* This suggested plan largely follows that of *Operation Maths 3* and then assigns the *Operation Maths 2* topics to coincide.\*
* Bear in mind, that certain Second Class topics are ordered for specific reasons and cannot be moved out of sequence, e.g. 1/4 turns (angles), 1/4 past (time) cannot be covered until the children have met 1/4 in fractions.
* The approach to a topic in *Operation Maths 2* and *Operation Maths 3* — warm-up/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 the same activities, while also differentiating as necessary by pace, outcome, support, resource, etc. Chose initially whether to use the *Operation Maths 2* or *Operation Maths 3* 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 Second Class , e.g. using concrete activities, whole group teaching etc., while Third 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 Third 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.
* 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).
* Initially, leave the Revision, Problem-Solving and Get Busy activities in the Second class *At School* book, and assign them to the Second Class children at a time when the Third Class children are engaged in a topic that is not relevant to Second Class (e.g. multiplication and division chapters).

\* 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*. Furthermore, there will be some knock-on effects for using the *Operation Maths 2 Assessment* booklet; it may be necessary to administer assessments at different times and/or just do relevant pages/sections out of individual assessments.

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|  | **Operation Maths 2** | **Operation Maths 3** |
| **September** | Look BackOperations 1 (within 10 and then 20)Data | 1 Place Value\* 2 Lines and Angles 3 Data  |
| **October** | Comparing and Ordering Operations 2 (within 20)Estimation 2-D Shapes | 4 Addition and Subtraction 1 \* 5 2D Shapes  |
| **November** | Pattern 1Pattern 2 Time 1Time 2  | 6 Multiplication and Division 1\* 7 Time 8 Money  |
| **December** | Counting 1Place Value 1 (within 99) | 9 Multiplication and Division 2\*  |
| **January** | Fractions Operations 3 (add and subtract without renaming)Length | 10 Fractions \* 11 Length  |
| **February** | Counting and numeration (estimate simple sums within 99) 3-D ObjectsPlace Value 2 (within 99)Operations 4 (add and subtract with and without renaming) | 12 Decimals 13 3D Objects 14 Addition and Subtraction 2  |
| **March** | AreaMoney 1Time 3Symmetry | 15 Area 16 Multiplication and Division 3\* 17 Symmetry  |
| **April** | WeightAngles | 18 Weight 19 Multiplication and Division 4\*  |
| **May** | CapacityOperations 5 (add and subtract with and without renaming)Money 2Place Value 3 (within 199) | 20 Capacity 21 Sequences and Number Sentences 22 Chance  |
| **June** | Counting 3 (within 199)Spatial Awareness | Review |