* 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 Angles  5 2D Shapes | 1 Place Value\*  2 Lines and Angles  3 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 Time  9 Fractions\*  Revision 1  Assessment A | 5 Time  9 Fractions\*  Revision 1  Assessment 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 Sequences  12 Decimals\*  Revision 2  Assessment B | 20 Rules and Properties  13 Fractions, Decimals and Percentages\* Revision 2  Assessment B |
| **March** | 13 Length  16 Area  14 Addition and Subtraction 2  Revision 3 | 14 Length  15 Area  16 Addition and Subtraction 2  Revision 3 |
| **April** | 18 Weight  19 More Multiplication\* | 18 Weight  17 Directed Numbers  19 Number Theory |
| **May** | 20 Capacity  Revision 4  Assessment C  21 Number Sentences  22 Chance | 21 Capacity  Revision 4  Assessment C  22 Number Sentences and Equations  23 Chance |
| **June** | Revision 5  Teacher’s own review  Early Finishers and Reinforcement  Open-ended investigations: ‘Let’s Investigate!’, Pupils’ Book, p. 183 | Revision 5  Teacher’s own review  Early Finishers and Reinforcement  Open-ended investigations: ‘Let’s Investigate!’, Pupils’ Book, p. 195 |

\* Denotes a double chapter.