




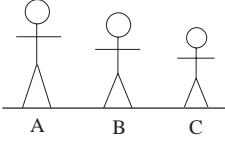




<b>Y1</b>	R: 'as many as' C: <b>Comparisons: To the right (left)</b> E:	<i>Lesson Plan</i> <b>1</b>
<b>Activity</b>  <b>1</b>	<b>Mathematics Resources</b> Let's look at resources we will be using in mathematics lessons. Look at these books: <i>Mathematics 1a</i> and <i>Practice Book Y1a</i> . Do you like them? Do you want to say something about them? T explains how each will be used: the text only for looking at and the practice book for writing/drawing/colouring. T holds up the other resources one at a time and explains how they will be used. Hold up different shapes (e.g. circle, square, triangle) and ask pupils to find a similar shape in their books. Encourage pupils to start collecting various items (e.g. buttons, pebbles, shells, sweets, beads) from home to put in a maths box (e.g. plastic ice-cream tub) to use in maths lessons. <p style="text-align: right;"><i>10 min</i></p>	<b>Notes</b> <i>Resources on teacher's desk:</i> Number cards Shape cards Sign cards Number lines Coloured sticks/straws Coloured counters Number strips or stick-together plastic cubes  <i>Resources on Pupils' desks:</i> Practice Book Y1a
<b>2</b>	<b>Poster 9</b> Look at these pictures. (T points to poster). Which story do you know? Come to the front of the class and tell us the story about that picture. Discuss various parts of the pictures. Encourage use of words such as 'above', 'below', 'beside', 'next to', etc. <p style="text-align: right;"><i>20 min</i></p>	If any of these tales are not known, make up a story about the picture. Whole class discussion
<b>3</b>	<b>Counting Using the Pictures</b> <ul style="list-style-type: none"> <li><i>The Little Cockerel's Golden Penny.</i>            Look at the first picture on the left-hand-side of the poster.            Teacher points to it and reads out the title.            Children point to picture in their books and repeat title.            How many living creatures can you see in the picture?            Come, A, and put a dot in a box for every creature.            How many dots had have been stuck on?            Repeat the above for: <i>The Two Stubborn Goats</i>, <i>The Three Rabbits</i>, <i>The Carrot Comes Home</i>, <i>The Bird with Borrowed Feathers</i>.            Use different pupils each time. Ask class if they agree.            Display on BB, checking and praising after each.</li> </ul> <p style="text-align: right;"><i>30 min</i></p>	Have ready black dots to stick on Poster 9.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>One</p> </div> <div style="text-align: center;">  <p>Two</p> </div> <div style="text-align: center;">  <p>Four</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>Three</p> </div> <div style="text-align: center;">  <p>Five</p> </div> </div>
<b>4</b>	<b>Physical Exercises</b> <ul style="list-style-type: none"> <li>Raise your left (right) hand.</li> <li>Touch your right (left) shoulder with your left (right) hand.</li> <li>Touch your left (right) knee with your left (right) hand.</li> <li>Turn your head to the right (left).</li> <li>Stand up (sit down). Turn to the left (right).</li> </ul> <p style="text-align: right;"><i>35 min</i></p>	Whole class activity. At speed, but lighthearted. Check that each child is following instructions correctly.
<b>5</b>	<b>PbY1a, page 1</b> <ul style="list-style-type: none"> <li>This shape is called a triangle.            Point to this shape in your book. Colour it (e.g. blue).            Put a dot in a box for every triangle you have coloured in.            Repeat for the circles (e.g. red) and squares (e.g. yellow).</li> </ul> <p style="text-align: right;"><i>45 min</i></p>	Hold up a triangle card. Show colour on board to familiarise pupils with colours. Close monitoring, checking and praising.

<b>Y1</b>	R: 'as many as' C: <b>Comparisons: up, down; forwards, backwards; in front of, behind</b> E:	<i>Lesson Plan</i> <b>2</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Counting mentally</b> Knock on your desk as many times as I knock on mine. (e.g. 4)  _____ 10 min _____	At speed. Ask individual pupils. Involve several pupils.
<b>2</b>	<b>Left and Right</b> Raise your left (right) hand. Lift up your left (right) foot. Only the girls stand up.  _____ 15 min _____	Class activity (seated).  Take note of pupils who do not understand right/left.
<b>3</b>	<b>Interlude: Counting Song</b>  _____ 18 min _____	Whole Class
<b>4</b>	<b>Direction</b> What can you see when you look up (down)? What can you see in front of (behind) you?  Let's all stand up. Take one step forward ( backward). Point to the pupil in front of (behind) you. Take one step to the left (right).  _____ 25 min _____	Involve several Ps. Quick checking/ praising  Whole class together. Quick checking/ praising
<b>5</b>	<b>PbY1a, page 2</b> Open your book at this page. (Show page.) Q.1 Read: <i>Draw lines to match up each pair of shoes.</i> <i>Colour the shoes from each pair in the same colour.</i> <i>Draw a dot in a box for every pair of shoes.</i>  Discuss what to do with whole class.  Come, <b>A</b> , and show us what you have done on the big picture.  Who was correct? How many shoes are there altogether? How many pairs of shoes are there?  Come, <b>B</b> , and draw a dot in a box for every pair of shoes. How many dots has B drawn? Who was correct?  Q.2 Read: <i>Colour the same vehicles in the same colours.</i> <i>Draw a dot in a box for every lorry in the picture.</i>  How many vehicles (cars, lorries) are there? How many vehicles are facing left (right)? Which type of cars are there most of?  (If you know what these numbers look like, hold up the correct number card.)  _____ 35 min _____	Pupils repeat together, following words in their books.  Individual work, monitoring  Use enlarged photocopy  Discussion Make sure that every child is in agreement. Praising only.  Pupils repeat. Individual work, monitoring  Class discussion.  Take note of pupils who cannot do this.
<b>6</b>	<b>Poster 10</b> Look at this picture. (T points to <i>The Mouse Meeting</i> ) Who would like to say something about the picture? <b>X</b> , squeak as many times as there are mice in the picture. Was he/she correct? (Show by nodding or shaking your head.)  Come, <b>Y</b> , and stick as many dots in the boxes as there are animals in the pictures. Is he/she correct?  Repeat for <i>The Ugly Duckling</i> picture (quacking).  _____ 45 min _____	Encourage pupils to use complete sentences.  Ask pupils incorrect to do it again.  Pupils to front to stick dots on poster. Discussion. Display on <b>BB</b> .  Involve several pupils.

<h1>Y1</h1>	<p>R: Counting mentally with and without numbers  C: <b>Comparisons: ordering; taller, smaller; longer, shorter</b>  E:</p>	<h2>Lesson Plan 3</h2>
<b>Activity</b>		<b>Notes</b>
<p><b>1</b></p>	<p><b>Counting with fingers</b></p> <p>Put up as many fingers on your left hand as the number of times I clap. Show me . . . <b>now!</b></p> <p>Put up as many fingers on your right hand as the number of times I clap. Show me . . . <b>now!</b></p> <p style="text-align: center;">5 min</p>	<p>Check each child.</p> <p>Take note of their number concepts, counting and concentrating abilities.</p> <p>Continually checking and praising.</p>
<p><b>2</b></p>	<p><b>Counting with coins</b></p> <p>Lay down as many (counters) on your desk as the number of times I jump.</p> <p>Everyone look at me! Show this number with the fingers of your right hand . . . now!</p> <p>Come, <b>X</b>, and stick the same number of large circles on the BB.</p> <p>Is he/she correct? Who agrees with him/her?</p> <p>How many circles are on the BB? (3)</p> <p>Let's count up to 3 from 1.</p> <p>Let's count down from 3 to 1, showing the numbers with the fingers on your left hand at the same time.</p> <p style="text-align: center;">15 min</p>	<p>Or pupils' own objects.</p> <p>Individual work, closely monitored.</p> <p>Checking and praising.</p> <p>Agreement. Discussion</p> <p>Whole class activity In chorus</p>
<p><b>3</b></p>	<p><b>Drawing circles</b></p> <p>Draw as many circles in your exercise book as I am showing with my fingers. (e.g. 6)</p> <p>Look at the BB. How many circles are on it?</p> <p>Let's count them loudly together. (1, 2, . . . 6)</p> <p>Count down from 6 to 1, showing the numbers with your fingers.</p> <p style="text-align: center;">20 min</p>	<p>Individual work, closely monitored by T.</p> <p>Displayed on BB.</p> <p>In chorus</p> <p>In chorus, using two hands for the number six.</p>
<p><b>4</b></p>	<p><b>Interlude: Counting Song</b></p> <p style="text-align: center;">23 min</p>	<p>Standing, with actions</p>
<p><b>5</b></p>	<p><b>Comparison of two</b></p> <p><b>A</b> and <b>B</b>, come to the front of the class.</p> <p>Which child is taller?</p> <p>Don't tell me yet, just nod your head (with a smile) if you know.</p> <p>Listen, <b>A</b> and <b>B</b>! The taller of you has to say, 'Pom-Pom'.</p> <p>Was he/she correct? Class – shout 'Pom-pom' if you agree.</p> <p>Class – shake your head if you disagree with <b>B</b>.</p> <p>Listen <b>A</b> and <b>B</b>! The smaller of you must say 'Pow-wow'.</p> <p>Class – shout out 'Pow-wow' if you agree with <b>A</b>.</p> <p>Class – wag your finger if you disagree.</p> <p style="text-align: center;">28 min</p>	<p>Choose children with visibly very different heights.</p> <p>In chorus (Immediate feedback)</p> <p>In chorus (Immediate feedback) Discussion/agreement</p>

<b>Y1</b>		<i>Lesson Plan 3</i>
<b>Activity</b>	<p><b>6</b></p> <p><b>Comparison of three</b></p> <p>Bring three pupils, <b>A</b>, <b>B</b> and <b>C</b>, to front of class.</p>  <p>Is <b>A</b> taller than <b>C</b>? Shout 'yes' and nod your head if you agree. Shout 'no' and shake your head if you disagree.</p> <p>Is <b>B</b> smaller than <b>C</b>? <b>Y</b>, tell the class using a complete sentence.</p> <p>Who is the tallest (smallest)? Who is taller than <b>C</b>?</p> <p><b>Z</b>, say something true about <b>B</b> using a complete sentence.</p> <p style="text-align: right;">35 min</p>	<p><b>Notes</b></p> <p>Difference in heights should be obvious. If possible, choose children with names starting with A, B and C</p> <p>Comparison.</p> <p>Discussion.</p> <p>Practice in expressing relationships.</p>
<b>7</b>	<p><b>PBY1a, page 3</b></p> <p>Open your books at this page (show page).</p> <p>Q.1 Read: <i>Colour the longest pencil yellow.</i> <i>Colour the shortest pencil green.</i></p> <p>Show me your yellow (blue) pencil. Colour in carefully.</p> <p>Q.2 As above.</p> <p>Q.3 As above</p> <p style="text-align: right;">45 min</p>	<p>Pupils repeat together, following words in their books.</p> <p>Make sure pupils know which pencil to use.</p> <p>Individual work, closely monitored.</p> <p>Check each child.</p> <p>Class discussion about solutions. Praise.</p>

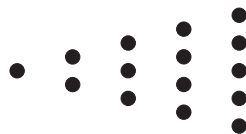
<b>Y1</b>	R: Counting mentally without and with numbers C: <b>Comparisons: ordering; e.g. above, below; in front of, behind, between; some combinatorial colouring</b> E: <i>Sequences</i>	<i>Lesson Plan</i> <b>4</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Softball play</b> T throws soft ball to pupil. P throws ball back with correct response: <ul style="list-style-type: none"> <li>• Repeat back to me what I say. e.g. tic-tic-tic; pom-pom; tic-tac; tic-tic-tac; too-too-too-too</li> <li>• Say back to me one more (less) than I say.</li> </ul> <p style="text-align: right;">_____ 5 min _____</p>	At speed, involving several pupils. Repeat rhythms if necessary. Correct where necessary. Praise when deserved.
<b>2</b>	<b>Poster 3</b> <ul style="list-style-type: none"> <li>• Let's count the squirrels in the forest. (Show the number using your fingers too.)</li> <li>• Rabbits live in the forest too. How many are there? Count aloud and clap the number.  Which is there more of? How many more?</li> <li>• Let's count the frogs and jump up for every frog we count. There were five frogs. How many have jumped out of the water?</li> </ul> Repeat for other things (trees, bushes, tortoises, hedgehogs) <p style="text-align: right;">_____ 10 min _____</p>	Whole class counting aloud, fingers raised. In chorus, clapping Ask several pupils what they think before agreeing on correct answer. In chorus, jumping. Up to five
<b>3</b>	<b>Hide and Seek</b> Your fingers are rabbits and the desk is the bush. Hide your rabbits under the bush. When I say, 'Let 1 (2, 4, 3, 5) bunnies jump out of the bush' show the number using your fingers. <p style="text-align: right;">_____ 15 min _____</p>	Whole class. At speed. Quick checking /praising.
<b>4</b>	<b>Interlude: Counting Song</b> Rolling up length of ribbon on desk at same time <p style="text-align: right;">_____ 20 min _____</p>	Fine motor movement as preparation for writing
<b>5</b>	<b>PbY1a, page 4</b> Q.1 Read: <i>Circle the car which does not match.</i> Demonstrate on BB how to circle a picture. Everyone stop what you are doing and listen. <b>A</b> , which car did you circle? If you agree with <b>A</b> , raise your arms in a 'V' shape. <b>A</b> , why do you think this car does not match? Who has another reason? Who thinks a different car? Why? Who agrees? <p style="text-align: right;">_____ 25 min _____</p>	Pupils repeat Individual work Monitoring closely  Whole class discussion  Quick checking and praising. Reasoning. Praising.
<b>6</b>	<b>PbY1a, page 4</b> Q.2 Read: <i>Colour the same animals with the same colour.</i> Stop and listen. Those who used two colours, show the number 2 with your left hand.  Point to the rabbit <i>behind</i> the horse on the left. Mark it with a tick. Come to the front, <b>X</b> , and show us the rabbit in your book. Shout 'Hurray' if you agree with <b>X</b> and hold up 5 fingers. If you do not agree with <b>X</b> , show a fist (no fingers).	Pupils repeat. Individual work. Monitoring closely.  Quick checking and praising. ( Show ✓ on BB).  Quick checking and praising.

<b>Y1</b>		<i>Lesson Plan 4</i>
<b>Activity</b>	<p>Lay a (stick) on your desk for every rabbit <i>in front of</i> the horse on the left.</p> <p><b>Y</b>, come to the front and show the class your sticks. Is he/she correct? Nod your heads if you agree.</p> <p>Show the number of rabbits with your fingers.</p> <p>Show with your fingers the number of rabbits <i>between</i> the horses.</p>  <p style="text-align: right;"><i>35 min</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>Individual work, monitoring (or item from collection)</p> <p>Quick checking. praising.</p> <p>Quick checking. praising.</p>
<b>7</b>	<p><b>PbY1a, page 5</b></p> <p>Writing practice. Choose what you like and continue the pattern.</p> <p>  -   + + + + = = = =   +   =      1 +   =       -   =  </p> <p style="text-align: right;"><i>45 min</i></p>	<p>Or use copy master grids.</p> <p>Praising, helping.</p> <p>It does not matter if they are not able to write precisely.</p> <p>Observe their choice of exercise.</p> <p>Take note of their reasons for choosing.</p> <p>Observe their motor skills.</p>


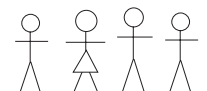
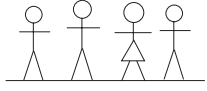
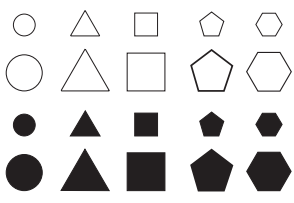
<b>Y1</b>		<i>Lesson Plan</i> <b>5</b>
<i>Activity</i>	Writing practice, revision, activities consolidation <i>PbY1a, page 5 continued</i>	<i>Notes</i>

<b>Y1</b>	R: Counting mentally: opposite concepts, learning about/writing numbers C: <b>Comparison of sets: more, less, equal</b> E: <i>Separating, sequences</i>	<i>Lesson Plan</i> <b>6</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Counting Song</b> Or any song with counting or numbers which can have actions done to it.  5 min	Repeat two or three time, increasing speed each time.
<b>2</b>	<b>Soft ball play</b> T throws ball to pupil, saying one part of a pair of opposites. P throws ball back saying opposite concept. (e.g. short-long, tall-small, wide-narrow, left-right, above-below, high-low, little-large, few-many, great-tiny, lower-higher, out-in, etc.)  10min	At speed, involving as many pupils as possible.
<b>3</b>	<b>PbY1a, page 6</b> Q.1 Put as many counters on your desk as there are dolls (bears, balls, etc) in this picture. Show with your fingers the number of counters or hold up the correct number card . . . <b>now!</b> Read out: <i>Colour the same toys in the same colour.</i> <i>Draw a line beneath the toy of which there is only one.</i> Ask pupil to show solution. Who agrees (does not agree)?  15min	Individual work and whole class discussion in each case.  Observe those children who already know the numbers 1, 3, 2  Use enlarged picture.
<b>4</b>	<b>Number ladder</b> (drawn on BB) Let's read the numbers from the bottom of the ladder to the top. If any of you don't know them, listen carefully.  Now let's say the even numbers loudly and the odd numbers in your head.  Let's step back down from the top.  20 min	In chorus. Try to note which children miss any of the numbers, are a little hesitant or get them wrong.  (Almost) in chorus
<b>5</b>	<b>Drawing</b> Copy the figure from the BB. in your exercise books.  Let's read the number of dots in each column from left to right. Write down the correct numbers under each column if you know them.  25 min	Individual work Monitoring, praising  Whole class in chorus  Closely monitored by T to assess pupils' knowledge of writing numbers.
<b>6</b>	<b>Counting coins</b> Put 5 coins on the paper on the left side of your desk and 3 coins on the right side. Point to the side which has more coins. <b>X</b> , come out to the front and show what you have done on the BB. Circle the coins which are more. If you agree with <b>X</b> , shout 'Yes'  <b>Y</b> , say a sentence to me about the coins. If you think <b>Y</b> 's sentence is true, show me 'thumbs up'.  You are all <i>very</i> clever!  30 min	Individual work, monitored Whole class discussion  Or use pupils' collection  Checking  Quick checking/praising

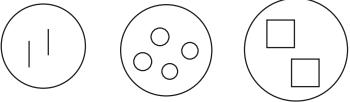
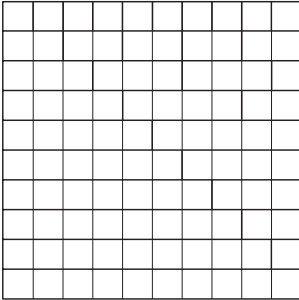
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<b>Y1</b>		<i>Lesson Plan 6</i>
<b>Activity</b> <b>7</b>	<p><b><i>PbY1a, page 6</i></b></p> <p>Q.2 Read: <i>Circle the picture which has fewer ice-creams.</i> <i>Draw as many dots in the grid as there are icecreams.</i></p> <p>Hands up if you were correct. Hands up if you made a mistake. What did you do wrong? Write the numbers under the grids if you know them. Who could do it? Who could not do it?</p> <p style="text-align: right;">35 min</p>	<b>Notes</b>
<b>8</b>	<p><b><i>PbY1a: page 6</i></b></p> <p>Q.3, Q.4 or Q.5 Choose what you like from these three exercises.</p> <p style="text-align: right;">45 min</p>	<p>Close monitoring. Ask pupils reason for their choice.</p>

<h1>Y1</h1>	<p>R: Counting mentally: operations (written)                  C: <b>Comparison of sets: more, less, equal (logic set)</b>                  E: &lt;, = signs</p>	<h2>Lesson Plan 7</h2>
<p><b>Activity</b></p> <p>1</p>	<p><b>Number ladder</b> (on BB)</p> <p>Let's climb up the number ladder, one step at a time, saying the numbers as we go. (1, 2, 3, . . . , 10)</p> <p>This time, some of the numbers will be <i>secret</i> numbers. Say 'one', then whisper 'two', then say 'three', then whisper 'four' and so on.</p> <p>Let's count down from 10 by 2 steps at a time. 10, 8, 6, 4, 2, (0)</p>  <p style="text-align: right;">5 min</p>	<p><b>Notes</b></p> <p>Whole class. In chorus.</p> <p>Whole class. In chorus.</p> <p>Whole class. In chorus.                  Note pupils having difficulty.</p>
<p>2</p>	<p><b>Changing places</b></p> <p>A, B, C and D, come to the front of the class and stand in a row. Watch them carefully!</p>  <p>Now close your eyes and cover them with your hands. (No peeking!)</p> <p>Open your eyes. X, what has been changed?</p>  <p>Was X correct? Who agrees?</p> <p>How many girls (boys) are there? Which are there more of?                  How many children are there altogether?</p> <p style="text-align: right;">10 min</p>	<p>Whole class activity</p> <p>Pupils change places.</p> <p>Checking/praising                  Repeat with other changes.</p> <p>Ask several pupils before agreement on answer.</p>
<p>3</p>	<p><b>Number and Sign Card Sets</b> BB</p> <p>Look at what is on the BB. Make it on your desk with cards. <math>3 + 2 =</math>                  Who can read it? (Hands up)                  Read it, X. (Three plus two equals) Who knows the answer?</p> <p>Now look at this on the BB. Make it on your desk with cards. <math>8 - 3 =</math>                  Who can read it? (Hands up)                  Read it, Y. (Eight minus three equals) Who knows the answer?</p> <p>a) Those who know how to do it, make these with cards <math>1 + 2 =</math>                  and put in the correct answer. <math>4 - 3 =</math>                  or</p> <p>b) the others do <i>PbY1a, page 7, Q.1</i> (Show page.)                  Read: <i>Colour the longest kite red and the shortest kite blue.</i></p> <p>Clear desks.</p> <p style="text-align: right;">15 min</p>	<p>Individual work.                  Monitoring/praising</p> <p>Individual work.                  Monitoring/praising</p> <p>Discussion of both solutions with class.</p>
<p>4</p>	<p><b>Interlude</b></p> <p>Verse, song, physical exercises</p> <p style="text-align: right;">18 min</p>	<p>Whole class in unison</p>
<p>5</p>	<p><b>Getting to know the Shape Card Set</b></p> <p>Hold up a shape (e.g. circle) and ask pupils to hold up the same shape and then lay it down on their desks.</p>  <p>Would you like to say something about it?                  Can you find a shape which looks like it?                  How is it different?</p> <p>Repeat with other shapes. Ask pupil to hold up his/her favourite shape. Why do you like it?                  (Show/elicite that each shape is in 4 versions: 2 sizes and each size is in 2 colours.)</p> <p style="text-align: right;">25 min</p>	<p>Whole class activity                  Monitoring praising</p> <p>Whole class discussion</p> <p>Encourage use of 'circle', 'square', 'triangle', 'black', 'white', 'small', 'large'.</p>

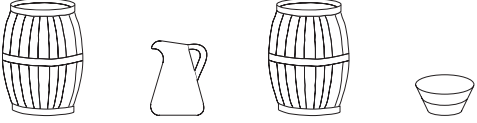


<b>Y1</b>	<p>R: Identifying things  C: <b>Comparison: more, less, equal (cuisenaire rods)</b>  E: <i>The most, slowest, longest; measuring length</i></p>	<i>Lesson Plan</i> <b>8</b>
<i>Activity</i>		<i>Notes</i>
1	<p><b>Game: What is in your hand?</b></p> <p>There are different objects in a bag (e.g. pencil, marble, pebble, matchbox, pen, etc.)</p> <p>Come, <b>X</b>, put your hand in the bag and take hold of one object.</p> <p>Let's ask <b>X</b> questions to find out what it is. e.g. Is it round, long, etc.?</p> <p style="text-align: right;"><i>5 min</i></p>	<p>Let several pupils do it.  Whole class checking</p>
2	<p><b>Making sets</b></p> <p>Let's make some sets on your desk.</p> <p>T shows three sets on BB:</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>Now you make the same sets on your desks. You can use what you like but the number of items must be the same as mine.</p> <p>Which shape has the most elements?</p> <p style="text-align: right;"><i>10 min</i></p>	<p>Individual work  Monitoring, helping  Checking/praising  Whole class discussion</p>
3	<p><b>Number strips</b></p> <p>(Show demonstration set and have pupil sets on desks.)</p> <p>Take off BB and mix up the set.</p> <p>Ask pupils to come to BB, one at a time to put the strips in order of length.</p> <p>Pupils repeat with their own sets.</p> <p>Hold up the shortest (longest).</p> <p>How many '2' strips make up a '4' strip?</p> <p>Repeat for other strips.</p> <div style="text-align: center;">  </div> <p style="text-align: right;"><i>20 min</i></p>	<p>Use enlarged copy master, cut out and strips stuck to board, or use with OHP.</p> <p>Or pupils could use cubes stuck together.</p> <p>Individual work.  Monitoring, helping  Class discussion</p>
4	<p><b>Poster 4</b></p> <p>Talk about the picture. How many people (toys, balls, dolls, etc.)?</p> <p>Encourage mathematical sentences: 'There are more . . .'</p> <p>How many people would there be if one leaves the room? etc.</p> <p style="text-align: right;"><i>25 min</i></p>	<p>Or talk about the classroom.</p> <p>Involve as many pupils as possible. Repeat correctly pupils' incorrect sentences.</p>
5	<p><b>Interlude</b></p> <p>Verse, song, physical exercises</p> <p style="text-align: right;"><i>28 min</i></p>	<p>Whole class in unison</p>
6	<p><b>PBY1a, page 10</b></p> <p>Read: <i>Continue the patterns.</i></p> <p>Q.1 and Q.2 Show what to do on BB.</p> <p>Take your time and draw carefully</p> <p style="text-align: right;"><i>35 min</i></p>	<p>Individual work.  Monitoring, helping  Praising  For Q.2 use enlarged copy master</p>
7	<p><b>PBY1a, page 8</b></p> <p>Choose from Q.1, Q.2, Q.3, Q.4</p> <p>Review solutions with whole class. Who was correct?</p> <p>Who made a mistake? What kind of mistake?</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Individual work.  Monitoring, praising</p> <p>Note which exercises pupils choose, and how long they take to do them.</p>

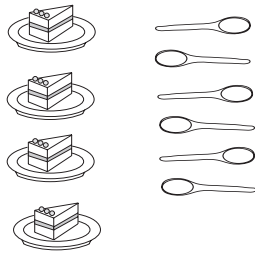
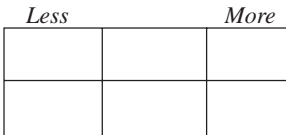
<b>Y1</b>	R: Counting mentally (up to 20) C: <b>Comparison of sets: more, less, equal</b> E: <i>Not more, not less, not equal</i>	<i>Lesson Plan</i> <b>9</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Counting to 10</b> Let's count down from 10. Let's try to count up to 20. <p style="text-align: right;"><i>5 min</i></p>	In chorus, at speed. Take note of who can count correctly. Teacher helping.
<b>2</b>	<b>Sticks</b> Take the red sticks out of the envelope marked red and put them on the left side of your desk. Do the same with the blue sticks and put them on the right side of your desk. Which sticks are there more of, red or blue? (You could decide without counting.) Stop and listen. Which sticks are there more of? (Red) Who got the same answer? How did you get your answer? Who did the same? Who had the same answer but solved it in a different way? If nobody, ask, 'How could we solve it without counting?' (1-1 pairing) <p style="text-align: right;"><i>12 min</i></p>	Prepare 2 envelopes (17 red sticks in one and 15 blue sticks in the other) before the lesson and lay on desks. Individual work, closely monitored. Take note of whether any pupil makes red-blue pairs. Discussion Checking. Praising Class solve it together using 1-1 correspondence.
<b>3</b>	<b>PbY1a, page 9</b> Read: <i>Match up the elements as shown. Which has more?</i> <i>Write &lt; or &gt; in the boxes.</i> Q.1a Who was correct? How many more elements has (o)? (1) Q.1b Who was correct? How many more elements has ( $\Delta$ )? (1) <p style="text-align: right;"><i>20 min</i></p>	Individual work Monitoring, helping Praising Discussion, agreement. Can show number cards.
<b>4</b>	<b>Interlude</b> Verse, song, physical exercises <p style="text-align: right;"><i>22 min</i></p>	
<b>5</b>	<b>PbY1a, page 9</b> Q.2 Read: <i>Match the pictures to the correct number of dots.</i> All stop and let me see what you have done. Come, X, and draw in a line on the big picture. Who drew this connection? Come, Y, and draw another line. Who drew this connection? (Continue until all connections drawn.) What can you notice about the pictures? (No 1; two 5's) Look at the numbers below the grids. Do they match the clothes above? (No, they match the dots.) <p style="text-align: right;"><i>30 min</i></p>	Individual work Monitored. Use enlarged photocopy. Checking, praising Whole class discussion Agreement. Checking.
<b>6</b>	<b>Tx1a, page 10</b> Q.4 Read: <i>Compare the pictures. Talk about them.</i> Which picture has more (>); less (<), is equal (=); is less than or equal to ( $\leq$ ), i.e. not more; is more than or equal to ( $\geq$ ), i.e. not less? Write signs on BB and ask pupils to hold up the correct sign from their pack. <p style="text-align: right;"><i>35 min</i></p>	Whole class discussion. Checking.

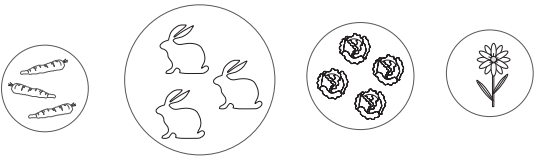
<b>Y1</b>		<i>Lesson Plan 9</i>
<b>Activity</b> <b>7</b>	<p><b>PBY1a, page 9</b></p> <p>Q.3 Read: <i>Compare the pictures: use &gt;, &lt;, =, ≥, ≤</i> Review solutions with whole class.</p> <p>Q.4 Read: <i>Complete the drawings to make the signs correct.</i> Review solutions with whole class.</p> <p style="text-align: right;"><i>40 min</i></p>	<p><b>Notes</b></p> <p>Individual work Monitoring, helping Praising Discussion, agreement. Using sign cards.</p>
<b>8</b>	<p><b>Which sign?</b></p> <p>Ask (e.g. 4) girls to come to front of class and stand on right. Ask (e.g. 2) boys to come to front and stand on left.</p> <p><b>A</b>, come and stand in the middle showing the correct sign. Is he/she correct?</p> <p><b>B</b>, choose another sign and come and stand in the middle. (e.g. =)</p> <p><b>C</b>, Is the sign correct now? (No) Who agrees (does not agree)? How can we change the groups to match the sign? (e.g. 2 girls sit down or 2 boys come out)</p> <p>Repeat with other numbers and signs.</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Whole class activity</p> <p>Checking, agreement, praise</p> <p>Checking, agreement, praise</p> <p>Let pupils choose.</p>

<b>Y1</b>		<i>Lesson Plan</i> <b>10</b>
<i>Activity</i>	Writing practice, revision, activities consolidation <i>PbY1a, page 10</i>	<i>Notes</i>

<b>Y1</b>	R: Mental counting and operations C: <b>Less than, more than, equal to , not equal to</b> E: $<$ , $>$ , $\leq$ , $\geq$ , $=$ , $\neq$	<i>Lesson Plan</i> <b>11</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<b>Number Ladder</b> Let's climb up the ladder: 2. 4. 6. ... Let's climb down the ladder: 20, 19, 18, ... <div style="text-align: right;">_____ 2 min _____</div>	Whole class in unison. With T's help.
<b>2</b>	<b>Soft ball play</b> T throws the ball to pupil, saying an addition (subtraction), e.g. $2+1$ P throws ball back to T saying the sum (difference) e.g. (3) <div style="text-align: right;">_____ 5 min _____</div>	At speed. Involve several pupils.
<b>3</b>	<b>Compare the pictures</b> What are the pictures on the BB? What might they be used for? <div style="text-align: center;">  </div> Which holds more (less, the same)? Draw arrows between them. This holds $\xrightarrow{\text{less}}$ than this one. Come, <b>A</b> , and draw an arrow pointing to the one which holds more. (Complete the arrows, moving the pictures around if necessary.) <div style="text-align: right;">_____ 15 min _____</div>	Use enlarged copy master, cut out and stuck on BB, or OHP. Whole class activity.  Call out different pupils to draw (stick on) each arrow. Ask each pupil to say a sentence about what they are doing (with T's help).  Discussion. Agreement
<b>4</b>	<b>PbY1a, page 11</b> Q.1 Read: <i>Join up the trains which are the same length.</i> <i>Colour the longest train red and the shortest train blue.</i>  Is what I say true or false? <span style="float: right;">BB</span> 4 is less than 5. (true) <span style="float: right;"><math>4 &lt; 5</math></span> 4 is less than or equal to 5. (true) <span style="float: right;"><math>4 \leq 5</math></span> 2 is greater than 3. (false) What should it be? <span style="float: right;"><math>3 &gt; 2</math></span> <div style="text-align: right;">_____ 25 min _____</div>	Individual work. Monitoring. praising.  Agreement, checking  Reasoning.
<b>5</b>	<b>Interlude</b> Singing, verse, physical exercises <div style="text-align: right;">_____ 28 min _____</div>	Whole class in unison.
<b>6</b>	<b>PBY1a. page 10</b> Q.4 <i>Continue the pattern.</i> Show on BB first. Stress neatness/care. <div style="text-align: right;">_____ 35 min _____</div>	Individual work. Monitoring, helping, praising.
<b>7</b>	<b>PBY1a, page 11</b> Q.2 Read: <i>Complete the drawing of the tree.</i> <i>Draw arrows towards the taller tree.</i>  Who is the tallest in the classroom? (teacher) Who is the smallest? ( <b>A</b> ) <b>X</b> , come and stand between us and hold up the correct sign. ( $T > A$ ) Who agrees with <b>X</b> ?  Who is equal in height to <b>B</b> ? ( <b>C</b> ) <b>B</b> and <b>C</b> , come to front. <b>Z</b> , come and stand between them and hold up the correct sign. ( $=$ )  Who is <i>not</i> equal in height to <b>B</b> ? ( <b>T</b> , <b>A</b> , etc.) Show sign on BB ( $\neq$ ). Who can find the correct sign and hold it between <b>A</b> and <b>B</b> ?  Repeat with other children if time. <div style="text-align: right;">_____ 45 min _____</div>	Individual work. Monitoring, praising.  Use large sign cards. Agreement, checking  Discussion.  Pupils find correct signs in their packs and hold them up too.



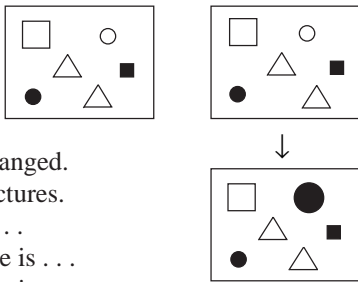
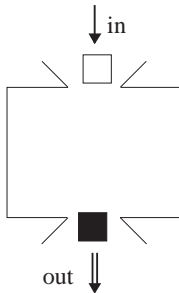
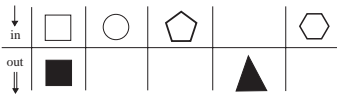
<b>Y1</b>	<p>R: Counting, operations, comparisons  C: <b>Less than, more than, equal to, not equal to</b>  E: <i>Open, closed domains; combinations</i></p>	<i>Lesson Plan</i> <b>13</b>
<i>Activity</i>		<i>Notes</i>
<b>1</b>	<p><b>Number ladder</b>  Let's climb up the number ladder.  Shout '1' then whisper '2, 3', then shout '4', then whisper '5, 6', etc.</p> <p style="text-align: right;"><i>5 min</i></p>	Whole class in chorus with help of T.
<b>2</b>	<p><b>Which is more?</b>  Look at the BB.  Join up each plate to a spoon.  Pupils come to BB, one at a time to draw in a connection.  What is there more of?    (There are 2 more spoons than plates.)  How many plates are needed? (Two plates)      BB: <math>4 + 2 = 6</math></p>  <p style="text-align: right;"><i>10 min</i></p>	<p>Whole class activity</p> <p>Pictures drawn on BB or use enlarged copy master</p> <p>Discussion, agreement,  Checking, praising</p>
<b>3</b>	<p><b>PbY1a, page 13</b>  Q.1 Read: <i>Complete the drawings to make the signs correct.</i>  What does this sign mean? (T holds up '=' sign card.)  Point to it in your book.  How many ice-creams should we draw in the RHS space? (3)  What does this sign mean? (T holds up '≤' sign card.)  Point to it in your book. <b>A</b>, How many ice-creams could we draw in the LHS space? Who has a different answer?  Show that the answer could be 3, 2, 1 or 0.  (Continue for each sign.) Now draw your pictures.</p> <p style="text-align: right;"><i>20 min</i></p>	<p>Individual work, monitored</p> <p>Discussion at BB</p> <p>Agreement.</p> <p>Checking, praising</p>
<b>4</b>	<p><b>Interlude</b>  Verse, action song, game</p> <p style="text-align: right;"><i>23 min</i></p>	Whole class in unison
<b>5</b>	<p><b>PbY1a, page 13</b>  Q.2 Read: <i>Draw matching dots in the grids and write correct signs between the pictures.</i>    Everyone stop. <b>A</b>, come and show us what you have done.  Why did you choose that sign? Who had the same as <b>A</b>?  Who had a different sign? <b>B</b>, come and show us.  Why did you choose that sign? Who had the same as <b>B</b>?  (Continue until all possibilities covered.)</p> <p style="text-align: right;"><i>30 min</i></p>	<p>Individual work, monitored</p> <p>Use enlarged picture or drawing on BB.</p> <p>Discussion at BB</p> <p>Agreement, praising.</p>
<b>6</b>	<p><b>PbY1a, page 13</b>  Q.3 Writing practice. Demonstrate on BB a few times first.</p> <p style="text-align: right;"><i>40 min</i></p>	Individual work, monitored. T helping, only praising.
<b>7</b>	<p><b>PbY1a, page 13, Q.4</b>  Have a blank table drawn on BB.  <b>X</b> come and draw some dots in the middle part of the top row. Is he/she correct?  <b>Y</b>, come and draw <i>less</i> dots on the LHS of the top row. Is he/she correct?  Could there be another answer? Repeat for 'more'.  (Similarly for bottom row)</p>  <p style="text-align: right;"><i>45 min</i></p>	<p>Whole class activity</p> <p>Use different coloured chalk or stuck-on shapes for each row.</p> <p>Discussion. Agreement.  Praising.</p>

<b>Y1</b>	R: Memory, numbers, counting C: <b>(not) less, (not)more, equal; more (less) than or equal to</b> E: Sequences, combinatorics	<i>Lesson Plan</i> <b>14</b>						
<i>Activity</i>		<i>Notes</i>						
<b>1</b>	<b>What has changed?</b> 5 or 6 things are on the T's table (or stuck to the BB). <b>X</b> , turn round so that you cannot see. <b>A</b> , come and add (take away) something. <b>X</b> , turn and look at the table. What has changed? <div style="text-align: right;">_____ 5 min _____</div>	Whole class activity  Repeat with several Ps.						
<b>2</b>	<b>Hide-and-Seek</b> Your fingers are the rabbits and your desk is the hedge. Hide your rabbits under the hedge. <ul style="list-style-type: none"> <li>Let 2 <i>more</i> rabbits jump out from the hedge than I am showing with my fingers. (e.g. 1, 5, 2)                Show the number with your fingers . . . now!</li> <li>This time the number of rabbits which jump out must be 2 <i>less</i> than the number I am showing. (e.g. 8, 5, 2)                Show the number with your fingers . . . now!</li> </ul> <div style="text-align: right;">_____ 10 min _____</div>	Whole class activity  At speed  Checking, praising  You could try (1) to see what happens!						
<b>3</b>	<b>Number ladder</b> Let's climb down the number ladder from 20. Whisper '20' then say 19, then whisper '18' and say '17, and so on. <div style="text-align: right;">_____ 15 min _____</div>	Whole class in chorus.						
<b>4</b>	<b>How many more?</b> Look at the BB. <table border="1" style="display: inline-table; margin-right: 20px;"> <tr> <td>=</td> <td>&lt;</td> <td>&gt;</td> </tr> <tr> <td>≠</td> <td>≤</td> <td>≥</td> </tr> </table>  <p>The rabbits are looking for flowers and vegetables to eat in the garden!            How many rabbits are there? How many carrots are there?  <b>A</b>, put a correct sign between these two pictures.            What other sign could we put there too? (=, ≤, ≥)            How many cabbages are there? <b>B</b>, come and put a sign between the rabbits and the cabbages. What other sign could we put? (&lt;, ≤, ≠)            Which are there more of, rabbits or cabbages? How many more? (1)            We can show how many more by drawing dots. T draws &lt;• on BB.  <b>C</b>, put a correct sign between the flowers and cabbages. Can we put any more signs there? (&gt;, ≥, ≠) How many more cabbages are there than flowers? (3) We can show how many more by drawing dots.            T draws :&gt; on BB.  <div style="text-align: right;">_____ 28 min _____</div> </p>	=	<	>	≠	≤	≥	Use large pictures. Have sign cards stuck to BB.  Whole class activity  Several Ps come to BB  Reasoning  Agreement, checking, praising  Or helps P to draw it.  Or helps P to to draw it .
=	<	>						
≠	≤	≥						
<b>5</b>	<b>Interlude</b> Song, verse, physical exercises <div style="text-align: right;">_____ 30 min _____</div>	Whole class in unison						
<b>6</b>	<b>PbY1a, page 14</b> Q.1 <i>Continue the pattern.</i> T demonstrates on BB first. Choose from Q. 2 or Q.3. <div style="text-align: right;">_____ 45 min _____</div>	Individual work Close monitoring Praising, helping, noting						

<b>Y1</b>		<i>Lesson Plan 15</i>
<i>Activity</i>	Writing practice, revision, activities consolidation <i>PbY1a, page 15</i>	<i>Notes</i>


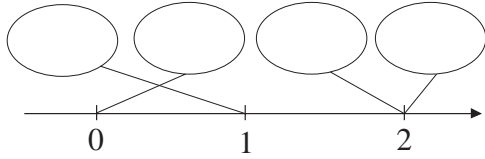
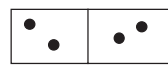
<b>Y1</b>	R: Comparisons; left, right C: <b>Identifying and writing 0; knowing its place on number line</b> E:	<i>Lesson Plan</i> <b>16</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<p><b>Action song</b></p> <p>Let's sing a song and point to what we are singing about.</p> <p>Let's think about our bodies. Point to your head (ears, legs, nose) etc. Close your eyes. Open your left eye. Raise your right hand (left foot). Look around the classroom. Find objects of which there is only one (2, 3).</p> <p>How many giraffes are in the classroom? (none)</p> <p style="text-align: right;"><i>10 min</i></p>	<p>Song: Head, shoulders, knees and toes.</p> <p>Whole class in unison.</p> <p>T writes '0' on BB</p>
<b>2</b>	<p><b>Counting 0, 1, 2</b></p> <p>Show with your fingers the number 1 (2).</p> <p>Show me the number zero.</p> <p>Who can find the number zero (1, 2) on the number line?</p> <p>Who can find the number zero in their books?</p> <p>Show me with your number cards: 0 (1, 2).</p> <p>Lay them down in <i>increasing</i> order on your desk.</p> <p style="text-align: right;"><i>20 min</i></p>	<p>Whole class activity</p> <p>Involve as many Ps as possible.</p> <p>Monitoring, praising</p>
<b>3</b>	<p><b>PbY1a, page 16</b></p> <p>Q.3 T draws a large zero on BB, saying how to do it. Let's draw a zero together. Pupils draw a large zero in the air, then on their desk. Now draw a zero on your neighbour's back. Now let's draw a big zero in our books. (only if ready)</p> <p>Q.4 Let's try to draw smaller zeros in the boxes.</p> <p style="text-align: right;"><i>30 min</i></p>	<p>Whole class in unison</p> <p>If odd no. in class, let pupil draw on T's back.</p> <p>Helping, praising</p> <p>Use grids for extra practice</p>
<b>4</b>	<p><b>PbY1A, page 16</b></p> <p>Q.1 Read: <i>Join up the pictures which show the same number.</i> Review solutions with whole class.</p> <p>Q.2 Read: <i>How many chicks are in each picture?</i> <i>Circle the correct number.</i></p> <p>Look at the first picture. How many birds are in the picture? (2) Are they both the same kind of bird? (No) How do you know if there is a chick? (It is smaller.) What could the other bird be? (duck)</p> <p>Colour yellow all the little chicks you see, then circle the correct number below each picture.</p> <p style="text-align: right;"><i>40 min</i></p>	<p>Individual work</p> <p>Make sure Ps know the difference between the birds.</p> <p>Encourage use of complete sentences.</p> <p>Monitoring, checking.</p>
<b>5</b>	<p><b>Review</b></p> <p>Who can tell me a true sentence with 'zero' in it? 'There are . . .'</p> <p style="text-align: right;"><i>45 min</i></p>	<p>T repeats sentences correctly where necessary.</p>


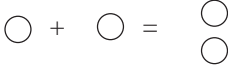

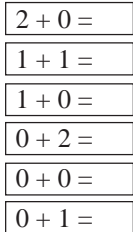

<b>Y1</b>	R: Comparisons C: <b>Identifying and writing 1; knowing its place on number line</b> E:	<i>Lesson Plan</i> <b>17</b>
<b>Activity</b> <b>1</b>	<p><b>Numbers</b></p> <p>Sing a song with numbers. Put up as many fingers as I am clapping, jumping, etc. Put on the LHS of your desk as many blue counters as I am whistling. Put on the RHS of your desk as many red counters as I am nodding. Put down the correct number card below each pile of dots. Which are there more of, red counters or blue counters? Find the correct sign card to put between the piles of counters.</p> <p style="text-align: right;"><i>10 min</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>e.g. On desks:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">● 1</div> <div style="font-size: 2em;">&lt;</div> <div style="text-align: center;">○ 2</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">● ● 2</div> <div style="font-size: 2em;">&lt;</div> <div style="text-align: center;">○ ○ ○ 3</div> </div>
<b>2</b>	<p><b>PbY1a, page 17</b></p> <p>Q.1 Read: <i>Complete the pictures</i> Review solutions with whole class.</p> <p style="text-align: right;"><i>20 min</i></p>	<p>Individual work</p> <p>Monitored</p>
<b>3</b>	<p><b>Poster 9</b></p> <p>Talk about the picture. Who is clever enough to say a true sentence about the picture with numbers? What are there 4 (3, 2, 1) of in the picture? How many cars are there? How many of the cars are green? How many bicycles are in the picture?</p> <p style="text-align: right;"><i>25 min</i></p>	<p>Involve as many pupils as possible.</p> <p>Different outcomes expected.</p>
<b>4</b>	<p><b>PbY1a, page 17</b></p> <p>T writes a large number '1' on BB, saying how to do it. Let's write it together in the air (on your tummy, desk). A, come and write a big '1' on the BB. Who else can do it? Let's all write it in our books.</p> <p style="text-align: right;"><i>30 min</i></p>	<p>Only allow writing in books if you are sure all are ready.</p> <p>Use grids for extra practice.</p>
<b>5</b>	<p><b>PbY1a, page 17</b></p> <p>Q.4 Read: <i>Write the correct numbers and signs in the boxes.</i> Review solutions with whole class.</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Use enlarged picture or rough drawing on BB.</p>

<p><b>Y1</b></p>	<p>R: Comparisons                      C: <b>Identifying, writing and using '1'</b>                      E:</p>	<p><i>Lesson Plan</i>  <b>18</b></p>
<p><b>Activity</b></p>	<p><b>Notes</b></p>	
<p><b>1</b></p>	<p><b>Shape Cards</b>                      Look at the 2 sets on the BB.</p>  <p><b>A</b>, go outside. <b>B</b>, change one shape.  <b>A</b>, come in and say what has been changed.                      Let's say a true sentence about the pictures.                      Begin the sentence with: 'All . . .                      'There is . . .                      'There is no . . .</p> <p style="text-align: right;">5 min</p>	<p>Or Ps cover their eyes and T makes changes.</p> <p>T helping, correcting</p>
<p><b>2</b></p>	<p><b>Number machine</b>                      What is the machine doing?                      If I put in □, what comes out?                      ( Ps hold up ■ )                      If I put in ○, what would come out?                      (Ps hold up ●) and so on.                      Pupils stick missing shapes on table on BB.</p>   <p style="text-align: right;">10 min</p>	<p>Machine drawn on BB beforehand (or use real box)</p> <p>Use shape card set.</p> <p>Tell pupils the name of each shape and ask them to repeat it.</p> <p>Make sure Ps understand that this machine does the same to every shape put through it.</p>
<p><b>3</b></p>	<p><b>Numbers</b>                      Ask one boy to stand at front of class.                      Ask another boy to stand beside him. How can we show this?                      BB: <math>1 + 1 = 2</math>                      Ask a girl to stand beside them. How can we show this?                      BB: <math>1 + 2 = 3</math>                      How many pupils are there? (3) Let's count them. <math>1 + 1 + 1 = 3</math>                      Tell one pupil to sit down but the others must keep his place open.                      Now what do we see? BB: <math>1 + 0 + 1 = 2</math>.                      Repeat with other pupils.                      Who can make another addition with their cards?</p> <p style="text-align: right;">25 min</p>	<p>Ps copy T, laying number and sign cards on their desks.</p> <p>Monitoring, helping, praising</p> <p>Show all on number line.</p>
<p><b>4</b></p>	<p><b>PbY1a, page 18</b>                      Q.3 Read: <i>What is the machine doing? Complete the pictures.</i>                      Talk about how machines can be set to do different things. Say that not all machines do the same and that the machines in this question do different things from the machine above. Discuss what is happening in each machine before allowing pupils to start working in books.                      Pupils complete table (a) on BB first.                      Review solutions with whole class. Display as additions on BB.</p> <p style="text-align: right;">35 min</p>	<p>Have machine and table drawn on BB beforehand, with stick-on balls.</p> <p>Or use real balls/cardboard box.</p> <p>Part (b) individual work.</p>
<p><b>5</b></p>	<p><b>PbY1a, page 20</b>                      Q. 1 and Q.2: Writing practice                      T demonstrates on BB first.</p> <p style="text-align: right;">45 min</p>	<p>Individual work</p> <p>Monitoring, helping</p> <p>Praising</p>

<b>Y1</b>	R: Directions C: <b>Identifying, writing and using '2'; number line</b> E:	<i>Lesson Plan</i> <b>19</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<p><b>What is where?</b></p> <p>A, stand up. Who is in front of (behind) you? Who is to the left (right) of you? What is above (below) you?</p> <p>All those sitting in the first row from the front (back), stand up. All those sitting in the 2nd seat from the left (right) stand up. Who is sitting in the 2nd seat from the right in the 2nd row from front?</p> <p>B, tell us where you are sitting. (Repeat with other Ps.)</p> <p style="text-align: right;"><i>10 min</i></p>	<p>Ask several Ps.</p> <p>Try to involve as many Ps as possible.</p> <p>T repeats incorrect sentences where necessary.</p>
<b>2</b>	<p><b>Ordinal numbers</b></p> <p>X, come and put 2 rabbits in a row on my desk. Y, come and point to the 2nd rabbit from the left. C, come and put 3 teddies in a row on my desk. D, come and hug the 1st teddy from the left (2nd from the right) etc.</p> <p style="text-align: right;"><i>15 min</i></p>	<p>Use various toys.</p> <p>Give appropriate instructions to suit each.</p> <p>Involve several Ps.</p>
<b>3</b>	<p><b>PbY1a, page 19</b></p> <p>Q.1 We will read the top line. T: <i>How many balls can you see?</i> Ps repeat. Show me with a number card . . . now!</p> <p>Now we will read the 2nd line. T: <i>How many animals are there?</i> Ps repeat. Which animals can you see? I can see a . . . How many animals are there altogether? Put the same number of counters on your desk. (Continue with rest of question in similar way.)</p> <p style="text-align: right;"><i>25 min</i></p>	<p>Reading in unison.</p> <p>Or use enlarged copy master</p> <p>Whole class discussion.</p> <p>Or use Ps' own collection of objects.</p>
<b>4</b>	<p><b>Interlude</b></p> <p>Song or rhyme about 2.</p> <p style="text-align: right;"><i>28 min</i></p>	<p>Whole class in unison</p>
<b>5</b>	<p><b>Writing 2</b></p> <p>Everybody hold up 2 fingers. What do we have two of? (eyes, etc.) What are there 2 of in the classroom? Where can you see the number '2' in the classroom? Put 1 object on the left side of your desk. Put 2 objects on the right side. Which is more? How many more? What sign card could we put between them? (<math>1 &lt; 2</math>)</p> <p>E, come and point to 0 on the number line. Now point to 2 with other hand. Which number is between 2 and 0? (1) Write '0 1 2' on BB. F, come and put the correct sign between the numbers. T writes a large 2 on BB, saying how to do it. Repeats several times. Let's all draw a big 2 in the air (on the floor, etc.) Who would like to draw a 2 on the BB (door, window, etc.)?</p> <p style="text-align: right;"><i>38 min</i></p>	<p>Whole class</p> <p>Monitoring, individuals, praising, helping</p> <p>Can use Ps' number lines too.</p> <p>Whole class in unison (Also in sandpit)</p>
<b>6</b>	<p><b>PbY1a, page 19</b></p> <p>Q.3 Now draw big 2's in your book. Draw it in one movement, without lifting your pencil.</p> <p>Q.4 When you think you can, try to draw smaller 2's.</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Individual work</p> <p>Monitoring closely</p> <p>Helping, praising</p> <p>Use grids for extra practice.</p>

<b>Y1</b>		<i>Lesson Plan</i> <b>20</b>
<i>Activity</i>	Writing practice, revision, activities consolidation <i>PbY1a, page 20</i>	<i>Notes</i>

<h1>Y1</h1>	<p>R: 0 and 1  <b>C: Identifying, writing and using '2'; number line</b>                  E: Comparisons</p>	<h2>Lesson Plan 21</h2>
<p><b>Activity 1</b></p>	<p><b>Number Bonds</b>                  Let's make 2 with our number strips. BB  2  <b>A</b>, come and stick the 2 strip on the BB.  <b>B</b>, show us another way to make 2. (2 '1's)                  Let's say it with numbers. <math>1 + 1 = 2</math>    <math>2 + 0 = 2</math>                  Copy on your desks with number cards and signs.                  Let's read out what you have done.</p> <p style="text-align: right;">10 min</p>	<p><b>Notes</b></p> <p>Use enlarged copy master, cut out and stuck on BB, or OHP</p> <p>Ps copy on their desks what is being done on BB.</p> <p>Discussion</p> <p>Ps copy what T says.</p>
<p><b>2</b></p>	<p><b>Bubbles</b>                  Look at the BB                   I have still to finish the drawing.                  Can you help me?</p> <p><b>X</b>, to which number is the first bubble joined? (1)                  Come and draw what could be in that bubble.</p> <p><b>Y</b>, point to the bubble which is joined to the zero.                  What should we draw there? (nothing)</p> <p><b>Z</b>, come and point to a bubble which is joined to the 2. What is missing? Draw it. Is our drawing finished now? (No)                  Who can finish it?</p> <p style="text-align: right;">20 min</p>	<p>Whole class activity</p> <p>Drawn on BB or use enlarged copy master or OHP</p> <p>Suggest simple things to draw, e.g. dots, balls, squares, etc. or it will take too long!</p>
<p><b>3</b></p>	<p><b>PbY1a, page 21</b></p> <p>Q.1 Read: <i>Join the pictures . . .</i>                  In this drawing, all the pictures are complete.                  You must join each to the correct place on the number line.                  Review with whole class</p> <p>Q.2 Read: <i>Colour the necklace which has more beads.</i>  <b>A</b>, which necklace did you colour? (top)  <b>B</b>, which necklace is longer? (both the same)                  But if the top necklace has more beads why is it not longer?</p> <p style="text-align: right;">25 min</p>	<p>Individual work, monitoring, helping, praising</p> <p>Items stuck on BB or use enlarged copy master or OHP</p> <p>Go over mistakes with whole class.</p> <p>Discussion, agreement</p>
<p><b>4</b></p>	<p><b>PbY1a, page 21</b></p> <p>Q.3 Read: <i>Compare the two parts of each domino.</i>  <i>Write it down using numbers and signs.</i></p> <p>Let's do one together first. T draws domino on BB.  <b>S</b>, come and draw 2 dots on the LHS   <b>X</b>, come and draw 2 dots on the RHS.                  Stick on the correct number cards below the dots.                  Which side has more? (Both the same, i.e. equal)  <b>Y</b>, come and stick the sign card beneath the numbers. <math>2 = 2</math>                  Now see if you can do the rest! Review with whole class.</p> <p style="text-align: right;">40 min</p>	<p>Whole class activity to start</p> <p>Drawn on BB or use enlarged copy master or OHP</p> <p>Can use real dominoes if class has sets.</p> <p>Individual work, monitored</p>
<p><b>5</b></p>	<p><b>PbY1a, page 21</b></p> <p>Q.4 Read: <i>Colour the row which is different</i>                  Who can say a number sentence about the pictures? Begin with:                  'There are . . .' 'In the top row there are . . .'                  'In the first picture there are . . .' 'In the second picture there is . . .'</p> <p style="text-align: right;">45 min</p>	<p>Individual work, monitored, reviewed with whole class</p> <p>Involve as many Ps as possible. T should repeat incorrect statements correctly.</p>

<b>Y1</b>	R: Ordering numbers C: <b>Writing and using +, -, =</b> E:	<i>Lesson Plan</i> <b>22</b>
<i>Activity</i>	<i>Notes</i>	
<b>1</b> <b>Shape cards</b> Look at the BB.  Hold up: the 1st shape on the left (the 2nd on the right, etc.) and shout out its name at the same time if you can. _____ 5 min _____		Drawn or stuck on BB.  At speed.
<b>2</b> <b>Problem</b> Listen to me carefully. Yesterday I had £1. Today my mother gave me £1. How many pounds do I have now? See if you can show this with counters on your desk. (Repeat each part slowly walking round class. Wait until all Ps are ready before repeating next part.) T writes on BB, saying equation. Ps repeat. _____ 10 min _____		On Ps' desks:  $1 + 1 = 2$
<b>3</b> <b>Equations</b> Look at the pictures on the BB.  I have made equations to match each picture but have mixed them up. <b>A</b> , come and choose an equation. Read out the equation to the class. Is he/she correct? What number should come after the '=' sign? T writes it on the card. Which picture does it belong to? Put it beneath (Similar for other equations.) Do all the cards have matching pictures? _____ 15 min _____		Have these equations on cards stuck at side of BB:  Discussion
<b>4</b> <b>Interlude</b> Song, verse or physical exercises _____ 18 min _____		Whole class in unison
<b>5</b> <i>PbY1a, page 22</i> Q.1 Read: <i>Complete the right-hand side of each . . .</i> Revise notation for '1 more than', etc. Put two counters on LHS of desk. Put 3 counters on RHS. Which is more? Put the correct sign between them. How many more? Put that number of counters beside the sign. Write on BB. Does everyone understand? Now do question in books. Review solutions on BB with whole class. _____ 25 min _____		On Ps' desks:  On BB: $2 < 3$
<b>6</b> <i>PbY1a, page 22, Q. 2</i> What kind of flowers are these? (e.g. <b>daisies</b> and <b>tulips</b> ) <b>A</b> , come and put one of each kind in a vase. How many flowers are there altogether in the vase? How can we show this? BB: $1 + 1 = 2$ <b>B</b> , come and choose 1 flower to put in this vase. What kind has he/she chosen? (e.g. daisy) How many tulips are in this pot? (none) How many flowers are in the vase? How can we show this? BB: $1 + 0 = 1$ What if I put a tulip in the vase instead of a daisy? How could I write it? BB: $0 + 1 = 1$ _____ 35 min _____		Use real vases and plastic flowers if available.  Use coloured chalk to show which number refers to the daisies and which number refers to the tulips.
<b>7</b> <i>PbY1a, page 22</i> Q.4 and 5 Go round class asking for solutions to each at speed. _____ 45 min _____		Or individual work, monitored

<b>Y1</b>	R: Ordering numbers C: <b>Writing and using +, -, =</b> E:	<i>Lesson Plan</i> <b>23</b>												
<i>Activity</i>	<i>Notes</i>													
<b>1</b> <b>Playing with counters</b> Put 2 red counters on the RHS of your desk. Put 1 less blue counter on the LHS. Put the correct number cards and sign card below. <b>A</b> , show me 2 counters. Give me one of them. How many do you have left? (1) What has happened? Let's show this on the BB using: <ul style="list-style-type: none"> <li>• sticks</li> <li>• number cards and signs.</li> </ul> Show it on your desks too.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;"><i>Blue</i></td> <td style="text-align: center;"><i>Red</i></td> </tr> <tr> <td></td> <td style="text-align: center;">○</td> <td style="text-align: center;">○○</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td></td> <td style="text-align: center;">&lt;</td> <td></td> </tr> </table> <i>10 min</i>		<i>Blue</i>	<i>Red</i>		○	○○		1	2		<		Individual work, monitored  Discussion On BB: $\begin{array}{c}    -   =   \\ 2 - 1 = 1 \end{array}$ Individual work, praising
	<i>Blue</i>	<i>Red</i>												
	○	○○												
	1	2												
	<													
<b>2</b> <i>Tx1a, page 25, Q.2</i> What is happening in the 1st picture? <b>X</b> , show it on BB. Show me on your desks with number and sign cards. (Similarly for 2nd, 3rd and 4th pictures.) Let's act out stories to show: $2 - 1 = 1$ , $2 - 2 = 0$ , $1 - 0 = 1$ , $1 - 1 = 0$ (e.g. $2 - 1 = 1$ : 2 Ps to front of class; 1 sits down; 1 P left)	<i>20 min</i>	One pupil works at BB, others on their desks.  T states each equation and Ps repeat.												
<b>3</b> <b>Poster 2</b> Look at the picture and list all the things there are: <ul style="list-style-type: none"> <li>• only 1 of      There is only one . . . in the picture</li> <li>• 2 of            There are two . . . in the picture</li> <li>• none of        There are no . . . in the picture</li> </ul>	<i>25 min</i>	Involve as many pupils as possible. T repeats incorrect sentences correctly.												
<b>4</b> <i>PbY1a, page 23</i> Q.1 Read: <i>Complete the equations to match the pictures.</i> Discuss what is happening in each picture with whole class. Q.2 Read: <i>What do the pictures tell you?</i> <i>Complete the subtractions.</i> Discuss what is happening with whole class. Q.3 Similar to above. Now fill in the missing numbers in these 3 questions. Review solutions with whole class. Who had a different answer? Do you know how to do it now? Who does not understand?	<i>40 min</i>	Make sure Ps understand what is happening before any written work begins.  Solutions shown on BB by individual Ps. Mistakes used as teaching points.												
<b>5</b> <i>PbY1a, page 23</i> Q.4 Read: <i>Fill in the missing numbers.</i> Go round class asking for solutions to each at speed, or have equations on flash cards and whole class responding in unison.	<i>45 min</i>	Repeat questions if necessary so that all pupils are involved.												

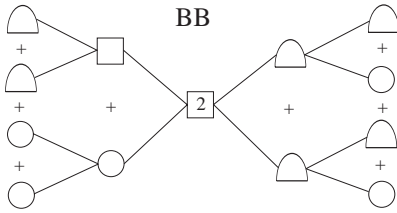
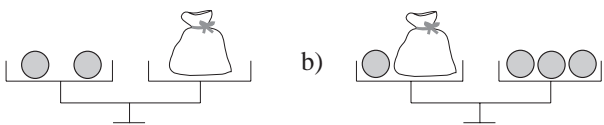




<b>Y1</b>		<i>Lesson Plan 24</i>
<b>Activity</b>  <b>6</b>	<p><i>PbY1a, page 24</i></p> <p>Q.3 Read: <i>Complete the subtractions to match the pictures.</i></p> <p>Look at the pictures in the book carefully. Now I am going to copy the pictures. Watch me and see if I make a mistake.</p> <ul style="list-style-type: none"> <li>• T holds up 2 cherries, breaks one off and eats it. <span style="float: right;"><math>(2 - 1 = 1)</math></span></li> <li>• T holds up a paper flower, then crushes it and throws it away. <span style="float: right;"><math>(1 - 1 = 0)</math></span></li> <li>• T holds up 2 paper cups, tears one in half and throws it away. <span style="float: right;"><math>(2 - 1 = 1)</math></span></li> <li>• T holds up 2 candles, is about to light them but doesn't. <span style="float: right;"><math>(2 - 0 = 2)</math></span></li> </ul> <p>What did I do that is different from the pictures in the book?</p> <p style="text-align: right;"><i>40 min</i></p>	<p style="text-align: center;"><b>Notes</b></p> <p>Whole class activity</p> <p>Ps give equation after each action.</p> <p>Discussion, agreement</p>
<b>7</b>	<p><i>PbY1a, page 24</i></p> <p>Q.4 You have 3 minutes to write in the answers to these sums, starting from . . . now!</p> <p>Go over solutions with whole class, asking 2 or 3 Ps what they put for each sum.</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Individual work</p> <p>Monitoring, praising</p> <p>Note any common errors.</p>

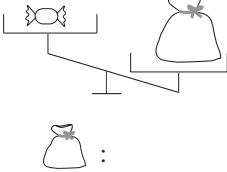
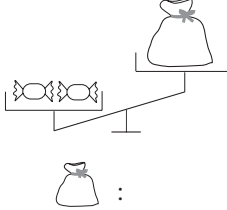
<b>Y1</b>		<i>Lesson Plan</i> <b>25</b>
<i>Activity</i>	Writing practice, revision, activities consolidation <i>PbY1a, page 25</i>	<i>Notes</i>

<h1>Y1</h1>	R: Mental (contextual) problems C: <b>Comparisons: balancing equations and inequalities</b> E:	<h2>Lesson Plan 26</h2>
<b>Activity</b>	<b>Notes</b>	
<b>1</b> <b>Do what I say!</b> Let's start from 1. Put a counter on the LHS of your desk. Now do what I tell you. Take away 1, add 2, take away 1, add 1. Show me with your fingers how many you have left . . . now! <b>A</b> , come and write it on the BB. $(1 - 1 + 2 - 1 + 1 = 2)$ Is he/she correct? Now, <b>A</b> , you tell the class what to do and <b>B</b> will write it down so that no one can see! 'Start with . . . counters etc.' Show how many you have left . . . now! <b>B</b> , show us what you have written. Who agrees with <b>B</b> ? <i>5 min</i>	Or use items from Ps' own collections. Walk slowly around class. With T's help Agreement, praising (New example) Checking, agreement	<b>Notes</b> Or use items from Ps' own collections. Walk slowly around class. With T's help Agreement, praising (New example) Checking, agreement
<b>2</b> <b>Making numbers</b> a) By adding together 2 numbers, tell me different ways to make: <ul style="list-style-type: none"> <li>• 1 (e.g. <math>0 + 1, 1 + 0</math>)</li> <li>• 2 (e.g. <math>0 + 2, 1 + 1, 2 + 0</math>)</li> </ul> b) By adding or subtracting 3 numbers, tell me different ways to make: <ul style="list-style-type: none"> <li>• 2 (e.g. <math>1 + 0 + 1 = 2, 0 + 0 + 2 = 2</math>)</li> <li>• 1 (e.g. <math>0 + 1 + 0 = 1, 2 - 1 - 0 = 1</math>)</li> <li>• 0 (e.g. <math>0 + 0 + 0 = 0</math>) Are there any others? (<math>0 - 0 - 0 = 0</math>)</li> </ul> <i>15 min</i>	Whole class activity T writes each on BB Check on number line Discussion	Whole class activity T writes each on BB Check on number line Discussion
<b>3</b> <b>Problem</b> Listen carefully! David has two apples more than John. David has two apples. How many apples does John have? Show me with number cards . . . now! Let's show this on the BB? <i>20 min</i>	BB: $\boxed{0} < 2$ $\boxed{0} + 2 = 2$ $2 - 2 = \boxed{0}$	Whole class discussion: inequality, equation subtraction Reasoning
<b>4</b> <b>Interlude</b> Song, verse, physical exercises <i>23 min</i>		Whole class in unison
<b>5</b> <b>PbY1a, page 26</b> Q.1 Read: <i>Colour in as many pears as will make the inequality true.</i> Look at the first picture. <b>X</b> , what is the starting number? (0) All put your fingers on zero on your number lines. What does the sign tell us about the missing number? (It is 1 more than 0.) What number on your number line is 1 more than 0? (1) Write '1' in the box and colour in the same number of pears. Repeat for 2nd and 3rd pictures. <i>30 min</i>		Number line 0–9 on Ps' desks Practise reading the inequalities in both directions: '0 is one less than 1' '1 is one more than 0'



<h1>Y1</h1>	<p>R: Mental calculation                  C: <b>Comparisons: equations, inequalities</b>                  E: Inverse operations</p>	<h2>Lesson Plan 27</h2>
<p><b>Activity 1</b></p>	<p><b>Mental Practice</b>                  Round the class at speed. Choose questions from <i>Pb</i>.                  _____ 5 min _____</p>	<p><b>Notes</b>  <i>PbY1a</i>, page 27, Q.1 and 2</p>
<p><b>2</b></p>	<p><b>Making 2</b>                  Look at this number puzzle.                  Each shape stands for a number.                  Which number does each shape stand for?                  Think about it for a while!</p>  <p>Who can fill in a number? Why do you think it is that number?                  Who agrees? (Continue until all filled in.)                  What is the rule for this puzzle? (Sum of numbers in each column is 2.)                  _____ 15 min _____</p>	<p>or <i>Tx1a</i>, page 28, Q.4                  Whole class activity                  Use enlarged copy master.  <math>\bigcirc = 0</math>, <math>\triangle = 1</math>, <math>\square = 2</math></p> <p>Discussion, reasoning, agreement, checking                  Praising</p>
<p><b>3</b></p>	<p><b>Equations Balancing</b>                  Have ready a simple balance (make one if necessary from a coathanger with a clear plastic bag on each end).                  Put 2 marbles in one side. How many marbles will we have to put in the other side to make it balance? (2) Let's check: <math>1 + 1</math>.                  If we put another marble in, what happens? If we take a marble out, what happens? What is needed to make it balance? (One side must equal the other side.) This is what equations must <i>always</i> do!                  Now look at the balances drawn on the BB.</p>  <p>a)  =</p> <p>b)  =</p> <p><b>X</b>, how many marbles do you think are hidden in the bags?  <b>Y</b>, what do you think? Let's write an equation for each balance.                  BB <math>1 + 1 = 2</math> <math>1 + 2 = 1 + 1 + 1</math>                  Ps read out each one in unison, emphasising 'equals'.                  _____ 30 min _____</p>	<p>Whole class activity                  Discussion about balance                  BB: <math>2 = 1 + 1</math>                  Reasoning                  Agreement, checking</p> <p>Or use:</p> <ul style="list-style-type: none"> <li>• real balances and items from Ps' collections</li> <li>• enlarged copy master.</li> </ul> <p>Discussion, agreement, checking</p>
<p><b>4</b></p>	<p><b>Interlude</b>                  Song, verse, physical exercises                  _____ 33 min _____</p>	<p>Whole class in unison</p>
<p><b>5</b></p>	<p><i>PbY1a</i>, page 27, Q.3                  I will say a number. I want you to hold it in your head and follow my instructions, step by step. Nod your head when you have completed each step. Then show me your answer with a number card.</p> <ul style="list-style-type: none"> <li>• Start with 1, add 1, take away 1, add 0, add 1 and take away 1. What number is in your head? Show me . . . now!</li> <li>• Start with 2, take away 1, add 1, take away 0, add 0, take away 1.</li> <li>• Start with 0. add 1, add 1, add 0, take away 1, add 1.</li> </ul> <p>_____ 40 min _____</p>	<p>Whole class activity                  Pause after each step.                  Ps can give instructions too!</p>

<b>Y1</b>		<i>Lesson Plan 27</i>
<b>Activity</b> <b>6</b>	<i>PbY1a, page 27</i> Q.4 Read: <i>What number makes each statement true?</i> Show me the sign which means 'less than' ('more than'). (Make sure all know which is which.) Let's see how many you can do in 4 minutes! Review solutions around the class. <i>45 min</i>	<b>Notes</b>  Individual work Monitoring, praising Note common errors.

<h1>Y1</h1>	R: C: <b>Comparisons: equations, inequalities</b> E: <i>Inverse operations</i>	<h2>Lesson Plan 28</h2>										
<b>Activity</b>  <b>1</b>	<b>Number line</b> Here are some cards with additions on them. <b>A</b> , come and take a card. What does it say? Where should it go on the number line? Is he/she correct? <b>A</b> , why did you choose that number? Similar for other cards.  <div style="text-align: right;">5 min</div>	<b>Notes</b>  Cards: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>0 + 0</td> <td>0 + 1</td> </tr> <tr> <td>1 + 1</td> <td>0 + 2</td> </tr> <tr> <td>0 - 0</td> <td>1 - 1</td> </tr> <tr> <td>2 - 0</td> <td>2 - 1</td> </tr> <tr> <td>2 - 2</td> <td>1 - 0</td> </tr> </table>	0 + 0	0 + 1	1 + 1	0 + 2	0 - 0	1 - 1	2 - 0	2 - 1	2 - 2	1 - 0
0 + 0	0 + 1											
1 + 1	0 + 2											
0 - 0	1 - 1											
2 - 0	2 - 1											
2 - 2	1 - 0											
<b>2</b>	<b>Inequalities</b> Look at the balances drawn on the BB. a)  : b)  :  a) Look at this bag first. Is it heavier or lighter than the sweet? <b>X</b> , how many sweets do you think could be hidden in the bag? Why do you think this? <b>Y</b> , what do you think? Who thinks another number? and another? How far on could we go? How could we write this using just one number and one sign? If there were 2 sweets in the bag, what would we have to do to make it balance? (add 1 sweet to LHS or take away 1 sweet from RHS) b) Now look at this bag. Is it heavier or lighter than the sweets? <b>R</b> , how many sweets could be hidden in this bag? (e.g. 1) <b>S</b> , what do you think? What other number could there be? (e.g. 0) Could it be any other number? (No) If there were no sweets in the bag, what would we have to do to make it balance? (Add 2 sweets to bag or take away 2 sweets from LHS.)  <div style="text-align: right;">15 min</div>	Or use real set of scales!  T writes in what pupils say: a) : 2 (3, 4, ...) > 1  1 + 1 = 2 or 2 - 1 = 1  b) : 1 or 0  Discussion, agreement, checking: 2 = 0 + 2 or 2 - 2 = 0										
<b>3</b>	<b>PbY1a, page 28</b> Q.1 Read: <i>Which numbers have been covered up?</i> a) Look at the two sets of scales. Do they balance? (Yes) <b>X</b> , how many are on the RHS? (2) <b>Y</b> , what must the LHS be in total? (2) Why? So what number is covered up? (1) Discuss 2nd set of scales in similar fashion. b) See if you can write down an equation for each balance. Review with whole class. Whole class reads equations together.  <div style="text-align: right;">25 min</div>	BB: 0 + 2 = 2 and 1 + <span style="border: 1px solid black; padding: 0 2px;"> </span> = 2 2 - 1 = 1 and 1 + <span style="border: 1px solid black; padding: 0 2px;"> </span> = 1  T monitoring, helping										
<b>4</b>	<b>Interlude</b> Action songs  <div style="text-align: right;">30 min</div>	Whole class in unison Ps' choice										

<b>Y1</b>		<i>Lesson Plan 28</i>
<b>Activity</b> <b>5</b>	<p><i>PbY1a, page 28</i></p> <p>Look at the numbers I am holding in my hands. (e.g. 1 and 2, 0 and 1, 2 and 2, etc.) Show me the correct sign to put between them . . . now!</p> <p>Q.2 Read: <i>Compare the numbers.</i> <i>Write the correct signs in the boxes.</i></p> <p>(Parts a), b) and c) can be designated according to ability.)</p> <p>Review solutions with whole class.</p> <p style="text-align: right;"><i>40 min</i></p>	<b>Notes</b>
<b>6</b>	<p><i>PbY1a, page 28</i></p> <p>Choose from Q.3, 4 or 5.</p> <p style="text-align: right;"><i>45 min</i></p>	<p>Individual work, monitored</p> <p>Ask reason for choice.</p>

<b>Y1</b>	R: Mental operations C: <b>Comparisons: equations, inequalities</b> E: Chain operations	<i>Lesson Plan</i> <b>29</b>
<b>Activity</b>		<b>Notes</b>
<b>1</b>	<b>Counting mentally</b> Let's start from 1. Show me the correct number card at the end of each step. $1 + 0 + 1 + 0 - 1 + 1 - 2 - 0 = ?$  _____ 5 min _____	           Whole class activity Checking
<b>2</b>	<b>Reading inequalities</b> Look at part a) on the BB. a) $2 - 1 > 1 - \square$ Read it out loudly. (2 minus 1 is one more than 1 minus square.) What number is missing? Show the correct number card. (1) BB Let us read it again. (2 minus 1 is one more than 1 minus 1) What number can we replace '2 - 1' with? (1) BB What number can we replace '1 - 1' with? (0) BB Now let's read the the inequality again. (1 is one more than 0)  b) $0 + 1 < 1 + \square$ Let's read part (b) loudly. (0 plus 1 is one less than 1 + square) What number is missing? Show the correct number card. (1) BB Let's read it again. (0 + 1 is one less than 1 + 1) What number can we replace '0 + 1' with? (1) BB What number can we replace '1 + 1' with? (2) BB Now let's read the inequality again. (1 is one less than 2)  _____ 10 min _____	           Whole class activity  In chorus with T. <span style="float: right;">1</span> T writes in 1 In chorus T writes '1' below '2 - 1' T writes '0' below '1 - 1' In chorus BB: $1 > 0$  <span style="float: right;">1</span> In chorus with T. T writes in 1 <span style="float: right;">1</span> In chorus T writes '1' below '0 + 1' T writes '2' below '1 + 1' In chorus BB: $1 < 2$
<b>3</b>	<b>Missing numbers</b> Let's fill in the missing numbers. a) Look at part a) first. <b>A</b> , what is the sum of the missing numbers? (2) Why do you think that? Who agrees with <b>A</b> ? <b>B</b> , come and fill in one of the missing numbers. (e.g. 1) <b>C</b> , come and fill in another missing number. (e.g. 1) Continue until one version is complete. (e.g. $1 + 1 + 0 + 0 = 2$ ) Let's read it out together. Could we have a different solution? Discuss other cases. b) as above.  _____ 20 min _____	           BB a) $\begin{array}{r} + \\ \hline = 2 + \\ \hline + \end{array}$  Whole class activity at BB Discussion Agreement  b) $\begin{array}{r} - \\ \hline = 2 + \\ \hline - \end{array}$
<b>4</b>	<b>PbY1a, page 29</b> Q.1 Read: <i>Fill in the missing numbers.</i> <i>Show what the <b>lower</b> arrows mean.</i>  Do part a) on BB with whole class. $1 \xleftarrow{+1} \square$ Parts b), c) and d) as individual work. Discuss solutions with whole class.  _____ 30 min _____	           Part whole class activity, part individual work  Monitoring, helping Discussion at BB, agreement, checking
<b>5</b>	<b>PbY1a, page 29</b> Q.2 to Q.4 Do one question at a time as individual work: for each explain the task, allow a set time, review solutions with whole class, involve as many pupils as possible, and use any mistakes as teaching points.  _____ 45 min _____	           Monitoring, helping praising  For Q.2, ask the pupils also to give a shorter version, as in <i>Activity 2</i> above.

<b>Y1</b>		<i>Lesson Plan</i> <b>30</b>
<i>Activity</i>	Writing practice, revision, activities consolidation <i>PbY1a, page 30</i>	<i>Notes</i>