



**Forward Planning** 

**Long-Term Semester Planning** 

Academic Year: 2020-2021

Class: S1 Subject: Mathematics Teacher: Erazmus No. Students: 22





## **Curriculum – Long-Term Planning 2020-2021**

Date	Objectives/ Connaissances	Activités	Resources	8 Compétences clés *	Evaluation
1/9/20 – 16/10/20	Understand difference between natural & integer numbers; Plot numbers on a plane; Understand absolute value; Compare two integer numbers; Order set of integer numbers & use the transitivity property; Know how to write a natural number as a product of primes; Use criteria of divisibility by 2, 3, 5 and 10; Find LCM and HCF; Understand importance of 0, 1;	How negative numbers came about due to money & debt; Practical uses of negative numbers (e.g. temperature); Introduce Geogebra to plot points on a plane; Sieve of Eratosthenes to determine prime numbers; History of zero (India);	Textbook: Year 1 Mathematics Book 1 (Centre for Innovation in Mathematics Teaching UK); Geogebra; Dr. Frost Maths; Supplementary Materials (e.g. worksheets,)	1, 2, 3, 4, 5, 6, 7, 8	Homework; Test(s); Quiz(s); Computer Lab Activities; Notebook; Participation;
2/11/20 – 18/12/20	Adding & subtracting integers and decimals; Calculate by multiplying and dividing two integers; Apply order of operations rules, brackets included; Know how to measure & construct line segments & angles using protractor & set square; Use compass directions & distances to find a location; Recognize & name the triangles; Develop concept of an angle; Know how to construct triangles using SSS, SAS, SSA & ASA;	Apply on a calculator; The area model, (12 x 23); Use Geogebra to construct: segments, lines, angles,; Creating triangles with ruler, compass and protractor; Use with maps; Use Geogebra to construct triangles; Using straws mixed lengths;			





4/1/21 - 19/2/21       Understand if raction is a ratio of two integers; Understand that different fractions can be equivalent; Convert a fraction to decimal & work; Order fractions & decimals and place them on a number line; Recognize & name the colorized is polygon circle; colorized is colorized is					
19/2/21       of two integers: Understand that different fractions can be equivalent; Convert if ractions & declinals and Procespitz & name the respect to parallelism, ordid: 20/211-       historically for sharing food/pizzs; Closely 20 shapes: Quadrilaterals, polygons, circle; Closely 20 shapes; Draw 30 shapes using CAD software & 10 shapes; Draw 30 shape; Draw 30 s	4/1/21 –	Understand a fraction is a ratio	Importance of fractions –		
10/5/21 -       Use a patient of a antimeter is general units       foodpizz; for an antimeter is general units       foodpizz; for an antimeter is general units         8/3/21 -       Recognize & name the claim is on grand units of sides; for an antimeter is general units       foodpizz; for an antimeter is general units       foodpizz; for an antimeter is general units         8/3/21 -       Recognize or sketch the top & sides; for an antimeter is general units       investigate and compare the similarities/differences between 3D models;       investigate and compare the similarities/differences between 3D models;         10/5/21 -       Recognize or sketch the top & side wiew of 3D shapes; Draw 3D s	19/2/21	of two integers;	historically for sharing		
8/3/21 -       Recognize or sketch the top & sides; classify 3D shapes; dlassify 3D shapes; classify 3D shapes; Develop concept of volume; classif	10/2/21	Understand that different	food/pizza;		
8/3/21 -Center a fraction is decimals and vice-versa: Order fractions & decimals and place them on a number line following 2D shapes: quadrilaterals, polygons, circle; Classify 2D shapes with respect to parallelism, perpendiculative, equality of sides;Investigate and compare the sind vice versa is side views of 3D shapes; Classify 2D shapes; that the shapes; the shapes;Investigate and compare the similarities/differences between a pometrical object and its measure; Estimate & measure length; Develop concept of arra; Apply approfiate formula to calculate perimeters & areas; Develop concept of an antimetic sequence; Know & convert units;Investigate and compare the similarities/differences between a general rule is of prisms & pyramids; Different unit systems; Fit small squares in a big square; Create nets of prisms & pramids; Different units; Fit small squares in a big square; Create nets of an arithmetic sequence; Understand the distruction between a potentical object and is measure; Eltimate & aptional sequence; Create nets of an arithmetic sequence; Substitute into a general rule is of an arithmetic sequence; Substitute into a general rule is of a compare the simal sequence in a compare the simal sequence in a similarities/differences between a general rule is of a sequence; The rule is sequence; Substitute into a general rule is of a set time in a different unit system; Fit small squares in a big square; The rule is set time in a different unit system; Fit small squares in a big square; The rule is set time in a different unit system; Fit small squares in a big square; Fit small squares in a big square; The rule is set time in a different unit system; Fit small squares in a big square; The rule is set time		fractions can be equivalent;	Show that two ratios of		
Vice-versa; Order fractions decimates and place them on a number line; Recognize A name the following 2D shapes: quadriliertale, polygons, orice; Classify 2D shapes; classify 2D shapes; Classify 3D shapes; Classify 3D shapes; Draw 3D shapes using CAD software & by hand; Recognize A construct nets of prisms & prisms & pri		Convert a fraction to decimal &	different numbers can be		
8/3/21 -       Order fractions & decimals and place them on a number line; Recognize & name the line; addition; Guassify 2D shapes: under the shapes;       Textbook: Year 1         8/3/21 -       Recognize or sketch the top & sides;       Investigate and compare the shapes;       Textbook: Year 1         8/3/21 -       Recognize or sketch the top & sides;       Investigate and compare the shapes;       Investigate and compare the shifterneces       Textbook: Year 1         5/3/21 -       Recognize or sketch the top & similarities/differences       Investigate and compare the shifterneces       Textbook: Year 1         5/3/21 -       Recognize & construct nets of prisms & pryramids;       Investigate and compare the shifterneces       Textbook: Year 1         10/5/21 -       Recognize & construct nets of prisms & pryramids;       Investigate and compare the world, units;       Interstand the distinction between a geometrical object and its measure; leader the solop prisms & pryramids;         10/5/21 -       Use a pictoral sequence; Create nets of prisms & area; Develop concept of volume the next pattern; The nule is each time 1 add 4; The general rule to determine the next pattern; The rule is each time 1 add 4; The general rule is of general rule to a general rule to a general rule to the row and time time sequence; Substitute into a general rule to a general rule to a general rule is to the step;         5/7/21 -       Use a pictoral sequence; Understand how to create a general rule to a general rule to a general rule to the row and time time to sequence;       Find the 100th step; <td< td=""><td></td><td>vice-versa:</td><td>world</td><td></td><td></td></td<>		vice-versa:	world		
8/3/21 -       Recognize & name the topologies, circle: Classify 2D shapes: with respect to parallelism, perpendicularity, equality of sides;       Investigate and compare the sinularities/afferences topologies of the shapes;       Textbook: Year 1 Mathematics Book 2 (Centre for Innovation in Mathematics Book 2 (Centre for Innovation Innovat		Order fractions & decimals and	Try to make Floor tiling out of		
8/3/21 -       Recognize or sketch the top & respect to parallelism, perpendicularity, equality of sides;       Investigate and compare the similarities/differences between 3D models;       Textbook: Year 1 Mathematics Book 2 (Centre for Mathematics Doke 2 (Centre for Mathematics Do		place them on a number line.	aguivelent		
8/3/21 -       Recognize X hame the following 20 shapes: in the structures in the real following 20 shapes with respect to parallelism, perpendicularly, equality of sides;       Investigate and compare the similarities/differences between 3D models;         8/3/21 -       Recognize or sketch the top & stapes; Draw 3D shapes; Draw 3D shapes using CAD software & by hand; Recognize & construct nets of prisms & pramids; Understand the distinction between a geometrical object and its measure; Estimate & measure; Estimate & measure; Calculate porimeters & areas of compound shapes; Perelo concept of volume; Know & convert units;       Investigate and compare the similarities/differences between 3D models; Pramids;         10/5/21 -       Use a pictoral sequence; Understand the distinction between a geometrical object and its measure; Between the instructures in a big cube; Praw 3D concept of area; Calculate perimeters & areas of compound shapes; Prix stem of an antimetic sequence; Understand how to create a general rule to a general rule to a general rule to a general rule for an antimetic sequence; Understand how to create a general rule to a general rule to a general rule is 4n + 1;       Pupils draw the next pattern; The rule is each time I add 4;         10/5/21 -       Use a pictoral sequence; Understand how to create a general rule is 4n + 1;       Pupils draw the next pattern; The rule is 4n + 1;       The general rule is 4n + 1;         Substitute into a general rule to a general rule to a general rule is 4n + 1;       Find the 100th step;       Find the 100th step;		place them on a number line,	equivalent,	<b>T</b> (1) 1 X (4)	
8/3/21 -       Recognize or sketch the top & sides;       Investigate and compare the similarities/differences between 3D models;       Investigate and compare the similarities/differences between 3D models;         8/3/21 -       Recognize or sketch the top & side views of 3D shapes; Classify 3D shapes; Draw 3D shapes using CAD software & by hand;       Investigate and compare the similarities/differences between 3D models;         10/5/21 -       Recognize or sketch the top & side views of 3D shapes; Classify 3D shapes; E stimate & concept of area; Apply appropriate formula to; claculate perimetirs & areas; Develop concept of area; Apply appropriate formula to; claculate perimeters & areas; Develop concept of volume; Know & convert units;       Different unit systems; Fi small squares in a big square; Classify addition to ageneral nule to a antimmetic sequence; Understand how to create a general rule to general rule to a general rule to a general rule to general rule		Recognize & name the	Find functions on a	Textbook: Year 1	
8/3/21 -       Recognize or sketch the top & sides;       Find the structures in the real the shapes;       for Innovation in Mathematics Teaching UK);         8/3/21 -       Recognize or sketch the top & sides;       Investigate and compare the similarities/differences between 3D models;       Teaching UK);         23/4/21       Recognize or sketch the top & sides;       Investigate and compare the similarities/differences between 3D models;       Teaching UK);         0/3/21 -       Recognize & construct nets of prisms & pyramids;       Understand the distriction between a geometrical object and its measure;       Find the structures in a big square;         10/5/21 -       Use a pictoral sequence; Understand how do coreate a geometrine the next term of an arithmetic sequence;       Pupils draw the next pattern; The rule is each time 1 add 4; The general rule to         10/5/21 -       Use a pictoral sequence; Understand how to create a geometrine the for an arithmetic sequence; Understand how to create a general rule to       Pupils draw the next pattern; The rule is each time 1 add 4; The general rule is 4n + 1;		following 2D shapes:	calculator;	Mathematics Book 2 (Centre	
8/3/21 - 23/4/21Classify 2D shapes with respect logarallelism, perpendicularity, equality of sides;the shapes; the shapes; the shapes; livestigate and compare the similarities/differences; Draw 3D shapes; Draw 3D shapes; Draw 3D shapes; Draw 3D shapes; Draw 3D shapes; Understand the distinction between a geometricic logication and its measure; Develop concept of rate; Apply appropriate formula to calculate perimeters & areas; Develop concept of volume; Know & convert units;Investigate and compare the similarities/differences; Different unit systems; Fit small squares in a big square; Calculate perimeters & areas; of compound shapes; Fit small cubes in a big cube;Teaching UK);10/5/21 - 5/7/21Use a pictoral sequence; Understand how to create a general rule for an arithmetic sequence;Pupils draw the next pattern; The rule is each time 1 add 4; The general rule to Substitute into a general rule to		quadrilaterals, polygons, circle;	Find the structures in the real	for Innovation in Mathematics	
8/3/21 -       Recognize or sketch the top & sides:       Investigate and compare the similarities/differences between 3D models;         23/4/21       Recognize or sketch the top & sides:       Investigate and compare the similarities/differences between 3D models;         Draw 3D shapes:       Draw 3D shapes;       Investigate and compare the similarities/differences between 3D models;         Draw 3D shapes:       Create nets of prisms & pyramids;       Create nets of prisms & pyramids;         Understand the distinction between a geometrical object and its measure;       Different unit systems;         Estimate & measure lengths;       Different unit systems;         Fit small squares;       Calculate perimeters & areas; of compound shapes;         Develop concept of volume;       Fit small cubes in a big square;         Calculate perimeters & areas; of compound shapes;       Pupils draw the next pattern;         The rule is each time 1 add 4; sequence;       The rule is each time 1 add 4; The general rule is 4n + 1;         Substitute into a general rule to       Find the 100th step;       Find the 100th step;		Classify 2D shapes with	the shapes;	Teaching UK);	
8/3/21 - 23/4/21Recognize or sketch the top & sides;Investigate and compare the similarities/differences23/4/21Recognize or sketch the top & side views of 3D shapes; Classify 3D shapes; Datw 3D shapes using CAD software & by hand; Duderstand the distinction between a geometrical object and its measure; Develop concept of area; Apply appropriate formula to calculate perimeters & areas; Develop concept of volume; Know & convert units;Investigate and compare the similarities/differences10/5/21 - 5/7/21Use a pictoral sequence; Understand hwo to create a general rule for an arithmetic sequence; Substitute into a general rule toPupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1;10/5/21 - 5/7/21Use a pictoral sequence; Understand hwo to create a general rule into a general rule to sequence; Substitute into a general rule toPupils draw the next pattern; The general rule is 4n + 1;10/5/21 - 5/7/21Use a pictoral sequence; Understand hwo to create a general rule into a general rule to a sequence; Substitute into a general rule to an arithmetic sequence;Pupils draw the next pattern; The general rule is 4n + 1;10/5/21 - 5/7/21Substitute into a general rule to an arithmetic sequence; Substitute into a general rule to an arithmetic sequence;Pupils draw the next pattern; The general rule is 4n + 1;		respect to parallelism,			
8/3/21 -       Recognize or sketch the top & side views of 3D shapes; Classify 3D shapes; Draw 3D shapes sing CAD software & by hand; Recognize & construct nets of prisms & pyramids; Understand the distinction between a geometrical object and its measure; Estimate & measure lengths; Develop concept of area; Apply apportiate formula to calculate perimeters & areas; Develop concept of volume; Know & convert units;       Investigate and compare the similarities/differences between 3D models;         10/5/21 -       Use a pictoral sequence; Understand how to create a generating to far antimmetic sequence; Understand how to create a generating to far antimmetic sequence; Understand how to create a general rule to an arithmetic sequence; Substitute into a general rule to an arithmetic sequence;       Pupils draw the next pattern; The rule is 4n + 1;		perpendicularity, equality of			
8/3/21 -       Recognize or sketch the top & side views of 3D shapes; Classify 3D shapes; Develop concept of volume; Know & convert units;       Investigate and compare the similarities/differences between 3D models;         10/5/21 -       Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule to its angeneral rule to its angeneral rule for an arithmetic sequence;       Pupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1;		sides			
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2/3/4/2.1       Classify 3D shapes, suing CAD software & by hand; Recognize & construct nets of prisms & pyramids; Understand the distinction between a geometrical object and its measure; Estimate & measure lengths; Develop concept of area; Apply appropriate formula to calculate perimeters & areas; Develop concept of volume; Know & convert units;       Create nets of prisms & pyramids; Measurement of the world, units;         10/5/21 – 5/7/21       Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule to       Pupils draw the next pattern; The general rule is 4n + 1;	23/1/21	Cleasify 2D chapped,	Similanties/unreferices		
10/5/21 -       Use a pictoral sequence; Know & convert units;       Create nets of prisms & pyramids;       Create nets of prisms & pyramids;         10/5/21 -       Use a pictoral sequence; Know & convert units;       Different unit systems; Fit small squares in a big square;       Different unit systems; Fit small squares in a big square;         10/5/21 -       Use a pictoral sequence; Understand how to create a general rule for an arithmetic sequence;       Pupils draw the next pattern; The general rule for an arithmetic sequence;         10/5/21 -       Use a pictoral sequence; Understand how to create a general rule for an arithmetic sequence;       Pupils draw the next pattern; The general rule is 4n + 1;         Find the 100th step;       Find the 100th step;       Find the 100th step;	20/4/21	Classify 3D shapes,	between 3D models,		
10/5/21 –       Use a pictoral sequence; Know & convert units;       Different unit systems; Fit small squares in a big square;       Pupils draw the next pattern; Fit small cubes in a big cube;         10/5/21 –       Use a pictoral sequence; Substitute into a general rule for an arithmetic sequence;       Pupils draw the next pattern; The rule is 4n + 1;		Draw 3D shapes using CAD			
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10/5/21 -       Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand he distinction and its measure; Estimate & measure; Calculate perimeters & areas of compound shapes; Fit small cubes in a big cube;       Different unit systems; Fit small squares in a big cuare; Calculate perimeters & areas of compound shapes; Fit small cubes in a big cube;         10/5/21 -       Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule to       Pupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1;         Find the 100th step;       Find the 100th step;		prisms & pyramids;			
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Apply appropriate formula to calculate perimeters & areas; Develop concept of volume; Know & convert units;square; Calculate perimeters & areas of compound shapes; Fit small cubes in a big cube;10/5/21 - 5/7/21Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule toPupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1;		Develop concept of area;	Fit small squares in a big		
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Develop concept of volume; Know & convert units;of compound shapes; Fit small cubes in a big cube;10/5/21 -Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule toPupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1;		calculate perimeters & areas:	Calculate perimeters & areas		
10/5/21 -Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule toPupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1;		Develop concept of volume	of compound shapes:		
10/5/21 -Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule toPupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1; Find the 100th step;		Know & convert units	Fit small cubes in a big cube		
10/5/21 -       Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule to       Pupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1;         10/5/21 -       Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Substitute into a general rule to       Pupils draw the next pattern; The rule is each time I add 4;         10/5/21 -       The general rule is 4n + 1;       The general rule is 4n + 1;					
10/5/21 -       Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule to       Pupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1;         Find the 100th step;       Find the 100th step;					
10/5/21 -       Use a pictoral sequence; Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule to       Pupils draw the next pattern; The rule is each time I add 4; The general rule is 4n + 1;         10/5/21 -       Substitute into a general rule to       Find the 100th step;					
10/5/21 -       Over a pictural sequence, Create rules to determine the next term of an arithmetic sequence; Understand how to create a general rule for an arithmetic sequence; Substitute into a general rule to       The rule is each time I add 4; The general rule is 4n + 1;		l lee a nictoral sequence:	Pupils draw the next pattorn:		
5/7/21       Oreate fulles to determine the next ferm of an arithmetic sequence;       The rule is each time I add 4;         Understand how to create a general rule for an arithmetic sequence;       The general rule is 4n + 1;         Substitute into a general rule to       Find the 100th step;	10/5/21 –	Create rules to determine the	i upilo utaw the next pattern,		
Inext term of an antimitetic       The rule is each time I add 4;         sequence;       Understand how to create a general rule for an arithmetic sequence;         Substitute into a general rule to       Find the 100th step;	5/7/21	Create rules to determine the	The sule is each time 1 - dd 4:		
sequence;       Understand how to create a       The general rule is 4n + 1;         general rule for an arithmetic       sequence;         Substitute into a general rule to       Find the 100th step;	0,1721	next term of an arithmetic	The rule is each time I add 4;		
Understand how to create a general rule is 4n + 1;         general rule for an arithmetic sequence;         Substitute into a general rule to    Find the 100th step;		sequence;			
general rule for an arithmetic         sequence;         Substitute into a general rule to       Find the 100th step;		Understand how to create a	The general rule is 4n + 1;		
sequence;     Substitute into a general rule to     Find the 100th step;		general rule for an arithmetic			
Substitute into a general rule to Find the 100th step;		sequence;			
		Substitute into a general rule to	Find the 100th step;		





find the value of an term; Know how to create a table of values from a pictoral sequence or a list of numbers; Plot the sequence from a table of values:	Use a spreadsheet to help find rules & determine an n <sup>th</sup> term;		
Simplify equivalent expressions; Solve simple linear equations; Understand basic concepts of sets; Draw Venn diagrams:	Sets of evens & odds, sets of primes;		
Use symbols appropriately;	Venn diagrams used to show the relationships between quadrilaterals with different properties;		

Sensibilité et expression \* Lien vers les 8 compétences clés:

1. Littératie (lecture et écriture) 2. Multilinguisme

- Mathématiques, science, technologie et ingénierie Numérique
- 3. 4. 5. 6.
- Personnelles, sociales et capacité d'apprendre à apprendre
- Citoyenne Entrepreneuriale 7.
- 8. Culturelles