Red Rose Mastery Maths Unit Overviews: Autumn Term 1

Prior to term starts, set up a date board to use as part of daily routine. This will support children with developing their knowledge of time, as well as ordinal numbers. The date board should contain:
- ordinal numbers 1st to 31st
- days of the week
- months of the year

If possible, display the days of the week and months of the year in a circular arrangement to support children to understand that they are continuous.

Autumn 1 Unit 1 (Weeks 1 & 2): Number and Place Value		
Lesson	**Starter**	**Lesson Focus**
1	Matching numerals, amounts and words (3 part number line) up to 10	Counting items 0-9 Value of 0 Read and write numbers Use blocks to create a block graph
2	One more and one fewer/less to 10 linking to number track	Counting items 10-19 by making tens and ones (balloons, biscuits, pens in pots etc.) Group of ten
3	Matching numerals, amounts and words (3 part number line) up to 20	Recognise quantities on a 10 frame
4	Answer counting questions on a block graph	Counting items 10-19 by making tens and ones (straws, multilink, 10 frames) Group of ten
5	Counting in tens	Counting items 10-19 by making tens and ones (10 frames and base 10) Group of ten
6	Counting in tens	Counting items 20-29 by making tens and ones (all prior equipment) Groups of ten and numbers not in groups of 10
7	Describe position of objects	Counting and representing numbers 0-30 Read and write numbers Structured equipment Concrete patterning
8	Counting on and back in ones	Counting and representing numbers 0-30 Read and write numbers Structured equipment Patterning on number track/hundred square alongside concrete
9	Identify and continue repeating pattern	One more and one fewer 0-30 focus on bridging (10 frame and number track)
10	Read and write numbers to 20	Comparing quantities to 20 More, fewer, equal to Different sizes of items, lining up, different orientations of lines

Autumn 1 Unit 2 (Week 3): Measurement (length and mass/weight)		
Lesson	**Starter**	**Lesson Focus**
1	Count forwards and backwards in ones (100 square)	Compare and describe objects by length and height using, longer/shorter (long/short) and taller/shorter (tall, short)
2	Counting items / recognising amounts	Measure and record lengths and heights using body parts, including the teacher
3	Language of comparison – block graphs	Measure and record lengths and heights using uniform non-standard units (multilink)
4	Identify and continue repeating pattern	Compare and describe objects by mass/weight using, lighter/heavier, light/heavy
5	Counting items / recognising amounts	Measure and record masses using uniform non-standard units

Autumn 1 Unit 3 (Weeks 4 & 5): Addition and Subtraction		
Lesson	**Starter**	**Lesson Focus**
1	No Starter	Bonds for 10 – 10 frame, addition and subtraction facts relationships Part – part – whole language
2	Related addition and subtraction facts for 10	Counting all Part – part – whole including diagram Include adding 0
3	Bonds for 10	Adding 10 and a single digit
4	Identifying 'more' – different contexts	Counting on practically including part – part – whole diagram
5	Identifying 'more' – towers and block graphs	Solving one step addition problems – language focus
6	Related addition and subtraction facts for 10	Subtract single digit from another using take away concrete items including subtracting 0
7	Find all subtraction facts for 10	Subtract single digit from another using take away, concrete items on part – part – whole diagram
8	Identify taller/shorter and longer/shorter	Subtract 10 from teens number, subtract ones from teens number concrete 10 frames, base 10
9	Place value – odd one out	Solving one step subtraction problems – language focus
10	Identifying 'more'	Solving one step addition and subtraction problems

Autumn 1 Unit 4 (Week 6): Geometry 2-D and 3-D shapes		
Lesson	**Starter**	**Lesson Focus**
1	Counting in tens	Name circles and triangles – different sizes, orientations, colours, examples and non-examples
2	Adding 10 and another number	Name square rectangles and oblong rectangles – different sizes, orientations, colours, examples and non-examples
3	Read numbers 1-20 words and numerals	Name spheres and pyramids – different sizes, orientations, colours, examples and non-examples
4	Match numeral, word and amount	Name cubes and cuboids – different sizes, orientations, colours, examples and non-examples
5	**Learning Check of Autumn 1**	

Red Rose Mastery Maths Unit Overviews: Autumn Term 2

Continue to use the date board as part of daily routine. This will support children with developing their knowledge of time, as well as ordinal numbers.

Autumn 2 Unit 5 (Week 1): Sequencing and Sorting		
Lesson	**Starter**	**Lesson Focus**
1	Count forwards and backwards in tens	Count in fives – identify patterns and sort
2	Count forwards and backwards in ones	Count in twos – identify patterns and sort Odd and even Arrange even amount into groups of 2 to check
3	Name and identify 2-D shapes	Recognise and create repeating patterns of numbers or shapes (two and three items repeated)
4	Bonds for 10 (addition)	Identify criteria that objects, shapes or numbers have in common
5	Bonds for 10 (subtraction)	Sort objects, shapes or numbers to a given criterion

Autumn 2 Unit 6 (Weeks 2 and 3): Fractions		
Lesson	**Starter**	**Lesson Focus**
1	Count forwards in fives	Use concrete materials to explore part and whole (that a fraction is part of a whole)
2	Identify and represent numbers to 50	Importance of equal parts to name the fraction
3	One more and one fewer	Fraction of 2-D shapes including equal and non-equal parts
4	Bonds for 10	Recognise and name one half of a shape or object
5	Add two single digit numbers	Find one half of a shape or object
6	Count forwards in twos	Recognise and name one quarter of a shape
7	Subtract two single digit numbers	Find one quarter of a shape
8	Problem solving: identify the operation (+ and -)	Find one quarter of different objects

Autumn 2 Unit 7 (Week 3): Capacity and Volume		
Lesson	**Starter**	**Lesson Focus**
1	Bonds for 10	Compare and describe a capacity or volume by using more/less, full/empty, half full, nearly full, nearly empty
2	Name and identify 3-D shapes	Measure and record capacity and volume using uniform non-standard units (cups)

Autumn 2 Unit 8 (Week 4): Money		
Lesson	**Starter**	**Lesson Focus**
1	Problem solving: identify the operation (+ and -)	Recognise coins to 20p by colour, shape, size and words
2	Identify and represent numbers to 50	Use the correct number of 1p coins for 2p, 5p, 10p and 20p coins
3	Counting in twos or fives using coins	Order coins by value Link to number line
4	One more and one fewer	Represent an amount using coins (At the Shop)

5	Bonds for 10	Adding two prices (some bonds to 10 within)

Autumn 2 Unit 9 (Week 5): Time		
Lesson	**Starter**	**Lesson Focus**
1	Add two single digit numbers	Days of the week and sequencing – before, after, next, morning, afternoon, evening
2	Count forwards and backwards in tens	Months of the year – before, after, next, first Use birthdays, festivals
3	Bonds for 10	Compare the duration of two events use language of quicker and slower, i.e. which activity is quicker to do?
4	Subtract two single digit numbers	Measure and compare time using seconds
5	Identify and represent numbers to 50	Compare the duration of two events use language of quicker and slower, i.e. Pete was quicker than Tim at tying his shoe laces

Autumn 2 Week 6: Assess and Review		
Lesson	**Starter**	**Lesson Focus**
1	Use Starters this week to revisit and rehearse any of the Starters from the previous two half terms that the children have found difficult.	During this week, administer the end of term Arithmetic and Reasoning Tests. These can be administered in whatever way the teacher feels is most beneficial to the children, e.g. as a class, in groups, over multiple days etc. When answering the questions, children should have access to the full kit boxes they have used throughout the term. Any other time this week should be spent revisiting and rehearsing any aspects form the term that children have found difficult.
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Red Rose Mastery Maths Unit Overviews: Spring Term 1

Continue to use the date board as part of daily routine. This will support children with developing their knowledge of time, as well as ordinal numbers.

Spring 1 Unit 10 *(Weeks 1 and 2):* Number and Place Value		
Lesson	**Starter**	**Lesson Focus**
1	Identify and represent two-digit numbers using Base 10 equipment and ten frames	Counting to 100 from 0, 1 and any number Counting back from 100 or any number
2	Identify one more and one less practically then linked to number track (before and after)	Compare two numbers/amounts up to 50 using more, fewer, same
3	Identify more and fewer: two amounts up to 50	Compare three numbers/amounts up to 20 using most, least/fewest, same
4	Identify number bonds of 10	Identify 10 more than a given number by adding 10 to a group
5	Identify tens and ones in a two-digit number:	Identify 10 fewer than a given number by taking 10 from a group
6	Identify number bonds of numbers up to 10	Read, write and represent numbers to 100 – concrete, jottings, numerals
7	Counting in 2s	Identify numbers on number tracks and lines – full demarcation then labelled in twos
8	Counting in 5s	Identify numbers on number tracks and lines – full demarcation then labelled in fives

Spring 1 Unit 11 *(Week 2)*: Measurement (Mass/Weight)		
Lesson	**Starter**	**Lesson Focus**
1	Add two single digit numbers	Measure and record mass using balance scales, standard units using 10g and 1g masses
2	Subtract a single digit number from another	Measure and record mass using balance scales, standard units using 10g and 1g masses

Spring 1 Unit 12 *(Week 3)*: Geometry 2-D and 3-D Shape		
Lesson	**Starter**	**Lesson Focus**
1	Identify one half presented in different ways	Identify circles and triangles
2	Identify one quarter presented in different ways	Identify square rectangles and oblong rectangles
3	Identify number bonds of 10	Identify spheres and pyramids
4	Identify coins from clues given	Identify cubes and cuboids
5	Identify coins to pay for an item	Sort shapes using given and own criteria

Spring 1 Unit 13 *(Week 4):* Counting and Money		
Lesson	**Starter**	**Lesson Focus**
1	Identify numbers on a number line marked in twos	Counting objects in twos – identifying patterns including odd and even numbers
2	Sort shapes according to given criterion	Counting objects in fives – identifying patterns
3	Identify and continue repeating pattern of shapes	Counting objects in tens – identifying patterns
4	Addition problems	Recap coins to 20p and recognise coins 50p, £1 and £2 by colour, shape, size and words
5	Subtraction problems	Recognise and know the value of £5, £10 and £20 notes Order all coins and notes from least to greatest value and vice versa

Spring 1 Unit 14 *(Week 5):* Multiplication		
Lesson	**Starter**	**Lesson Focus**
1	Compare two numbers/amounts up to 50 using more, fewer, same	Recognise when two groups of items are the same size and when they are not Use concrete materials to model doubles 1-5 as adding the same number to itself
2	Recall of doubles for 1-5	Use concrete materials to model doubles 6-10 as adding the same number to itself
3	Recall of doubles 1-10	Solve problems involving multiplication by making or drawing groups of equal size Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)
4	Counting in twos, fives and tens	Solve problems involving multiplication by making or drawing groups of equal size Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)
5	Identify number bonds of 10	Solve problems involving multiplication by recognising and making arrays Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)

Spring 1 Unit 15 *(Week 6)*: Division		
Lesson	**Starter**	**Lesson Focus**
1	Identify shapes that have been halved	Recognise when a whole has been split into two parts that are equal and when it has not Use concrete materials to model halving even numbers to 10 as splitting into two equal parts
2	Recall halves of even numbers to 10	Use concrete materials to model halves of even numbers from 12-20 as splitting into two equal parts
3	Sort coins according to criterion	Solve problems involving division by sharing into two equal groups – including when the remainder can be split between the two groups
4	Recall halves of even numbers to 20	Solve problems involving division by sharing into more than two equal groups (no remainders)

5	Learning Check of Spring 1

Red Rose Mastery Maths Unit Overviews: Spring Term 2

Continue to use the date board as part of daily routine. This will support children with developing their knowledge of time, as well as ordinal numbers.

Spring 2 Unit 16 (Week 1): Measurement (Length and Mass/Weight)		
Lesson	**Starter**	**Lesson Focus**
1	Identify tens and ones in a two-digit number	Measure and record mass/weight using 10g and 1g masses – link to place value Consolidate comparison language
2	Compare two numbers/amounts up to 50 using more, fewer, same	Measure and record length using base 10 cubes Consolidate comparison language
3	Identify one more and one less than a given number	Measure and record length using base 10 rods and cubes – link to place value Consolidate comparison language
4	Identify ten more and ten less than a given number	Understand that base 10 cubes are 1cm and rods are 10cm – link to ruler Measure and record length using rulers and metre rules
5	Identify number bonds of 10	Measure and record length using rulers and metre rules Choose most appropriate estimate, e.g. book length 2cm, 20cm, 100cm?

Spring 2 Unit 17 (Week 2): Addition and Subtraction		
Lesson	**Starter**	**Lesson Focus**
1	Name and identify 2-D and 3-D shapes	Use concrete materials (ten frames) to represent addition facts for twenty
2	Recognise the value of different coins and notes	Add one- and two digit numbers using an appropriate strategy Subtract a one digit from a two digit number using an appropriate strategy Mixed + and – sentences (some related)
3	Counting in twos, fives and tens	Use concrete materials to create linked calculations Understand/identify part – part – whole Write mathematical statements involving addition and subtraction
4	Interpret block diagrams	Use concrete materials to create linked calculations Understand/identify part – part – whole Identify missing number in calculation
5	Solve division problems	Understand/identify part – part – whole Identify missing number in calculation

Spring 2 Unit 18 (Week 3): Fractions		
Lesson	**Starter**	**Lesson Focus**
1	Identify number bonds of 10	Recognise when a whole has been split into two parts that are equal and when they are not Use concrete materials to model halving even numbers as splitting into two equal parts
2	Recall of doubles 1-10 and halves of even numbers to 20	Find half of an even quantity

3	Identify one more and one less than a given number	Recognise and name a quarter as one of four equal parts of a shape (Autumn) and object (Spring) e.g. KitKat
4	Identify ten more and ten less than a given number	Find quarter of an object using objects that can be accurately quartered and those that cannot
5	Compare two numbers/amounts up to 50 using more, fewer, same	Describe a capacity or volume using language of more than half full, less than half full, a quarter full

Spring 2 Unit 19 (Week 4): Geometry: Position and Direction		
Lesson	**Starter**	**Lesson Focus**
1	Identify tens and ones in a two-digit number	Describe turning movements for whole and half turns – link to fractions Describe turning movements using left and right
2	Name and identify 2-D and 3-D shapes	Describe direction using forwards/backwards, (sideways) left/right
3	Counting in twos, fives and tens	Describe position using the terms top, middle, bottom and between and direction using up and down
4	Interpret block diagrams	Describe position using the terms on top of, in front of, above, below
5	Recognise the value of different coins and notes	Describe position using the terms on around, inside and outside

Spring 2 Unit 20 (Week 5): Time		
Lesson	**Starter**	**Lesson Focus**
1	Compare two events using language of earlier and later	Tell the time to the hour Sequence and order familiar events of the day
2	Recall of doubles 1-10 and halves of even numbers to 20	Tell the time to the hour Draw hands on the clock to show times to the hour
3	Identify tens and ones in a two-digit number	Tell the time to the half hour (minute hand focus)
4	Solve multiplication problems	Tell the time to the half hour
5	Identify number bonds of 10	Tell the time to the hour and half hour (mixed)

Spring 2 Week 6: Assess and Review		
Lesson	**Starter**	**Lesson Focus**
1	Use Starters this week to revisit and rehearse any of the Starters from the previous two half terms that the children have found difficult.	During this week, administer the end of term Arithmetic and Reasoning Tests. These can be administered in whatever way the teacher feels is most beneficial to the children, e.g. as a class, in groups, over multiple days etc. When answering the questions, children should have access to the full kit boxes they have used throughout the term. Any other time this week should be spent revisiting and rehearsing any aspects form the term that children have found difficult.
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Red Rose Mastery Maths Unit Overviews: Summer Term 1

Continue to use the date board as part of daily routine. This will support children with developing their knowledge of time, as well as ordinal numbers. Introduce language such as fortnight, yesterday, today, tomorrow into this work.

Summer 1 Unit 21 (Week 1): Number and Place Value		
Lesson	**Starter**	**Lesson Focus**
1	Write numbers words from 1 - 20	Compare three numbers up to 20 (represented using concrete materials) using language of most and least and put them in order Use a labelled number line to order numbers to 20
2	Write numbers words from 1 - 20	Correctly place a number from 1-20 on the number line (labelled in 2s, 5s then only 0 and 20)
3	Name and identify 2-D and 3-D shapes	Compare and order three numbers up to 50 (represented using concrete materials) using language of most and least and put them in order Use a labelled number line to order numbers to 50
4	Order numbers to 50	Find 10 more than a given number using base 10 equipment Find numbers on 100 square – identify 10 more
5	Count across 100 forwards and backwards – focus on patterning	Find 10 less than a given number using base 10 equipment Find numbers on 100 square – identify 10 less

Summer 1 Unit 22 (Weeks 2 and 3): Addition and Subtraction		
Lesson	**Starter**	**Lesson Focus**
1	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0, 20)	Use concrete materials to solve missing number problems e.g. ? + 3 = 7, 3 = ? – 4
2	Count across 100 forwards and backwards – focus on patterning	Use concrete materials to solve missing number problems e.g. ? + 3 = 7, 3 = ? – 4
3	Use concrete materials (ten frames) to represent addition and subtraction facts for 10	Partitioning to add: 12 + 4
4	Use concrete materials (ten frames) to represent addition and subtraction facts for 10	Partitioning to add: 8 + 6
5	Interpret a sorting diagram	Partitioning to subtract: 14 – 4 and 14 – 10
6	Count across 100 forwards and backwards – focus on patterning	Partitioning to subtract 14 – 6 = 14 – 4 – 2
7	Compare and order three numbers/amounts up to 50	Partitioning to subtract 14 – 6 = 14 – 4 – 2

8	Tell the time to the hour and half hour	Choose appropriate method for addition or subtraction questions

Summer 1 Unit 23 (Week 3): Volume and Capacity		
Lesson	**Starter**	**Lesson Focus**
1	Use concrete materials (ten frames) to represent subtraction facts from 20	Measure and record capacity and volume using manageable standard units (litres and ml)
2	Use concrete materials (ten frames) to represent subtraction facts from 20	Measure and record capacity and volume using manageable standard units (litres and ml)

Summer 1 Unit 24 (Week 4): Fractions		
Lesson	**Starter**	**Lesson Focus**
1	Tell the time to the hour and half hour	Recap of half of a shape, object, quantity Recognise and name a half as one of two equal parts of an odd quantity
2	Counting in twos	Recognise and name a half as one of two equal parts of an odd quantity Find half of an odd quantity using materials that can be cut e.g. grapes, buns
3	Name and identify 2-D and 3-D shapes	Recap of quarter of a shape and object
4	Count across 100 forwards and backwards – focus on patterning	Recognise, name and find a quarter as one of four equal parts of a quantity (which is a multiple of 4)
5	Solve division problems	Recognise, name and find a quarter as one of four equal parts of a quantity (which is a multiple of 4)

Summer 1 Unit 25 (Week 5): Position and Direction and Time		
Lesson	**Starter**	**Lesson Focus**
1	Tell the time to the hour and half hour	Describe turning movements for quarter turns including using left and right
2	Solve addition problems	Describe turning movements for three-quarter turns including using left and right
3	Solve subtraction problems	Describe position using all positional vocabulary including near, close and far
4	Compare and order three numbers/amounts up to 50	Describe position using the terms before, after and the ordinal numbers Recognise and use the language related to dates e.g. today is Monday 18th May 2020
5	Recall of doubles 1-10 and halves of even numbers to 20	Solve practical problems for time e.g. describe a task that would take you about 1 minute to complete Measure and record time using hours (identify durations of events e.g. lunch time, time at school time sleeping at night)

Summer 1 Unit 26 (Week 6): Geometry 2-D and 3-D Shape		
Lesson	**Starter**	**Lesson Focus**
1	Recognise the value of different coins and notes	Recognise and name common 2-D shapes
2	Counting in twos, fives and tens	Recognise and name common 3-D shapes
3	Solve multiplication problems	Reason about shapes (odd one out, identifying similarities and differences)
4	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0, 20)	Recognise and create a repeating pattern using more than three shapes Describe position using the terms before, after and the ordinal numbers
5	Learning Check of Summer 1	

Red Rose Mastery Maths Unit Overviews: Summer Term 2

Continue to use the date board as part of daily routine. This will support children with developing their knowledge of time, as well as ordinal numbers. Introduce language such as fortnight, yesterday, today, tomorrow into this work.

Summer 2 Unit 27 (Week 1): Time		
Lesson	**Starter**	**Lesson Focus**
1	Counting in twos, fives and tens	Recap telling the time to the hour Drawing hands on the clock to show these times
2	Write numbers in words from 1-20	Recap telling the time to the half hour
3	Identify and represent numbers using concrete materials	Draw hands on the clock to show times to half past the hour and recognising that the hour hand is between the hour numbers
4	Use concrete materials (ten frames) to represent addition and subtraction facts within 20	Tell the time mixed hour and half hour (and some that are not either)
5	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0,20)	Solve practical problems involving time

Summer 2 Unit 28 (Week 2): Multiplication and Division		
Lesson	**Starter**	**Lesson Focus**
1	Count across 100 forwards and backwards – focus on patterning	Solve problems involving multiplication Make/draw groups of equal size Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)
2	Compare and order three numbers / amounts up to 50	Solve problems involving multiplication Make/draw groups of equal size Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens)
3	Identify odd and even numbers by counting in 2s from 0	Solve problems involving division by grouping
4	Tell the time to the hour and half hour	Solve problems involving division by grouping
5	Recognise one half and one quarter of a shape	Solve problems involving division by sharing or grouping (children represent the problem correctly)

Summer 2 Unit 29 (Week 3): Statistics and Calculation		
Lesson	**Starter**	**Lesson Focus**
1	Add and subtract one-digit and two-digit numbers to 20 using an appropriate strategy	Present and interpret data in block diagrams using concrete materials Recap how many in a given data category (answer and ask)

2	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0,20)	Present and interpret data in block diagrams using concrete materials How many in two given data categories (answer and ask)
3	Use concrete materials (ten frames) to represent addition and subtraction facts within 20	Present and interpret data in block diagrams using concrete materials How many more/fewer when comparing two categories using concrete materials (ask and answer)
4	Counting in twos, fives and tens	Present and interpret data in block diagrams using concrete materials How many more/fewer when comparing two categories using block diagrams (ask and answer)
5	Name and identify 2-D and 3-D shapes	Problem solving/reasoning around block diagrams true/false statements

Summer 2 Unit 30 (Week 4): Measurement		
Lesson	**Starter**	**Lesson Focus**
1	Count across 100 forwards and backwards – focus on patterning	Measure and record mass/weight using weighing scales with a simple scale and manageable standard units (kg/g) within children's range of counting competence Compare items and notice the movement of the needle for lighter/heavier items
2	Identify and represent numbers using concrete materials	Solve practical problems for mass/weight e.g. use the balance scales to find two boxes that will balance this box
3	Correctly place a number from 1 to 20 on the number line with start and end demarcation only (0,20)	Solve practical problems for length and height e.g. which of these bags would I use to fit the cricket bat in?
4	Tell the time to the hour and half hour	Solve practical problems for capacity and volume e.g. which of these vessels would hold about two of these others?
5	Write numbers in words from 1-20	Solve mixed measurement problems

Summer 2 Unit 31 (Week 5): Sorting and Sequencing		
Lesson	**Starter**	**Lesson Focus**
1	Counting in twos, fives and tens	Recap counting in 2s, 5s and 10s from 0 using concrete objects
2	Compare and order three numbers / amounts up to 50	Counting in 2s, 5s and 10s from 0 using number tracks and 100 squares – spotting patterns
3	Use concrete materials (ten frames) to represent addition and subtraction facts within 20	Sorting objects and shapes using their own criterion
4	Add and subtract one-digit and two-digit	Sorting numbers using their own criterion

	numbers to 20 using an appropriate strategy	
5	Recognise one half and one quarter of a shape	Recognise and create a repeating pattern using more than three numbers

Summer 2 Week 6: Assess and Review		
Lesson	**Starter**	**Lesson Focus**
1	Use Starters this week to revisit and rehearse any of the Starters from the previous two half terms that the children have found difficult.	During this week, administer the end of term Arithmetic and Reasoning Tests. These can be administered in whatever way the teacher feels is most beneficial to the children, e.g. as a class, in groups, over multiple days etc. When answering the questions, children should have access to the full kit boxes they have used throughout the term. Any other time this week should be spent revisiting and rehearsing any aspects form the term that children have found difficult.
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