

# Inspire Maths 1 Medium-term Plan

## Unit 1: Numbers to 10

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

## Unit 2: Number Bonds

Week	Learning Objectives	Thinking Skills	Resources
3	<p><b>Making number bonds</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• use cubes to show number bonds for numbers up to 10</li> <li>• use a number balance to show number bonds for numbers from 6 to 10</li> <li>• investigate all possible sets of two numbers that make a given number</li> <li>• investigate all possible sets of three numbers that make a given number</li> </ul> <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"> <li>• Pupil Textbook 1A, pp 22 to 26</li> <li>• Practice Book 1A, pp 25 to 34</li> <li>• Teacher's Guide 1A, pp 32 to 36</li> </ul>
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"> <li>• Analysing parts and whole</li> <li>• Comparing</li> <li>• Deduction</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1A, p 27</li> <li>• Practice Book 1A, pp 35 to 36</li> <li>• Teacher's Guide 1A, p 37</li> </ul>
	Review 1		<ul style="list-style-type: none"> <li>• Practice Book 1A, pp 37 to 40</li> </ul>
<b>Summative assessment opportunity</b>			
Assessment Book 1, Test 1, pp 1 to 7			

## Unit 3: Addition within 10

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

## Unit 4: Subtraction within 10

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



## Unit 5: Shapes and Patterns

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

## Unit 6: Ordinal Numbers

Week	Learning Objectives	Thinking Skills	Resources
1	<p><b>(1) Knowing ordinal numbers</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>describe positions using ordinal numbers and words: 1st to 10th and first to tenth</li> <li>use the words 'before', 'between' and 'after' to describe the position of something</li> <li>use the words 'first' and 'last' to describe the position of something</li> </ul>	Sequencing	<ul style="list-style-type: none"> <li>Pupil Textbook 1A, pp 67 to 72</li> <li>Practice Book 1B, pp 33 to 38</li> <li>Teacher's Guide 1A, pp 135 to 140</li> </ul>
1	<p><b>(2) Naming left and right positions</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>describe positions from the left and right using ordinal numbers</li> <li>use 'next to' to describe the position of an object</li> </ul> <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"> <li>Sequencing</li> <li>Identifying relationships</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Textbook 1A, pp 73 to 76</li> <li>Practice Book 1B, pp 39 to 42</li> <li>Teacher's Guide 1A, pp 141 to 144</li> </ul>
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"> <li>Sequencing</li> <li>Identifying relationships</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Textbook 1A, pp 77 to 78</li> <li>Practice Book 1B, pp 43 to 46</li> <li>Teacher's Guide 1A, p 145</li> </ul>
	Review 3		<ul style="list-style-type: none"> <li>Practice Book 1B, pp 47 to 50</li> </ul>

## Unit 7: Numbers to 20

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

### 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><b>(1) Ways to add</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• add two 1-digit numbers using the 'make 10' strategy</li> <li>• add one 1-digit number and one 2-digit number using the 'regrouping into tens and ones' strategy</li> </ul>	Analysing parts and whole	<ul style="list-style-type: none"> <li>• Pupil Textbook 1A, pp 98 to 101</li> <li>• Practice Book 1B, pp 75 to 80</li> <li>• Teacher's Guide 1A, pp 194 to 197</li> </ul>
4	<p><b>(2) Ways to subtract</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• subtract a 1-digit number from a 2-digit number when regrouping is not required</li> <li>• subtract a 1-digit number from a 2-digit number when regrouping is required</li> </ul>	Analysing parts and whole	<ul style="list-style-type: none"> <li>• Pupil Textbook 1A, pp 102 to 105</li> <li>• Practice Book 1B, pp 81 to 88</li> <li>• Teacher's Guide 1A, pp 198 to 201</li> </ul>
5	<p><b>(3) Solving word problems</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• solve one-step word problems using the 'part-whole' or 'adding on' concepts in addition</li> <li>• solve one-step word problems using the 'part-whole' or 'taking away' concepts in subtraction</li> </ul> <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"> <li>• Pupil Textbook 1A, pp 106 to 107</li> <li>• Practice Book 1B, pp 89 to 90</li> <li>• Teacher's Guide 1A, pp 202 to 203</li> </ul>
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"> <li>• Pupil Textbook 1A, pp 108 to 109</li> <li>• Practice Book 1B, pp 91 to 94</li> <li>• Teacher's Guide 1A, pp 204 to 205</li> </ul>

## Unit 9: Length

Week	Learning Objectives	Thinking Skills	Resources
6	<p><b>(1) Comparing two things</b></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"> <li>• Pupil Textbook 1A, pp 110 to 113</li> <li>• Practice Book 1B, pp 95 to 98</li> <li>• Teacher's Guide 1A, pp 220 to 223</li> </ul>
6	<p><b>(2) Comparing more things</b></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"> <li>• Sequencing</li> <li>• Comparing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1A, pp 114 to 116</li> <li>• Practice Book 1B, pp 99 to 102</li> <li>• Teacher's Guide 1A, pp 224 to 226</li> </ul>
6	<p><b>(3) Using a start line</b></p> <p>Pupils will be able to use a common starting point when comparing lengths.</p>	<ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Comparing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1A, pp 117 to 118</li> <li>• Practice Book 1B, pp 103 to 104</li> <li>• Teacher's Guide 1A, pp 227 to 228</li> </ul>
7	<p><b>(4) Measuring things</b></p> <p>Pupils will be able to measure lengths using objects as non-standard units.</p>	<ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Comparing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1A, pp 119 to 122</li> <li>• Practice Book 1B, pp 105 to 108</li> <li>• Teacher's Guide 1A, pp 229 to 232</li> </ul>
7	<p><b>(5) Finding length in units</b></p> <p>Pupils will be able to use the term 'unit' to describe length.</p>	<ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Comparing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1A, pp 123 to 125</li> <li>• Practice Book 1B, pp 109 to 112</li> <li>• Teacher's Guide 1A, pp 233 to 235</li> </ul>
7	<p><i>Put On Your Thinking Caps!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• discriminate the use of unit length to determine the length of objects</li> <li>• use a grid to help them determine and compare lengths of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing</li> <li>• Induction</li> <li>• Deduction</li> </ul> <p>Heuristic for problem solving: Using a diagram</p>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1A, p 126</li> <li>• Practice Book 1B, pp 113 to 116</li> <li>• Teacher's Guide 1A, p 236</li> </ul>
	Revision 1		<ul style="list-style-type: none"> <li>• Practice Book 1B, pp 117 to 120</li> </ul>
<b>Summative assessment opportunities</b>			
<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><b>(1) Comparing things</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• use the terms 'heavy', 'heavier', 'light' and 'lighter' to compare the masses of objects on a pan balance</li> <li>• use the phrase 'as heavy as' to compare the masses of objects on a pan balance for objects with the same mass</li> <li>• understand that size does not always determine mass</li> <li>• use the terms 'heaviest' and 'lightest' to compare the masses of three objects</li> <li>• guess the heavier or lighter object and use the pan balance to check if the guess is accurate</li> <li>• determine the heavier or lighter object using modelling clay as an intermediate object.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing</li> <li>• Deduction</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1B, pp 6 to 10</li> <li>• Practice Book 1C, pp 5 to 10</li> <li>• Teacher's Guide 1B, pp 4 to 8</li> </ul>
1–2	<p><b>(2) Finding the masses of things</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• use a non-standard object such as a marble to find the masses of objects</li> <li>• compare objects using a non-standard object as a medium of measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing</li> <li>• Deduction</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1B, pp 11 to 12</li> <li>• Practice Book 1C, pp 11 to 14</li> <li>• Teacher's Guide 1B, pp 9 to 10</li> </ul>
2	<p><i>Let's Explore!</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• use a pan balance to compare the masses of three objects and state the heaviest or the lightest object</li> <li>• arrange the masses of the objects in decreasing order</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing</li> <li>• Deduction</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1B, p 12</li> <li>• Teacher's Guide 1B, p 10</li> </ul>
2	<p><b>(3) Finding mass in units</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• find the masses of objects using non-standard units</li> <li>• use the term 'units' in writing the masses of objects</li> <li>• explain why there is a difference in using different objects as measuring units</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing</li> <li>• Deduction</li> <li>• Induction</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Textbook 1B, pp 13 to 16</li> <li>• Practice Book 1C, pp 15 to 18</li> <li>• Teacher's Guide 1B, pp 11 to 14</li> </ul>



2	<p><i>Put On Your Thinking Caps!</i></p> <p>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"><li>• Comparing</li><li>• Deduction</li><li>• Sequencing</li></ul> <p>Heuristics For Problem Solving:</p> <ul style="list-style-type: none"><li>• Act it out</li><li>• Guess and check</li><li>• Simplify the problem</li></ul>	<ul style="list-style-type: none"><li>• Pupil Textbook 1B, p 17</li><li>• Practice Book 1C, pp 19 to 22</li><li>• Teacher's Guide 1B, p 15</li></ul>
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## Unit 11: Picture Graphs

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

## Unit 12: Numbers to 40

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

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

## Unit 13: Mental Calculations

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



## Unit 14: Multiplication

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



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

## Unit 16: Time

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

## Unit 17: Numbers to 100

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



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

## Unit 18: Money (1)

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



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

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



		• Simplify the problem	School Academy
	Revision 2		• Practice Book 1D, pp 109 to 120
<b>Summative assessment opportunities</b>			
Assessment Book 1, Test 8, pp 101 to 106 For extension, Assessment Book 1, Challenging Problems 4, pp 107 to 108 Assessment Book 1, Check-up 4, pp 109 to 123			