|  |  |  |
| --- | --- | --- |
|  | ACTIVITY | COMMENTS |
| Alfie Stage 1Reads, writes and interprets mathematical statements involving addition (+), subtraction ( ) and equals (=) signs. | All week – write addition and subtraction sums in Alfie’s book and get him to solve the sums using his fingers or a numberline. |  |
|  | ACTIVITY | COMMENTS |
| Antonio Stage 1Reads, writes and interprets mathematical statements involving addition (+), subtraction ( ) and equals (=) signs. | All week – write addition and subtraction sums in Antonio’s book and get him to solve the sums using his fingers or a numberline. |  |

|  |  |  |
| --- | --- | --- |
|  | ACTIVITY | COMMENTS |
| Samuel P7Uses familiar words in practical situations when they compare sizes and quantities using the words heavy and light, more and less, enough and not enough to compare sizes or quantities.. | Monday and Tuesday – show Samuel 2 piles of cubes and get him to say which pile is more / less. Repeat.  Thursday and Friday – show Samuel 2 objects and get him to find the heavy one and the light one. Repeat varying the objects. |  |
|  | ACTIVITY | COMMENTS |
| Dane P5 Finds big and small objects on request from a choice of two, identifying the big and small. | All week – show Dane 2 objects and get him to identify the big object and then the small object. Repeat. |  |

|  |  |  |
| --- | --- | --- |
|  | ACTIVITY | COMMENTS |
| Ollie P7Uses familiar words in practical situations when they compare sizes and quantities using the words heavy and light, more and less, enough and not enough to compare sizes or quantities.. | Monday and Tuesday – show Ollie 2 piles of cubes and get him to say which pile is more / less. Repeat.  Thursday and Friday – show Ollie 2 objects and get him to find the heavy one and the light one. Repeat varying the objects. |  |

|  |  |  |
| --- | --- | --- |
|  | ACTIVITY | COMMENTS |
| Tom Stage 2Recognises odd and even numbers and explains how you know a particular number is odd or even. | Monday – hundred square and colouring the odd and even numbers different colours. What pattern do you notice?  Tuesday – odd and even numbers on sheep.  Wednesday – odd and even numbers potion.  Thursday – sort the numbers into the circles for odd and even numbers. |  |
|  | ACTIVITY | COMMENTS |
| Leo Stage 2Recognises odd and even numbers and explains how you know a particular number is odd or even. | Monday – hundred square and colouring the odd and even numbers different colours. What pattern do you notice?  Tuesday – odd and even numbers on sheep.  Wednesday – odd and even numbers potion.  Thursday – sort the numbers into the circles for odd and even numbers. |  |

|  |  |  |
| --- | --- | --- |
|  | ACTIVITY | COMMENTS |
| Rene P9 Recognises, reads and identifies number positions on a number line to 20. | All week – show Rene a numberline and get him to point to the number 10. Then repeat with other numbers.  Point to a number on the numberline e.g. 3 and ask Rene what the number is. Repeat. |  |

|  |  |  |
| --- | --- | --- |
|  | ACTIVITY | COMMENTS |
| Nolan Stage 1Recalls multiplication facts for the 10 multiplication table and uses them to derive division facts, counting in steps of 10 to answer questions. | All week:   1. Get Nolan to count in steps of 10 until he reaches 100. Count together. 2. Nolan to answer multiplication sums in book e.g. 5 x 10 = . Do sums in the 10 times tables. 3. Ask Nolan what pattern he notices. What number does it end with? |  |

|  |  |  |
| --- | --- | --- |
|  | ACTIVITY | COMMENTS |
| Subi P8Responds to mathematical vocabulary such as larger, to describe the size of solids and flat shapes | Monday and Tuesday – show Subi some objects. Choose 2 and ask him which is larger. Ask him which is smaller.  Wednesday and Thursday – ask Subi to say which is more or less when presented with 2 sets of cubes. |  |

|  |  |  |
| --- | --- | --- |
|  | ACTIVITY | COMMENTS |
| Joseph P9 Recognises, reads and identifies number positions on a number line to 20. | All week – show Joseph a numberline and get him to point to the number 10. Then repeat with other numbers.  Point to a number on the numberline e.g. 3 and ask Rene what the number is. Repeat. |  |