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**Long Term Mapping**

**KEY STAGE ONE**

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|  | | **WEEKLY CURRICULUM COVERAGE** | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Autumn** | **1** | NUMBER  *Place Value (within 10)* | | | | NUMBER  *Addition* | |
| **2** | NUMBER  *Subtraction* | | GEOMETRY  *Shape* | | NUMBER  *Place Value (within 20)* | |
| **Spring** | **1** | NUMBER  *Addition* | | NUMBER  *Subtraction* | | NUMBER  *Place Value*  *(Multiples of 2, 5 and 10)* | |
| **2** | NUMBER  *Place Value*  *(Multiples of 2, 5 and 10)* | | MEASUREMENT  *Length and Height* | | MEASUREMENT  *Weight and Volume* | |
| **Summer** | **1** | NUMBER  *Multiplication & Division* | | | NUMBER  *Fractions* | | GEOMETRY  *Position & Direction* |
| **2** | NUMBER  *Place Value* | | MEASURMENT  *Money* | | MEASUREMENT  *Time* | |
| **Introduction Song** | | 10 Little Numbers: <https://www.youtube.com/watch?v=dk9Yt1PqQiw> | | | | | |
| **OoR** | | Squishy Dice | | | | | |
| **Guidance** | | *The suggested activities in this mapping should be adapted to meet the needs of each cohort. The word in* ***bold*** *is the skill which should be focussed on.* | | | | | |

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| **Key Stage One Mapping**  **AUTUMN 1 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **MATHEMATICS** | At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **NUMBER** | | | | | | | | | | | |
| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
| **Place Value (within 10)** | | | | | | | | **Addition** | | | |
| **Order** numbers  **Counting** objects  **One-to-one** correspondence | | **Representing** numbers  **Sorting** objects | | **Comparing** group sizes | | One **more / less** | | **Adding** two numbers | | | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
| Repeated number names  Sensory numbers  Number recognition | | Repeated number names  Sensory numbers  Number recognition | | Sorting dots by colour.  Sorting things by texture (hard/soft) | | Which pile has the most? | | Which is one more/less than 3?  What is 2 + 1 = ? | | | |
| **VOCABULARY** | | | | | | | | | | | |
| Number names (0-10)  Count(ing)  How many? How much? | | Number names (0-10)  Count(ing)  How many? How much? | | How many? How much?  Small(er/est) / Big(ger/gest)  Less than / More than  Most / Least | | Number names (0-10)  Count(ing)  How many? How much?  More / Less | | Add  How many? How much?  More  Equals | | | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
| Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures) | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures)  Sand/foam trays | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures)  Traditional scales | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures)  Number lines  Number squares | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures)  Traditional scales  Adding dots on an IWB  Number line | | | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
| How many pencils are in the tray?  How many sweets are in the bag?  How many chairs do we need to sit down? | | How many red cars are there?  How many boys/girls do we have?  Matching post to house numbers.  Questions linked to items in counting boxes. | | Who has more sweets?  Are there more boys/girls?  Which flower has less leaves?  Which pile has the least/most counters? | | I have 3 sweets. My friend gives me one more – how many do I have?  My orange has 8 pieces. I eat one. How many do I have? | | There is 1 blue car and 3 red cars – how many cars are there?  There are 5 yellow sweets and 2 green sweets.  How many sweets are there altogether?  Teddy has three apples and seven pears.  How many pieces of fruit does Teddy have all together? | | | |
| **INTENT** |

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| **Key Stage One Mapping**  **AUTUMN 2 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
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| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
| **Subtraction** | | | | **Shape** | | | | **Place Value (within 20)** | | | |
| **Subtracting** two numbers | | | | **Recognising** 2-D shapes | | **Patterns** with 2-D Shapes | | **Recognising** numbers  **Counting** objects | | **Ordering** groups of objects | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
| Number song | Number bonds to 5/10 | Quick maths | | | | Guess the shape | What’s in my bag? | Describing shapes | | Guess the shape | What’s in my bag? | Describing shapes | | Number songs | Number hunt | Guess my number | Name my number | | Get in a line from… | Out these objects from the tallest to the smallest | |
| **VOCABULARY** | | | | | | | | | | | |
| Subtract / Take away  Less  How many / How much?  Equals | | | | Rectangle  Triangle  Circle  Square  Sides  Corners  Lines | | Rectangle  Triangle  Circle  Square  Pattern  Repeat | | Number names (0-20)  Count(ing)  How many? How much? | | How many? How much?  Small(er/est) / Big(ger/gest)  Less than / More than  Most / Least  First, next, last | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
| Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures)  Traditional scales  Taking away dots on an IWB  Number line | | | | 2-D Shapes of different textures, colours and sizes  Peg boards | | 2-D Shapes of different textures, colours and sizes  (Multiples of each shape) | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures) | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures)  Traditional scales | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
| I have 7 sweets but I eat 3 – how many sweets do I have left?  There are 9 apples left and I buy 4. How many are left? | | | | Recognising / matching road sign shapes  Recognising / matching shapes in the environment. | | Which shape comes next in the sequence?  Art work (printing)  Creating their own repeated pattern. | | How many red cars are there?  How many boys/girls do we have?  Matching post to house numbers.  Questions linked to items in counting boxes. | | Who has more sweets?  Are there more boys/girls?  Which flower has less leaves?  Which pile has the least/most counters? | |

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| **Key Stage One Mapping**  **SPRING 1 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **MATHEMATICS** | At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **NUMBER** | | | | | | | | | | | |
| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
| **Addition** | | | | **Subtraction** | | | | **Place Value** | | | |
| **Adding** by counting on | | | | **Subtraction** by counting back | | | | **Counting** to 50 | | **Compare** objects up to 50 | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
| Which pile has the most objects?  Which pile has the least objects?  Which pile has the most blue objects?  Which pile has the least soft objects? | | | | I already have 11 coins. Ansar gives me 3 more. How many do I have?  I have 2 bags of sweets and I buy one more. How many do I have? | | | | I had 9 sweets and I gave 4 to my friend. How many do I have left? | | Repeated number names  Sensory numbers  Number recognition  How many *x* are there? | |
| **VOCABULARY** | | | | | | | | | | | |
| Add  How many? How much?  More  Equals | | | | Subtract / Take away  Less  How many / How much?  Equals | | | | Number names (0-50)  Count(ing)  How many? How much? | | Number names (0-50)  Count(ing)  How many? How much?  Small(er/est) / Big(ger/gest)  Less than / More than  Most / Least | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
| Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures)  Traditional scales  Adding dots on an IWB  Number line  Ten frames | | | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures)  Traditional scales  Taking away dots on an IWB  Number line  Ten frames | | | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures) | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes (a mixture of different countable items of different colours and textures) | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
| I spent 7 pence at one shop and 5 pence at another one. How much did I spend all together?  5 children were already on the bus. 8 more got on. How many children were on the bus? | | | | There were 12 children on the bus. 4 got off. How many children are left on the bus?  I have £7. I bought a toy for £3. How much money do I have left? | | | | How many pencils are in the tray?  How many sweets are in the bag?  How many chairs do we need to sit down? | | Which bunch of flowers has the most?  Which bus can seat the most children?  *Based on two choices* | |

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| **Key Stage One Mapping**  **SPRING 2 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama | | |
| **MATHEMATICS** | At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **NUMBER** | | | | **MEASUREMENT** | | | | | | |
| Week 1 | | Week 2 | | Week 3 | | Week 4 | | | Week 5 | Week 6 |
| **Place Value** | | | | **Length & Height** | | | | | **Weight & Capacity** | |
| **Ordering** numbers to 50 | | **One more / less** | | **Compare** length / height  Non-standard measurements | | **Measuring** length / height  Non-standard measurements | | | **Introduce** Mass  **Measure Mass**  **Compare** Mass | **Introduce Capacity**  **Measure Capacity**  **Compare** Capacity |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | |
| *Compare objects up to 50*  Who has the most?  Who has the least? | | *Ordering numbers to 50*  What number comes next when I stop counting? | | *One more / less*  Give me one more counter.  What is one less than 5? | | *Compare length / height*  Who is the tallest (stand in order (measure if appropriate) | | | *Measuring length / height*  Measure the lengths of the snakes (standard or non- standard measure) | *Compare Mass*  Make a magic potion as a class following instructions (mass) |
| **VOCABULARY** | | | | | | | | | | |
| Number names (0-50)  Count(ing)  How many? How much?  Small(er/est) / Big(ger/gest)  Less than / More than  Most / Least | | Number names (0-50)  Count(ing)  How many? How much?  More / Less  Add  Take away / Subtract | | Thick(er/est) / Thin(ner/nest)  Tall(er/est) / Short(er/est)  Small(er/est) / Big(ger/gest)  Long(er/est) | | Number names  Non-standard measurements such as ‘hands’, ‘steps’ | | | Heavy(/ier/iest) / Light(er/est)  Mass/weight  Measure  Weigh  Kg/g | Full / Empty  Half full / Quarter full  L / ml  Measure  Capacity/Volume  Most / Least |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | |
| Base-10 / Dienes  Counting bricks  Counters  Counting boxes | | Base-10 / Dienes  Counting bricks  Counters  Counting boxes  Number lines  Number squares | | Base-10 / Dienes  Counting / stackable bricks  Anything which can be compared for size | | Base-10 / Dienes  Counting / stackable bricks  Anything which can be used to measure non-standard measurements.  Trundle wheels | | | Traditional balance scales  Base-10 / Dienes  Anything that can be weighed.  Items to compare weight. | Measuring jug  Base-10 / Dienes  Dry sand  Cups |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | |
| How many pencils are in the tray?  How many sweets are in the bag?  How many chairs do we need to sit down?  Put these house numbers in order to deliver the post. | | I have 3 sweets. My friend gives me one more – how many do I have?  My orange has 8 pieces. I eat one. How many do I have? | | Go on an environment walk in the sensory garden:  Which is the taller flower?  Which is the shorter tree?  Which train is the longest? | | How many leaves tall is Ismail?  How many steps is the classroom? | | | Measuring different items  Measuring ingredients for a recipe  Measuring a person | Measuring different liquids  Making drinks  Which drink has the most?  Which cup is empty?  Which jug is half full?  Which container holds the most? |

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| **Key Stage One Mapping**  **SUMMER 1 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
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| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
| **Multiplication & Division** | | | | | | **Fractions** | | | | **Position & Direction** | |
| Making **equal** groups | | **Adding** equal groups | | **Sharing** equal groups | | **Halving** shapes  **Quartering** shapes | | **Sharing** amounts **(half)**  **Sharing** amounts **(quarter)** | | **Describe positions** | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
| *Comparing Capacity*  Which glass has he most juice in?  Which has the least juice in? | | *Making equal groups*  Share the fruit equally between you and your friend. check you both have the same. | | *Adding equal groups*  I have given everyone in your group 2 crayons, how many rayon does your group have altogether? | | *Sharing equal groups*  *Share the fruit equally* between you and your friend. check you both have the same. | | *Halving shapes*  *Quartering shapes*  Split the shape in half, now split it into quarters. | | *Halving a quantity*  *Quartering a quantity*  Give half of your counters to your friend. | |
| **VOCABULARY** | | | | | | | | | | | |
| groups, equal, same, share, count | | groups , equal, count, add, altogether , how many. | | Groups, equal, same, share, count, how many | | Shape names, equal parts, half , quarter, same, | | Half, quarter, count , same, equal, count, how many, two groups, four groups. | | Forwards, backwards, sideward, left, right, whole turn, half turn , quarter turn. | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
| Giving each person the same number of objects  Plate containers to share things into.  Sharing to pictures of different people/things.  Drawing objects/dots into boxes or pictures to share. | | Adding groups of toys/sweets/counter.  Plates/ containers to add things from.  Adding from pictures of different people/things.  Drawing objects/dots into boxes or pictures to add. | | Sharing toys/sweets/counter.  Plate containers to share things into.  Sharing to pictures of different people/things.  Drawing objects/dots into boxes or pictures to share. | | Cutting food into equal pieces  Folding and cutting different shapes.  Decorating shapes with different media (half in one colour/pattern ect) | | Sharing toys/sweets/counter.  Plate containers to share things into.  Sharing to pictures of different people/things. | | Giving directions to another child, following directions, blindfold game, directing a robot, treasure hunt, follow directions to draw something. | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
| Can you make groups of 3?  Can you give everyone the same amount of sweets?  Can we check that everyone has the same amount? | | How many sweets do we have altogether?  Everyone has two toys, how many are there altogether? | | Can you share the sweets so we all have the same?  How do we know we all have the same?  How can we share these equally? | | Can I have half the pizza please?  4 people want some cake, how shall we split it?  Can you split the orange into quarters?  How can I split the square in half?  How many pieces are there if I cut the apple into quarters? | | Share the sweets between two and four.  Give me half the toys?  Colour half the dots blue. | | Give me instructions to get to the teddy.  Simon says….  Tell the robot where to go. | |

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| **Key Stage One Mapping**  **SUMMER 2 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
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| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
| **Place Value** | | | | **Money** | | | | **Time** | | | |
| **Counting** (up to 100) | | **Order** numbers (up to 100) | | **Recognising** coins | | **Counting** coins | | **Before / After**  Morning / Afternoon | | **Days** of the week  **Months** of the year | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
| *Describe positions*  Simon says……. | | *Counting (up to 100)*  Counting song – what number comes next? | | *Order numbers (up to 100)*  Counting song what number comes next?  Stand in the correct order with your number. | | *Recognising coins*  Can you find the \_\_\_\_\_? | | *Counting coins*  Choose something to buy from my shop and gave me the correct amount of coins/ | | *Before / After*  *Morning / Afternoon*  Sort the pictures into what we do in the morning or the afternoon (could be on choose it maker, choice of morning or afternoon) | |
| **VOCABULARY** | | | | | | | | | | | |
| Number names up to 100, next, count | | Number names up to 100, first, last, biggest, smallest, next, before | | Pence, pound, names of coins, small, big, bronze, silver, gold | | Number names, coin names, pence, pound, money, cost, how much/many, count. | | Before, after, morning, afternoon, lunch, wake up, breakfast, tea/dinner | | Names of days and months, today | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
| Counting songs, counting objects, giving a certain number of things to someone, counting pictures, how many – can you find in the picture? | | Counting songs, sequencing activity, missing numbers, what number comes next game, who has the biggest number? | | Shop role play, giving a requested coin to a friend, computer activities choosing the correct coins, matching activities | | Shop role play, giving a amount to a friend, computer activities choosing the correct amount of coins. | | Songs, games, pictures to sequence, stories about a day, artwork, reinforce language at different times of day, Follow instructions. | | Songs, signs of days to order, pictures to represent different months, sequencing activities, art activities linked to what we do at different times. | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
| Join in with the number song,  How many \_\_\_are here?  Find me \_\_ pencils | | Stand in the correct order with your number.  Who has the biggest number?  Which number comes next? | | Give me a 5p please.  That’s costs 10p can you find the coin  Find me a coin that is small and bronze. | | That is 5 1p coins please.  How much does it cost?  Role play | | Join in with the songs.  What did you do before you got to school?  What will we do this afternoon?  What did we do this morning? | | Join in with the songs.  What do we do on Monday?  What would I wear in ugust? | |