



	Monday	Tuesday	Wednesday	Thursday	Friday
	Number word Sequences from 1-30	Numerals 1-20	Addition & Subtraction	Number structures	Multiplication & Division
Numeracy and maths	<p><u>Saying the Next One, Two or Three Number Words Forwards</u></p> <p><u>Worksheet via SEESAW – choose a dot to dot</u></p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Numeral Identification</u></p> <p><u>Worksheet via SEESAW</u></p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Counting items in a row with some items screened.</u></p> <p><u>Worksheet via SEESAW</u></p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Partitioning Flashed Patterns to 10</u></p> <p><u>Worksheet via SEESAW</u></p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Organising equal shares</u></p> <p><u>Worksheet via SEESAW</u></p> <p><u>10 minutes of SUMDOG</u></p>
How to teach lesson.	<ul style="list-style-type: none"> Say “I’m going to count from a number and I want you to say the next number after I stop. Ready, ten, eleven, twelve, _.” Ready, eighteen, nineteen, twenty, _.” And so on. Say “I’m going to count from a number, and I want you say the next two numbers after I stop. Ready, ten, eleven, twelve, _ _.” Ready, eighteen, nineteen, twenty, twenty-one, _ _.” And so on. 	<ul style="list-style-type: none"> <i>You will need numeral cards from last week.</i> Place out the cards from 11 to 15, randomly arranged. Point to the number 12. Say “What number is this?” Point to the card 16. Say “What number is this?” Similarly using the cards from 16 to 20, 11 to 20, and 1 to 20. 	<ul style="list-style-type: none"> Place out a row of 20 dots. Say “Count the dots form one, forwards and backwards.” Place a marker on or next to the sixth dot. Point to the marker. Say “This is number six.” Place a different coloured marker on the ninth dot. Say “What number is this one?” Similarly, with seventh and eleventh dots, twelfth and fifteenth dots, and so on. 	<ul style="list-style-type: none"> <i>You will need pairs -7 pattern, 8 pattern, 9 pattern and 10 pattern worksheet.</i> Flash a pairs-8 pattern. Say “How many dots did you see? Can you describe it in another way?” E.g. they might say 4 groups of 2, 2 groups of 4. Similarly using pairs patterns for 7, 9 and 10. 	<ul style="list-style-type: none"> <i>You will need a set of different coloured counters. If you don’t have counters use cut up coloured paper, coins, lego pieces, toys etc.</i> Place out a mixed collection of 5 red counters and 5 green counters. Say “Here are some counters. What can you see? The red counters are for Pet.er and the green counters are for Billie. Can you



	<ul style="list-style-type: none">• Say “I’m going to count from a number and I want you to say the next three numbers after I stop. Ready, one, two, three, four, _ _ _ . Ready, nine, ten, eleven, twelve, _ _ _ . And so on.				<p>sort out the counters. What do you notice?”</p> <ul style="list-style-type: none">• Place out a mixed collection of 5 green counters, 5 red counters and 5 blue counters. Say “Here are some counters. What can you see? The green counters are for Jenny and the red counters are for Eva and the blue counters are for Nicki. Can you sort out the counters? What do you notice?”• Similarly, for 2 lots of 3, 3 lots of 6, 2 lots of 10, and so on.
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Resources required in red will be uploaded to SEESAW on the day they are needed.