, 6, 7, 9, (10, 12, 13, 15, 16, 18,) b) Let's start from 1. Bunny jumps 1 then 2, then 3, then 4, then 5, and so on. Ps shout: 1, 2, 4, 7, (11, 16, 22,)	In chorus In chorus
	c) Bunny jumps back by 2 from 10. Ps shout: 10, 8, 6, 4, 2, 0	In chorus
3	Problem Listen carefully, make a picture of the story in your head and then show me the answer with a number card when I say. Kate was given £2 by her Granny and £3 by her Grandad. How much money did she have altogether? Show me now!	Whole class activity Demonstrate on BB: $2 + 3 = 5$ or use real/play money
4	Dominoes a) This is a set of mixed up dominoes. Who can come and find a domino which has 5 dots on? T draws each one chosen on BB but in same order as in Book 1.	Whole class activity or Ps use own sets or in pairs.
	b) Book 1, page 44 Q.1 Read: Write an addition for each domino. Review solution with whole class on BB.	Individual work, monitored, Discussion at BB Agreement, checking
5	Interlude Song or rhyme 27 min	Whole class in unison
6	Making 5 Ask 6 children to come out to front of class. Who is first from the left (2nd from the right, in the middle, etc.)? Change places: 2nd with 4th, 1st with 5th, etc.	Whole class activity
	T tells 6th P to sit down. Do you think his/her place is still there? Can you make an addition about this? $(5 + 0 = 5)$	Discussion
	Who can make other additions about 5? (e.g. $1 + 1 + 1 + 1 + 1 = 5$) At every suggestion, Ps at front show bonds by holding hands. (e.g. $1 + 1 + 1 + 2 = 5$, $3 + 2 = 5$, $1 + 4 = 5$, $2 + 1 + 2 = 5$, etc.)	Involve as many Ps as possible.
	T writes each on BB (in ordered list) and the class reads the additions.	Whole class in unison
7	Book 1, page 34	
	Q.2 Read: Write additions to make 5. Review solutions with whole class.	Individual work, monitored
	Q.3 Either written with a time limit or done orally round the class. 45 min	At speed

Bk1	R: Mental counting C: Using 5; operations E: Logic Problem	Lesson Plan 35
Activity		Notes
1	Poster 7	Whole class activity
	Look carefully at the picture. Where can you see exactly 5 of something? (vehicles, drivers) Compare the number of drivers with the number of: pedestrians, white bands on zebra crossing, balls, etc.	BB: $2 + 3 = 5$, $3 + 2 = 5$ (depending on direction) BB: $5 > 4$, $5 < 6$
2	Logic Problem Listen carefully, make a picture of the story in your head and think very hard about the answer. 5 sparrows were sitting on a fence. A cat jumped and caught one of them. How many would be left sitting on the fence? 10 min	Whole class activity Debate about answer being 4 or 0. In real life they would all fly away!
3	Book 1, page 35, Q.1 Talk about threading beads. What would happen if you forgot to make a knot at the end of the string? (beads fall off) Look at these drawings on BB. How many beads do you think were on the string to start with? (5) Let's see how many have fallen off. Ps come to BB to write subtractions with help of T and class. Ps make the subtractions on desks with sign and number cards too.	Whole class activity Drawn on BB or use real string and beads. BB: $5-3=2$ $5-4=1$ $5-1=4$ $5-2=3$
4	 Read: Write a subtraction for each picture and join to the number line. Think about what the picture is telling you. What does it show? What number is missing? Where should it go on the number line? Review solutions with whole class. Discuss any mistakes. 20 min 	Indivdual work Monitoring, helping Discussion, agreement, Draw on BB or use enlarged picture or OHP
5	Interlude Exercises 22 min	Whole class in unison
6	Operations to 5 Lay 5 items near the top LHS of your desk and none on the RHS. Make a statement about it using your number and sign cards, Review variety of ways (5 + 0 = 5, 5 - 0 = 5, 5 > 0, 0 < 5, etc) Now move one of the 5 items to the RHS of your desk. Make a different kind of statement about this. Review again: (4 + 1 = 5, 5 - 1 = 4, 4 > 1, 1 < 4, etc.) Now put 2 items on RHS. Make a different kind of statement about this. Review: (3 + 2 = 5, 5 - 2 = 3, 3 > 2, 2 < 3, etc.) Book 1, page 35 Q.3 Read: Compare the two sides of the domino and write it down in different ways. T explains that it is similar to what Ps have been doing but this time they should try to show how many more/less. Review solutions with whole class. Discuss mistakes.	Individual work Closely monitored T displays all on BB Individual work Closely monitored T displays all on BB Individual work Closely monitored T displays all on BB Individual work Closely monitored T displays all on BB

Bk1		Lesson Plan 35
Activity		Notes
7	Book 1, page 35 Q.4 Read: Write the numbers 0 to 5 in the large boxes in increasing order. Write signs in the small boxes between the numbers. T makes sure Ps know which are the large/small boxes and what increasing means. Review solutions on BB with whole class.	Individual work Monitoring, helping Discussion, agreement,
	45 min	

Bk1	 R: Operations to 5 C: Using 5; equations, inequalities E: Problems in context 	Lesson Plan 36
Activity		Notes
1	Problems	
	Listen carefully, make a picture of the story in your head and show me the answer with a number card when I say.	Whole class activity
	a) Mum is making a cake. She has cracked 3 eggs into the bowl. How many more eggs does she still have to crack if the recipe uses 5 eggs? Show me now! (2)	Discussion BB: $3 + \boxed{2} = 5$ $5 - 3 = 2$
	b) Steve has collected 5 empty matchboxes, which is 2 more than John. How many matchboxes does John have? Show me now! (3)	Discussion BB: $5 - 2 = 3$
	5 min	
2	Logic Problem I thought of a number, added 2 to it, took away 1 and got 4. What was the number I first thought of? (3) Discussion led by T on different ways of working it out: Using sticks; 'trial and error' method: doing opposite operations. Check answer on BB.	T repeats several times Encourage contributions from several Ps BB: 3 + 2 - 1 = 4
	N.B. If too difficult, use simply as mental practice: Think of the number 3, take away 1 and add 2. What number do you get? (4) 10 min	5-1=4 and $3+2=54+1-2=33+1=4$
3	 Read: Write additions and subtractions for each picture Deal with one picture at a time. Review on BB. 20 min 	Individual work Monitoring, helping Discussion, agreement
4	Interlude Song, rhyme 22 min	Whole class in unison
5	Number Puzzles Look at the BB. The same shape stands for the same number. a) How can 5 be made up from 3 numbers? Each line must add up to 5. b) How can 5 be made up from 4 numbers? The 4 corners of each square must add up to 5.	Draw on BB or use enlarged picture or OHP. BB: a) $\square = 0$, $\triangle = 1$, $\triangle = 2$ $\bigcirc = 3$, $\bigcirc = 4$, $\triangle = 5$ b) $\square = 0$, $\bigcirc = 1$, $\triangle = 2$ $\bigcirc = 3$, $\triangle = 4$, $\triangle = 5$
	Ask Ps to come to BB to fill in one number at a time, with class helping. T leads discussion on strategies. Gives hints when needed. 30 min	Discussion, checking Ps read each addition in chorus
6	Book 1, page 36, Q.2 Revise right and left first. Do question with the whole class, T reading out one part at a time. Ps looking at picture in books. Ask several Ps what they think before agreeing on correct answer.	Whole class activity Discussion
	Demonstrate with 4 Ps sitting around table at front of class. Additional discussion about clockwise/anticlockwise order.	Checking Demonstration/practice

Bk1		Lesson Plan 36
Activity		Notes
7	 Read: Which numbers are covered up? Write a statement about each balance. Revise what position of balance means. (If level LHS = RHS, etc.) Talk about each picture first. Review solutions with whole class. Discuss mistakes. Q.4 Read: Draw around groups of coins which add up to 5. Discuss group already drawn. See who can find most groups. A, how many groups did you draw? Who had more? Who had overlapping circles? Demonstrate on BB. 	Individual work Monitoring, helping Discussion, agreement Self-correcting Praising only
<u> </u>	45 min	

Bk1	R: Relations, directions C: Revision and practice (0–5) E: Shapes	Lesson Plan 37
Activity		Notes
1	 Revision of 1 and 2 a) Tell me different ways of describing the number '1'. (0+1, 1-0, 2-1, 3-2, 4-3, 5-4, half of 2, the first odd number, etc.) b) Tell me different ways of describing the number '2' (1+1, 2+0, 3-1, 5-3, half of 4, the next number smaller than 3, etc.) Repeat for the numbers 3, 4, 5 and 0. 	Whole class activity At speed Ask as many Ps as possible. Class checks whether each response is correct.
2	 Poster 8 Look carefully at the picture. How many houses can you see behind (in front of, to the left of, to the right of, in the street above, etc.) the school? How many have red (green, yellow) roofs? Which are there more of and how many more? 	Whole class activity Check each response
	 A, come and show us which house you would like to live in. Tell us which route you might take home from school. How many windows (doors, storeys, etc.) more or less than 5 does your house have? B, come and show us which house you would like to live in. 	Correct use of directions Display on BB
	Tell us directions from your house to A's house (the school). Repeat for other houses and pupils. 20 min	
3	Interlude Song, rhyme, relaxation 22 min	Whole class in unison
4	 Read: Which numbers could be hidden under the cards? Choose from 0, 1, 2, 3, 4 and 5) Revise meaning of signs. Explain on BB first using given example. Point out that more than one number could be hidden and that Ps must show all possible numbers on the number line. Review on BB with whole class. 	Individual work Monitoring, helping Discussion on BB ('and', 'or') Agreement, checking, correction Class reads each in unison
5	Book 1, page 37 Discuss names of shapes and number of lines (to 6) each is made from. Is it possible to make a shape with 0 (no), 1 (circle), 2 (e.g. semicircle) lines? Let's see if you are clever enough to recognise certain shapes. Q.2 Read: Colour the triangles red, the quadrilaterals blue, the pentagons green and the hexagons yellow. Review on BB with whole class. 40 min	Shapes drawn on BB. Write names and number of sides underneath. Practice recognition with shape cards first. Use enlarged picture/OHP
6	Book 1, page 37 Q.3 Read: How many different results can be found? (Use + or -) See how many of these you can do in 4 minutes. Review. 45 min	Individual work Monitored Checking, praising

Bk1	R: C: Revision and practice (0–5) E: Building shapes from unit cubes	Lesson Plan 38
Activity		Notes
1	 Book 1, page 38, Q.3 a) I am going to say a number and you are going to show me with number cards the next nearest number less than the one I say: 3, 5, 1, 4, 2 Show me now! (2,4,0,3,1) b) I am going to say a number and you are going to show me with number cards the next nearest number greater than the one I say: 3, 5, 1, 4, 2 Show me now! (4,6,2,5,3) 	Whole class activity At speed Praising, correcting Display each on BB: 2 < 3 < 4, etc. Reading inequalities in chorus in both directions.
2	Building with unit cubes (Book 1, page 38, Q.1) This shape is called a cube. (T holds one up.) The length of each side is 1 unit, so it is called a 'unit cube'. We will use them to build other shapes. a) Everyone make this shape on your desk. How many cubes did you use? (3) How many cubes are in the 1st (2nd) layer? (2, 1) How many cubes are there in the first (2nd) column? (1, 2) What do you think this means? 1 2 (If we look at the shape from above, the numbers show how many cubes are in each column.) b) Make a shape which looks like this from above. How many cubes did you use? (4) How many cubes are in the tallest column? (2) c) See how many different solids you can build using 5 cubes. A, come to the BB and show us what your shape looks like from above. Everyone try to make A's shape. (Repeat with other Ps.) Use large demonstration model. (Ask for additions/subtractions too.)	Individual work (or pairs) Monitored, helped BB: a) 1 2 1+2=3, 3-2=1, 3-1=2 b) 1 2 1 e.g. Creative task with T's help Discussion 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 3
3	Interlude Relaxation 30 min 32 min	Whole class resting
4	Book 1, page 38 Q.2 Read: Find the answers (solve) to these sums. Deal with one column at a time. Review orally round the class. If there are difficulties, ask Ps to check with cubes, or jumps along the number line. 40 min	Individual work Monitored Agreement, checking, self-correction
5	Book 1, page 38 Q.4 Read: Fill in the boxes with numbers from 0, 1, 2, 3, 4, 5 Review on BB with whole class. 45 min	Individual work Discussion on number line and written on BB. Checking, self-correcting Reading in chorus

Bk1	R: C: Revision and practice (0–5) E: Shapes	Lesson Plan 39
Activity		Notes
1	Chain operations	Whole class activity
	a) Follow my instructions on your number line and then show me with a number card which number you have reached.Start from 0, add 2, add 1, take away 2, add 3, add 1.Show me now! (5)	Check that it is 5 with T (or P) showing steps on class number line or on BB.
	b) Now, who would like to give us instructions this time?	Ask one or two pupils.
	10 min	
2	Problems	Individual work
	Listen carefully and then show your answer with a number card when I say. (You can use counters to help you work it out.)	Monitored
	a) There were 5 biscuits on a plate. Michael ate some biscuits and there was only 1 biscuit left. How many biscuits did Michael eat? Show me now! (4)How could we show this in maths language (using numbers/ signs)?	T writes Ps equations on BB: a) $5-\boxed{4}=1$ $5-1=\boxed{4}$ $1+\boxed{4}=5$
	b) Anne has one ball less than Greg. They have five balls altogether.	_
	How many balls does Anne have? Show me now! (2) How many balls does Greg have? Show me now! (3) How could we show this in maths language (using numbers/ signs)?	b) A G \bigcirc
	Ps to BB to write equations or use number and sign cards on desks.	5-2=3 $5-3=2$
	c) Anne's family has one cat more than Greg's family has.There are 4 cats altogether.What kind of question could we ask and what would the answer be?	Whole class activity Discussion
	(Ps might ask: How many cats does Anne's family (Greg's family) have?) (Ps might answer '2 and a half cats + 1 and a half cats' – but no half cats!)	Trial using counters Debate Agreement: It is impossible!
	25 min	rigicoment. It is impossible.
3	Interlude Song, verse, exercises	Whole class in unison
_	27 min	
4	 Read: Fill in the missing numbers. Deal with one column at a time. Review orally round the class. If there are difficulties, ask Ps to check with cubes, or jumps along the number line. 	Individual work Monitored (helped) Discussion on BB
5	Book 1, page 39	
-	Q.2 Read: Different shapes have been cut from grey paper. Show with arrows where they come from. Write the number of sides next to each polygon.	Individual work Monitored, helped
	Demonstrate by cutting out a shape from coloured paper first. Explain what a 'polygon' is. Review with whole class. 40 min	Use enlarged picture or real cut-out shapes.
6	Book 1, page 39	Individual work
	Q.3 Read: <i>Fill in the missing numbers</i> . See what pupils can do without any help.	Monitored
	45 min	

Mental Practice 1) Let's count from 0 to 20 and back down again. Let's count from 0 to 20 in two's, (0, 2, 4, 6,, 20) and back down again. (20, 18, 16, 14,, 0) 1) T starts off a sequence and Ps continue it: e.g. 1, 3, 5,, 0, 1, 3, 4, 6, 7,, 0, 2, 1, 3, 2, 4, Ask what the rule is for each sequence. (+ 2) (+ 1, + 2) (+ 2, -1) 2) T says an addition/subtraction sum and Ps say the answer. (to 5) 10 min 300k 1, page 40 2.1 Read: Fill in the missing numbers. Colour the snakes to show your answers. Look at the first picture. Let's read the inequality together: 'One is two less than something.' Let's read it the other way: 'Something is two greater than 1.' A, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. B, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed). 25 min	Notes Whole class activity At speed (with T's help if needed) Involve as many Ps as possible. Use number line or fingers if there are difficulties. Whole class activity In chorus (with T's help) Discussion Checking Agreement In chorus: '1 is two less than 3' and '3 is two greater than 1.'
Let's count from 0 to 20 and back down again. Let's count from 0 to 20 in two's, (0, 2, 4, 6,, 20) and back down again. (20, 18, 16, 14,, 0) T starts off a sequence and Ps continue it: e.g. 1, 3, 5,, 0, 1, 3, 4, 6, 7,, 0, 2, 1, 3, 2, 4, Ask what the rule is for each sequence. (+2) (+1,+2) (+2,-1) T says an addition/subtraction sum and Ps say the answer. (to 5) 10 min Book 1, page 40 Q.1 Read: Fill in the missing numbers. Colour the snakes to show your answers. Look at the first picture. Let's read the inequality together: 'One is two less than something.' Let's read it the other way: 'Something is two greater than 1.' A, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. B, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed).	At speed (with T's help if needed) Involve as many Ps as possible. Use number line or fingers if there are difficulties. Whole class activity In chorus (with T's help) Discussion Checking Agreement In chorus: '1 is two less than 3' and '3 is two
Let's count from 0 to 20 in two's, and back down again. (20, 18, 16, 14,, 20) and back down again. (20, 18, 16, 14,, 0) T starts off a sequence and Ps continue it: e.g. 1, 3, 5,, 0, 1, 3, 4, 6, 7,, 0, 2, 1, 3, 2, 4, Ask what the rule is for each sequence. (+2) (+1, +2) (+2, -1) T says an addition/subtraction sum and Ps say the answer. (to 5) 10 min Book 1, page 40 Q.1 Read: Fill in the missing numbers. Colour the snakes to show your answers. Look at the first picture. Let's read the inequality together: 'One is two less than something.' Let's read it the other way: 'Something is two greater than 1.' A, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. B, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed).	needed) Involve as many Ps as possible. Use number line or fingers if there are difficulties. Whole class activity In chorus (with T's help) Discussion Checking Agreement In chorus: '1 is two less than 3' and '3 is two
e.g. 1, 3, 5, , 0, 1, 3, 4, 6, 7, , 0, 2, 1, 3, 2, 4, Ask what the rule is for each sequence. (+ 2) (+ 1, + 2) (+ 2, - 1) T says an addition/subtraction sum and Ps say the answer. (to 5) 10 min Book 1, page 40 Q.1 Read: Fill in the missing numbers. Colour the snakes to show your answers. Look at the first picture. Let's read the inequality together: 'One is two less than something.' Let's read it the other way: 'Something is two greater than 1.' A, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. B, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed).	possible. Use number line or fingers if there are difficulties. Whole class activity In chorus (with T's help) Discussion Checking Agreement In chorus: '1 is two less than 3' and '3 is two
Book 1, page 40 Q.1 Read: Fill in the missing numbers. Colour the snakes to show your answers. Look at the first picture. Let's read the inequality together: 'One is two less than something.' Let's read it the other way: 'Something is two greater than 1.' A, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. B, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed).	if there are difficulties. Whole class activity In chorus (with T's help) Discussion Checking Agreement In chorus: '1 is two less than 3' and '3 is two
 Read: Fill in the missing numbers. Colour the snakes to show your answers. Look at the first picture. Let's read the inequality together: 'One is two less than something.' Let's read it the other way: 'Something is two greater than 1.' A, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. B, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed). 	In chorus (with T's help) Discussion Checking Agreement In chorus: '1 is two less than 3' and '3 is two
your answers. Look at the first picture. Let's read the inequality together: 'One is two less than something.' Let's read it the other way: 'Something is two greater than 1.' A, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. B, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed).	In chorus (with T's help) Discussion Checking Agreement In chorus: '1 is two less than 3' and '3 is two
'One is two less than something.' Let's read it the other way: 'Something is two greater than 1.' A, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. B, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed).	Discussion Checking Agreement In chorus: '1 is two less than 3' and '3 is two
 A, come and write in the missing number. Is he/she correct? Does anyone think it should be another number? Let's check on the number line. B, come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed). 	Checking Agreement In chorus: '1 is two less than 3' and '3 is two
B , come and colour in the correct number of snakes and we will read the complete inequality as you do it. Repeat for other pictures (or use as individual work, reviewed).	than 3' and '3 is two
Repeat for other pictures (or use as individual work, reviewed).	greater than 1.'
nterlude	Whole class in unison
Song, verse, exercises	
27 min	Individual work
2.2 Read: Complete the pictures so that there are 5 coins.	Monitored, helped
Write this sum in different ways. Review at BB with whole class. Ps read out what they have written for T to copy down. 33 min	BB: $2+3=5$ $3+2=5$ 5-2=3 $5-3=2$
17 5 17	Whole class activity
sieces of blank card stuck over missing numbers, as in question.	Or use enlarged picture.
Look at this first equation. What number do you think could be	Ask several Ps.
K , come and choose a card to stick on. Is he/she correct? $(4 = 4)$	Discussion, agreement Praising
Now look at this number line. What number could be covered up?	Discussion Agreement
Who thinks another number? Is he/she right? $(0, 1, 2, 3 < 4)$	Praising
Ask each P to show his/her number on number line if class agrees.)	Discuss other possible numbers
Similarly for 3rd inequality. $3 < 4, 5, \dots$	not represented on BB
7 F "O" T 7 Z-T	Whole class activity
	fave number cards (0 to 5) stuck at side of BB. (two of each number) ook at this first equation. What number do you think could be overed up? 5, come and choose a card to stick on. Is he/she correct? $(4 = 4)$ how with a dot where it would go on the number line. Tow look at this number line. What number could be covered up? 6, come and choose a number. Who agrees with \mathbf{Y} ? 7/ho thinks another number? Is he/she right? $(0, 1, 2, 3 < 4)$ Ask each P to show his/her number on number line if class agrees.)