

MARINA INTERNATIONAL SCHOOL

MATHEMATICS SCHEME OF WORK

YEAR 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Count objects from 0 to 20	Count objects from 0 to 20, recognizing conservation of number and one-to-one correspondence.
1.2	Recognize the number of objects	Recognize the number of objects presented in familiar patterns up to 10, without counting.
1.3	Estimate	Estimate the number of objects or people (up to 20), and check by counting.
1.4	1.4 Counting objects 1.5 Write the numbers from 0 to 20 in order	1.4 Count objects from 0 to 20, recognizing conservation of number and one-to-one correspondence 1.5 Recite, read and write number names and whole numbers (from 0 to 20).
2.1	Understand that zero represents none of something	Place five objects in the container one at a time, and count them as they are placed: zero (none), one, two, three, four, five. Then remove the objects from the container one by one: five, four, three, two, one, zero (none) Give each small group of learners an empty container and a selection of objects and repeat the counting activity.
2.2	Recognize and use the ordinal numbers from 1st to 10th.	Write the ordinal numbers from 1st to 10th on the class board and ask learners to recite these in order: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th
2.3	Characterising Identifying and describing the mathematical properties of an object	Learners will show they are characterising when they begin to identify familiar and unfamiliar properties of ordinal numbers.

WEEK	TOPIC	TOPIC DETAILS
2.4	2.4 Counting in ones (0-20) 2.5 Counting in two's(2's)	<p>Using a large number line marked from 0 to 20 ask learners to count in ones.</p> <p>2.4 Start at 0 and count on (forwards) to 20. When learners are counting, point to the corresponding number on the number line. When you reach 20 count back to 0.</p> <p>2.5 Count on or count back in twos Count on or count back in twos 0 2 4 6 8 10 12 14 18 20 20 18 16 14 12 10 8 6 4 2</p>
3.1	Understanding Even numbers	Using the ten frame with pair number like 6 and 4,8 and 2 etc.
3.2	Ask them to shade from 0 to 10 on each of the ten frames, ensuring they start from top to bottom	Give each learner 11 ten-frames.

WEEK	TOPIC	TOPIC DETAILS
3.3	Understand Odd number (1,3,5,7and 9)	<p>3.4 Give learners cubes and ask them to build a staircase from 0 to 20.</p> <p>Ask learners: What do you notice about the next number? (The next number is one more than the previous number.)</p> <p>Then ask learners: Which of the numbers from 0 to 20 can be made from pairs of the same number? Give learners time to investigate this and suggest numbers. Take suggestions from the learners and write these numbers on the board in order.</p> <p>Ask learners: What do you notice about these numbers?</p> <p>3.5 Count on count back in tens</p> <p>Ask learners what they notice about the first and last number on the counting stick when they are counting in different numbers. Ask learners to suggest any patterns that they notice.</p> <p>Learners will show they are convincing (TWM.04) when they can offer suggestions as to why the last number is different.</p>

WEEK	TOPIC	TOPIC DETAILS
3.4	3.4 Understand even and odd numbers as 'every other number' when counting (from 0 to 20). 3.5 Counting on and backwards in tens(10's)	<p>3.4 Give learners cubes and ask them to build a staircase from 0 to 20.</p> <p>Ask learners: What do you notice about the next number? (The next number is one more than the previous number.)</p> <p>Then ask learners: Which of the numbers from 0 to 20 can be made from pairs of the same number? Give learners time to investigate this and suggest numbers. Take suggestions from the learners and write these numbers on the board in order.</p> <p>Ask learners: What do you notice about these numbers?</p> <p>3.5 Count on count back in tens</p> <p>Ask learners what they notice about the first and last number on the counting stick when they are counting in different numbers. Ask learners to suggest any patterns that they notice.</p> <p>Learners will show they are convincing (TWM.04) when they can offer suggestions as to why the last number is different.</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	Compose, decompose and regroup numbers from 10 to 20.	<p>Choose one card from a set of cards with the numbers from 10 to 20 written on them. As a class, count out the number using objects. For example, if you choose the number 13, count out 13 paper clips or counters etc. with learners.</p> <p>Demonstrate how you can separate the objects in many ways. For example, 13 can be separated into 10 and 3, or 8 and 5, or 5, 5 and 3 and so on.</p> <p>Introduce the part-whole model. Demonstrate 13 is the whole and it can be separated into two parts (or three parts or more). For example, 10 and 3, 8 and 5:</p> <p>Ask learners to find more examples of how to regroup the chosen number and to record these in part-whole models.</p> <p>Ask learners to choose a number card between 10 and 20 and count the same number of objects as the number on the card. Then ask learners to see how many ways they can separate that number into at least two other numbers by separating the group of objects into two groups or more.</p> <p>Learners will show they are specialising (TWM.01) when they find further examples of regrouping the number. Learners will show they are generalising (TWM.02) when they notice and can explain that however they separate the whole, it can still be combined to return to the whole.</p> <p>Repeat the activity by choosing another card with a number from 10 to 20.</p> <p>Resources: Number cards with numbers from 10 to 20 Objects to count</p>
4.2	Specialising Choosing an example and checking to see if it satisfies or does not satisfy specific mathematical criteria	<p>Learners will show they are specialise when they find further examples of regrouping the number. Learners will show they are generalising when they notice and can explain that however they separate the whole, it can still be combined to return to the whole.</p>
4.3	Generalizing	Repeat the activity by regrouping the numbers.

WEEK	TOPIC	TOPIC DETAILS
4.4	4.4 Understand addition as: - counting on - combining two sets 4.5 Counting on by using number lines	<p>Counting on</p> <p>Remind learners of the lesson where they previously counted on and counted back. Practice with a few examples first, counting on from numbers between 0 and 10. For example: Start on 2 and count on in ones from 2.</p> <p>4.5</p> <p>Give learners a 1-6 dice and ask them to roll the dice once to find their starting point on the number line. Then roll again to find out how many to count on along the number line. For example, if they rolled a 5 then a 6:</p> <p>Combining two sets:</p>
5.1	Critiquing Comparing and evaluating mathematical ideas, representations or solutions to identify advantages and disadvantages	Learners will show they are critiquing and recognize using addition words like total, more than, put together, sum and etc.
5.2	Estimate and add these whole numbers	<p>Ask learners to make up addition stories using a variety of contexts and equipment. Give some examples: There are 7 red aliens. Then 4 blue aliens appeared. How many aliens are there altogether? Jamila has 3 sweets and Yuri has 15 sweets. How many do they have altogether?</p> <p>Encourage learners to estimate the answer before calculating. Notice which addition strategy learners choose to solve the questions. Ask learners:</p>

WEEK	TOPIC	TOPIC DETAILS
5.3	Understand the relative size of quantities to compare and order numbers from 0 to 20.	<p>Ask learners to compare their number of objects with their partner. Encourage learners to use familiar language, such as same, more, or less, to compare and order their numbers. For example:</p> <ul style="list-style-type: none"> • Safia has more objects than me. • Rajiv has less objects than me. <p>Learners will show they are improving when they are able to say why they are choosing one strategy over another.</p>
5.4	5.4 Improving Refining mathematical ideas or representations to develop a more effective approach or solution. 5.5 Simple addition problem	<p>5.4 Learners will show they are improving when they are able to say why they are choosing one strategy over another.</p> <p>5.5 Ask learners to make up addition stories using a variety of contexts and equipment. Give some examples: There are 7 red aliens. Then 4 blue aliens appeared. How many aliens are there altogether? Jamila has 3 sweets and Yuri has 15 sweets. How many do they have altogether?</p>
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.2	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.3	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.4	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
7.1	Understand subtraction as: - counting back - take away - difference	<p>Counting back:</p> <p>Give learners a number line from 0 to 20. Ask them to find and mark the number 12. Write the calculation $12 - 4$ on the board. Instruct learners to start at 12 and count back 4. Ask learners: What number do we land on? (Answer: 8)</p>

WEEK	TOPIC	TOPIC DETAILS
7.2	Subtraction using number lines	<p>Repeat several times with different counting numbers and counting back different amount.</p> <p>Taking away Ask learners How many are left?</p>
7.3	Estimate and subtract	<p>Encourage learners to estimate the answer before calculating. Notice which subtraction strategy learners choose to solve the questions.</p> <p>Ask learners: How did you solve the problems? What is the same and what is different between your way and a friend's way? Why did you choose that way</p>
7.4	7.4 Improving Refining mathematical ideas or representations to develop a more effective approach or solution. 7.5 Improving Refining mathematical ideas or representations to develop a more effective approach or solution	<p>7.4. Learners will show they are improving when they are able to say why they are choosing one strategy over another.</p> <p>7.5. Ask learners: How did you solve the problems? What is the same and what is different between your way and a friend's way? Why did you choose that way.</p>
8.1	Recognise complements of 10.	<p>Give each pair of learners a ten-frame and 10 counters or small objects of one colour and 10 counters or small objects of a different colour.</p>
8.2	Number bonds to ten (10)	<p>Ask learners to fill their ten-frame with counters of the two different colours in as many ways as possible. For example, they may have 5 yellow and 5 blue counters, or 8 yellow and 2 blue counters: Ask learners to fill their ten-frame with counters of the two different colours in as many ways as possible. For example, they may have 5 yellow and 5 blue counters, or 8 yellow and 2 blue counters: Ask learners to record the different combinations using number sentences. For example:</p> <p>$10 + 0 = 10$ or $10 = 10 + 0$ $9 + 1 = 10$ or $10 = 9 + 1$ $8 + 2 = 10$ or $10 = 8 + 2$ etc.</p>

WEEK	TOPIC	TOPIC DETAILS
8.3	Convincing Presenting evidence to justify or challenge a mathematical idea or solution Combination of addition and subtraction.	Learners will show they are convincing when they can justify why they think they have found all the different solutions.
8.4	8.4. MID-TERM BREAK 8.5. MID-TERM BREAK	8.4 MID-TERM BREAK 8.5 MID-TERM BREAK
9.1	Doubles numbers to 10	Learners recognize all numbers that double up to 10
9.2	Specialising	Give each learner 2 ten-frames and ask them to explore doubles up to double 10. Ask learners to write their answers as number sentences such as $7 + 7 = 14$ or $14 = 7 + 7$ (Ten-frames)
9.3	Generalising Recognising an underlying pattern by identifying many examples that satisfy the same mathematical criteria	Learners will generalize when they notice raising the same number of fingers on each hand will find doubles
9.4	9.4. Doubles using ten frames 9.5 Relationship between addition and doubles	9.4. Learners use ten frame to find doubles 9.5 Learners will recognize that addition is related to doubles
10.1	Estimation and Count	Learners will be able to guess and count the estimate value.
10.2	Using more or less for estimating	Learners using more or less to compare estimated values
10.3	Estimate values that are twice as many	Learners find out how many or is it twice as many.
10.4	10.4. Pair numbers 10.5. Between numbers	10.4. Learners will identify pair numbers 10.5. Learners will state which numbers are between some sets of numbers.
11.1	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
11.2	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
11.3	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
11.4	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
12.1	Understand that a half can describe one of two equal parts of a quantity or set of objects.	Ensure learners understand that half is the inverse of double.

WEEK	TOPIC	TOPIC DETAILS
12.2	Understand that a half can act as an operator (whole number answers).	<ul style="list-style-type: none"> • Would you rather have all of the sweets in Bag A or half of the sweets in Bag B? • How can you make it equal, so that Bag A has the same number of sweets as Bag B? <p>Ask learners for their strategies for altering them into equal amounts.</p> <p>Some learners will take the total number of sweets and share them out again into two equal groups. Others will focus on adjustment strategies, taking some from one group and giving them to the other group, so they become equal.</p> <p>Repeat this with other pictures, for example:</p> <p>Ask learners: Would you rather have all the cakes in Box B or half of the cakes in Box A?</p> <p>Learners will show they are convincing (TWM.04) when they reason which choice they would rather have.</p> <p>Play halves bingo. Give each learner a 3 x 3 grid and ask them to write these numbers anywhere on their grid: 2, 3, 4, 5, 6, 7, 8, 9, 10. You need the cards: 4, 6, 8, 10, 12, 14, 16, 18, 20. Shuffle the cards and then choose one to read out (e.g. 4). Learners have to halve the number to find the answer in their grid. The player with two lines (rows or columns) completed wins.</p> <p>Resources: 3 x 3 grids</p>
12.3	Understand and visualize that halves can be combined to make whole.	Learners are able to combined halves to make whole.
12.4	12.4 Understand that an object or shape can be split into two equal parts or two unequal parts. 12.5. Understand the concept of sharing into equal part.	<p>12.4. Learners are able to split an object or shape into two equal parts of a whole</p> <p>12.5. Learners shared into equal parts.</p>
13.1	Understand Ordering numbers by splitting into tens and units	Begin to partitioning two-digits numbers into tens and ones and the reverse
13.2	A systematic approach of finding combination of objects	Learners find many combinations of different objects.

WEEK	TOPIC	TOPIC DETAILS
13.3	Addition in order from the smallest to the biggest	Learners use different strategies to add number in order.
13.4	13.4. Equality 13.5. Learners see that different addition of pairs of numbers can have the same value	13.4 Near tens(10's) 13.5. Learners find values that are close or near ten (10)
14.1	Ten more or ten less	Learners recognize decade numbers and can tell that one value is ten more or ten less.
14.2	Check subtraction	Learners reverse a subtraction sum to be able to check that it is correct
14.3	Mix operation (what is missing)	Learners are introduced to a symbol (a box) for an unknown value in an addition sum.
14.4	FUN DAY	FUN DAY

MATHEMATICS SCHEME OF WORK

YEAR 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Ordering numbers in order from 1 to 50	Learners order numbers from 1 to 50 and backwards from 50 to 1
1.2	Begin to use the +, - and = signs to record calculations in number sentences	Learners identify the +, - and = signs in the operations
1.3	Use the = sign to represent equality	Learners using balance scales, number balances or objects to show how each side of = must have the same total quantity.
2.1	Understand that changing the order of addition does not change the total	Learners will understand that switching the position of a number order does not change the total.
2.2	Find two more or less than a number to 20 recording the jumps on a number line	Learners find two more or less than a number to 20 using the number line
2.3	Understand addition as counting on and combining two sets of numbers, record the related addition sentences.	Learners will write and say the calculation and record it as number sentences using the number line.
2.4	2.4. Understand subtraction as counting back and take away, record the subtraction sentences. 2.5.Target within the range of 0 to 30 count the number 1 or 10 more or less than any given number.	2.4. Learners count backwards using number line from different starting point and record subtraction sentences. 2.5. Learners count 1 or 10 more than any given number within the range of 1 to 30
3.1	Identify 2D shapes	Learners identify all 2D shapes
3.2	Describe and sort common 2D shapes	Learners describe and sort 2D shapes, whether they curve or straight and the number of sides

WEEK	TOPIC	TOPIC DETAILS
3.3	Use 2D shapes to make patterns and models	<p>3.4. Learners build more than one square or triangle using objects like sticks, pencils. Chalk and dice.</p> <p>3.5. Learner compare other 2D shapes like pentagon, octagon, hexagon etc. and relate them to our daily lives.</p>
3.4	3.4. Using objects like sticks, pencils chalk or dice to make more than one square or triangle. 3.5. Using other 2D shape like pentagon, octagon hexagon etc. to relate them to our daily lives.	<p>3.4. Learners build more than one square or triangle using objects like sticks, pencils. Chalk and dice.</p> <p>3.5. Learner compare other 2D shapes like pentagon, octagon, hexagon etc. and relate them to our daily lives.</p>
4.1	Identify the 3D shapes	Learners identify all 3D shapes
4.2	Describe and sort common 2D shapes	Learners describe and sort 3D shapes, whether they curve or straight and the number of sides.
4.3	Putting 2D shapes together to form 3D shapes.	Learners putting 2D shapes to form 3D shapes.
4.4	4.4. Comparing and contrasting 2D shapes and 3D shapes. 4.5. Symmetry and patterns	<p>4.4. Learners comparing and contrasting 2D shapes and 3D shapes</p> <p>4.5. Learners draw the lines of symmetry and patterns</p>
5.1	Identify when a shape looks identical as it rotates	Learners to investigate when shapes look identical when they rotate.
5.2	Use familiar language to describe position and direction.	Learners state the position and direction of shapes in a picture grid.
5.3	Identify simple relationships between numbers and shapes.	Learners identify relationships between numbers and shapes
5.4	Match 2D shapes to 3D shapes 5.5. REVISION	<p>5.4. Learners match 2D shapes to 3D shapes</p> <p>5.5. REVISION</p>
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.2	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.3	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE

WEEK	TOPIC	TOPIC DETAILS
6.4	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
7.1	Find many combinations of sets of numbers and objects	Learners used different sets of addition to find many combinations.
7.2	Decide to add or subtract to solve a simple word problem.	Learners decide whether to add or subtract to solve a simple word problem
7.3	Add a pair of numbers by putting the larger first and counting on	Learners add pair of numbers by putting the larger number first and counting on.
7.4	MID-TERM BREAK	MID-TERM BREAK
8.1	What is money?	Learners will recognize the value of different coins and do simple addition with money.
8.2	Recognise money used in local currency.	Ask learners to discuss with their partner what they know about money and their local currency. Ask questions such as: How many coins and notes are there? What shape are the coins and notes? What colour are the coins and notes
8.3	Recognize coins and notes of different denomination	Learners recognize the different values of coins and notes and attach values to various objects
8.4	8.4. Price the different items using the coins or the notes. 8.5. Sorting and comparing money	8.4. Learners use the different denomination of coins and notes to price different items. 8.5. Learners sort and compare the different denomination of money.
9.1	Class Café (what food will the café sell?)	Learners set up a class café with different items
9.2	What is the price of the items?	Learners price the different items in the café.
9.3	Café opening times	Learners decide time to open the café
9.4	9.4. Make a poster to show of times in the café 9.5. Revision	9.4 Learners make poster to show when the café is open. 9.5.Revision

WEEK	TOPIC	TOPIC DETAILS
10.1	MID-YEAR EXAMS	MID-YEAR EXAMS
10.2	MID-YEAR EXAMS	MID-YEAR EXAMS
10.3	MID-YEAR EXAMS	MID-YEAR EXAMS
10.4	MID-YEAR EXAMS	MID-YEAR EXAMS
11.1	Telling time (minute and hour)	Learners recognize O'clock time by position of the minute and hour hands of a clock.
11.2	Using time for our daily activity	Learners further apply time to their daily activity (like breakfast, lunch, dinner)
11.3	State the time one hour before or later.	Learners state the time one hour before or after.
11.4	11.4. Telling time (half an hour) 11.5. Differentiate between the hour and half an hour	11.4. Learners recognize half an hour by position of the minute and hour hands of a clock. 11.5. Learners differentiate between the movement of the hour hand and half an hour hand of the clock.
12.1	Days of the week	Learners relate the days of the week with time
12.2	Sorting the days of the week into groups	Learners sort the days of the week into group using the letters of the alphabet.
12.3	Months of the year	Learners relate time and days of the week with months of the year.
12.4	12.4. Ordering the months of the year 12.5. Sorting the months of the year into groups	12.4. Learners know the names of the months of the year and can put them in the correct order. 12.5. Learners sort the months of the year into groups using the letters of the alphabet.
13.1	Using the 100 square grid as a pattern	Learners state the patterns on the 100 squares both vertically and horizontally

WEEK	TOPIC	TOPIC DETAILS
13.2	1Gp.01 Use familiar language to describe position and direction.	<p>Show learners a table of 2D and 3D shapes in different cells, for example:</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • Which shape is in the top row on the left? • Which shape is in the bottom row on the right? • Which shape is in the middle of the top row? • Which shape is in the middle of the bottom row? • Can you describe where the triangle is? • Can you describe where the square is? <p>Now ask learners to draw a picture following your instructions:</p> <ol style="list-style-type: none"> 1. Draw a person in the middle of your paper. 2. Add a tree to the left of your person. 3. Draw the sun in the top right-hand corner of your paper. 4. Draw a cat below the tree. 5. Draw a bird behind the tree. 6. Draw grass under the person. <p>In pairs, ask one of the learners to pretend to be a robot while the other learner gives their partner instructions on how to move from one position to the next.</p> <p>Resources: Table with 3D shapes in it</p>
13.3	Simple problem solving relating to time.	Learners work out simple problems on time relating to real life.
13.4	13.4. Explore number problems and puzzles. 13.5. What time is it?	<p>13.4. Using the clock face or days of the week to work out number problems and puzzles.</p> <p>13.5. Learners state the exact time on the clock face.</p>
14.1	Make the scales balance	Learners write numbers to make the scales balance

WEEK	TOPIC	TOPIC DETAILS
14.2	Solve simple word problems and represent it with objects	Using 3-scoop ice-cream, 3-bubbles on a hat etc.
14.3	Addition and subtraction with 2-digit numbers	Check addition and subtraction with 2-digit numbers using the number line
14.4	Fun Day	Fun Day

MATHEMATICS SCHEME OF WORK

YEAR 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Ordering numbers 50-100	Learners ordering numbers 50-100
1.2	Combination (subtraction and addition of 2 and 3 numbers)	To combine 2 or 3 numbers in addition and subtraction
1.3	Number names from eleven to twenty	Recognize number names from 11 to 20
1.4	Numbers before and after (50-100)	Learners state numbers before and after from 50-100
2.1	MID-TERM BREAK	MID-TERM BREAK
2.2	MID-TERM BREAK	MID-TERM BREAK
2.3	MID-TERM BREAK	MID-TERM BREAK
2.4	MID-TERM BREAK	MID-TERM BREAK
3.1	Measuring length	Learners make observations and comparisons about length
3.2	Using comparative language like longer, shorter, smaller etc.	Learners compare, sort and order the different length.
3.3	Measuring width	3.4. Learners begin to understand that height is a length from top to bottom. 3.5. Learners begin to relate height and length
3.4	3.4. Measuring height 3.5. Relate height with length	3.4. Learners begin to understand that height is a length from top to bottom. 3.5. Learners begin to relate height and length
4.1	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST
4.2	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST

WEEK	TOPIC	TOPIC DETAILS
4.3	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST
4.4	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST
5.1	Measuring capacity	Learners are introduced to capacity with its related vocabulary
5.2	Estimate and compare capacity	Learners estimate and compare capacity by direct comparison using non-standard units
5.3	Ordering capacity	Learners begin to order capacity of different objects
5.4	5.4. Sorting capacity 5.5. Solving capacity word problems	5.4. Learners move on to sorting containers according to the capacity. 5.5. Choose appropriate strategies to carry out calculations, explaining the working.
6.1	Measuring weight	Learners measure whether the weight is heavier or lighter
6.2	Using a bucket balance to measure weights	Learners using a bucket balance to measure weight of objects.
6.3	Ordering weight	Learners recognize that some objects are heavier or lighter than others and use uniform non-standard objects to more accurately order them
6.4	6.4. Comparing weight (direct comparison) 6.5. Simple word problems on weight Handling data and problem solving (organizing, categorizing and representing data).	6.4. Learners compare different items on a balance scale to see which is heavier and which is lighter. 6.5. Learners choose appropriate strategies to carry out calculations on word problems on weight. Learners collect data and put it into groups.
7.1	Sorting objects into groups	Learners collect data and put it into groups.
7.2	What is rule for sorting into groups?	Learners establish the rule for sorting into groups.
7.3	Pictograms (Definition)	Learners states the definition of a pictogram and draw a picture to illustrate.
7.4	7.4. Block graph (definition) 7.5. Organizing categorizing and presenting data	7.4. Learners see that there are different ways that they can organize and represent their data. 7.5. Learners collect data and represent it in a pictogram

WEEK	TOPIC	TOPIC DETAILS
8.1	END OF YEAR ASSESSMENT	END OF YEAR ASSESSMENT
8.2	END OF YEAR ASSESSMENT	END OF YEAR ASSESSMENT
8.3	END OF YEAR ASSESSMENT	END OF YEAR ASSESSMENT
8.4	END OF YEAR ASSESSMENT	END OF YEAR ASSESSMENT
9.1	Organizing, categorizing and representing data using Venn diagram	Learners are introduced to the Venn diagram as a means of grouping data, especially when some data fits into more than one group.
9.2	Collecting and presenting data	Learners collect data by counting how many in a particular group.
9.3	Carroll diagrams	Learners are introduced to Carroll diagrams as a method of sorting data into useful groups
9.4	9.4. Sorting data 9.5. Using Venn or Carroll diagram with different criteria to collect data	9.4. Learners choose the methods they want to display data that they collect. 9.5. Learners state the criteria for grouping and collecting data using the Venn or Carroll diagram
10.1	Understand that an object or shape can be split into two equal parts or two unequal parts.	Tell learners that Naomi has been splitting shapes into two parts. Show learners some pictures where some of the shapes have been split equally and others have not. Begin by showing the same shape split in different ways: Ask learners: What do you notice? Which shapes do you think have been split equally? Then show learners other shapes, some split in two equal parts and some in two unequal parts:

WEEK	TOPIC	TOPIC DETAILS
10.2	Classifying Organising objects into groups according to their mathematical properties	<p>Ask learners to create their own picnic food out of playdough. Ask them cut all of the pieces into two, and to group those that are split into equal parts and those that are split into unequal parts.</p> <p>Learners will show they are classifying by deciding which items go into each pile.</p> <p>Resources: Pictures of shapes cut into equal and unequal parts Items of real (or playdough) food Playdough</p>
10.3	Understand and visualise that halves can be combined to make wholes	<p>Show learners a picture of a sandwich that has been cut into half. Then show three other pictures and ask: Which one of the three is the other half of the sandwich?</p> <p>For example:</p> <p>Ask learners why the other two pictures are not halves of this sandwich.</p> <p>Give learners some different lengths of the same ribbon. Ask them to fold their ribbon in half and cut it. Mix up the ribbons and challenge learners to find the two pieces that originally went together by comparing lengths.</p> <p>For another challenge involving halves, use the other objects</p>
10.4	10.4. Understand that a half can describe one of two equal parts of a quantity or set of objects. 10.5. Understand and visualize that two halves and give a whole	<p>10.4. Give learners 10 counters or other small objects. Ask them to share the objects into two equal groups. Change the number of objects each learner has and repeat several times.</p> <p>10.5. Learners understands and visualize that you join two halves to give one whole</p>
11.1	Review	Review
11.2	Review	Review
11.3	Review	Review
11.4	Review	LAST DAY OF SCHOOL

