* This suggested plan largely follows that of *Operation Maths 5* and then assigns the *Operation Maths 4* topics to coincide. The teacher should be mindful that this may mean the route of the Fourth Class children might not be as logical as the original topic order of *Operation Maths 4*.
* The re-ordering of topics means that there are some knock-on effects for using the *Operation Maths* Revision sections (in the Pupils’ Books) and the Assessments A–C in the *Assessment* booklet, which will have to be administered at different times from that of single-grade classes (see plan for suggested months).
* The teacher can re-order these topics further as required. Bear in mind, that certain topics are ordered for specific reasons and cannot be moved out of sequence, e.g. Fifth Class pupils have to cover ‘The Circle’ before the can do ‘Data’ (pie charts).
* The approach to a topic in *Operation Maths 4* and *Operation Maths 5* —oral and mental starter, discussion, activities and finally book work — is particularly suited to teaching in a multiclass situation.
* When both classes are working on the same topic, it should be possible to have the whole room engaged in similar activities, while also differentiating as necessary by pace, outcome, support, resource, etc. Choose initially whether to use the *Operation Maths 4* or *Operation Maths 5* starters, discussions, questions and activities, and differentiate as necessary using the suggestions from the other class.
* For certain topics where the content between classes varies significantly (e.g. number), it may suit for the teacher to alternate instruction days/week, e.g.
	+ Day 1/Week 1: teacher works largely with Fourth Class, e.g. using concrete activities, whole group teaching etc., while Fifth Class children engage in suitable activities they can do independently, e.g. supporting maths games, pages of text where the content was prepared/taught previously.
	+ Day 2/Week 2: teacher works largely with Fifth Class, e.g. using concrete activities, whole group teaching etc., while Fourth Class children engage in suitable activities they can do independently, e.g. supporting maths games, pages of text where the content was prepared/taught previously.
* The prevalence of pair work and other collaborative activities will also support this approach (i.e. the children can support each other in pairs and become less dependent on direct teacher involvement).

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|  | **Operation Maths 4** | **Operation Maths 5** |
| **September** | 1 Place Value\*2 Lines and Angles5 2D Shapes | 1 Place Value\*2 Lines and Angles3 2D Shapes |
| **October** | 4 Addition and Subtraction 1\*17 Symmetry  | 4 Addition and Subtraction 1\*7 The Circle |
| **November** | 6 Multiplication and Division 1\*3 Data | 6 Multiplication and Division 1\*12 Data\* |
| **December** | 8 Time9 Fractions\*Revision 1Assessment A | 5 Time9 Fractions\*Revision 1Assessment A |
| **January** | 7 3-D Objects 11 Multiplication and Division 2 \*15 Money | 10 3-D Objects 11 More Division\*8 Money |
| **February** | 10 Patterns and Sequences12 Decimals\*Revision 2Assessment B | 20 Rules and Properties13 Fractions, Decimals and Percentages\* Revision 2Assessment B |
| **March** | 13 Length 16 Area14 Addition and Subtraction 2Revision 3 | 14 Length15 Area 16 Addition and Subtraction 2Revision 3 |
| **April** | 18 Weight19 More Multiplication\*  | 18 Weight17 Directed Numbers19 Number Theory |
| **May** | 20 CapacityRevision 4Assessment C21 Number Sentences22 Chance  | 21 CapacityRevision 4Assessment C 22 Number Sentences and Equations23 Chance  |
| **June** | Revision 5Teacher’s own reviewEarly Finishers and ReinforcementOpen-ended investigations: ‘Let’s Investigate!’, Pupils’ Book, p. 183 | Revision 5Teacher’s own reviewEarly Finishers and ReinforcementOpen-ended investigations: ‘Let’s Investigate!’, Pupils’ Book, p. 195 |

\* Denotes a double chapter.