



	Monday	Tuesday	Wednesday	Thursday	Friday
	Number word Sequences	Numerals	Addition & Subtraction	Number Structures	Multiplication & Division
Numeracy and maths	<p><u>Saying Short backward numbers</u></p> <p>Worksheet on SEESAW</p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Sequencing decade numerals</u></p> <p>Worksheet on SEESAW</p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Counting items in a row with some items screened.</u></p> <p>Worksheet on SEESAW</p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Partitioning 5</u></p> <p>Worksheet on SEESAW</p> <p><u>10 minutes of SUMDOG</u></p>	<p><u>Determining the number of equal groups.</u></p> <p>Worksheet on SEESAW</p> <p><u>10 minutes of SUMDOG</u></p>
How to teach lesson.	<ul style="list-style-type: none"> Say “Start from 33 and count back to 26. Now start from 48 and count back to 35.” Similarly, 52 back to 47, 85 to 47, and so on. <p>NB. Keep an eye on your child missing out the decade number.</p>	<ul style="list-style-type: none"> <i>You will need a set of number cards from 1 to 100 from last week.</i> Place out the decade cards from 10 to 40, randomly arranged. Say “Put these cards in order.” Direct the child to arrange the cards left to right in increasing order. Say “Now say the numbers as you point to them.” Similarly order the cards from 50 to 80, 20 to 70, 10 to 100 and so on. 	<ul style="list-style-type: none"> Place out a row of 30 dots. Place a marker (for example, a small cube, a piece of blue tac, macaroni, rice) adjacent to the twenty first dot. Say “This is number 21.” Place a small screen over the twenty second, twenty third and twenty fourth dots. Say “There are three under here.” Point to the screen. Place another marker on the twenty fifth dot. Say “What number is this one?” Similarly, with eighteenth and twenty 	<ul style="list-style-type: none"> <i>You need a set of 5 frames</i> Place out the five frame with 3 red and 2 yellow counters in the squares. Say “How many counters altogether? How many red counters? How many yellow counters?” Similarly with other partitions of 5 (2 and 3, 4 and 1, 1 and 4). Flash a five frame with 4 red and 1 yellow counters in the squares. Say “How many counters altogether? How many red 	<ul style="list-style-type: none"> Say “Here are 10 pasta pieces. Here are some plates. Each plate should get 2 pasta pieces. How many plates have two eggs?” Say “Here are 15 pebbles. Here are some plates. Put 3 pebbles on each plate. How many plates get 3 biscuits?” Similarly with 12 and 4, 20 and 5. <p>NB: Use resources available to you, not necessarily pasta or pebbles.</p> <p>Encourage children to use the appropriate number</p>



			<p>first dots, twenty fourth and twenty eighth dot, and so on.</p> <p>NB: The number of dots covered should only range from 1 to 4.</p>	<p>counters? How many yellow counters?"</p> <ul style="list-style-type: none">• Similarly with the other partitions of 5 (1 and 4, 3 and 2, 2 and 3).	<p>name for each whole group rather than referring to each individual item...eg. say 3 rather than count 1,2,3.</p>
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Resources require in **red** will be uploaded to SEESAW on the day they are needed.