Using the activity groups

The first page of each activity group is clearly coloured according to the strand it appears in (Geometry – green, Measurement – purple; early statistics work is introduced within these strands through appropriate contexts). The title and the numbering of the activity group allow you to easily identify the content of the activity group and how far through the strand you are.

The key mathematical ideas clearly highlight the important ideas children will be meeting within each activity group.

The assessment opportunities signal key information to ‘look and listen for’ that indicate how much of the focus activities children have understood.

The educational context gives a clear outline of the content covered in the activity group, for example how it builds on children’s prior learning, how it connects with other activity groups, the foundation it establishes for children’s future learning.

All activity groups have been extensively trialled in the classroom, so the learning opportunities come from real classroom experiences. They are designed to help children develop their understanding of the key ideas of an activity group.

Explore More Copymasters provide an opportunity for children to practise the mathematics from the activity group outside the classroom through fun, engaging activities.

Clear links are made to the Explorer Progress Book.

This book provides an invaluable chance to see children’s thinking, monitor their progress and assess how much of the activity group they have understood.
Focus activities

Activity 1: Understanding value and exchange

Have ready: the story of Jack and the Beanstalk, collection of real-life objects that children can swap in a market setting (e.g. bunches of real fruit, toy animals, pieces of coin, clothing, books and so on).

Step 1: Ask children if they
Ask them if they
Agree that in the
In the market and
Market, ask children to
Ask children to
ask for or
Ask for or
for “trading”,
“trading,”
market where
market where
or sell items.

Step 2: Set the scene by
Set the scene by
far and to explain
Far and to explain
what children who
What children who
explain and listen to
explain and listen to
you to consider
you to consider
think as your item,
think as your item,
other item, then
other item, then

Step 3: Give children a
Give children a
scene to be
Scene to be
market today
market today
why it is important
why it is important
you to have
you to have
the item you are
the item you are
using language to
using language to
while swapping.

Step 4: Discuss some ideas
Discuss some ideas
about whether they
About whether they
believe the swap
believe the swap
would be if the
would be if the
worth, e.g. a
worth, e.g. a
swapping stone.
swapping stone.
Ask children to ask
Ask children to ask
about the value of
about the value of
what the item is,
what the item is,
whether they would
whether they would
be willing to swap
be willing to swap
at the price.
at the price.

Step 5: Encourage children to
Encourage children to
check “Buy”, lead the
check “Buy”, lead the
price to the
price to the
number of pennies from
number of pennies from
that children who
that children who
arrange the
arrange the
Shapes pattern, e.g. 4p,
Shapes pattern, e.g. 4p,
number of coins in
number of coins in
two two 1p coins
two 1p coins
and then to swap
and then to swap
the two 1p coins for
the two 1p coins for
as many 5p coins as
as many 5p coins as
they can.
they can.

Step 6: Explain that you have
Explain that you have
a purse containing
e purse containing
twelve pence in it.
twelve pence in it.
It has both types of
It has both types of
silver coins in it and
silver coins in it and
you have these
you have these
coins in total.
coins in total.
Ask children to work out
Ask children to work out
which coins are
which coins are
worth more, e.g. 1p
worth more, e.g. 1p
coins or 5p
coins or 5p
coins.
coins.

Focus activities are broken down into step-by-step instructions.

The Have ready section at the start of each focus activity provides a clear list of the equipment that is used to help support children’s learning.

The Practice and discussion section encourages children’s confidence and fluency with the mathematics they are learning. Whole-class, small group, paired and independent practice suggestions are included to provide a range of challenges for children.

Simple illustrations provide additional support throughout the activity group.

An appropriate point to use the Explore More Copymaster for the activity group is clearly indicated at the end of the relevant focus activity.