

Inspire Maths 1 Medium-term Plan

Unit 1: Numbers to 10

Week	Learning Objectives	Thinking Skills	Resources
1	<p>(1) Counting to 10</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> count from 0 to 10 recognise, read and write numbers (0 to 10) and the corresponding number words (zero to ten) associate a number of items with the correct number and the correct number word remember the order of numbers (0 to 10) 		<ul style="list-style-type: none"> Pupil Textbook 1A, pp 6 to 12 Practice Book 1A, pp 5 to 12 Teacher's Guide 1A, pp 4 to 10
1	<p>(2) Compare</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> compare two sets of objects (using the method of one-to-one correspondence) and identify the set that has more, fewer or the same number of objects use the terms 'more than' and 'fewer than' when comparing two sets of objects compare two numbers using the terms 'greater than' or 'smaller than' 	Comparing	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 13 to 16 Practice Book 1A, pp 13 to 18 Teacher's Guide 1A, pp 11 to 14
2	<p>(3) Order and pattern</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> compare the number of items from a sequence of objects and find the number of objects in a sequence interpret and use statements containing '1 more than' or '1 less than' a given number 	<ul style="list-style-type: none"> Comparing Sequencing 	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 17 to 21 Practice Book 1A, pp 19 to 22 Teacher's Guide 1A, pp 15 to 19
2	<i>Put On Your Thinking Caps!</i>	<ul style="list-style-type: none"> Comparing Classifying <p>Heuristic for problem solving: Looking for patterns and relationships</p>	<ul style="list-style-type: none"> Pupil Textbook 1A, p 21 Practice Book 1A, pp 23 to 24 Teacher's Guide 1A, p 19

Unit 2: Number Bonds

Week	Learning Objectives	Thinking Skills	Resources
3	<p>Making number bonds</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use cubes to show number bonds for numbers up to 10 • use a number balance to show number bonds for numbers from 6 to 10 • investigate all possible sets of two numbers that make a given number • investigate all possible sets of three numbers that make a given number <p><i>Let's Explore!</i> Pupils will be able to show all possible combinations of three numbers that make a given number such as 9 or 10.</p> <p><i>Maths Journal</i> Pupils will be able to recall number bonds and relate them to situations.</p>	<p>Analysing parts and whole</p> <p>Heuristic for problem solving: Guess and check</p>	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 22 to 26 • Practice Book 1A, pp 25 to 34 • Teacher's Guide 1A, pp 32 to 36
3	<p><i>Put On Your Thinking Caps!</i> Pupils will be able to make deductions and apply number bonds to solve problems.</p>	<ul style="list-style-type: none"> • Analysing parts and whole • Comparing • Deduction 	<ul style="list-style-type: none"> • Pupil Textbook 1A, p 27 • Practice Book 1A, pp 35 to 36 • Teacher's Guide 1A, p 37
	Review 1		<ul style="list-style-type: none"> • Practice Book 1A, pp 37 to 40
Summative assessment opportunity			
Assessment Book 1, Test 1, pp 1 to 7			

Unit 3: Addition within 10

Week	Learning Objectives	Thinking Skills	Resources
4	<p>(1) Ways to add</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use the 'counting on' strategy to add • relate addition to number bonds • add using number bonds 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 28 to 33 • Practice Book 1A, pp 41 to 50 • Teacher's Guide 1A, pp 48 to 53
4	<p>(2) Making addition stories</p> <p>Pupils will be able to make addition stories based on pictures and various situations.</p>	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 34 to 35 • Practice Book 1A, pp 51 to 54 • Teacher's Guide 1A, pp 54 to 55
5	<p>(3) Solving word problems</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • add by recognising two addition concepts: 'part-whole' and 'adding on' • solve addition word problems using number bonds or the 'counting on' strategy 	<ul style="list-style-type: none"> • Analysing parts and whole • Adding on 	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 36 to 37 • Practice Book 1A, pp 55 to 56 • Teacher's Guide 1A, pp 56 to 57
5	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to recall number bonds to solve the problem.</p>	<ul style="list-style-type: none"> • Deduction • Analysing parts and whole <p>Heuristic for problem solving: Using a diagram, Guess and check</p>	<ul style="list-style-type: none"> • Pupil Textbook 1A, p 38 • Practice Book 1A, pp 57 to 60 • Teacher's Guide 1A, p 58

Unit 4: Subtraction within 10

Week	Learning Objectives	Thinking Skills	Resources
6	<p>(1) Ways to subtract</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use the 'taking away' concept to subtract • use the 'counting on' strategy to subtract • use the 'counting back' strategy to subtract • relate subtraction to number bonds • subtract using number bonds 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 39 to 45 • Practice Book 1A, pp 61 to 72 • Teacher's Guide 1A, pp 73 to 79
6	<p>(2) Making subtraction stories</p> <p>Pupils will be able to make subtraction stories based on pictures and various situations.</p>	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 46 to 47 • Practice Book 1A, pp 73 to 76 • Teacher's Guide 1A, pp 80 to 81
7	<p>(3) Solving word problems</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • subtract by recognising two subtraction concepts: 'part-whole' and 'taking away' • solve subtraction word problems using various strategies 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 48 to 49 • Practice Book 1A, pp 77 to 78 • Teacher's Guide 1A, pp 82 to 83
7	<p>(4) Making a family of number sentences</p> <p>Pupils will be able to write a family of two addition and two subtraction number sentences, given a set of three related numbers.</p> <p><i>Let's Explore!</i></p> <p>Pupils will be able to apply number bonds to make addition and subtraction sentences in various ways, given a set of numbers.</p>	<ul style="list-style-type: none"> • Identifying relationships • Analysing parts and whole • Induction 	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 50 to 52 • Practice Book 1A, pp 79 to 80 • Teacher's Guide 1A, pp 84 to 86
7	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to analyse numbers and form number bonds to solve problems.</p>	<ul style="list-style-type: none"> • Analysing parts and whole • Induction <p>Heuristic for problem solving: Solving part of the problem</p>	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 52 to 53 • Practice Book 1A pp 81 to 84 • Teacher's Guide 1A, pp 86 to 87
	Review 2		<ul style="list-style-type: none"> • Practice Book 1A, pp 85 to 88
Summative assessment opportunities			
<p>Assessment Book 1, Test 2, pp 9 to 14</p> <p>For extension, Assessment Book 1, Challenging Problems 1, pp 15 to 16</p> <p>Assessment Book 1, Check-up 1, pp 17 to 29</p>			

Unit 5: Shapes and Patterns

Week	Learning Objectives	Thinking Skills	Resources
8	<p>(1) Getting to know shapes</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> look at a shape and identify it as a circle, triangle, square or rectangle classify and group the different shapes as circles, triangles, squares or rectangles describe the characteristics of the different shapes and also explain why they are not another shape 	Classifying	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 54 to 56 Practice Book 1B, pp 5 to 8 Teacher's Guide 1A, pp 106 to 108
8	<p>(2) Making pictures from shapes</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> identify the four basic shapes and find the number of each shape in a given picture make pictures using the four basic shapes 		<ul style="list-style-type: none"> Pupil Textbook 1A, pp 57 to 59 Practice Book 1B, pp 9 to 14 Teacher's Guide 1A, pp 109 to 111
8	<p>(3) Seeing shapes in things around us</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> identify the four basic shapes in real-life objects name objects that have these basic shapes 	Classifying	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 60 to 61 Practice Book 1B, pp 15 to 18 Teacher's Guide 1A, pp 112 to 113
9	<p>(4) Getting to know patterns</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> identify and complete a pattern according to one or two attributes: shape, size or colour use shapes to make a pattern 	Identifying patterns	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 62 to 63 Practice Book 1B, pp 19 to 24 Teacher's Guide 1A, pp 114 to 115
9	<p>(5) Making more patterns</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> identify the attributes of size, colour or object in a 3D pattern complete a pattern with 3D shapes consisting of cubes, cuboids, cones and cylinders 	<ul style="list-style-type: none"> Identifying patterns Sequencing Analysing and interpreting 	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 64 to 65 Practice Book 1B, pp 25 to 26 Teacher's Guide 1A, pp 116 to 117
9	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> classify shapes by colour and size recognise a pattern and identify the missing item 	<ul style="list-style-type: none"> Classifying Identifying patterns Analysing 	<ul style="list-style-type: none"> Pupil Textbook 1A, p 66 Practice Book 1B, pp 27 to 32 Teacher's Guide 1A, p 118

Unit 6: Ordinal Numbers

Week	Learning Objectives	Thinking Skills	Resources
1	<p>(1) Knowing ordinal numbers</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> describe positions using ordinal numbers and words: 1st to 10th and first to tenth use the words 'before', 'between' and 'after' to describe the position of something use the words 'first' and 'last' to describe the position of something 	Sequencing	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 67 to 72 Practice Book 1B, pp 33 to 38 Teacher's Guide 1A, pp 135 to 140
1	<p>(2) Naming left and right positions</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> describe positions from the left and right using ordinal numbers use 'next to' to describe the position of an object <p><i>Let's Explore!</i></p> <p>Pupils will be able to investigate and hypothesise a pattern describing the sum of number positions.</p>	<ul style="list-style-type: none"> Sequencing Identifying relationships 	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 73 to 76 Practice Book 1B, pp 39 to 42 Teacher's Guide 1A, pp 141 to 144
1	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to make deductions based on the position of object(s) from given suggestions in order to solve the problem.</p>	<ul style="list-style-type: none"> Sequencing Identifying relationships 	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 77 to 78 Practice Book 1B, pp 43 to 46 Teacher's Guide 1A, p 145
	Review 3		<ul style="list-style-type: none"> Practice Book 1B, pp 47 to 50

Unit 7: Numbers to 20

Week	Learning Objectives	Thinking Skills	Resources
2	<p>(1) Counting to 20</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> count up to 20 by making 10 first read and write numbers 11 to 20 in numerals and words 		<ul style="list-style-type: none"> Pupil Textbook 1A, pp 79 to 85 Practice Book 1B, pp 51 to 56 Teacher's Guide 1A, pp 159 to 165
2	<p>(2) Place value</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> represent numbers as tens and ones in a place value chart show objects in tens and ones given a number up to 20 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 86 to 87 Practice Book 1B, pp 57 to 60 Teacher's Guide 1A, pp 166 to 167
3	<p>(3) Compare</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> compare and order numbers to 20 using the terms 'greater than' and 'smaller than' compare and order numbers to 20 using the terms 'greatest' and 'smallest' compare and order numbers to 20 using the terms 'more than' and 'fewer than' <p><i>Let's Explore!</i></p> <p>Pupils will be able to make number trains and understand the terms 'greatest number' and 'smallest number'.</p>	Comparing	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 88 to 93 Practice Book 1B, pp 61 to 66 Teacher's Guide 1A, pp 168 to 173
3	<p>(4) Order and pattern</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> compare two numbers arrange numbers in ascending or descending order 	<ul style="list-style-type: none"> Comparing Sequencing 	<ul style="list-style-type: none"> Pupil Textbook 1A, pp 94 to 96 Practice Book 1B, pp 67 to 70 Teacher's Guide 1A, pp 174 to 176
3	<i>Put On Your Thinking Caps!</i>	<ul style="list-style-type: none"> Deduction Comparing <p>Heuristic for problem solving: Guess and check</p>	<ul style="list-style-type: none"> Pupil Textbook 1A, p 97 Practice Book 1B, pp 71 to 74 Teacher's Guide 1A, pp 177
Summative assessment opportunity			
Assessment Book 1, Test 3, pp 31 to 38			

Unit 8: Addition and Subtraction within 20

Week	Learning Objectives	Thinking Skills	Resources
4	<p>(1) Ways to add</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • add two 1-digit numbers using the 'make 10' strategy • add one 1-digit number and one 2-digit number using the 'regrouping into tens and ones' strategy 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 98 to 101 • Practice Book 1B, pp 75 to 80 • Teacher's Guide 1A, pp 194 to 197
4	<p>(2) Ways to subtract</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • subtract a 1-digit number from a 2-digit number when regrouping is not required • subtract a 1-digit number from a 2-digit number when regrouping is required 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 102 to 105 • Practice Book 1B, pp 81 to 88 • Teacher's Guide 1A, pp 198 to 201
5	<p>(3) Solving word problems</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • solve one-step word problems using the 'part-whole' or 'adding on' concepts in addition • solve one-step word problems using the 'part-whole' or 'taking away' concepts in subtraction <p><i>Maths Journal</i> Pupils will be able to reflect on the addition and/or subtraction concepts, write a story and solve the problem.</p> <p><i>Let's Explore!</i> Pupils will be able to find out the different combinations of numbers in addition and subtraction from a given set of numbers.</p>	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 106 to 107 • Practice Book 1B, pp 89 to 90 • Teacher's Guide 1A, pp 202 to 203
5	<p><i>Put On Your Thinking Caps!</i> Pupils will be able to recall addition and subtraction number bonds for numbers to 20 to solve problems.</p>	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 108 to 109 • Practice Book 1B, pp 91 to 94 • Teacher's Guide 1A, pp 204 to 205

Unit 9: Length

Week	Learning Objectives	Thinking Skills	Resources
6	<p>(1) Comparing two things</p> <p>Pupils will be able to compare the lengths of two objects using the terms 'tall/taller', 'long/longer', 'short/shorter' and 'high/higher'.</p> <p><i>Let's Explore!</i></p> <p>Pupils will be able to describe the relative height and length of two items.</p>	Comparing	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 110 to 113 • Practice Book 1B, pp 95 to 98 • Teacher's Guide 1A, pp 220 to 223
6	<p>(2) Comparing more things</p> <p>Pupils will be able to compare the lengths of more than two objects using the terms 'tallest', 'longest', 'shortest' and 'highest'.</p>	<ul style="list-style-type: none"> • Sequencing • Comparing 	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 114 to 116 • Practice Book 1B, pp 99 to 102 • Teacher's Guide 1A, pp 224 to 226
6	<p>(3) Using a start line</p> <p>Pupils will be able to use a common starting point when comparing lengths.</p>	<ul style="list-style-type: none"> • Sequencing • Comparing 	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 117 to 118 • Practice Book 1B, pp 103 to 104 • Teacher's Guide 1A, pp 227 to 228
7	<p>(4) Measuring things</p> <p>Pupils will be able to measure lengths using objects as non-standard units.</p>	<ul style="list-style-type: none"> • Sequencing • Comparing 	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 119 to 122 • Practice Book 1B, pp 105 to 108 • Teacher's Guide 1A, pp 229 to 232
7	<p>(5) Finding length in units</p> <p>Pupils will be able to use the term 'unit' to describe length.</p>	<ul style="list-style-type: none"> • Sequencing • Comparing 	<ul style="list-style-type: none"> • Pupil Textbook 1A, pp 123 to 125 • Practice Book 1B, pp 109 to 112 • Teacher's Guide 1A, pp 233 to 235
7	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • discriminate the use of unit length to determine the length of objects • use a grid to help them determine and compare lengths of objects 	<ul style="list-style-type: none"> • Comparing • Induction • Deduction <p>Heuristic for problem solving: Using a diagram</p>	<ul style="list-style-type: none"> • Pupil Textbook 1A, p 126 • Practice Book 1B, pp 113 to 116 • Teacher's Guide 1A, p 236
	Revision 1		<ul style="list-style-type: none"> • Practice Book 1B, pp 117 to 120
Summative assessment opportunities			
<p>Assessment Book 1, Test 4, pp 39 to 44</p> <p>For extension, Assessment Book 1, Challenging Problems 2, pp 45 to 46</p> <p>Assessment Book 1, Check-up 2, pp 47 to 58</p>			

Unit 10: Mass

Week	Learning Objectives	Thinking Skills	Resources
1	<p>(1) Comparing things</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use the terms 'heavy', 'heavier', 'light' and 'lighter' to compare the masses of objects on a pan balance • use the phrase 'as heavy as' to compare the masses of objects on a pan balance for objects with the same mass • understand that size does not always determine mass • use the terms 'heaviest' and 'lightest' to compare the masses of three objects • guess the heavier or lighter object and use the pan balance to check if the guess is accurate • determine the heavier or lighter object using modelling clay as an intermediate object. 	<ul style="list-style-type: none"> • Comparing • Deduction 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 6 to 10 • Practice Book 1C, pp 5 to 10 • Teacher's Guide 1B, pp 4 to 8
1–2	<p>(2) Finding the masses of things</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use a non-standard object such as a marble to find the masses of objects • compare objects using a non-standard object as a medium of measurement 	<ul style="list-style-type: none"> • Comparing • Deduction 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 11 to 12 • Practice Book 1C, pp 11 to 14 • Teacher's Guide 1B, pp 9 to 10
2	<p><i>Let's Explore!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use a pan balance to compare the masses of three objects and state the heaviest or the lightest object • arrange the masses of the objects in decreasing order 	<ul style="list-style-type: none"> • Comparing • Deduction 	<ul style="list-style-type: none"> • Pupil Textbook 1B, p 12 • Teacher's Guide 1B, p 10
2	<p>(3) Finding mass in units</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • find the masses of objects using non-standard units • use the term 'units' in writing the masses of objects • explain why there is a difference in using different objects as measuring units 	<ul style="list-style-type: none"> • Comparing • Deduction • Induction 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 13 to 16 • Practice Book 1C, pp 15 to 18 • Teacher's Guide 1B, pp 11 to 14

2	<p><i>Put On Your Thinking Caps!</i> Pupils will be able to use comparing and deduction when given a set of measurements to arrange masses in order.</p>	<ul style="list-style-type: none"> • Comparing • Deduction • Sequencing <p>Heuristics For Problem Solving:</p> <ul style="list-style-type: none"> • Act it out • Guess and check • Simplify the problem 	<ul style="list-style-type: none"> • Pupil Textbook 1B, p 17 • Practice Book 1C, pp 19 to 22 • Teacher's Guide 1B, p 15
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Unit 11: Picture Graphs

Week	Learning Objectives	Thinking Skills	Resources
3	<p>(1) Simple picture graphs</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • collect and sort data for presentation, e.g., stickers of different colours • arrange and present data in a table as a picture graph • explain reasons for drawing picture graphs • read and interpret the data given in the table • count and find the number of each category of items • compare two or more sets of data in picture graphs using the terms 'more than', 'fewer than', 'most' and 'least' 	<p>Comparing</p> <p>Heuristic for problem solving: Make a table</p>	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 18 to 20 • Practice Book 1C, pp 23 to 26 • Teacher's Guide 1B, pp 28 to 30
3	<p>(2) More picture graphs</p> <p>Pupils will be able to practise carrying out the whole process of collecting data, organising, drawing picture graphs and interpreting data.</p>	<p>Comparing</p>	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 21 to 24 • Practice Book 1C, pp 27 to 32 • Teacher's Guide 1B, pp 31 to 34
3	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use the information provided to draw a picture graph on the numbers of rainy days and sunny days in a week • interpret the graph to work out whether there are more sunny days or rainy days and to count how many more 	<ul style="list-style-type: none"> • Classifying • Comparing <p>Heuristic For Problem Solving: Make a list</p>	<ul style="list-style-type: none"> • Pupil Textbook 1B, p 25 • Practice Book 1C, pp 33 to 35 • Teacher's Guide 1B, p 35
Summative assessment opportunity			
Assessment Book 1, Test 5, pp 59 to 67			

Unit 12: Numbers to 40

Week	Learning Objectives	Thinking Skills	Resources
4	<p>(1) Counting to 40</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> recognise, read and write numbers from 21 to 40 and the corresponding numbers in words and concrete representation count within 40 by making tens first recognise and interpret sentences associated with tens and ones 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 26 to 28 Practice Book 1C, pp 37 to 40 Teacher's Guide 1B, pp 48 to 50
4	<p>(2) Place value</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> represent numbers as tens and ones in a place value chart show concrete representations in tens and ones given a number to 40 write numerals given a set of concrete representations with or without place value charts 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 29 to 30 Practice Book 1C, pp 41 to 44 Teacher's Guide 1B, pp 51 to 52
4	<p>(3) Comparing, order and pattern</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> use a strategy to compare numbers to 40 compare numbers to 40 using the terms 'greater than' and 'smaller than' with or without concrete representation compare numbers to 40 using the terms 'greatest' and 'smallest' with or without concrete representation compare numbers to 40 using the terms 'more than' and 'less than' with or without concrete representation arrange numbers in ascending or descending order <p><i>Maths Journal</i></p> <p>Pupils will be able to recall and apply the strategy for comparing numbers.</p>	<ul style="list-style-type: none"> Sequencing Comparing 	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 31 to 36 Practice Book 1C, pp 45 to 50 Teacher's Guide 1B, pp 53 to 58
5	<p>(4) Simple addition</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> add a 2-digit number and a 1-digit number without regrouping add a 2-digit number and another 2-digit number without regrouping use the 'counting on' strategy to add use the number bond strategy to add 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 37 to 41 Practice Book 1C, pp 51 to 54 Teacher's Guide 1B, pp 59 to 63

5	<p>(5) More addition</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • add a 2-digit number and a 1-digit number with regrouping • add a 2-digit number and another 2-digit number with regrouping • use the number bond strategy to add • use the 'making ten' strategy to add 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 42 to 46 • Practice Book 1C, pp 55 to 58 • Teacher's Guide 1B, pp 64 to 68
5	<p>(6) Simple subtraction</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • subtract a 1-digit number from a 2-digit number without regrouping • subtract a 2-digit number from another 2-digit number without regrouping • use the 'counting back' strategy to subtract • use the 'taking away' strategy to subtract • use the number bond strategy to subtract 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 47 to 51 • Practice Book 1C, pp 59 to 62 • Teacher's Guide 1B, pp 69 to 73
6	<p>(7) More subtraction</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • subtract a 1-digit number from a 2-digit number with regrouping • subtract a 2-digit number from another 2-digit number with regrouping • apply the regrouping concept in subtraction • use the number bond strategy to subtract 	<ul style="list-style-type: none"> • Analysing parts and whole • Comparing (numbers) 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 52 to 56 • Practice Book 1C, pp 63 to 66 • Teacher's Guide 1B, pp 74 to 78
6	<p>(8) Adding three numbers</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • add three 1-digit numbers to 40 • use the number bond strategy to add • apply the 'making ten' strategy to add 	<ul style="list-style-type: none"> • Analysing parts and whole • Comparing (numbers) 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 57 to 58 • Practice Book 1C, pp 67 to 70 • Teacher's Guide 1B, pp 79 to 80
6–7	<p>(9) Solving word problems</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • solve 1-step word problems in addition or subtraction • apply the following concepts in addition: 'part-whole', 'adding on' and 'comparing' • apply the following concepts in subtraction: 'part-whole', 'taking away' and 'comparing' 	<ul style="list-style-type: none"> • Analysing parts and whole • Comparing (numbers) 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 59 to 62 • Practice Book 1C, pp 71 to 72 • Teacher's Guide 1B, pp 81 to 84
7	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to apply and use number bonds to 40 to make number sentences.</p>	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1B, p 62 • Practice Book 1C, pp 73 to 74 • Teacher's Guide 1B, p 84
	Review 4		<ul style="list-style-type: none"> • Practice Book 1C, pp 75 to 80

Unit 13: Mental Calculations

Week	Learning Objectives	Thinking Skills	Resources
7	<p>(1) Mental addition</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> mentally add a 1-digit number to a 2-digit number less than 20 mentally add a 2-digit number to tens mentally add using number bonds recognise tens and ones and add accordingly with number bonds 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 63 to 64 Practice Book 1C, pp 81 to 82 Teacher's Guide 1B, pp 109 to 110
7	<p>(2) Mental subtraction</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> mentally subtract a 1-digit number from another 1-digit number mentally subtract a 1-digit number from a 2-digit number with or without regrouping mentally subtract tens from a 2-digit number mentally subtract using number bonds or reverse addition apply the regrouping concept in subtraction <p><i>Let's Explore!</i></p> <p>Pupils will be able to apply more than one strategy to add two 1-digit numbers by regrouping.</p>	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 65 to 69 Practice Book 1C, pp 83 to 84 Teacher's Guide 1B, pp 111 to 115

Unit 14: Multiplication

Week	Learning Objectives	Thinking Skills	Resources
8	<p>(1) Adding the same number</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> relate repeated addition to the multiplication concept use concrete representations to show the concept of multiplication as repeated addition conceptualise multiplication as groups of items 	Applying the addition concept to the multiplication concept	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 70 to 72 Practice Book 1C, pp 85 to 90 Teacher's Guide 1B, pp 122 to 124
8	<p>(2) Making up multiplication stories</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> write repeated addition as multiplication statements write the multiplication statement from a situation given the number of groups and items in each group interpret multiplication sentences: the first factor referring to the number of groups and the second factor as the number of items in each group relate multiplication stories and write multiplication statements <p><i>Maths Journal</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> pick out the correct statements and explain why the others are incorrect make multiplication sentences 	Relating and applying the multiplication concept to given situations	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 73 to 75 Practice Book 1C, pp 91 to 94 Teacher's Guide 1B, pp 125 to 127
9	<p>(3) Solving word problems</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> use picture representation to solve word problems on multiplication use the multiplication concept (group and items) to solve problems write multiplication statements for word problems <p><i>Let's Explore!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> arrange objects in different ways (rows and columns) make multiplication sentences 	Applying the multiplication concept	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 76 to 78 Practice Book 1C, pp 95 to 98 Teacher's Guide 1B, pp 128 to 130
9	<i>Put On Your Thinking Caps!</i>	<ul style="list-style-type: none"> Applying the multiplication concept <p>Heuristics For Problem Solving:</p> <ul style="list-style-type: none"> Act it out Draw a model 	<ul style="list-style-type: none"> Pupil Textbook 1B p 78 Practice Book 1C, pp 99 to 100 Teacher's Guide 1B, p 130
	Review 5		<ul style="list-style-type: none"> Practice Book 1C, pp 101 to 104

Summative assessment opportunities

Assessment Book 1, Test 6, pp 69 to 74

For extension, Assessment Book 1, Challenging Problems 3, pp 75 to 76

Assessment Book 1, Check-up 3, pp 76 to 90

Unit 15: Division

Week	Learning Objectives	Thinking Skills	Resources
1	<p>(1) Sharing equally</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use concrete representations to show the concept of division as sharing equally • use the strategy of distributing objects equally into groups 	<ul style="list-style-type: none"> • Analysing parts and whole • Comparing (objects) 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 79 to 80 • Practice Book 1D, pp 5 to 12 • Teacher's Guide 1B, pp 143 to 144
1	<p>(2) Finding the number of groups</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use concrete representations to show the concept of division as finding the number of groups • use the strategy of distributing objects equally in each group <p><i>Let's Explore!</i></p> <p>Pupils will be able to use the concept of division to find the number of ways of dividing items into groups.</p>	<ul style="list-style-type: none"> • Analysing parts and whole • Comparing (objects) 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 81 to 83 • Practice Book 1D, pp 13 to 18 • Teacher's Guide 1B, pp 145 to 147
1	<p><i>Put On Your Thinking Caps!</i></p>	<ul style="list-style-type: none"> • Analysing parts and whole • Comparing (objects) 	<ul style="list-style-type: none"> • Pupil Textbook 1B, p 83 • Practice Book 1D, pp 19 to 20 • Teacher's Guide 1B, p 147

Unit 16: Time

Week	Learning Objectives	Thinking Skills	Resources
2	<p>(1) Telling the time to the hour</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use the term 'o'clock' to tell the time to the hour and describe the position of the hour hand and of the minute hand • read and show the time to the hour on a clock • show the times on the clock for activities 	<ul style="list-style-type: none"> • Relating (time and clock shown) • Relating (time and event) 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 84 to 85 • Practice Book 1D, pp 21 to 26 • Teacher's Guide 1B, pp 158 to 159
2	<p>(2) Telling the time to the half hour</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use the term 'half past' to tell the time to the half hour and recognise that the minute hand is at 6 • read the time to half past the hour for different activities by looking at the clock shown next to each activity and arrange the events according to the time 	<ul style="list-style-type: none"> • Relating (time and clock shown) • Relating (time and event) • Sequencing 	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 86 to 89 • Practice Book 1D, pp 27 to 31 • Teacher's Guide 1B, pp 160 to 163
2	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • recognise that the hour and minute hands can be at 6 and any time of the day by demonstrating it using a clock • discover the time the minute hand and the hour hand will be on top of each other using a clock 	<p>Analysing parts and whole</p> <p>Heuristic For Problem Solving: Act it out</p>	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 90 • Practice Book 1D, pp 32 to 33 • Teacher's Guide 1B, p 164
	Review 6		<ul style="list-style-type: none"> • Practice Book 1D, pp 35 to 38
Summative assessment opportunity			
Assessment Book 1, Test 7, pp 91 to 99			

Unit 17: Numbers to 100

Week	Learning Objectives	Thinking Skills	Resources
3	<p>(1) Counting</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> recognise, read and write numbers up to 100 and the corresponding number words and concrete representations count within 100 by making tens first recognise and interpret sentences associated with tens and ones 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 91 to 93 Practice Book 1D, pp 39 to 40 Teacher's Guide 1B, pp 179 to 181
3	<p>(2) Place value</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> represent numbers as tens and ones in a place value chart show concrete representations in tens and ones given a number to 100 write numerals given a set of concrete representations and vice versa with or without a place value chart 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, p 94 Practice Book 1D, pp 41 to 44 Teacher's Guide 1B, p 182
3	<p>(3) Comparing, order and pattern</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> use a 'comparing tens and then ones' strategy to compare numbers to 100 compare numbers to 100 using the terms 'greater than'/'greatest' and 'smaller than'/'smallest' with or without concrete representation compare numbers to 100 using the terms 'more than' and 'less than' with or without concrete representation arrange numbers in ascending or descending order 	<ul style="list-style-type: none"> Comparing Induction 	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 95 to 101 Practice Book 1D, pp 45 to 48 Teacher's Guide 1B, pp 183 to 189
4	<p>(4) Simple addition</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> add a 2-digit number and a 1-digit number without regrouping add a 2-digit number and another 2-digit number without regrouping use the 'counting on' strategy to add use the number bond strategy to add use the addition strategy by adding the ones first, followed by the tens 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 102 to 105 Practice Book 1D, pp 49 to 52 Teacher's Guide 1B, pp 190 to 193

4	<p>(5) More addition</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • add a 2-digit number and a 1-digit number with regrouping • add a 2-digit number and another 2-digit number with regrouping • use the number bond strategy to add • use the 'making ten' strategy to add • apply the regrouping concept in addition 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 106 to 109 • Practice Book 1D, pp 53 to 58 • Teacher's Guide 1B, pp 194 to 197
4–5	<p>(6) Simple subtraction</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • subtract a 1-digit number from a 2-digit number without regrouping • subtract a 2-digit number from another 2-digit number without regrouping • use the 'counting back' strategy to subtract • use the 'taking away' strategy to subtract • use the number bond strategy to subtract 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook, pp 110 to 114 • Practice Book 1D, pp 59 to 62 • Teacher's Guide 1B, pp 198 to 202
5	<p>(7) More subtraction</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • subtract a 1-digit number from a 2-digit number with regrouping • subtract a 2-digit number from another 2-digit number with regrouping • apply the regrouping concept in subtraction • use the number bond strategy to subtract 	Analysing parts and whole	<ul style="list-style-type: none"> • Pupil Textbook 1B, pp 115 to 119 • Practice Book 1D, pp 63 to 68 • Teacher's Guide 1B, pp 203 to 207
5	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to use the number bond strategy to connect numbers to make addition and subtraction sentences up to 100.</p>	<ul style="list-style-type: none"> • Deduction • Identifying patterns and relationships <p>Heuristics for problem solving:</p> <ul style="list-style-type: none"> • Simplify the problem • Guess and check 	<ul style="list-style-type: none"> • Pupil Textbook 1B, p 120 • Practice Book 1D, pp 69 to 70 • Teacher's Guide 1B, p 208

Unit 18: Money (1)

Week	Learning Objectives	Thinking Skills	Resources
6	<p>(1) Getting to know our money</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> recognise and name different notes and coins know that p stands for pence and £ stands for pounds name the things they can buy using each coin/note recognise, count and write the number of coins and notes for each denomination 	<ul style="list-style-type: none"> Classifying Comparing 	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 121 to 122 Practice Book 1D, pp 71 to 74 Teacher's Guide 1B, pp 229 to 230
6	<p>(2) Exchanging money</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> match a coin of one denomination to an equivalent set of coins of another denomination match a note of one denomination to an equivalent set of coins or notes of another denomination 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 123 to 124 Practice Book 1D, pp 75 to 78 Teacher's Guide 1B, pp 231 to 232
6	<p><i>Let's Explore!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> exchange a £2 coin for other coins write down the different ways of exchanging 10p, 20p, £1, £2, £5 for other coins write down the different ways of exchanging 100p and think of the smallest number of coins 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 125 to 126 Teacher's Guide 1B, pp 233 to 234
6	<p>(3) Work out the amount of money</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> count the amount of money in pence (up to £1) using the 'counting on' strategy count the amount of money in pounds (up to £100) using the 'counting on' strategy think of whether to pay with a £2 coin or a £1 coin when buying different items choose the correct value of coins for purchasing items <p><i>Maths Journal</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> calculate and select the correct statements that match calculate the amount in notes and coins 	Analysing parts and whole	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 127 to 131 Practice Book 1D, pp 79 to 84 Teacher's Guide 1B, pp 235 to 239

7	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • guess and check the notes under a cup that add up to £50 • make a systematic list of the different ways to get £50 	<ul style="list-style-type: none"> • Analysing parts and whole • Induction <p>Heuristic For Problem Solving: Making a systematic list</p>	<ul style="list-style-type: none"> • Pupil Textbook 1B, p 131 • Practice Book 1D, pp 85 to 88 • Teacher's Guide 1B p 239
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Unit 19: Money (2)

Week	Learning Objectives	Thinking Skills	Resources
7	<p>(1) Adding and subtracting in pence</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> state the cost of each item in pence add to find the cost of two items subtract to find the change add and subtract money in pence (up to £1) without regrouping use number bonds to find the cost of each of the two items that make up a total cost in pence identify operations used for solving simple word problems 	<ul style="list-style-type: none"> Analysing parts and whole Comparing Applying number bonds 	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 132 to 135 Practice Book 1D, pp 89 to 96 Teacher's Guide 1B, pp 252 to 255
7	<p>(2) Adding and subtracting in pounds</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> state the cost of each item in pounds add to find the cost of two items subtract to find the difference in cost of the two items, to find the change and to find 'more' or 'less' use number bonds to find the cost of each of the two items that make up a total cost in pounds identify operations used for solving simple word problems 	<p>Analysing parts and whole</p>	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 136 to 137 Practice Book 1D, pp 97 to 100 Teacher's Guide 1B, pp 256 to 257
7–8	<p>(3) Solving word problems</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> solve word problems on addition and subtraction of money in pence or pounds only apply addition and subtraction concepts to solve word problems in pence or pounds <p><i>Let's Explore!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> apply the number bond concept to find the individual cost of two items solve word problems using addition and subtraction of money 	<ul style="list-style-type: none"> Analysing parts and whole Comparing Applying addition and subtraction concepts 	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 138 to 141 Practice Book 1D, pp 101 to 104 Teacher's Guide 1B, pp 258 to 261
8	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to make a list of coins that make up a cost in pence.</p>	<ul style="list-style-type: none"> Analysing parts and whole Comparing Recalling number bonds <p>Heuristics for problem solving:</p> <ul style="list-style-type: none"> Make a systematic list Simplify the problem 	<ul style="list-style-type: none"> Pupil Textbook 1B, pp 142 to 143 Practice Book 1D, pp 105 to 108 Teacher's Guide 1B, pp 262 to 263

	Revision 2		• Practice Book 1D, pp 109 to 120
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Summative assessment opportunities			
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Assessment Book 1, Test 8, pp 101 to 106			
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For extension, Assessment Book 1, Challenging Problems 4, pp 107 to 108			
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Assessment Book 1, Check-up 4, pp 109 to 123			
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