**Combined Long-Term Plan (Yearly Scheme) for *Operation Maths*:**

**First and Second Class (multiclass)**

* This suggested plan largely follows that of *Operation Maths 1* and then assigns the *Operation Maths* *2* topics to coincide.\* Teachers are encouraged to re-order the topics, as necessary, to suit their own specific situations.
* *At Home* books: for details on the corresponding pages in the *At Home* books, please see the yearly schemes in the *Operation Maths* *1* and *2* TRBs (p. 12).
* The approach to a topic in *Operation Maths* *1* and *Operation Maths* *2* — warm-up/oral, discussion, stations and finally book work — is particularly suited to teaching in a multiclass situation. Use the *Operation Maths 1* warm-ups, discussions and activities as a springboard and differentiate using the *Operation Maths 2* suggestions. The prevalence of pair work and other collaborative work will also support this approach (i.e. the children can support each other in pairs and become less dependent on direct teacher involvement).
* Monthly topics: there is considerable overlap of monthly topics for *Operation Maths* *1* and *Operation Maths* *2*. A suggested approach is to choose a monthly topic from *Operation Maths 1* and to differentiate by incorporating aspects of that same topic from *Operation Maths 2*; please see the yearly schemes in the *Operation Maths* *1* and *2* TRBs.
* 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 First Class, e.g. using concrete activities, whole group teaching etc., while Second 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 Second Class, e.g. using concrete activities, whole group teaching etc., while First 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 teacher should be mindful that this may mean the route of the Second Class children might not be as logical as the original topic order of *Operation Maths* 2. This will also have some knock-on effects for using the *Operation Maths 2 Assessment* booklet

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|  |  |  |  | **First Class *At School* book** | **Second Class *At School* book** |
|  | **Month** | **Strand** | **Strand unit** | **Pages** | **Topic** | **Pages** | **Topic** |
| **September** | Weeks 1–2 | N/A | N/A | 1–5 | Look Back | 1–5 | Look Back |
| Number | Operations | 6–8 | Operations 1 | 6–10 | Operations 1 |
| Weeks 3–4 | Number | Comparing and orderingOperationsCounting and numeration | 9–10 | Comparing and ordering 1 | N/A | Comparing and ordering(activities) |
| 11–12 | Operations 2 |  |  |
| 13–16 | Numbers 11, 12 and 13 | 12–16 | Comparing and ordering |
| **October** | Weeks 1–2 | Number | Counting and numeration; Operations | 17–20 | Numbers 14, 15 and 16 | 17–21 | Operations 2 |
| N/A | N/A | 21 | Get Busy 1 | 11 | Get Busy 1 |
| N/A | N/A | 22 | Problem-solving 1 |  |  |
| Weeks 3–4 | Algebra | Extending and using pattern | 23–24 | Pattern 1 | 26–27 | Pattern 1 |
| Number | Counting and numeration; Operations | 25–28 | Numbers 17, 18 and 19 | 24–25 | Counting 1 |
| **November** | Weeks 1–2 | N/A | N/A | 29 | Get Busy 2 | 22–23 | Revision 1 |
| Number | Counting and numeration; Operations | 30–31 | Number 20 |  |  |
| N/A | N/A | 32–34 | Problem-solving 2 | 31–32 | Problem-solving 1, |
| N/A | N/A | 35 | Get Busy 3 | 33 | Get Busy 2 |
| Number | Operations | 36 | Zero | 36–37 | Estimation |
| Counting and numeration | 37–38 | Counting 1 |  |  |
| Weeks 3–4 | Measures | Time | 39–41 | Time 1 | 28–30, 38–41 | Time 1Time 2 |
| N/A | N/A | 42–43 | Revision 1 |  |  |
| **December** | Weeks 1–2 | Measures | Money | 44–46 | Money 1 | 50–54 | Money 1 |
| Number | Place value | 47–49 | Place Value 1 | 42–43 | Place value 1 |
| N/A | N/A | 50 | Get Busy 4 | 44–45 | Revision 2 |
| Week 3 | Algebra | Extending and using pattern | 51 | Pattern 2 | 34–35 | Pattern 2 |
| Measures | Capacity | 52–55 | Capacity | 96–98 | Capacity |

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|  |  |  |  | **First Class *At School* book** | **Second Class *At School* book** |
|  | **Month** | **Strand** | **Strand unit** | **Pages** | **Topic** | **Month** | **Strand** |
| **January** | Weeks 1–2 | Number | Counting and numeration | 56–58 | Counting 2 | 78 | Counting 2 |
| Place value | 59–61 | Place Value 2 | 79–81 | Place Value 2 |
| Weeks 3–4 | Number | Operations | 62–67 | Operations 3 | 58–61 | Operations 3 |
| Comparing and ordering | 68–69 | Comparing and Ordering 2 |  |  |
| Counting and numeration | 70–71 | Estimation |  |  |
| **February** | Weeks 1–2 | Data | Representing and interpreting data | 72–75 | Data | 46–49 | Data |
| Number | Place value | 76–77 | Place Value 3 |  |  |
| N/A | N/A | 78–79 | Revision 2 | 67, 68 | Problem solving 2 |
| Number; Algebra | Operations; Pattern | 80–81 | Repeated Addition |  |  |
| N/A | N/A | 82 | Get Busy 5 | 57 | Get Busy 3 |
| Weeks 3–4 | Number; Algebra | Counting and numeration; Extending and using pattern | 83–88 | The 100 Square |  |  |
| **March** | Weeks 1–2 | Measures | Length | 89–91 | Length | 84–88 | Length |
| Number | Operations | 92–95 | Operations 4 | 82–83 | Operations 4 |
| Week 3 | Number | Fractions | 96–100 | Fractions | 62–66 | Fractions |
| **April** | Weeks 1–2 | Measures | Time | 101–104 | Time 2 | 73–75 | Time 3 |
| N/A | N/A | 105 | Get Busy 6 | 76–77 | Revision 3 |
| Shape and space | 2-D shapes; Symmetry  | 106–107 | Shape and Space 1 | 55–5689–92 | Symmetry 2-D Shapes |
| Week 3 | Number | Operations | 108–113 | Operations 5 |  |  |
| N/A | N/A | 114–115 | Revision 3 | 93–95 | Problem-solving 3, Get Busy 4 |

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|  |  |  |  | **First Class *At School* book** | **Second Class *At School* book** |
|  | **Month** | **Strand** | **Strand unit** | **Pages** | **Topic** | **Month** | **Strand** |
| **May** | Weeks 1–2 | Measures | Money | 116–119 | Money 2 | 108–112 | Money 2 |
| Area |  |  | 124–126 | Area |
| Shape and space | 2-D shapes | 120–121 | Shape and Space 2 |  |  |
| Spatial awareness |  |  | 129–130 | Spatial Awareness |
| Weeks 3–4 | N/A | N/A | 122–123 | Problem-solving 3 | 113–114 | Problem-solving 4 |
| Number | Operations | 124–127 | Operations 6 | 106–107 | Operations 5 |
| Place value |  |  | 115–118 | Place Value 3 |
| Counting and numeration |  |  | 119–121 | Counting 3 |
| N/A | N/A | 128 | Get Busy 7 |  |  |
| N/A | N/A | 129–130 | Problem-solving 4 |  |  |
| **June** | Weeks 1–2 | Measures | Weight | 131–134 | Weight | 69–72 | Weight |
| N/A | N/A | 135 | Get Busy 8 | 131 | Get Busy 5 |
| Algebra | Extending and using pattern | 136–137 | Pattern 3 |  |  |
| Shape and space | 2-D shapes; 3-D shapes | 138–141 | Shape and Space 3 | 99–101 | 3-D objects |
| Angles |  |  | 102–103 | Angles |
| Week 3–4 | N/A | N/A | 142–143 | Problem-solving 5 | 127–128 | Problem-solving 5 |
| N/A | N/A | 144–145 | Revision 4 | 104–105, 122–123132–133 | Revision 4, 5, 6 |