

REAL-LIFE MATHS

Teacher guide

National 2 Lifeskills Mathematics

For all the N2 Maths workbooks and the N2 Activity Book



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 **Blewis**
LEARNING

Using the workbooks

The N2 Maths workbooks are write-in books, one per learner. They are designed to be used straight away, including by staff who do not usually teach maths. This guide gives one page of notes for every topic.

EVERY TOPIC FOLLOWS THE SAME PATTERN

Opener	a story in a real-life context, the skills and the key words
Teach and practise	a method, a worked example, then questions with space for working
Real-life task	a bigger problem that pulls the skills together
Brain break	an optional calm puzzle before the check-up
Check-up	short questions and an 'I can' checklist

EACH TOPIC NOTE GIVES YOU

Lessons	a realistic number of 50-minute lessons
Before you start	what learners need to be secure with first
Teaching points	what to stress, linked to the book's examples
Mistakes	common errors and how to fix them
Hands-on ideas	low-cost activities with real objects
Support and stretch	ways to adapt the topic
Evidence	where the best evidence for each standard is

ANSWERS

Full answers are at the back of each workbook, so learners can check their own work after trying the questions.

ACTIVITY BOOK

The N2 Activity Book has a colouring page, word search, puzzle and brain teaser for every topic, with the same themes. Use it for early finishers, calm starts and the end of lessons.

SUPPORTING LEARNERS

Contexts are everyday and calm, with plain language and a consistent layout. Learners can talk answers through, use real objects, have questions read to them, or use a calculator where appropriate.

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BOOK 1

Number, Shape and Data

This book helps you use numbers, shapes and simple charts in everyday life.

Where each standard is covered

Standard	What it covers	Where
N 1.1	Recognise and use whole numbers	Topic 1
N 1.2	Recognise very simple fractions (halves and quarters)	Topic 2
N 1.3	Carry out simple addition and subtraction of whole numbers	Topic 3
N 1.4	Carry out very simple multiplication or division	Topic 4
N 2.1–2.4	Select and carry out calculations, use notation and make a decision	Topic 5
S 1.1, 1.3	Recognise and use 2D shapes and 3D objects; compare them	Topic 6
S 1.2, 1.4	Describe position; continue a simple pattern	Topic 7
S 2.1, 2.2	Add to data in graphical form; interpret data to make a choice	Topic 8
S 2.3	Use data to make a choice based on likelihood	Topic 9

ALWAYS CHECK

Check the latest course documents and your centre's assessment arrangements.
The book gives evidence opportunities; your centre decides how evidence is gathered and recorded.

Topic 1: Numbers around us

3-4 LESSONS

BEFORE YOU START

- Counting objects to 20 with one-to-one matching
- Recognising numerals 0 to 20

KEY TEACHING POINTS

- Count real objects first, then match them to a numeral card, then to the word. Keep each step short.
- Use tens and ones to read two-digit numbers: 36 is thirty and six. Bundles of ten straws make this concrete.
- Say teen and ty numbers slowly and clearly, as thirteen and thirty sound alike.
- To order numbers, look at the tens first. 8 has no tens, so it is the smallest.
- Link numbers to real life: runner bibs, bus numbers, house numbers and prices from the fun run.

Common mistake	How to fix it
Writing thirty-six as 306.	Use arrow cards (30 and 6) that slide together so the 6 covers the 0.
Mixing up 13 and 30, or 14 and 40.	Practise listening games with exaggerated endings and show both numbers on cards.
Reversing digits, so 52 becomes 25.	Put a green dot on the left of the place value mat to show where to start.
Losing count when counting a group.	Move each object into a second pile or tick each picture as it is counted.

HANDS-ON IDEAS

- Numbered bibs or cards for a classroom fun run line-up
- Bundles of ten straws or lolly sticks and loose ones for tens and ones
- A 1 to 100 number line or hundred square on the floor
- Photos of local bus numbers, house doors and price labels

SUPPORT

Work with numbers to 20 first and use real objects for every question. A support assistant can read each question aloud and point, and learners can answer by pointing or placing a card instead of writing.

STRETCH

Extend to numbers to 100 in words, or ask learners to find and photograph five real numbers around school and put them in order.

EVIDENCE

The fun run day task and the counting and ordering practice give clear evidence of recognising and using whole numbers in real contexts.

Topic 2: Halves and quarters

3-4 LESSONS

BEFORE YOU START

- Counting to 20
- Sharing objects one at a time
- Understanding equal and not equal

KEY TEACHING POINTS

- Start with real food or paper shapes. Learners fold or cut to see that halves and quarters must be equal.
- A half is 2 equal parts and a quarter is 4 equal parts. Fold a half again to make quarters.
- To find half of a group, share one at a time onto 2 plates. For a quarter, use 4 plates.
- Link to real life: half price labels, half past on a clock and sharing pizza equally.

Common mistake	How to fix it
Calling any two pieces halves, even if unequal.	Put the two pieces on top of each other to check they match exactly.
Thinking a quarter is bigger than a half because 4 is bigger.	Cut one sandwich into halves and one into quarters, then compare pieces.
Sharing unevenly by giving several items to one plate at a time.	Model 'one for you, one for you' aloud as each item is placed.
Mixing up half past and o'clock on a clock.	Use a real clock with half shaded. The long hand points to 6.

HANDS-ON IDEAS

- Real sandwiches, pizza or fruit cut into halves and quarters at snack time
- Paper plates and counters or biscuits for sharing
- Paper squares, circles and rectangles to fold
- Half price labels from shops and a geared teaching clock

SUPPORT

Use real food and objects for every question and keep numbers even and small. A support assistant can model sharing hand over hand, and learners can circle or point to answers.

STRETCH

Find halves and quarters of larger amounts such as 20 or £8, or ask learners to make their own half price shop labels.

EVIDENCE

The pizza night at the youth club task gives good evidence of recognising halves and quarters of shapes and amounts in real life.

Topic 3: Adding and taking away

3-4 LESSONS

BEFORE YOU START

- Counting forwards and backwards to 20
- Recognising numbers to 20
- Counting objects accurately

KEY TEACHING POINTS

- Count on from the bigger number for adding. Start at 8 and count on 3: 9, 10, 11.
- Count back for taking away. Show it with objects moving away and on a number line.
- Teach clue words: altogether and more mean add, left and spend mean take away.
- Use real coins and items from the tuck shop so sums have meaning.
- Finding how many more can be done by counting on from the smaller number.

Common mistake	How to fix it
Counting the starting number when counting on, so $8 + 3 = 10$.	Say the start number, then count the jumps: 'eight... nine, ten, eleven'.
Taking the numbers the wrong way round, so $15 - 9$ becomes $9 - 15$.	Start with 15 objects, remove 9, count what is left.
Choosing the wrong operation in word problems.	Act out each story with objects and ask: are we getting more or fewer?
Mixing pounds and pence, such as $30p + 40p = £70$.	Use real coins and lay them out, then count the pennies together.

HANDS-ON IDEAS

- A pretend tuck shop with real snack packets and price labels
- Coins (10p, 20p, 50p, £1) for paying and change
- A floor number line for jumping forwards and back
- Counters, cubes or real items for adding and taking away

SUPPORT

Keep numbers within 10 first and use objects for every sum. A support assistant can act out each story with the learner before any writing.

STRETCH

Run the tuck shop with prices up to £1, and ask learners to work out change and check whether they can afford two items.

EVIDENCE

The break time at the tuck shop task gives good evidence of carrying out simple adding and taking away of whole numbers, including money.

Topic 4: Multiplying and sharing

3-4 LESSONS

BEFORE YOU START

- Counting to 50
- Adding small numbers
- Counting in 2s, 5s and 10s with support

KEY TEACHING POINTS

- Multiplying is adding equal groups. Make 3 trays of 4 scones with real objects before writing 3×4 .
- Say $\times$ as 'lots of' every time, so 3×4 is 3 lots of 4.
- Count in 2s, 5s and 10s with a number line or hundred square. Egg boxes of 10 make this real.
- Sharing equally means one each, again and again, until none are left. Check every plate is the same.
- Say $\div$ as 'shared between'. $12 \div 3$ means 12 shared between 3.

Common mistake	How to fix it
Making unequal groups when multiplying.	Use egg boxes or muffin trays so each group has fixed spaces.
Adding the two numbers instead of multiplying, so $3 \times 4 = 7$.	Draw or build the groups first, then count all the objects.
Sharing unequally, giving more to the first plate.	Model 'one for you, one for you' and check by counting each plate.
Losing place when counting in 5s or 10s.	Use a hundred square and colour the multiples, or count coins of 5p and 10p.

HANDS-ON IDEAS

- Egg boxes, muffin trays and play dough or real scones for equal groups
- Paper plates and counters for sharing
- 5p and 10p coins for counting in 5s and 10s
- A real baking session with a support assistant

SUPPORT

Use real objects or drawings for every question and stay with 2s and 10s until learners are confident. A support assistant can guide sharing hand over hand.

STRETCH

Find the cost of 5 or 10 scones at £2 each, or plan how many egg boxes are needed for a set number of eggs.

EVIDENCE

The baking day at the Bothy Café task gives good evidence of very simple multiplication and sharing in a real context.

Topic 5: Which sum?

3-4 LESSONS

BEFORE YOU START

- Simple adding and taking away
- Very simple multiplying and sharing
- Recognising £ coins and notes

KEY TEACHING POINTS

- Read the question twice, then find the clue word. Use the clue word table on the first skill page.
- Write the sum in order: number, sign, number, equals, answer. Model it on the board every time.
- After working it out, compare the answer with the money you have, then decide.
- Ask 'Does the answer make sense?' before writing the decision.

Common mistake	How to fix it
Picking a sign by looking at the numbers alone.	Act the story out with objects or money and ask what is happening.
Writing the sum in the wrong order, such as 4 – £10.	Use a sum frame with boxes: start number, sign, number, answer.
Working out the answer but not making the decision.	End every question with a yes or no card, or a sentence starter: 'Yes, because...'.
Ignoring part of the question, such as buying both items.	Tick each item or number as it is used.

HANDS-ON IDEAS

- A role-play shop with real priced items and play money
- Clue word cards matched to +, –, × and ÷ symbol cards
- Real shop flyers and price labels
- Mini whiteboards for writing the sum

SUPPORT

Use only adding and taking away at first and keep prices to whole pounds under £10. A support assistant can read the question twice and help find the clue word.

STRETCH

Give learners £10 to plan a shopping list from real flyers and decide what they can buy, writing each sum.

EVIDENCE

The shopping in town task gives the best evidence of selecting and carrying out calculations, using notation and making a decision.

Topic 6: Shapes all around

3-4 LESSONS

BEFORE YOU START

- Matching objects that look the same
- Counting to 10
- Some everyday words for size

KEY TEACHING POINTS

- Handle real shapes before drawings. Learners touch and count each side and corner.
- Name flat shapes first: circle, triangle, square, rectangle. Then solid shapes: cube, cuboid, cylinder, sphere.
- Match solid shapes to real things: a dice is a cube, a tin is a cylinder, a ball is a sphere.
- Compare using the words in the book: bigger, smaller, longer, shorter, taller, more sides, fewer sides.

Common mistake	How to fix it
Counting the same corner or side twice.	Put a sticker or pen mark on each side as it is counted.
Thinking a square turned on its corner is not a square.	Turn a real square around and ask learners to count the sides each time.
Mixing up flat and solid shape names, such as calling a ball a circle.	Sort objects into 'flat' and 'solid' trays before naming.
Comparing height without lining up the bottoms.	Stand objects side by side on the same table edge before comparing.

HANDS-ON IDEAS

- A feely bag with real shapes and everyday objects
- A shape hunt around school or the local area with a photo sheet
- Packaging: cereal boxes, tins, balls and dice
- Straws and sticky tack to build flat shapes

SUPPORT

Teach two shapes at a time with real objects and picture cards. Learners can point, sort or match instead of writing names, with a support assistant reading the labels.

STRETCH

Ask learners to photograph shapes on a walk around Glen Arrin or the school grounds and make a shape poster with names and side counts.

EVIDENCE

The shape hunt in Glen Arrin task gives good evidence of recognising and using 2D shapes and 3D objects and comparing them.

Topic 7: Where is it? Patterns

3-4 LESSONS

BEFORE YOU START

- Knowing everyday objects by name
- Following a simple one-step instruction
- Recognising simple shapes and colours

KEY TEACHING POINTS

- Teach position words with real objects and the learner's own body: on, under, next to, between, left, right.
- Left and right are as you look at the page. A wristband or sticker on the right hand helps.
- Give one instruction at a time and check before giving the next.
- For patterns, say the pattern aloud, find the part that repeats, then continue it.
- Check the shape and the shading, since patterns can change in both ways.

Common mistake	How to fix it
Mixing up left and right.	Use a sticker on the right hand and a matching coloured dot on the right side of the page.
Placing an item next to rather than between two others.	Act it out with three learners standing in a line, then move objects to match.
Repeating only the last shape in a pattern.	Circle the repeating part and say it aloud as a chant before drawing.
Ignoring shading when continuing a pattern.	Build the pattern with real coloured blocks first, then draw it.

HANDS-ON IDEAS

- A real picnic set out on a blanket with cups, plates and fruit
- Coloured cubes, beads or pegs for repeating patterns
- A large floor grid made with masking tape
- Paper bunting flags to colour in a repeating pattern

SUPPORT

Teach two position words at a time and use real objects throughout. A support assistant can give one instruction at a time and model the answer before the learner tries.

STRETCH

Ask learners to give position instructions to a partner to set out a picnic, or design a pattern with three repeating parts.

EVIDENCE

The setting out the picnic task gives good evidence of describing position and continuing a simple pattern.

Topic 8: Charts and choices

3-4 LESSONS

BEFORE YOU START

- Counting to 20
- Comparing numbers to say which is more
- Recognising simple pictures and symbols

KEY TEACHING POINTS

- Touch each picture as it is counted on a pictogram. One picture stands for one item in this book.
- Tally marks go in groups of 5, with the fifth mark across the four.
- To read a bar chart, go along the top of the bar and across to the scale with a finger or ruler.
- The most popular item has the tallest bar or most pictures. Use it to make a choice.

Common mistake	How to fix it
Missing or double counting pictures.	Cross off or tick each picture with a pencil as it is counted.
Drawing a fifth tally mark as a fifth upright line.	Practise with lolly sticks: four standing up, then one lying across.
Drawing bars to the wrong height.	Use squared paper and count up one square at a time, colouring as you go.
Choosing the shortest bar as the most popular.	Ask 'Which got the most votes?' and stand real objects in towers to compare.

HANDS-ON IDEAS

- A class vote with stickers or cubes to build a real bar chart
- Lolly sticks for making tally marks
- Large squared paper for drawing bars
- Sports day results or house points to count and chart

SUPPORT

Build charts from real cubes or objects before drawing them. A support assistant can count with the learner and learners can answer by pointing to a bar.

STRETCH

Run a real class survey, record it with tallies, draw a bar chart and use it to decide what to buy for a class event.

EVIDENCE

The who wins the sports day cup task gives the best evidence of adding to data in a chart and using the chart to make a choice.

Topic 9: Will it happen?

3-4 LESSONS

BEFORE YOU START

- Counting colours or objects to 10
- Comparing which group has more
- Some everyday language about what will happen

KEY TEACHING POINTS

- Teach four words with real examples: certain, likely, unlikely, impossible. Use the book's examples like a cat driving the bus.
- More of a colour in a bag means it is more likely to be picked. None means impossible, all means certain.
- Count the grey parts on each spinner to decide which gives a better chance of winning.
- Link chance to real choices, such as taking a jacket when rain is likely.

Common mistake	How to fix it
Thinking a favourite colour is more likely to be picked.	Pick from a bag of 8 red and 2 blue many times and count results.
Mixing up likely and certain.	Use a washing line with picture cards and place events along it with discussion.
Believing a 6 on a dice is certain if you want it enough.	Roll a real dice several times and record what happens.
Choosing a spinner by colour size without counting parts.	Count and shade each part, then compare the totals.

HANDS-ON IDEAS

- Bags of coloured counters or cubes for lucky dips
- Simple card spinners with a pencil and paper clip
- Dice for rolling experiments
- Picture cards of everyday events to sort onto a chance line

SUPPORT

Teach certain and impossible first, then add likely and unlikely. A support assistant can read events aloud, and learners can sort picture cards instead of writing.

STRETCH

Ask learners to make their own lucky dip bag or spinner where one colour is likely and another is unlikely, and test it with a partner.

EVIDENCE

The games night task gives good evidence of using data about likelihood to make a choice.

BOOK 2

Money, Time and Measurement

This book helps you use money, time and measuring in everyday life.

Where each standard is covered

Standard	What it covers	Where
M 1.1, 1.2	Count up amounts; use coins and notes to make amounts	Topic 1
M 1.3	Calculate basic cost	Topic 2
M 1.4	Calculate basic change	Topic 3
M 2.1–2.3	Select and carry out money calculations; make a decision	Topic 4
T 1.1, 1.3	Days and months; very simple date intervals	Topic 5
T 1.2	Recognise and order time on analogue and digital clocks	Topic 6
T 1.4, 2.1–2.3	Very simple time intervals; use resources; make a decision	Topic 7
Me 1.1–1.3	Use instruments, read scales, record with units	Topic 8
Me 1.4, 2.1–2.3	Compare measurements; make a decision	Topic 9

ALWAYS CHECK

Check the latest course documents and your centre's assessment arrangements. The book gives evidence opportunities; your centre decides how evidence is gathered and recorded.

Topic 1: Coins and notes

3-4 LESSONS

BEFORE YOU START

- Counting objects reliably to 20 and beyond
- Recognising numbers to 100 when written
- Counting on in 1s, 2s, 5s and 10s

KEY TEACHING POINTS

- Start with real coins on the table. Learners sort them by colour, size and shape before any value talk.
- Teach that value is not size: the 5p is small, the 2p is big. Use the book's 5p or 20p example.
- Count from the biggest coin first, saying each running total aloud, as in Ruby's purse: £1, £1.50, £1.70.
- Show 100p and £1 side by side. Swap a pile of ten 10p coins for a £1 coin.
- Making an amount has many right answers. Praise any correct set, then ask which uses the fewest coins.

Common mistake	How to fix it
Thinks a bigger coin is always worth more.	Put a 2p beside a 5p. Read the number on each coin before choosing.
Counts every coin as one, so three coins make 3p.	Point to each coin's number and count on by that amount, saying totals aloud.
Mixes pence and pounds, writing £70 for 70p.	Keep a card showing 70p and £1.70. Ask: is it more or less than £1?
Loses track partway through a count.	Slide each coin across a line once it is counted. Start again from the biggest coin.

HANDS-ON IDEAS

- Real coins and notes (or good plastic sets) in a tray for sorting and matching
- A pretend café till with a small float for counting up, linked to the Bothy Café task
- Coin rubbings or coin stamps to make amounts on paper
- Purse game: an adult fills a purse, the learner counts it and checks with a calculator

SUPPORT

Use only 10p, 20p and 50p at first, with real coins and a number line to 100. A support assistant can say the running total while the learner moves each coin.

STRETCH

Count mixed amounts over £5, including notes. Ask learners to make the same amount three ways and record the way with the fewest coins.

EVIDENCE

Skill 2 practice and the café till task show counting up amounts. Skill 3 practice and Check-up Q3 show making an amount with coins and notes. Together they cover both money standards for this topic.

Topic 2: How much does it cost?

3 LESSONS

BEFORE YOU START

- Knowing the value of coins and notes (Topic 1)
- Adding two small whole numbers
- Knowing that 100p is the same as £1

KEY TEACHING POINTS

- Read a price aloud in words before working with it: £2.45 is 2 pounds and 45 pence.
- Point out that the number before the dot is pounds and after the dot is pence.
- Add the pounds, then add the pence, then put them together, as in Jay's milk and bread.
- For several of the same item, count on in steps (30p, 60p, 90p) before any times-table work.
- Check the total makes sense: it should be more than each single price.

Common mistake	How to fix it
Reads £1.05 as 1 pound 50.	Say each digit's job aloud. Show 5p and 50p coins side by side to compare.
Writes pounds and pence as one number, so £1.20 + £1.50 becomes £270.	Use a two-column card headed £ and p. Add each column separately.
Adds a price once only when buying more than one.	Lay out one price tag per item, as in the book, then add them all.
Leaves off the £ or p sign.	Give an answer box with £ and p pre-printed and ask learners to circle the right one.

HANDS-ON IDEAS

- Real price tags and shelf labels from a local shop or supermarket flyer
- A classroom Glen Stores with empty packets, labels and real coins to pay
- A short shopping list for learners to total, then pay with real coins
- A calculator to check totals once worked out by hand

SUPPORT

Keep prices to whole pounds or whole 10p amounts and pay with real coins. A support assistant can lay out the coins for each price so the learner counts the total.

STRETCH

Give a budget of £5 and a flyer. Learners pick three items, total them and say if they have enough, as in Jay's shopping list.

EVIDENCE

Skill 2 practice Q1 to Q3, the table in Skill 3 and the real-life task Q3 give the clearest evidence for calculating basic cost.

Topic 3: Getting change

3-4 LESSONS

BEFORE YOU START

- Reading prices in pounds and pence (Topic 2)
- Counting on in 1s, 5s and 10s
- Knowing that 100p is the same as £1

KEY TEACHING POINTS

- Change is the money you get back. Act it out at a pretend till before any written work.
- Count on from the price to the money paid, like a shop worker: 80p, 90p, £1, so 20p change.
- With notes, count on to the next whole pound first, then in pounds, as in the £3.50 sandwich example.
- Check change by adding it to the price. You should get back to the money paid.
- Talk about what to say politely if the change is wrong.

Common mistake	How to fix it
Adds the price and money paid together.	Pay £1 for an 80p item. Ask: do you get more than £1 back?
Counts the start number as a jump on the number line.	Put a finger on the price, then count only the jumps aloud.
Jumps straight from £3.50 to £5 and says £1 change.	Stop at the next whole pound first. Use a number line marked £3.50, £4, £5.
Accepts any change without checking.	Make checking a routine: change plus price must equal what was paid. Use a calculator to confirm.

HANDS-ON IDEAS

- Role-play till with real coins and notes, swapping shopkeeper and customer roles
- Floor number line from 0p to £1 for walking the jumps
- Snack board from the book recreated on the wall with real snack wrappers
- A real trip to a school tuck shop or local shop with a small amount to spend

SUPPORT

Work only with change from £1 using 10p jumps and real coins. A support assistant can model counting on aloud while the learner places each coin.

STRETCH

Find change from £10 and £20 for prices with pence, such as £8.50. Learners then check a partner's change and explain any error.

EVIDENCE

Skill 2 practice table and Q2, plus the real-life task Q2, show calculating change from notes. Skill 3 practice gives evidence of checking change.

Topic 4: Money choices

3 LESSONS

BEFORE YOU START

- Adding up a cost (Topic 2)
- Working out change by counting on (Topic 3)
- Comparing two whole numbers to say which is bigger

KEY TEACHING POINTS

- Look for the clue word first. Total, altogether and both mean add. Change, left and how much more mean take away.
- Use three steps: find the numbers, choose + or –, work it out and write £.
- Afford means your money is the same as or more than the price. £5 can buy a £5 ball.
- Cheaper means the smaller price. Compare the numbers before deciding.
- In the park task, keep a running total of money left after each spend.

Common mistake	How to fix it
Picks add or take away at random.	Highlight the clue word and match it to the clue-word card on the Skill 1 page.
Thinks they cannot afford an item costing exactly their money.	Act it out: hand over £5 in coins for a £5 item.
Forgets to update money left after each purchase.	Use a written running record: start, spend, left. Move real coins out of a purse each time.
Writes an answer with no £ sign.	Ask: is it £3 or 3p? Read the answer back aloud with the unit.

HANDS-ON IDEAS

- Clue-word cards (add and take away) for sorting spoken or written questions
- A pretend adventure park price list with real coins in a purse for each learner
- Real leaflets for a local attraction or café to plan a small spend
- Mini whiteboards to show + or – quickly in response to spoken problems

SUPPORT

Read every question aloud and use whole-pound amounts under £10 with real coins. A support assistant can ask: are we putting together or giving away?

STRETCH

Plan a full day at the park with £15, choosing several items, and show the money left after each one. Learners explain why their plan is affordable.

EVIDENCE

Skill 1 practice shows selecting the operation. Skill 2 practice shows carrying out the calculation. Skill 3 and the park task Q1 to Q4 give strong evidence for making a money decision.

Topic 5: Days, months and dates

3 LESSONS

BEFORE YOU START

- Counting forwards to 31
- Recognising the names of some days of the week
- Understanding first, next and last

KEY TEACHING POINTS

- Say the days and months in order every day as a routine. Point to them on a class display.
- Teach that the week and the year go round in a loop. After Sunday comes Monday again.
- To find a day on a calendar, find the date number and slide a finger up to the top of the column.
- Count days by jumps, starting on today and not counting it, as in the festival number line.
- One row down the calendar is one week, or 7 days.

Common mistake	How to fix it
Counts today as one of the days.	Put a counter on today. Move it one jump at a time and count the jumps only.
Mixes up yesterday and tomorrow.	Use a three-card strip: yesterday, today, tomorrow. Move the cards along each morning.
Reads the wrong column for the day.	Use a ruler or strip of card held upright from the date to the day heading.
Cannot continue the months past December.	Use a circular months display or a paper chain that joins December back to January.

HANDS-ON IDEAS

- A real wall calendar for the current month, marked with school events and birthdays
- Day and month cards to put in order, then use for a daily routine
- A class countdown chart to a real event, crossing off one day at a time
- Printed July calendar from the book for marking festival jobs

SUPPORT

Work with the current week only and a visual timetable. A support assistant can model finger tracking on the calendar and saying the day aloud.

STRETCH

Plan a real event on a calendar, counting days and weeks between jobs. Learners work across the end of one month into the next.

EVIDENCE

Skill 1 practice gives evidence for days and months. Skill 2 and Skill 3 practice and the festival task Q3 and Q4 show reading a calendar and very simple date intervals.

Topic 6: Telling the time

4 LESSONS

BEFORE YOU START

- Recognising numbers 1 to 12
- Knowing what a half and a quarter look like (Book 1)
- Knowing the order of the school day

KEY TEACHING POINTS

- Look at the long hand first. Its position tells o'clock, quarter past, half past or quarter to.
- At half past the short hand sits between two numbers. Show this on a geared clock.
- Quarter to uses the next hour, so 3:45 is quarter to 4. Practise this one often.
- Link each clock time to its digital time: :00, :15, :30 and :45, as in the four-clock row.
- Order Owen's day with real events: getting up, the bus, lunch, home time.

Common mistake	How to fix it
Reads the hands the wrong way round.	Colour the short hand red and the long hand blue. Say: long hand first.
Says quarter to 3 for 3:45.	Move a geared clock from 3:30 to 4:00 and ask which hour it is nearly at.
Draws the short hand exactly on the hour at half past.	Turn a geared clock slowly from 8:00 to 9:00 and watch the short hand.
Reads 8:15 as 8 and 15 hours.	Show the digital and analogue clocks together and say the time in words.

HANDS-ON IDEAS

- Geared teaching clocks or individual card clocks with hands
- A real analogue clock in the classroom, checked at set times each day
- A visual timetable with clock faces and digital times for the school day
- Paper plate clocks made by learners, used to show bus and lunch times

SUPPORT

Teach o'clock and half past only until secure, using one geared clock. A support assistant can link each time to a real event the learner knows.

STRETCH

Read and set times on a phone or cooker clock, and order four daily events from digital times. Learners explain morning and afternoon.

EVIDENCE

Skill 1 and Skill 2 practice show reading and setting analogue times. Skill 3 practice Q2 and Q3 and the bus task show digital times and ordering times.

Topic 7: How long?

3-4 LESSONS

BEFORE YOU START

- Reading o'clock and half past on analogue and digital clocks (Topic 6)
- Counting on in ones
- Knowing that half an hour is 30 minutes

KEY TEACHING POINTS

- Find the start time, then count on in whole hours to the end, drawing a jump for each hour.
- Half an hour is a half jump. Two half jumps make 1 hour.
- To read a TV guide or timetable, put a finger on the row and slide along to the times.
- To decide if you will be in time, compare the arrival time with the time you need to be there.
- Use Finn's Saturday football to link times to a real day with a match, bus and TV.

Common mistake	How to fix it
Counts the start hour, so 2 to 4 o'clock is 3 hours.	Draw jumps on the timeline and count jumps only, as in Topic 5.
Reads across the wrong row in a timetable.	Use a ruler or card strip under the row. Say the programme name, then read its times.
Thinks arriving exactly on time is late.	Act it out: the bus arrives at 1:30 and the warm-up starts at 1:30. Are you there?
Reads 'leaves' for 'gets to' in a bus timetable.	Highlight column headings in different colours and read them aloud before answering.

HANDS-ON IDEAS

- A large floor timeline with hour and half-hour marks for walking jumps
- Real local bus timetables and a printed TV guide
- A geared clock to show start and end times side by side
- Planning a real short trip or event using a timetable

SUPPORT

Use whole hours only and a timeline with every hour labelled. A support assistant can read the table headings and help the learner keep a finger on the row.

STRETCH

Include half-hour intervals across the hour, such as 9:00 to 10:30. Learners plan the full football day and explain each decision.

EVIDENCE

Skill 1 practice shows very simple time intervals. Skill 2 practice shows using a resource such as a TV guide or timetable. Skill 3 practice and the real-life task give the best evidence for making a decision.

Topic 8: Measuring

4 LESSONS

BEFORE YOU START

- Recognising and ordering numbers to 100 and in hundreds
- Counting on in 1s and 100s
- Using words like long, heavy, hot and full

KEY TEACHING POINTS

- Match each job to a tool: ruler for length, scales for weight, jug for liquid, thermometer for how hot.
- Learn one unit per tool first: cm, g or kg, ml or litres, °C.
- Line the object up with 0 on the ruler. Many learners start from the end of the ruler.
- Read a jug with eyes level with the water. Read scales where the pointer stops.
- Always write the number with its unit, as in Ruby's soup record.

Common mistake	How to fix it
Starts measuring from the end of the ruler.	Mark the 0 with a coloured dot. Check the object touches the dot before reading.
Writes no unit or the wrong unit, like 300 kg of water.	Ask: did we weigh it or pour it? Keep a unit card handy.
Reads a jug from above and gets the wrong mark.	Put the jug on the table and crouch to eye level with the water.
Reads a nearby printed number instead of where the pointer stops.	Trace with a finger from the dial centre along the pointer to the number.

HANDS-ON IDEAS

- Real rulers, kitchen scales, measuring jugs and a thermometer for a measuring circuit
- Making a simple soup or juice drink to the recipe, measuring each ingredient
- Tool and job sorting cards, with real objects in a basket to match
- Weighing classroom objects and recording them in a table with units

SUPPORT

Use one tool per lesson with real objects and only numbered marks. A support assistant can hold the item steady and point to the mark while the learner reads it.

STRETCH

Read scales with more marks, such as jugs numbered every 100 ml up to 1000 ml. Learners record a full recipe with units and check each with a partner.

EVIDENCE

Skill 1 practice shows choosing an instrument. Skill 2 practice shows reading scales. Skill 3 practice and the soup task show recording measurements with the right units.

Topic 9: Bigger or smaller?

3 LESSONS

BEFORE YOU START

- Reading simple scales and writing units (Topic 8)
- Comparing two whole numbers to say which is bigger
- Ordering three or four numbers

KEY TEACHING POINTS

- Teach the comparing words in pairs: longer and shorter, heavier and lighter, hotter and colder, holds more and holds less.
- A bigger thing is not always heavier. Compare a balloon with a stone on balance scales.
- To order, find the smallest first, then the next, as in Isla's beakers.
- Check the units match before comparing numbers.
- To decide if something fits, it must be smaller than the space, as in the box and shelf.

Common mistake	How to fix it
Thinks the bigger object must be heavier.	Use real balance scales with a big sponge and a small rock. Talk about which side goes down.
Orders by first digit, so 12 cm comes before 3 cm.	Put the measurements on cards and line them up on a number line.
Mixes up hotter and colder on thermometer readings.	Use real cups of warm and cold water with thermometers. Feel each one first.
Says yes, it fits, when the item is bigger than the gap.	Test with real objects: measure a box and a gap, then try it.

HANDS-ON IDEAS

- Balance scales with everyday objects to compare weight
- Bean or cress plants grown and measured weekly, linked to the real-life task
- Beakers or cups of water at different levels to order by amount
- Measuring real shelf gaps and boxes to test if they fit

SUPPORT

Compare only two things at a time using real objects before using numbers. A support assistant can model the comparing words and let the learner point and repeat.

STRETCH

Order four or more measurements in different contexts and make a decision with a reason, such as how many cups a jug can fill.

EVIDENCE

Skill 1 and Skill 2 practice show comparing measurements. Skill 3 practice and the bean plant task Q4 give the best evidence for using a measurement to make a decision.