



Year 1 White Rose Maths (WRM) Summer Scheme of Learning, 2018 Alignment with Mathletics

Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions	Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation	

This alignment document has been based on the White Rose Maths (WRM) scheme of learning available on the TES website.



Year 1 White Rose Maths (WRM) Summer Scheme of Learning, 2018

Mathletics

Content

Examples of alignment to Mathletics

Block 1 (Weeks 1–3) Number: Multiplication and Division	01
Block 2 (Weeks 4–5) Number: Fractions	06
Block 3 (Week 6) Geometry: Position & Direction	09
Block 4 (Weeks 7–8) Number: Place Value	11
Block 5 (Week 9) Measurement: Money	15
Block 6 (Weeks 10–11) Measurement: Time	16

Purpose:

The aim of this document is to support Mathletics teachers, who use the WRM scheme of learning, to make full use of the resources available within Mathletics. Whenever possible, activities, pages from the eBooks or learning experiences on Rainforest Maths have been matched to each of the small steps on the WRM scheme of learning.

In Mathletics, many eBooks are available in the student interface, however all eBooks are available to teachers through the teacher console. These topic-based eBooks contain practice and fluency exercises, along with application questions and games. Only a small selection of the relevant pages has been added to the document.

Links to Rainforest Maths, which can be found in the 'Play' area in the Mathletics student interface, have also been included as this resource has great visuals which work well on interactive whiteboards and gives pupils further opportunities to practise their learning online.

Course selection:

A specific Mathletics course has been created in alignment with the WRM Summer scheme of learning. You may wish to set this course for your class/groups.

England Yr 01 WRM Aligned



Data-Driven
Teaching and
Learning



Differentiation



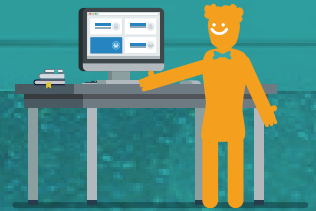
Feedback and
Reflection



Student Growth



Blended
Learning



Examples of alignment to Mathletics

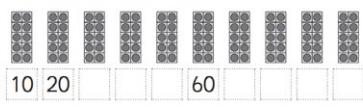
Block 1 (Weeks 1–3) Number: Multiplication and Division

National Curriculum Objectives	WRM Small Steps
<ul style="list-style-type: none"> ▶ Count in multiples of twos, fives and tens. ▶ Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> ▶ Count in 10s ▶ Making Equal Groups ▶ Add Equal Groups ▶ Make Arrays ▶ Making Doubles ▶ Make Equal Groups – Grouping ▶ Sharing Equally

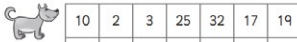
Small step: Count in 10s

Skip counting – in 10s

1 Count in 10s to find how many.



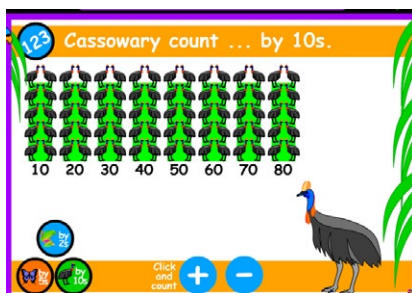
2 Count in 10s to help the puppy find the path home. Colour the squares.



[eBook, B series: Numbers, page 68](#)

Ten frames are used as a representation to support pupils in counting in 10s.

Exercise 3 involves pupils labelling craft sticks with multiples of 10 and then mixing them up and sorting them into order as they count.

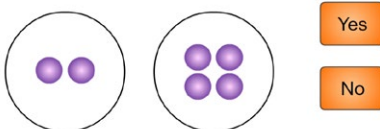


[Rainforest Maths – Level B – Count by 10s](#)

Pupils count in 10s as they click to add another group of 10 Cassowaries. Clicking the 'subtract' symbol removes a group of 10 and pupils can count backwards in multiples of 10 using the visual for support.

Small step: Making Equal Groups

Are the groups equal?



Topic: **Multiplication and Division**

Activity: *Groups*

There are 3 types of questions in this activity: identifying equal groups, finding the number of objects in each group and finding the number of groups.

Grouping and sharing – groups

1 Draw groups.

Put 3 cakes on each plate.

Put 2 flowers in each vase.

Give the monkey 4 bananas.

eBook, A series: Operations with Number, pages 39–41

Over these 3 pages, pupils practise drawing objects to create equal groups and identifying whether groups are equal or not.

Multiplication – equal groups

When we count in groups, the groups must be **equal** or the **same**. Are these groups equal?

3 strawberries 4 strawberries

No, one group has 1 more strawberry. They are **not equal**.

1 Are these groups equal? If so, draw =. If not, draw ≠ in the boxes.

a b

eBook, B series: Operations with Number, page 89

Pupils begin by identifying if groups are equal. Questions 2 and 3 involve pupils using their drawing skills to show their understanding of equal groups.

Tadpole groups.

3 groups of

Click a card. **1** **2** **3** **4** **5** more

Rainforest Maths – Level A – Tadpole Groups

Pupils identify the numbers of tadpoles in the group. Clicking 'more' increases the number of tadpoles in the group and then the number of groups. All the groups shown are equal.

Small step: Add Equal Groups

Multiplication – equal groups

You will need: pencils

What to do:

These children are all turning 5 today.

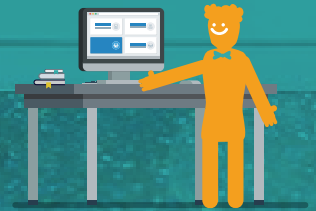
Tom Tia Tim Tara

a Draw the right number of candles on the cakes.

b How many candles are there altogether?

eBook, B series: Operations with Number, page 93

This page provides practice in adding equal groups of 5. First, pupils draw the equal groups of 5 and then find the total number of candles. They are encouraged to share the strategy they used to find the total. This is an opportunity to use addition.



Multiplication. $2 \times 6 =$

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

choose

6 jumps of 2 equals 12

check

Enter numbers in the boxes. more

Rainforest Maths – Level B – Multiplication

Multiplication is shown as repeated addition on a number line. Pupils identify the number of jumps and the number jumped over each time. They can then find the total by counting along the jumps on the number line.

Small step: Make Arrays

10
10
10
10
+ 10
40

4 groups of 10 = 40

Count the objects.

Topic: **Multiplication and Division**

Activity: **Grouping in Tens**

Pupils are presented with an array of objects grouped in 10s. They are encouraged to count the number of groups and then find the total by adding the groups of 10.

5
5
5
5
5
5
+ 5
30

6 groups of 5 = 30

Count the objects.

Topic: **Multiplication and Division**

Activity: **Grouping in Fives**

Pupils are presented with an array of objects grouped in 5s. They are encouraged to count the number of groups and then find the total by adding the groups of 5.

2
2
2
2
2
2
2
2
2
+ 2
18

9 groups of 2 = 18

Count the objects.

Topic: **Multiplication and Division**

Activity: **Grouping in Twos**

Pupils are presented with an array of objects grouped in 2s. They are encouraged to count the number of groups and then find the total by adding the groups of 2.

Multiplication – groups and arrays

We can arrange objects into **groups** or into **rows**.

This is **2 groups of 4** apples. This is **2 rows of 4** apples.

There are **8** apples altogether. There are still **8** apples altogether.

1 How many are there?

a rows of is

b groups of is

eBook, B series: Operations with Number, page 94

Pupils are introduced to the meaning of groups and rows. They are asked to identify the number of objects in each row/group, the number of rows/groups and the total number of objects.

Rainforest Maths – Level B – Multiplication

Pupils are shown tadpoles set out as an array. They are asked to identify the number of rows and how many tadpoles are in each row. Pupils are then encouraged to count the tadpoles to find the total.

Small step: Making Doubles

Grouping and sharing – doubles

A double is 2 lots of the same thing.
I have 2 apples. To find double 2, I add another 2 apples. I now have 4 apples, so double 2 is 4.

1 Find these doubles. Draw the same number of fruit again in the box. Count all the fruit. The total is double the original picture.

a double 1

b double 2

c double 3

d double 4

e double 5

eBook, A series: Operations with Number, page 42

Pupils draw objects to make a double then count all the objects to record the double.

Small step: Make Equal Groups – Grouping

Division – grouping

You will need: a partner 24 lolly sticks

What to do:

You are at the zoo. Pretend the lolly sticks are animal legs and work out how many animals could be at the zoo. Use all 24 lolly sticks for each question. Show your solutions.

a How many are at the zoo?

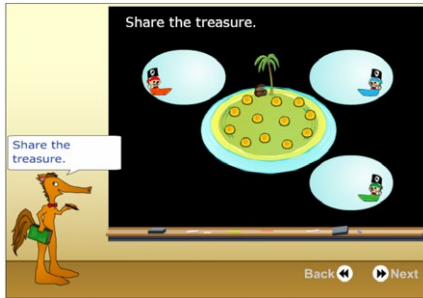
b How many are at the zoo?

eBook, B series: Operations with Number, pages 102–103

Pupils identify how many groups can be made from a collection of objects when the number in each group is provided. On page 103, pupils use 24 craft sticks to represent animal legs. They then work out how many animals could be at the zoo based on this information.



Small step: Sharing Equally



Topic: **Multiplication and Division**

Activity: *Share the Treasure*

This activity allows pupils to drag objects into groups in order to share the objects equally.

Division – sharing

You will need: a partner



What to do:

Cut out the bears and honey pots.

Share out the honey pots so that each bear gets a fair share of the honey pots.

How many does each get?

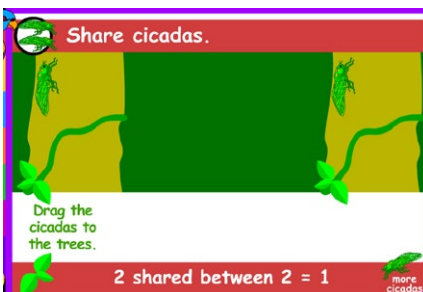
What to do next:

a Put the back. Hide 4 behind your back.

How many does each get now?

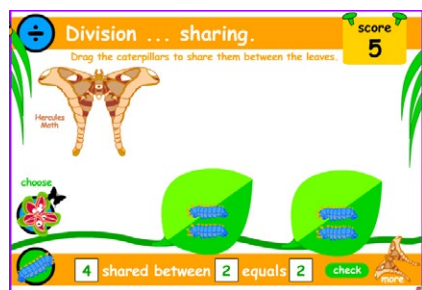
eBook, B series: **Operations with Number, page 100**

This is a collaborative task that pupils can do with a partner. Pupils cut out the bears and honey pots to use in the activity. They are first asked to share the honey pots equally between the bears. Honey pots are then removed and the pupils can explore what happens when they again share them between the bears.



Rainforest Maths – Level A – Number – share cicadas

Pupils drag cicadas to share them equally between 2 trees.



Rainforest Maths – Level B – Division

Pupils drag caterpillars to share them equally between several leaves. They identify the number shared and how many groups they have been shared into, before finding the number in each equal group.

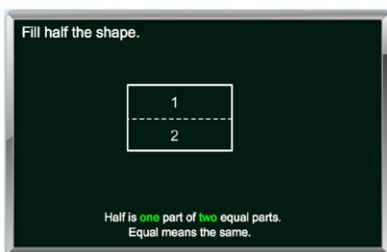


Examples of alignment to Mathletics

Block 2 (Weeks 4–5) Number: Fractions

National Curriculum Objectives	WRM Small Steps
<ul style="list-style-type: none"> ▶ Recognise, find and name a half as one of two equal parts of an object, shape or quantity. ▶ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. ▶ Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). ▶ Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. 	<ul style="list-style-type: none"> ▶ Halving shapes or objects ▶ Halving a quantity ▶ Find a quarter of a shape or object ▶ Find a quarter of a quantity

Small step: Halving shapes or objects

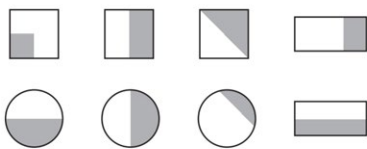


Topic: **Fractions**

Activity: **Halves**

Pupils click to shade 1 half of a shape. The support area reinforces halves as 2 equal parts.

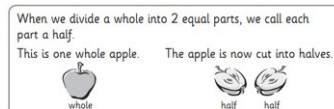
2 Tick the shapes that have 1 half shaded. Remember, halves must be **equal** or the **same**.



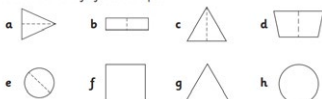
eBook, A series: **Numbers, pages 38–41**

Pupils are introduced to fractions and the language of whole and parts. Pupils are then asked to identify shapes that have 1 equal half shaded.

Fractions – halves of shapes



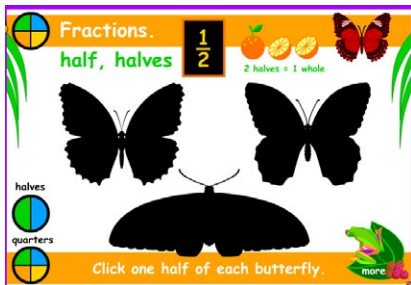
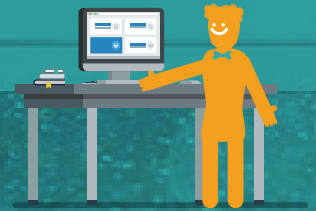
1 Colour one half of each shape.



eBook, B series: **Numbers, pages 81–83**

Halving an object or shape is explained as dividing it into 2 equal parts. Pupils are first asked to shade in half of a shape. They are then challenged to halve the shapes themselves before shading them in.

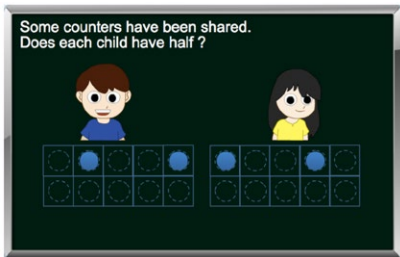
Page 83 is a practical exercise where pupils find different ways to fold squares of paper in half.



Rainforest Maths — Level B — Fractions — halves

Pupils click on 1 half of the butterfly and are shown half of the butterfly coloured in. Clicking on 'more' changes the illustration to 2 rectangles, one which models half and the other which does not model half. Pupils are asked to click on the shape with half shaded in.

Small step: Halving a quantity

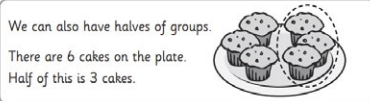


Topic: Fractions

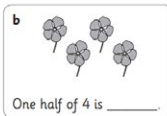
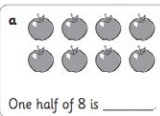
Activity: *Is It Half?*

In this activity pupils decide whether 2 children have half the total number of counters. They are encouraged to see that the placement of the counters is not important but the number of counters is important.

Fractions – halves of groups



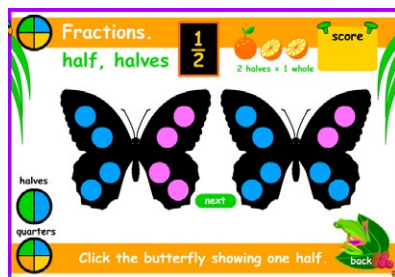
1 Find and circle half of each group.



eBook, B series: Numbers, pages 84–85

Pupils halve a quantity of objects by drawing and then record their answer.

Page 85 is a paired activity. Pupils draw objects and then use counters to cover half of them before checking that the quantities are equal.

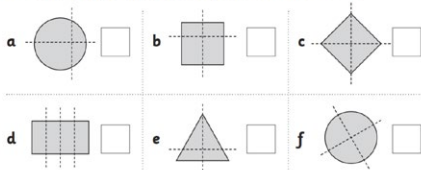


Rainforest Maths — Level B — Fractions — halves

Two butterflies are shown with a quantity of blue and pink counters spaced over each pair of wings. Pupils are asked to identify which butterfly has half their wings covered in blue and half in pink counters.

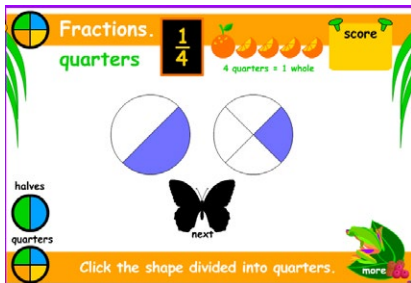
Small step: Find a quarter of a shape or object

2 Are these shapes divided into quarters? Write Y or N.



eBook, B series: Numbers, page 88

Question 2 on this page asks pupils to identify shapes that have evenly been divided into quarters and does not use fractional notation.



Rainforest Maths — Level B — Fractions — quarters

Initially pupils are shown shapes divided into quarters and must click on 1 quarter of the shape. They are then shown pairs of shapes, where one is split into quarters with 1 quarter shaded and the other shows a different fraction. Pupils click to select the shape divided into quarters.

Small step: Find a quarter of a quantity

Fractions – finding quarters of amounts

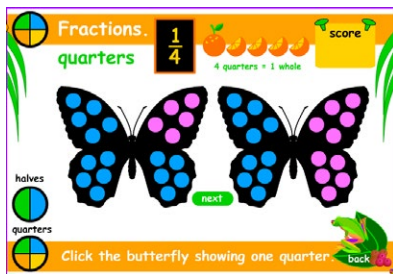
All of the groups must be equal. Four quarters make a whole.
A whole = 8 strawberries

A quarter = 2 strawberries

1 Lucy gets a quarter of 4 strawberries.
How many strawberries does she get? _____

eBook, B series: Numbers, pages 89–90

Pupils are shown how finding a quarter of a quantity relates to finding 4 equal parts. The illustration links to pupils using bar models. Pupils draw to show their understanding of the concept.



Rainforest Maths — Level B — Fractions — quarters

Pupils click on the butterfly which shows 1 quarter of the counters coloured in pink. The illustrations can be used for discussions comparing half of a quantity with a quarter of a quantity.

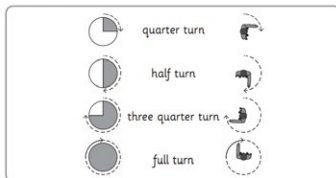


Examples of alignment to Mathletics
Block 3 (Week 6) Geometry: Position & Direction

National Curriculum Objectives	WRM Small Steps
<p>► Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>	<p>► Describe Turns ► Describe Positions (1) ► Describe Positions (2)</p>

Small step: Describe Turns

Position – making turns



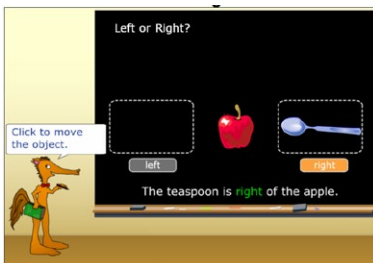
1 Write the turn that each person has made to move between the first and second position.

You can turn in two directions:

eBook, B series: *Geometry*, page 33

Pupils explore turns by turning through a quarter, half, three quarter turn and a full turn.

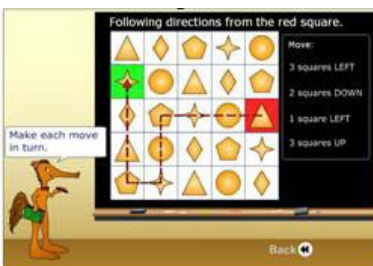
Small step: Describe Positions (1)



Topic: **Position**

Activity: *Left or Right?*

In this activity pupils decide whether an object is to the left or right of another object.



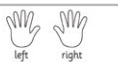
Topic: **Position**

Activity: *Following Directions*

Pupils follow directions including 'up', 'down', 'left' and 'right' to make a pathway on a grid.

Position – describing position

Left and right are terms we often use when we are talking about position.



- the left hand blue
- the right hand green
- the left shoe yellow
- the right shoe orange
- the right flower pink
- the left flower purple

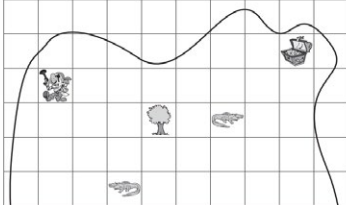


eBook, C series: *Geometry*, page 23

On this page the terms 'left' and 'right' are introduced and pupils colour objects using instructions which include 'left' and 'right'.

Position – paths and directions

1 Follow the directions to get from the **X** to the treasure. Colour and count the squares as you go.



eBook, B series: [Geometry, page 29](#)

Pupils follow directions on a map to find treasure, moving up, down, left and right on a grid.

Rainforest Maths — Level B — Position — paths

Pupils follow instructions, including moving left and right to find the correct square on a grid. As they click the square after each instruction, they are given feedback to show they have completed that move successfully.

Small step: Describe Positions (2)

Topic: **Position**

Activity: *Where is it?*

In this activity pupils use a variety of positional language to describe where the teddy is located in relation to the box.



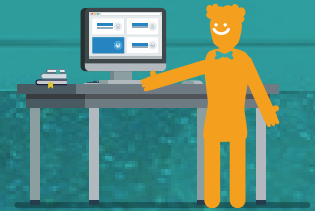
- a The boy is _____ the girl.
 - b The girl is _____ the boy.
 - c The boy is _____ the dog.
 - d The dog is _____ from the boy.
 - e The sun is _____ the sky.
- under
next to
far away
on
below
in front of
between

eBook, B series: [Geometry, pages 21–26](#)

Pupils explore positional language using a range of vocabulary including under, above, behind, in front, between and next to. Pupils identify the position, draw to show the position and work through practical activities.

Rainforest Maths — Level B — Position — grids

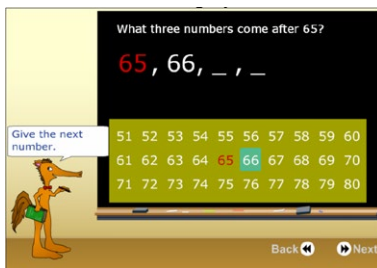
In this task pupils use instructions to place animals on a grid, for example, '... on the middle row second from the left'.



Examples of alignment to Mathletics
Block 4 (Weeks 7–8) Number: Place Value

National Curriculum Objectives	WRM Small Steps
<ul style="list-style-type: none"> ▶ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ▶ Count, read and write numbers to 100 in numerals. ▶ Given a number, identify one more and one less. ▶ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. 	<ul style="list-style-type: none"> ▶ Counting to 100 ▶ Partitioning Numbers ▶ Comparing Numbers (1) ▶ Comparing Numbers (2) ▶ Ordering Numbers ▶ One More, One Less

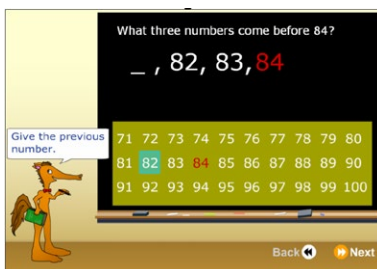
Small step: Counting to 100



Topic: **Place Value**

Activity: **Going Up**

Pupils count forwards to enter the next number, or next 2 or 3 numbers, up to 100.



Topic: **Place Value**

Activity: **Going Down**

Pupils count backwards to enter the numbers that come before a given number within 100.

You will need: a partner, a lolly stick with B on 1 side and F on the other

What to do:

Decide who will go first. Player 1, choose a number between 0 and 100 and write it in the first box below.

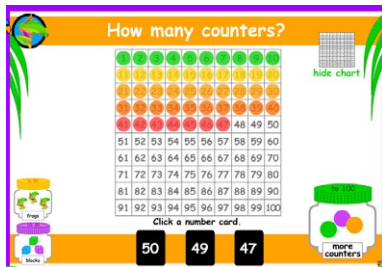
Now flip the lolly stick. If it lands on F, count **forwards** from that number to 100. If it lands on B, count **backwards** from that number to 0. Player 2, check and help if needed. If Player 1 gets it right, give them a tick.

Swap jobs. Play the game 3 times each.

eBook, B series: Numbers, page 53

In this paired activity, pupils start at a number between 0 and 100 and then count forwards or backwards from it.

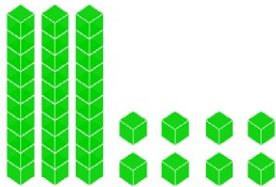
Pages 51 and 52 also have exercises that support pupils in practising to count to 100.



Rainforest Maths — Level B — Count to 100

Pupils are shown a number as counters placed over a hundred grid. The current number is selected from a choice of 3 numbers. The hundred grid can be hidden so that pupils have to look more carefully to identify the number.

Small step: Partitioning Numbers

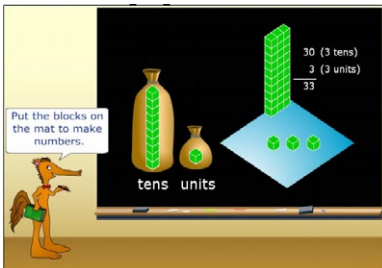


How many?

Topic: Place Value

Activity: *Making Numbers Count*

Pupils identify and write a number represented as tens and ones blocks.



Topic: Place Value

Activity: *Making Big Numbers Count*

In this activity pupils are shown a 2-digit number and asked to represent that number with tens and ones blocks.

Numbers to 100 – place value

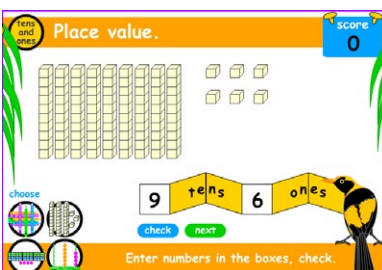
1 Count the number of tens and ones. Complete the place cards.

- a. $\square + \square = \square$
- b. $\square + \square = \square$
- c. $\square + \square = \square$
- d. $\square + \square = \square$

eBook, B series: Numbers, page 58

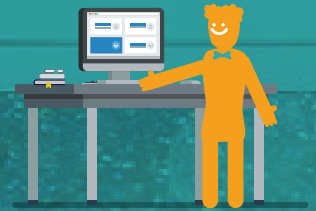
Pupils are shown a 2-digit number represented with the visual of ten frames. They record the number of 10s and 1s on place value cards.

Page 59 has a paired activity where pupils explore numbers to 100 using ten and ones blocks.

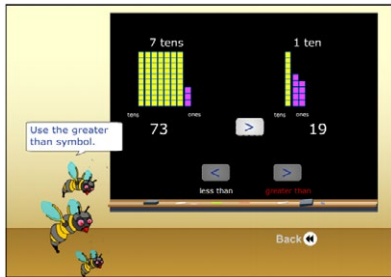


Rainforest Maths — Level B — Place value

Tens and ones are shown in bundles of pencils, tens and ones blocks, rows of 10s and 1s and as an abacus. Pupils enter the number of 10s and 1s and then click 'check' to see the numeral expander fold to reveal the 2-digit number. This place value visual works well on an interactive whiteboard and supports discussion of place value.



Small step: Comparing Numbers (1)



Topic: **Place Value**

Activity: *Compare Numbers to 100*

Pupils compare two 2-digit numbers represented as both numerals and using tens and ones blocks. They select the symbol to show the correct greater than/less than relationship.

Numbers to 100 – comparing numbers

1 Write both numbers. Circle the bigger number.

a b

2 Write the number to match the blocks. Then think of a bigger number and write it. How will you know it is bigger?

a b

eBook, B series: *Numbers*, page 60

Pupils identify numbers from the visuals of tens and ones blocks. They then circle the bigger number. In the next exercise pupils record a bigger number and have to explain how they know it is bigger.

Small step: Comparing Numbers (2)

Arrange in order.

Smallest Biggest

Topic: **Place Value**

Activity: *Arranging Numbers*

Pupils compare 2 numbers within 100 and decide which is biggest and which is smallest.

Look at the pairs of numbers below. Put a < or > to show which number in the pair is greater. The first one has been done for you.

- a 3 < 10
- c 21 7
- e 67 95
- g 11 23
- i 65 14

- b 11 15
- d 55 45
- f 76 67
- h 46 58
- j 27 36

Have you noticed that the point of the symbol always points towards the smallest number?

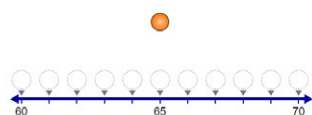


eBook, C series: *Numbers*, page 11

Using greater than and less than symbols, pupils compare two 2-digit numbers.

Small step: Ordering Numbers

Place the marker on the number: 62



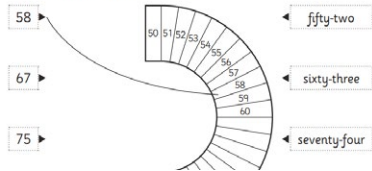
Topic: **Place Value**

Activity: *Number Lines*

Pupils use their knowledge of the order of numbers to 100 to place 2-digit numbers on a partially marked number line.

Numbers to 100 – location and order

1 Draw lines to join the number to the right step. It might help to write the missing numbers in.



eBook, B series: Numbers, page 54

Pupils draw arrows to place numbers in the correct position on a number track to 100. Numbers are shown in both digits and words.

1 Write these numbers from smallest to largest.

a

15	34	28
----	----	----

○ ○ ○

smallest → largest

b

67	72	49
----	----	----

○ ○ ○

smallest → largest

c

14	93	54
----	----	----

○ ○ ○

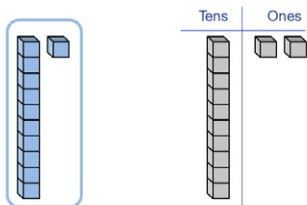
smallest → largest

Topic: Place Value

Activity: *Making Numbers Count*

Pupils identify and write a number represented as tens and ones blocks.

Small step: One More, One Less



What number is 1 less than 12?

Topic: Place Value

Activity: *1 More, 2 Less*

Using tens and ones blocks for support, pupils write the number that is 1 more or 2 less than a given 2-digit number.

Numbers to 100 – 1 more and 1 less

Remember when you are finding 1 more than a tens number you need to move to the beginning of the next row.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

1 Find one more than each of these numbers.

- a 44 b 30
- c 70 d 97

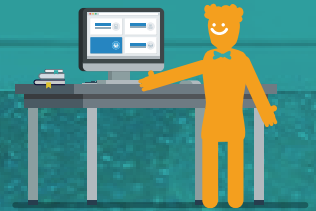
To find 1 more locate your number and move one square to the right.



eBook, B series: Numbers, page 55

Pupils use a number grid to find 1 more and 1 less.

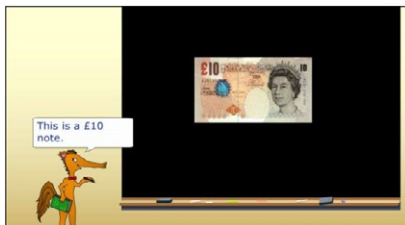
Page 57 has a collaborative activity where pupils use counters and a hundred grid to explore finding 1 more and 1 less, and then moving on to finding 10 more and 10 less.



Examples of alignment to Mathletics
Block 5 (Week 9) Measurement: Money

National Curriculum Objectives	WRM Small Steps
▶ Recognise and know the value of different denominations of coins and notes.	▶ Recognising Coins ▶ Recognising Notes ▶ Counting in Coins

Small step: Recognising Coins
Small step: Recognising Notes



Topic: **Money and Time**

Activity: **Identify Everyday Money (GBP)**

Pupils select the correct image for the given amount in either pounds or pence, for example, 'Click on £10.'

Note: We are aware that the £5 and £10 notes have been changed and we will update these as soon as possible.

You will need: plastic coins

What to do:

- a What coins do we use in the United Kingdom? Sort through your plastic coins and find one of each.
- b Use the coins you found to help you fill in the missing values on the coins below.

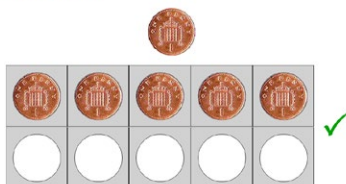


eBook, B series: **Time and Money, page 25**

Pupils use plastic or real coins and sort through them to match up with the illustrations of coins. They label the coins with their values.

Small step: Counting in Coins

Put 5p in the tray.



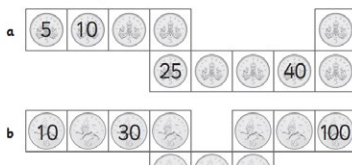
Topic: **Money and Time**

Activity: **Skip Counting with Coins**

Pupils drag coins into a ten frame to create the total shown. Pupils are required to count in 1s, 2s, 5s, 10s and 20s.

Knowing how to count by 5s and 10s is really useful when we are working with money.

1 Fill in the missing amounts on the trails.



eBook, B series: **Time and Money, page 27**

Pupils use coins to practise counting in 10s and 5s.

On page 28 is a collaborative exercise where pupils work with a partner and count coins, using a ten frame.



Examples of alignment to Mathletics

Block 6 (Weeks 10–11) Measurement: Time

National Curriculum Objectives	WRM Small Steps
<ul style="list-style-type: none"> ▶ Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. ▶ Recognise and use language relating to dates, including days of the week, weeks, months and years. ▶ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. ▶ Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. ▶ Measure and begin to record time (hours, minutes, seconds). 	<ul style="list-style-type: none"> ▶ Before and After ▶ Dates ▶ Time to the Hour ▶ Time to the Half Hour ▶ Writing Time ▶ Comparing Time

Small step: Before and After

Time – before/after/next

1 Draw something you do **before** school and something you do **after** school.

Before school I ...	After school I ...

eBook, A series: Time, Money and Statistics, page 4

From page 1 pupils explore the language of time, using today, yesterday and tomorrow, as well as before and after. Morning, afternoon, day and night are also covered.

Page 3 focuses on the concept of before and after, with pupils drawing something they do before and after school.



Rainforest Maths – Level A – Time

Pupils explore time vocabulary including day/night, morning/afternoon and before/after. They drag the appropriate words to match the pictures.

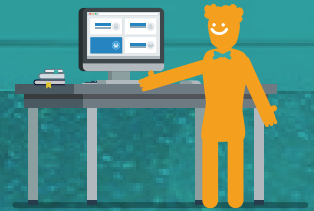
Small step: Dates

Which three days come after Sunday? Put the days in the correct order.

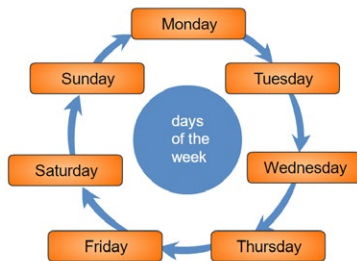
Topic: Money and Time

Activity: Days: After and Before

Pupils order the days of the week by identifying the three days that come after or before a given day.



If it is Tuesday, what day was it yesterday?



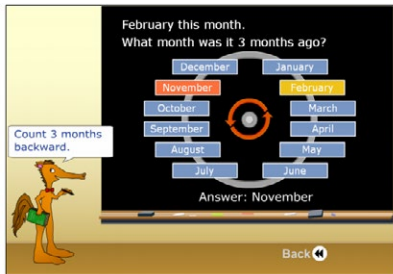
Topic: **Money and Time**

Activity: *Tomorrow and Yesterday (Scaffolded)*

Pupils order the days of the week by identifying the three days that come after or before a given day.

Related activity:

Activity: *Tomorrow and Yesterday (without scaffold)*



Topic: **Money and Time**

Activity: *Months of the Year*

This activity requires that pupils become familiar with the months of the year. They are asked to identify which month it would be the next month, last month, 3 months ago and so on. The months are shown in order to scaffold their learning.



Topic: **Money and Time**

Activity: *Calendar: Days and Dates*

Pupils read a calendar and identify the correct day of the week for a given date.

Time – months of the year

There are 12 months in a year. January is always the first month and December is always the last.



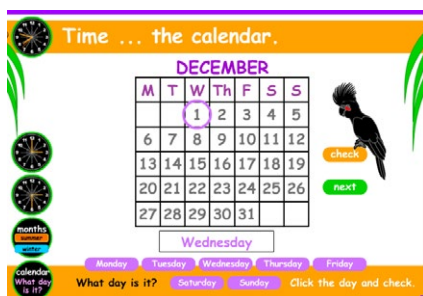
1 Somehow the order of these months of the year got all mixed up. Cut them out and put them in order. You could use a calendar to help you. When you are sure they are right, stick them in your maths book.



eBook, B series: **Time and Money, pages 1–5**

Pages 1–3 explore the days of the week, with pupils describing and drawing what they do on different days.

Pages 4 and 5 introduce the months of the year. Pupils then put the months in order and think about events that occur in specific months.

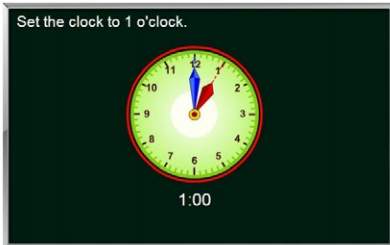


Rainforest Maths – Level B – Time – Calendar

Pupils are shown a date circled on a calendar. They are then required to identify which day of the week it is and click on the appropriate day shown below.

Small step: Time to the Hour

Set the clock to 1 o'clock.



Topic: **Money and Time**

Activity: **Tell Time to the Hour (UK)**

Pupils drag both hands on an analogue clock to set the time to the given o'clock time.

Time – o'clock

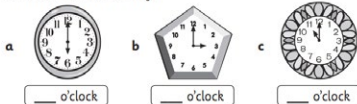
Look at this clock.

The minute (big) hand is pointing to the 12.
When this happens we know that it is an **o'clock** time.

The hour (little) hand is pointing to the 8.
The time is **8 o'clock**.



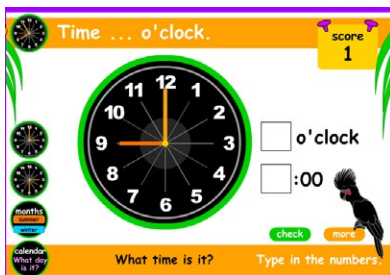
1 What's the time, Mr Wolf?



eBook, B series: **Time and Money, pages 11–13**

Pupils are introduced to telling the time and shown how an analogue clock shows the time on o'clock. Pupils identify the time on clocks and then move on to showing the given time by drawing the clock hands.

Page 13 is a paired activity where pupils make their own models of a clock face.



Rainforest Maths – Level B – Time – o'clock

Pupils identify the time shown on the clock and then enter the number to show both the analogue and digital time on the hour.

Small step: Time to the Half Hour

Set the clock to half past nine.



Topic: **Money and Time**

Activity: **Tell Time to the Half Hour (UK)**

Pupils drag both hands on an analogue clock to set the time to the given half-past time. This activity reinforces the understanding that when the minute hand has moved half-way around the clock, the hour hand has moved half-way towards the next hour.

Time – half past

The time shown on this clock is **2 o'clock**.

The minute (big) hand is on the 12.

The hour (little) hand is on the 2.

The time shown on this clock is **half past 2**.

The minute hand has moved halfway to the next hour. It is pointing to the 6.

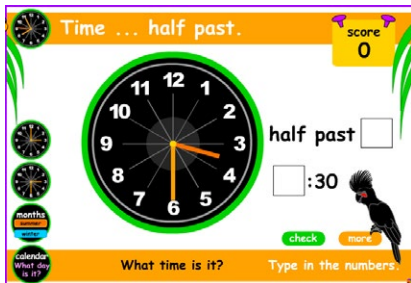
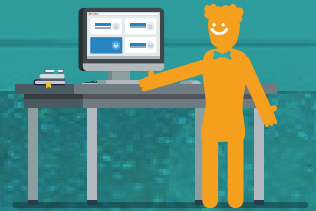
The hour hand has also moved halfway to the next hour. It is halfway between the 2 and the 3.

1 Match the time to the clock face.



eBook, B series: **Time and Money, page 14**

Pupils are shown what an analogue clock looks like when the time is half past the hour. They then identify the time shown on clock faces before drawing the hands on the clocks to match the times given.



Rainforest Maths – Level B – Time – half past

An analogue clock shows the time at half past the hour. Pupils identify the hour and complete the analogue and digital time for half past.

Small step: Writing Time

Time – duration

Time is a measure of how long something takes. Different activities are measured in different units like seconds, minutes, hours and days.

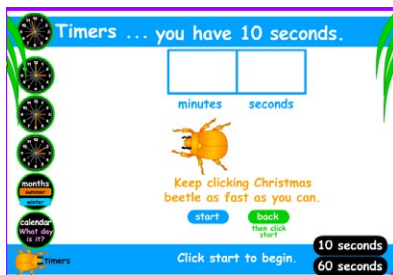


1 What unit of time would you use to measure the activity?

a blowing a ballon

eBook, B series: Time and Money, page 19

Pupils are encouraged to get a sense of time and then compare the time that different things take. They think about what can be done in a second, a minute and an hour and begin to compare the units of time.



Rainforest Maths – Level C – Time – timer

Pupils can click on the beetle to view a timer. Passing seconds are counted and pupils are instructed to click on the beetle as many times as they can in either 10 or 60 seconds. The timers can be used in the classroom and pupils can be given other tasks to perform, giving them an idea of what can be done in 10 seconds, compared to 1 minute.

Small step: Comparing Time

Time – duration and language of time

1 Think about roughly how long it takes you to do the actions on the right side of the page. Then draw or write an action on the left side of the page to match the statement.

a takes more time than

b takes less time than

c takes more time than

eBook, C series: Time and Money, page 7

Pupils are asked to think about how long a particular activity would take and then compare that activity to one that would take more time or less time.



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