



TSS Primary Mathematics MTP 2022-2023 Year 1 Block 4

Week	Key Targets and Learning Objectives	Key Activities	Success Criteria	Key Vocabulary
1	<p><u>1Nm.01</u> Recognise money used in local currency.</p> <p>Recognize Omani Rials and use them to add and subtract in real life situations.</p>	<p>Pg 81 – 84 – Activity Book - In USA cents so probably not useful!</p> <p>Playing with fake money (without focusing on value and notation)</p> <p>Differentiating the size and colour of notes and coins.</p> <p>Buying things in a pretend shop using Omani rials.</p> <p>Counting Rials and pretending to give change.</p> <p>Role Play corner with shop</p> <p>Compare Rials/Baixas to Pounds/Pence.</p>	<p>I can recognise Omani Rials and Baizas.</p> <p>I can use Rials to pay for items and then about change in real-life role play situations.</p>	<p>Rials, Baizas, Money, Change, Left over, How much, Charge, Cost</p>
2	<p><u>1Gg.02</u> Use familiar language to describe length, including long, longer, short, shorter, shortest, thin, thinner,</p> <p><u>1Gg.08</u> Explore instruments that have numbered scales and select the most appropriate instrument to measure length.</p>	<p>Activity Book - 87 - 90</p> <p>Student Book – 128 – 132</p> <p>Children should also understand that height and distance are lengths.</p> <p>Use rulers to measure and order/compare lengths or objects.</p> <p>Explore meter sticks. Discuss what we use them for but without expectation of children being able to measure correctly with them.</p>	<p>I can use familiar language to describe length.</p> <p>I can use a ruler to make attempts at measuring the length of an object.</p>	<p>long, longer, short, shorter, shortest, thin, thinner, record, data measure, length.</p>



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3	<p><u>1Gg.02</u> Use familiar language to describe height, including short, shorter, shortest, tall, taller, tallest.</p>	<p>Compare objects and instruments we would need to measure them.</p>		
	<p>Activity Book - 87 - 90 Student Book – 128 – 132</p> <p>Children should understand that height and distance are lengths.</p> <p>Measure children in the class and record heights in a table/graph. Discuss tallest/shortest and grouping.</p> <p>Compare objects and instruments we would need to measure them. Refer back to rulers and meter sticks.</p>	<p>I can use familiar language to describe height.</p>	<p>short, shorter, shortest, tall, taller, tallest, record, data, height.</p>	
4	<p><u>1Ss.02</u> Record, organise and represent categorical data using practical resources and drawings, lists and tables.</p> <p><u>1Ss.03</u> Describe data, using familiar language including reference to more, less, most or least to answer non-statistical questions and discuss conclusions.</p>	<p>Activity Book – Pg 102 - 106</p> <p>Practical resources and drawings Lists and tables</p> <p>Discuss and record simple things with meaning i.e. eye colour, favourite colour etc.</p> <p>Questions should be on topics that are familiar and of interest to the children.</p>	<p>I can create a table or a list to display information.</p> <p>I can retrieve information from a table or a list and give information about what I have found out and how.</p>	<p>Table, list, data, information. Ruler, record, chart, represent, picture, practical activity, drawing, organise, less, most, least, question, conclusion, evaluation.</p>

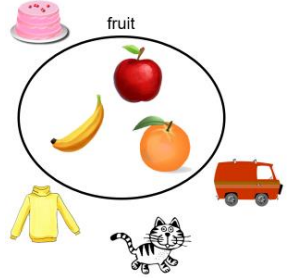


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		<p><i>The Very Hungry Caterpillar</i> example:</p> <p>Use the diagrams to compare quantities, order items from most eaten to least eaten etc., and explain reasoning.</p> <p>e.g. "The food that the caterpillar ate the most of was oranges. He ate more plums than apples. Maybe the caterpillar likes plums more than apples."</p>		
5	<p><u>1Gg.04</u> Use familiar language to describe mass, including heavy, light, less and more.</p> <p><u>1Gg.08</u> Explore instruments that have numbered scales, and select the most appropriate instrument to measure mass, capacity and temperature.</p>	<p>Student Book Pg 134 – 136.</p> <p>Activity Book Pg 91 - 94</p> <p>Explore different objects and resources by weight. Order lightest to heaviest. Record data.</p> <p>Record different weights in tables.</p> <p>Explore weighing scales.</p>	<p>I can use familiar language to describe mass.</p> <p>I can use scales to make attempts at weighing objects.</p> <p>I can use scales to compare the weight of objects.</p>	<p>heavy, light, less, more, mass, measure, scales, heaviest, lightest, record, data.</p>
6	<p><u>1Gg.05</u> Use familiar language to describe capacity, including full, empty, less and more.</p> <p><u>1Gg.08</u> Explore instruments that have numbered scales, and select the most appropriate instrument to measure mass, capacity and temperature.</p>	<p>Activity Book Pg 95 – 97</p> <p>Children to explore non-standard measures.</p> <p>Use scales to measure mass, jugs to measure capacity.</p> <p>Water and sand play with different sized containers.</p>	<p>I can use familiar language to describe capacity.</p> <p>I can use a measuring jug to make attempts at measuring capacity.</p>	<p>full, empty, less, more, weighting, weight, capacity. Scales, weigh, measure, instrument, temperature.</p>

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	<p>Explore weighing scales and compare weights correctly using correct language.</p>	<p>Look at numbers on measuring jugs and discuss how capacity is measured.</p>		
7	<p><u>1Ss.02</u> Record, organise and represent categorical data using Carroll diagrams.</p> <p><u>1Ss.02</u> Record, organise and represent categorical data using Venn diagrams.</p> <p>Read data found on Venn and Carroll diagrams to find answers.</p>	<p>Activity Book Pg 107 – 109</p> <p>Use Venn or Carroll diagrams to sort numbers or objects using one criterion; explain choices using appropriate language including 'not'.</p> <p>e.g.</p> <div style="text-align: center;">  </div>	<p>I can create my own venn diagram.</p> <p>I can use a venn diagram to find out more.</p> <p>I can create my own carroll diagram.</p> <p>I can use a carroll diagram to find out more.</p>	<p>Table, list, data, information. ruler, record, chart, represent, picture, drawing, organise, less, most, least, question, conclusion, evaluation, venn diagram, carroll diagram, results.</p>

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Yellow objects	Not yellow objects
	

Use pictograms first and then show how this data can be represented in block graphs where one object or drawing represents one data value

e.g.

