**Mathematics Plan**

**Introductory Statement**

This plan was reviewed by the staff of Seir Kieran’s N.S. during the confines of Croke Park Hours in April/May 2018. A copy was made available to the PA of Seir Kieran’s NS for input. The policy was then presented at a meeting of the BOM on the 9th of May 2018 where it was ratified.

**Rationale**

* To benefit teaching and learning in our school
* To conform to principles of learning outlined in the Primary School Curriculum
* To review and update our existing approach to the teaching of Mathematics.

**Vision and Aims**

***Vision***

This plan aims to ensure that all children reach their individual potential in Maths. It aims to ensure that each child leaving the school in 6th class will be able to think logically, solve day to day problems and recall basic number facts. It aims to ensure that each child will have the mathematical skills to live a full life as a child and later as an adult.

***Aims***

We endorse the aims of the Primary School Curriculum for Mathematics:

* To develop a positive attitude towards mathematics and an appreciation of both its practical and its aesthetic aspects.
* To develop problem solving abilities and a facility for the application of mathematics to everyday life.
* To enable the child to use mathematical language effectively and accurately.
* To enable the child to acquire an understanding of mathematical concepts and processes to their level of development and ability.
* To enable the child to acquire proficiency in fundamental mathematical skills and in recalling basic number facts.

Our Mathematics plan will be addressed under the following headings:

**Curriculum Planning**:

1. Strands and strand units
2. Approaches and methodologies
3. Assessment and record keeping
4. Children with different needs
5. Equality of participation and access

**Organisational Planning**

1. Timetable
2. Homework
3. Resources and IT
4. Individual teachers’ planning and reporting
5. Staff development
6. Parental involvement – home school links
7. Community links.

**Curriculum Planning**

1. **Strands and strand units**

The curriculum objectives are used as the objectives for each class level in our school.

* Junior and Senior Infants (Curriculum p.20 – p.35)
* First and Second Class (Curriculum p.40 – p.59)
* Third and Fourth Class (Curriculum p.64 – p.83)
* Fifth and Sixth Class (Curriculum p.88 – p.111)

Please see **Appendix A** for an overview of the Maths curriculum.

At the start of each school year, teachers will familiarise themselves with the objectives for their class and make sure that their individual planning for the year incorporates all strands of the Maths curriculum.

1. **Approaches and methodologies.**

***General***

A separate programme is set out for each class. Worksheets that accompany the Maths scheme in use in the classroom are used to reinforce concepts taught. Supplementary activities from a variety of extra Maths books are used. Children record their work in their Maths copies.

The use of concrete materials is encouraged in all classes. Calculators are provided by the school. They are used by groups of children in accordance with appropriate exercises in their Maths textbooks (4th-6th class).

In our programme we adhere to the number ceilings as laid out in the Primary Curriculum.

|  |  |
| --- | --- |
| Class | Numerals |
| Junior Infants | 0 – 5 |
| Senior Infants | 6 – 10 |
| 1st Class | To 99 |
| 2nd Class | To 199 |
| 3rd Class | To 999 |
| 4th Class | To 9999 |

Through activity and hands on experiences the children are led towards discovering mathematical formulae.

Graphs and Data are linked to other curricular areas and are linked to real situations in the school. For example: Putting graphs together for the Green Schools Project.

There is a greater emphasis upon estimation in the texts in use. Children have opportunity in the Maths lesson to develop estimation skills by using rounding, front-end strategy, clustering strategy, guesstimates and games.

The following approaches and methodologies are used throughout the school.

***(A)Talk and Discussion***

Talk and discussion is seen as an integral part of the learning process and opportunities are provided during the Maths class for children to discuss problems with the teacher, with other children and in groups.

The teacher models the language to be used for each topic, particularly when talking through the problem – solving process.

There is an agreed list of terminology (mathematical language) for each class level that is used by all teachers throughout the school. **See Appendix B (Language and strategies)**

We adopt a linked approach to the strands and strand units of the maths curriculum. For example: Discussing the relationship between fractions, decimals and percentages.

We integrate mathematical processes in other subject areas where appropriate. For example: Gathering data for History and Geography.

***(B) Active Learning and guided discovery***

As part of the maths programme for each class, children are provided with structural opportunities to engage in exploratory activities under the guidance of the teacher to construct meaning, to develop mathematical strategies for solving problems and to develop self motivation in mathematical activities.

There are agreed strategies for teaching the four operations and other areas of the programme. All teachers adhere to these agreed strategies. See **Appendix B (Language and strategies)**

***(C) Collaborative and co-operative learning***

Because of the multi-class situation, there are distinct groups in each classroom. Children often work in pairs to measure, explore tangrams, play maths games etc. Children often work together (informally) to solve problems. This helps them to become independent learners.

***(D) Problem Solving***

With regard to problem-solving, children will be taught to apply the following strategies.

Understanding the problem

* Read the problem
* Read it again
* Say, in your own words, what you are trying to find out
* Find the important information
* Look for key phrases
* Write what you know.

Solving the problem

* Look for a pattern
* Guess and check
* Write an equation
* Break the problem down and solve each part

Additional help

* Construct a model
* Draw a picture
* Make an organised list or table
* Use objects to act out the problem
* Use easier numbers
* Work backwards

Answering the problem

* Use all the important information
* Check your answer
* Decide if the answer makes sense
* Write the answer in a complete sentence

Children are familiar with the RUDE and DAW strategies for problem solving and they are encouraged to use whichever one of these they prefer (suits their style of thinking)

RUDE: **R**ead the problem, **U**nderline key words, **D**raw a picture or diagram, **E**stimate the answer.

DAW: In the senior classes children use the **D**etective **A**t **W**ork method when solving problems. This method places the pupil in the role of detective. Like all detectives the pupil has to be prepared that he/she will not solve the problem/case.

This however doesn’t prevent the pupil from putting down any relevant information they have. They may then be in a position to tie some of this information together to put them on the road to solving the problem. The DAW method places emphasis on engaging with the problem without being daunted with having to get the correct answer to the problem.

***(E) Use of the environment***

The school building is used as a resource to support the Maths programme. For example; the school grounds are used for practical activities when teaching the area of measurement.

Children are given the opportunity to display their mathematical work on notice boards in the school

***(F) Skills through content***

Through the implementation of the maths programme, we aim to develop the following skills:

* Applying and problem solving
* Communicating and expressing
* Integrating and connecting
* Reasoning
* Implementing
* Understanding and recalling

***(G) Presentation of work***

Formal use of maths copies begins in Junior Infants. Large square copies are used in the infant classroom. The teacher scaffolds and lays out the copy for each child up to second class.

There is an agreed approach to numeral formation in the junior classes.

Neatness and proper layout of copies is emphasised as appropriate for the class level/topic being covered.

There is an area for the display of mathematical work in each classroom.

1. **Assessment and record keeping**

Assessment is used by teachers to inform their planning, selection and management of learning activities so that they can make the best possible provision for meeting the varied mathematical needs of the children in our school.

Teachers use the following range of assessment approaches:

1. Teacher observation of knowledge, skills development and participation in activities.

Observations may include;

* *the level of engagement in attention to activities,*
* *strengths and concerns in relation to written work*
* *involvement in discussions*
* *the response to and initiation of questioning during class group work*

1. Teacher designed tests and tasks.

These may include;

* *Oral tests*
* *Written tests of numerical competence*
* *Problem solving exercises that use a variety of mathematical skill*
* *Projects that require compilation of data or the drawing of a diagram*

1. Standardised testing

The following procedure is used for standardised tests

* Children from 1st class upwards are formally assessed every June using the Drumcondra Primary Mathematics Test.
* The results of each child’s tests and their test papers are kept.
* The results of these tests are used to assist with planning the maths programme from the following September onwards and in deciding which children may need further diagnostic testing with a view to receiving Learning support in this area.

The SEN Teacher uses a variety of assessment tools for diagnosing individual difficulties. (Refer to Special Education Needs Policy).

Childrens’ progress is communicated to parents at Parent Teacher meetings and in the end of year report. The staff are open to meeting parents during the school year to discuss concerns or difficulties.

1. **Children with different needs**

***Children with learning difficulties***

The Maths programme aims to meet the needs of all children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all children.

Those children who receive scores at or below the 10th percentile on the standardised tests will have priority in attending the SEN teacher for supplementary teaching for Maths. The availability of supplementary teaching for Maths depends on the caseload of the SEN Teacher. Arrangements will be in accordance with the selection criteria as determined by the DES.

Diagnostic tests may also be administered where the need arises. Parental permission must be obtained before these tests are administered

If there are children who qualify for supplementary teaching but for whom there is no possibility of receiving formal supplementary teaching, the following will happen:

* The SEN teacher will liaise with the class teacher on resource books and materials that could be used by the class teacher and the child in the mainstream class setting.
* If the child is already attending the SEN teacher for English, it may be possible, on occasion, for the child to receive some help with his/her Maths work as part of the supplementary teaching sessions.

The progress of such children will be reviewed on a regular basis.

***Children with exceptional ability***

For children with exceptional ability, opportunities will be provided to work on independent research projects, ICT and group work with other children who have a similar interest in Maths activities.

1. **Equality of participation and access**

Every child is treated equally in the school and all staff ensure that every child participates fully (based upon each child’s potential) in the Maths programme. This is in line with our Equality, Access and Participation Policy.

**Organisational Planning**

1. **Timetable**

The following is the time allocation for Mathematics

* Infant classes: 3.25 hours per week
* 1st – 6th Classes: 4.25 hours per week

Extra time was assigned to Maths from discretionary time available as part of addressing numeracy within the school’s SIP, as in accordance with the Literacy and Numeracy Strategy 2011 - 2020.

The time allocation for Maths is recorded on each teacher’s individual timetable.

1. **Homework**

Homework should be in line with the approaches as set out in the curriculum for Maths.

Homework allocated should take account of the differing levels of ability in the class and should be a positive experience for all

Homework is given to consolidate work done in the classroom during the day. No work, previously unprepared is given to the children.

When tables are learned they are part of the children’s homework.

Practical activities are often a part of the child’s homework. (eg. Measuring)

Time should be given for the correcting of the maths homework and an

opportunity to discuss any problems that arose.

Children use the same copy for homework and school work.

Children with special educational needs can be given separate homework (according to their IEP)

1. **Resources and ICT**

The following areas are discussed in this section:

* Concrete materials
* Calculators
* ICT
* Textbooks and workbooks

***Concrete materials***

We acknowledge the importance of concrete materials in the development of mathematical concepts for children in all classes.

* All maths equipment bought with school funds remains the property of the school.
* Maths equipment is stored in a special section of Data Room.
* A written record is kept (in the store room) of equipment in use by the various classrooms to facilitate the location of materials if they are not in store.
* Teachers are requested to promptly return equipment which is no longer in use to the central storage area.
* Mrs. Guinan has responsibility for the organisation/purchase of all mathematical equipment.

Please see **Appendix C** for a list of mathematical equipment available in the school.

***Calculators***

From fourth class upwards, children are permitted to use calculators alongside traditional paper-and-pencil methods. Calculators are particularly useful for handling larger numbers, to check answers, to explore the number system, to remove computational barriers for weaker children. They also allow the child to focus on the structure of problem - solving questions. It is important that the skill of estimation is developed along with the use of the calculator.

***ICT***

There is wireless broadband in each classroom and the pupils under

teacher supervision can use websites deemed appropriate by the teacher to enhance learning in mathematics.

***Textbooks/workbooks***

Textbooks selected reflect the objectives of the curriculum.

Teachers select material from a variety of maths schemes which are available in the school.

The following schemes are in use in the school presently:

* + Maths Matters
  + Mathemagic
  + Maths Aid
  + Planet Maths
  + Operation Maths
  + Mental Maths Activity

These schemes are in line with the methodologies and language agreed by the staff in the core areas listed in this plan and are in line with the requirements of the Curriculum.

Where teachers deem necessary, supplementary materials will be designed/supplied.

1. **Individual teacher’s planning and reporting**

Teachers should base their long term and short term plans on the approaches set out in this whole school plan for Maths. Work covered will be outlined in the Cuntas Míosúil which is submitted to the principal.

1. **Staff development**

An atmosphere of open communication exists between all the staff members.

Ideas and expertise are shared among staff members.

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues. All notices regarding training, summer courses and in – service are posted in the staffroom. Because of our small school environment, approaches and methodologies are shared and discussed on an ongoing, informal basis.

**11. Parental involvement – Home/ School links**

The use of the homework journal is a vehicle for two – way communication between teacher and parent on progress in Mathematics and other subject areas.

Individual parent/teacher meetings are held annually in February. Teachers and parents are afforded the chance to discuss each individual child’s progress in Maths and in other areas, and ways of assisting that progress. Parents and teachers are welcome to make individual arrangements to discuss matters of relevance at other times of the school year.

**12.School Improvement Plan**

In the second area of our School Improvement Plan, we have concentrated on the element of Problem Solving within Numeracy (refer to School Improvement Plan)

**Success criteria**

The success of this plan will be measured using the following criteria:

* The implementation of this plan will be evident in the work of the teachers.
* Continuity of content and methodology will be evident in teacher’s preparation and monthly reports.
* On-going assessment, formal and informal, will show that pupils are acquiring an understanding of mathematical concepts and a proficiency in maths skills appropriate to their age and ability.
* A class with high numbers will be tracked using their standardised test results for a 3 year period to determine what progress they are making. In the case of 2018-2021 this class will be the current 1st class as this is a big class containing 12 children, so it provides us with a suitable sample.

**Implementation**

***Roles and Responsibilities***

Class teachers are responsible for the implementation of the maths programme in their own classes.

The post holder with responsibility from Maths (currently Mrs. Guinan) supports the implementation of the Maths programme and is also responsible for the distribution and monitoring of resources.

She will work in tandem with the Principal to seek recommendations for review of the plan as the need arises and advise staff of changes made.

**Review**

This document, completed in May 2018, was the result of a review of 2015 policy document and now supersedes it. It will be reviewed again in 2020, following on from recommendations outlined in the new maths curriculum which is to be rolled out.

Progress made during the year will be reviewed at the end of year staff meeting and will be based on results of assessments across all classes and on teacher’s views as to the effectiveness of the plan.

**Ratification and Communication**

This plan was ratified by the Board of Management on the 9th May 2018.

***Appendix A -* *Overview of Mathematics Curriculum***

**Infant classes**

|  |  |
| --- | --- |
| *Skills development* | |
| **Skills** | * Applying and problem-solving * Communicating and expressing * Integrating and connecting * Reasoning * Implementing * Understanding and recalling |
| *Strands* | *Strand units* |
| **Early mathematical activities** | * Classifying * Matching * Comparing * Ordering |
| **Number** | * Counting * Comparing and ordering * Analysis of number *Combining Partitioning Numeration* |
| **Algebra** | * Extending patterns |
| **Shape and space** | * Spatial awareness * 3-D shapes * 2-D shapes |
| **Measures** | * Length * Weight * Capacity * Time * Money |
| **Data** | * Recognising and interpreting data |

**First and Second Classes**

|  |  |
| --- | --- |
| *Skills development* | |
| **Skills** | * Applying and problem-solving * Communicating and expressing * Integrating and connecting * Reasoning * Implementing * Understanding and recalling |
| *Strands* | *Strand units* |
| **Number** | * Counting and numeration * Comparing and ordering * Place value * Operations *Addition Subtraction* * Fractions |
| **Algebra** | * Extending and using patterns |
| **Shape and space** | * Spatial awareness * 2-D shapes * 3-D shapes * Symmetry * Angles |
| **Measures** | * Length * Area * Weight * Capacity * Time * Money |
| **Data** | * Representing and interpreting data |

**Third and Fourth Classes**

|  |  |
| --- | --- |
| *Skills development* | |
| **Skills** | * Applying and problem-solving * Communicating and expressing * Integrating and connecting * Reasoning * Implementing * Understanding and recalling |
| *Strands* | *Strand units* |
| **Number** | * Place value * Operations *Addition and subtraction Multiplication Division* * Fractions * Decimals |
| **Algebra** | * Number patterns and sequences * Number sentences |
| **Shape and space** | * 2-D shapes * 3-D shapes * Symmetry * Lines and angles |
| **Measures** | * Length * Area * Weight * Capacity * Time * Money |
| **Data** | * Representing and interpreting data * Chance |

**Fifth and Sixth Classes**

|  |  |
| --- | --- |
| *Skills development* | |
| **Skills** | * Applying and problem-solving * Communicating and expressing * Integrating and connecting * Reasoning * Implementing * Understanding and recalling |
| *Strands* | *Strand units* |
| **Number** | * Place value * Operations * Fractions * Decimals and percentages * Number theory |
| **Algebra** | * Directed numbers * Rules and properties * Variables * Equations |
| **Shape and space** | * 2-D shapes * 3-D shapes * Lines and angles |
| **Measures** | * Length * Area * Weight * Capacity * Time * Money |
| **Data** | * Representing and interpreting data * Chance |

***Appendix B – Mathematical language and strategies***

**Junior Infants**

**No signs used**

|  |  |
| --- | --- |
| **Addition:** | Language: *and, makes, add, is the same as, altogether makes* |

**Senior Infants**

**Introduction of signs: +, =**  
Vocabulary to match this: *plus, equals and, (makes* initially used as in junior infants)

|  |  |
| --- | --- |
| **Addition**      2 +  1     3 | **Bottom up:** 1 plus 2 equals 3 1+2 = 3 |
| 2+1 =3 | reads 2 plus 1 equals 3 or 2 and 1 makes 3 |

**First Class**

|  |  |
| --- | --- |
| **Subtraction** | **- is introduced as a symbol in First class** Language: *take away, less than, left* |
| 16 - 4 | Vertical: start from the bottom using the word ‘from’ 4 from 16 equals 12 |
| 5 – 1= | Horizontal: Read from left to right using the words ‘take away’ 5 take away 1 equals  Also say *1 from 5 is..* |

**Place Value: The word “units” will be used rather than “ones”.**

**Renaming/Grouping will be the method used throughout the school.**

**Second Class**

|  |  |
| --- | --- |
| **Addition** |  |
| 7+3+8= 18 | 7 plus 3 plus 8 equals 18  (7plus 3 equals 10 plus 8 equals 18) |
| 5   3 +6 | 6 plus 3 plus 5 |
| **Subtraction** | Language: *subtraction, decrease, subtract, take away, from, less than, minus, difference* |
| 27 -18 | *8 from 7 I cannot take, so I must rename...* |

**Third Class/Fourth Class**

|  |  |
| --- | --- |
| **Multiplication/ Division**      Short multiplication      Long multiplication | **÷ and x are introduced as symbols in 3rd Class.**  The following vocabulary will be used:  ÷ *division, divide, divided by, split, share, shared between, group, how many in …*  X  *multiplication, multiply, times, of, groups of*    Start with 4 groups of 3 move onto… 4 threes 4 times 3 4 multiplied by 3    from bottom Units first. Language as above. |
| **Division** | Language: *Goes into/how many in, share among, won’t go* |
| 12 ÷ 4 | 4 into 12 goes 3 times 12 divided by 4 is/equals 3 |
| **Fractions** |  |
| ¼ of 32 7/2 | Share 32 among 4 and/or 32 divided by 4 7 divided by 2  ½ is equivalent to 2/4 (4th class) ½ is the same as 2/4 ½ is equal to 2/4 |
| **Decimals** | 1/10 is equal to 0.1                 1/100 is equal to 0.01 ***Include zero before decimal point*** |
| **Tesselation** | Fit together with no spaces |

**Fifth/Sixth Classes**

|  |  |
| --- | --- |
| **Number**    **Multiplication/Division** | Language: *square, prime, composite, rectangular numbers*. Finding common multiples by listing numbers Finding common factors by listing factors  The words ‘*product*’ and ‘*quotient*’ are introduced. Problems involving sum, difference, products, quotients |
| **Fractions** | Language: *Numerator, denominator* |
| ½ + ¼ = | **\_\_ + \_\_       \_\_** **4       4    =   4** |
| ½ - ¼ | **\_\_  \_  \_\_       \_\_** **4         4    =   4** |
| Mixed numbers + and –  3 ½ - 1 ¾ = |  |
| Multiplication   2  X   1       3       6 | Multiply top number by top number Bottom number by bottom number Simplify/ break down |
| Division of whole number by fraction  I | 5 ÷ ¼ =          Change your whole number into a fraction and turn your second fraction upside down and multiply.  How many quarters in 5 units      5  X  4  =  20         1       1     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |
| **Decimals** | 1/10, 1/100, 1/1000 – *tenths, hundredths, thousandths* |
| Addition Subraction  Rounding decimals    Multiplication of decimals    Division by decimals    Converting a fraction to a decimal | to 3 decimal places (with/without calculator) to 3 decimal places (with./without calculator)  to the nearest whole number to 1 decimal place to 2 decimal places.  Multiplying a decimal by a whole number Multiplying a decimal by a decimal Count the numbers behind the decimal points in the question and make sure that there are the same amount of numbers behind the decimal point in the answer.  Multiply the divisor by 10 or100 to change to whole number. If you multiply the divisor by 10or100 you must multiply the quotient by 10 or 100.  You divide the numerator by the denominator (divide the top by the bottom) or if possible you change the number to tenths/ hundredths and then convert to decimal. Look out for ½, ¼, 1/5, 1/8 1/10, 1/100 |
| **Percentages** Converting a fraction to a percentage | You multiply by a 100/1 or if possible you change the fraction to hundredths. |
| **Time** Addition    Subtraction | Add minutes to minutes Hours to hours and simplify (changing minutes to hours)  hrs.      mins.             hrs.      mins.   3            15               2          75  -2           33             - 2           33  If minutes number is bigger on the bottom line, convert… Take hour and change to 60 minutes. Add to other minutes and rewrite sum. |
| **Co-ordination** | Introduce (x,y) axis Explain **x** comes before **y** in the alphabet. This will help them remember which comes first. |
| **Area** | ***Rectangle/ square*** Length x width (l x w). breadth = width  Ares (1 Are = 100m, 1 hectare = 10,000m ) Relationship of sq.m to sq.cm.  Area of room from scale plan  ***Surface area*** Find the area of one face. Count the faces and multiply by no. of faces.  Cube and Cuboid |
| **Circle** | *Radius, diameter, circumference, arc, sector,* Relate the diameter of a circle to its circumference by measurement. Measure the circumference of a circle using a piece of string.  Construct a circle of given radius/diameter Examine area by counting squares. |
| **Length** | ***Irregular Shapes*** Look for regular shapes. Divide the shape and draw diagrams. Add areas a, b and c. |
| **Lines and Angles** | Right angle, acute, obtuse, reflex, straight, degrees, protractor, ruler, set square |
| **2D shapes**    **3D shapes** | Sum of the angles in a triangle = 180  Sum of the angles in a quadrilateral = 360 Sum of angles in a circle = 360  Identify regular tetrahedrons, nets, construct |

**Tables**

Addition: 1+0 = 1: one and zero is one.

Subtraction: 5-1=4: one from five is four.

Multiplication: 3x4=12: Three fours are twelve

Division: 15 3=5: Three into fifteen goes 5 times

***Appendix C – List of Mathematical Equipment***

|  |  |
| --- | --- |
| 13 | Story of numbers board |
| 2 | Bases number rods |
| 1 | Large box number rods |
| 1 | Large number lines 1-40 |
| 1 | Large abacus |
|  |  |
| 1 | Set Unifix 1-10 |
| 1 | Set Unifix 100 track |
| 5 | HTU Unifix Board |
| 1 | Set Abacus and blocks |
| 1 | Counting set |
|  |  |
| 28 | 100 square block - blue |
| 1 | 1000 square – red |
| 1 | Tub - 10’s |
| 1 | Tub units (make in) |
| 23 | Number lines 1-10 |
| 1 | Set of Digits |
| 7 | Domino sets |
| 1 | Triangular Domino set |
| 1 | Graph and Matrix stamp |
| 1 | Bag of Dice (100) |
| 1 | Bag of Cubes |
|  |  |
| **Games** |  |
| 1 | Easy tables |
| 1 | Factor finders |
| 1 | Bingo |
| 1 | Fraction Set - junior fit in |
| 1 | Bill Balloon - addition set |
| 4 | Sets of playing cards |
| 1 | Book pattern block - Circus |
| 6 | Number fans |
| 1 | Number rope - divided into 10 |
| 1 | Nexus Turn and Learn - 0-120 Number Board |
|  |  |

|  |  |
| --- | --- |
| 1 | Large Red Clock |
| 1 | Large Yellow Clock |
| 10 | Small clocks |
| 1 | Alarm clock |
| 1 | Set - months of the year |
| 1 | Time cards |
| 9 | Set of Sticker Clocks Faces |
| 1 | Dice |
| 8 | Counters |
|  |  |
| 4 | Small 2D shape sets |
| 1 | 3D Shape sets |
| 4 | Large multiplication boards |
| 1 | Set 3D Shape stamps |
|  |  |
| 2 | Set squares |
| 1 | Protractor |
| 1 | Metre stick |
| 2 | Trundle wheels |
| 7 | Geo boards |
| 1 | Links bag |
| 1 | Balance |
| 1 | Weighing Scales |
| 1 | Box weights |