Oxford International Primary Maths

List of resources

Year 1

1: Numbers and Counting

- A range of pictures that contain numbers. See Student Book page 1 for ideas.
- 1–20 number cards, sets for each student and a large set
- Materials for counting: Marbles, counters, cubes, coins, buttons, beads (different colours of each)
- Tray, cloth, small bucket, small open boxes
- Sticky tack
- Prepare a series of number rhymes with actions
- Number lines to 20, a large one for the front of the classroom and small ones for each table
- Mini whiteboards and markers
- Fishing cards from Resource Sheet 1 for each pair (see www.oxfordprimary.com/OIPMteacher)
- Display showing different uses of numerals: buses with numbers on, house numbers, telephone numbers, car number plates and so on. You can use the photographs you prepared for the ‘Engage’ activity.
- Plastic numerals in a bag
- Spinners (divided into four with two faces labelled ‘less’ and two faces labelled ‘more’)
- A large caterpillar with body segments labelled from 1–20 (could be drawn on the board or on a large piece of paper so that all students can see it):
- Make a game board (see Main activity from 1 Connect) on a large piece of card or paper
- Dice and 2 counters for each pair
- Large 100-square for display

2: Exploring Numbers

- Large number line 1–20 at the front of the class
- Mini whiteboards and markers
- Interlocking cubes
- Two dishes (one red, one blue)
- 0–20 number cards, set for each student and one large set
- 0–20 number track
- ‘More’ and ‘less’ cards, five of each, shuffled together
- Dice and two counters per student for table work
- Baskets, one per pair
- Large number line with removable numbers (could be numbers pegged on a line)
- Number line (string or a washing line), pegs
- Place value grid
- Straws, elastic bands
- Large 100-square at the front of the class, and small
- 100-squares for each desk
- Large and small ordinal number cards (1st, 2nd, 3rd, …, 10th)
- Ordinal number line per student 1st–20th
- Small pieces of paper, sticky tack
• The Story of the Hare and the Tortoise
• Small bags of pulses or beans—each should contain between 40 and 60 beans (you need enough for each pair to have a different bag)

3: Number Pairs
• Cubes, counters or other objects to help counting
• Paper plates
• Ten-bead string
• 0–10 number cards, set for each student and large set for teacher
• Coat hanger with ten pegs
• Set of dominoes for each group (or domino cards from Resource Sheet 2, see www.oxfordprimary.com/OIPMteacher)
• Ten small objects (plastic teddies, pebbles, cubes)
• Feely bag
• Dice
• Set of ‘If ...’ and ‘then ...’ cards made from A4 paper
• Coins that make 10 cents (1 cent, 5 cents, 10 cents)
• Large card with ‘+’ sign on it; large card with ‘=’ sign on it; large card with ‘0’ on it; large card with ‘10’ on it
• Mini whiteboards and markers

4: Addition
• Dice
• Cubes in two different colours
• Large beach ball with numbers
• Paper plates
• See-through jar or pot
• 10 cut-out gingerbread men
• Paper cups
• 0–10 number cards
• Table-top number lines to 20
• Strips of squared paper
• Large 0–12 number cards for class use
• Dominoes
• Small number tracks to 20
• Large floor number track or number tiles if available
• Mini whiteboards and markers
• Counters
• T-chart

5: Subtraction and Difference
• Number rhymes and songs from Resource Sheet 3 (see www.oxfordprimary.com/OIPMteacher)
• Number line to 20; a large one for the front of the classroom and small ones for each table
• Interlocking cubes
• Mini whiteboards and markers
• Dice
• Counting stick (one metre long and marked in 10 equal divisions)
• 0–20 number cards for stick
• Sticky pads
• Counters
• Cubes
• Sandcastle game from Resource Sheet 4, see www.oxfordprimary.com/OIPMteacher
• Bead strings
• 0–20 large number track
• 0–20 number cards
• A double 9 set of dominoes
• Blank 4 × 4 grids, and number grid per pair
• ‘−’ cards, ‘=’ cards, ‘+’ cards
• Counters of different colours to help with the calculations

6: Number Patterns

• Large class 100-square
• 6 × 6 grid with numbers 1–36 in order
• Interlocking cubes
• Strips of paper for zigzag books
• Large pre-made zigzag book
• Number line to 30
• Large number line to 100
• Dice
• Two chocolate bars (with approximately 16 small squares) – or ones made out of cardboard, large brown paper circles (cookies), black triangles (chocolate chips)
• Glue
• 1–10 dice
• Dominoes
• Number line to 20, a large one for the front of the classroom and small ones for each table
• 0 -20 number cards
• Two different-coloured crayons,
• One game board per pair of students (fold paper to give 12 squares), each square is numbered 2–13
• Counters
• Blank 2 × 2 grid per pair
• Four cards with the numbers 1–30 on them. There should be enough cards so that everyone in the class has one when they stand in order.
• Cubes (enough for each pair to have 20)
• Practical resources for counting

7: Counting and Estimating

• Large sheets of paper
• Junk materials to make a game
• Shells and a small clear container
• Transparent container and small items to fill it, one set per pair
• Number line to 30; a large one for the front of the classroom and small ones for each table
• Drum
• Red and blue markers
• 0–20 number cards
• Washing line or string
• Pegs
• Dice
• Number line to 50; a large one for the front of the classroom and small ones for each table
• Large 100-square and small 100-squares
• Set of two different-colour cubes or counters per student
• Counters
• Counting stick
• 0–20 number cards and multiples of 10 to 100
• Recording sheet of cups and cubes
• Selection of coins in local currency
• Coin exchange Resource Sheet 5 (see www.oxfordprimary.com/OIPMteacher), one large for display, one for table top per pair
• Pot of coins in local currency in values up to 1 dollar or the equivalent. More 1 cent coins than other values.
• Cubes
• Transparent pots of counters (three per group)
• Stickers (Post-it type)
• Photos or pictures of objects for estimating,
• Number cards for pair work
• Jar of dried beans (up to 50) and a scoop for class work
• Three transparent jars with different items (e.g. toy cars, cotton wool balls or pencils)
• Pictures/photos/sheets of wrapping paper showing numbers of objects
• Equipment to make a range of table-top games (these could include number boards, jars and items for estimating, guess the weight, hoopla hoops and columns)

8: Multiplication and Division
• Interlocking blocks (various sizes)
• Large blocks for class use
• Cubes or counters
• Ten pencils,
• 100-square per pair,
• 0–10 number line
• Cubes
• Small bag
• Real-life examples of arrays (egg box, paint box, icecube tray, etc.)
• Cut-outs of a woman, 3 dogs, 5 cats, 4 chickens, 4 rabbits (from resource sheet, www.oxfordprimary.com/OIPMteacher, enlarged to A3)

9: Measures
• Empty containers of different heights and capacities
• Water for liquid capacity or dried pulses (chick peas)
• A bucket or suitable container for measuring
• Interlocking cubes
• Lengths of ribbon for class work and as pair/group work
• About five different-sized numbered boxes with different weights so that the largest box is not the heaviest and the smallest is not the lightest, for class activity as well as for pair/group activity
• An adult’s cut-out hand and foot made of paper
• Straws of the same length
• Cubes
• Paper and scissors
• A shoe
• Book
• Pencils
• Jug
• Balance scales
• Containers
• Stones of different sizes
• Beads
• Large toy such as a teddy bear
• Scarves of different lengths and widths
• Picture and word prompts for language
• Photocopy of your hand enlarged to about three times the size of a child’s hand (one per table)
• A doll’s shoe or a drawing of a small shoe about half the size of a child’s shoe (one per table)
• Large sheets of paper or card
• Metre rules, rulers
• Cubes or other non-standard measuring equipment
• Card
• Sticky tape
• Other modelling materials
• A range of toy animals of different sizes (these should be big enough to make the shelters the size of a large box)

10: Shapes
• Elastic bands
• Geoboards (5 x 5)
• Square dotted paper for recording
• Examples of 2D shapes made from card. Make sure you include a range of triangles and a range of different sizes of squares and rectangles.
• Whiteboards or paper for recording,
• Shape grid
• Scissors
• Squares of paper
• Empty containers
• Wooden blocks
• Sets of 3D shapes for each small group
• Pattern blocks or cardboard shapes
• Mirrors
• Examples of images of line symmetry in the environment, enough for one per pair
• Toy cars and trucks
• Photographs of local landmarks if possible – otherwise use labels such as ‘Bridge’, ‘Department Store’, ‘Mosque’
• Whiteboards and markers
• Digital cameras (if available)

11: Time
• Objects brought in from home by teacher and student
• Small PE hoops
• Picture cards of morning, afternoon, evening, night
• A4 paper
• Labels ‘old’ and ‘new’
• Stories that involve different times of the day/days of the week, e.g. The Very Hungry Caterpillar by Eric Carle, The Tale of Peter Rabbit by Beatrix Potter, The Owl Who Was Afraid of the Dark by Jill Tomlinson.
• Large laminated cards with the days of the week printed: school days in black, other days in red
• List of days of the week as a reference, written horizontally
• Laminated cards with each month of the year printed on a separate card
• A large calendar,
• Large geared clock
• A clock on the wall that the class can see
• Circular number line or a PE hoop with numbers 1–12
• Collection of clocks and watches
• Laminated cards with each of the o’clock times on them
• For each student: clock-face Resource Sheet 7 (see www.oxfordprimary.com/OIPMteacher), split pin, paper plate
• Stories such as The Bad-Tempered Ladybird (The Grouchy Ladybug) by Eric Carle

12: Handling Data
• Interlocking cubes
• Square paper
• Face pictures
• Month cards
• Large sheets of paper
• Images of animals for sorting
• Shapes (for sorting by colour and shape)
• Images of food stuffs or magazines that students can cut images from
• Sticky notes
• Crayons or felt tips for drawing block graph