

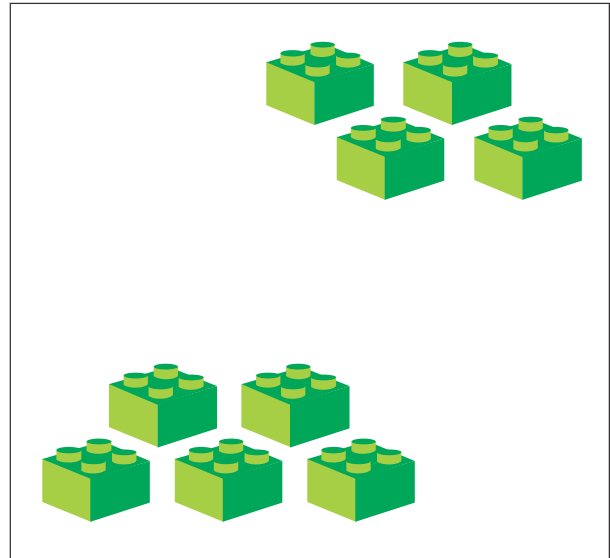
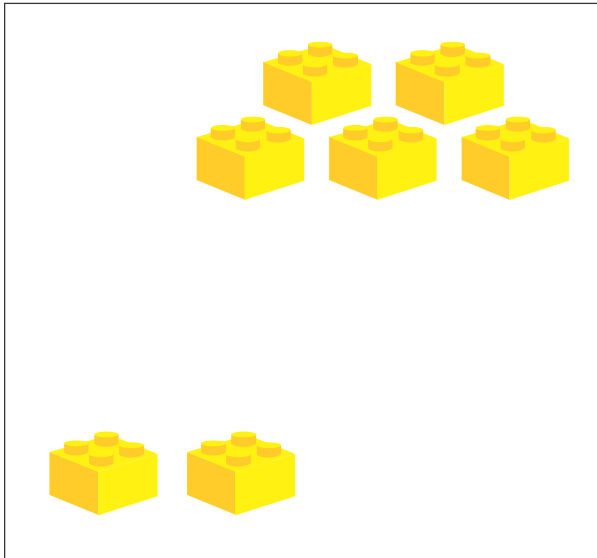
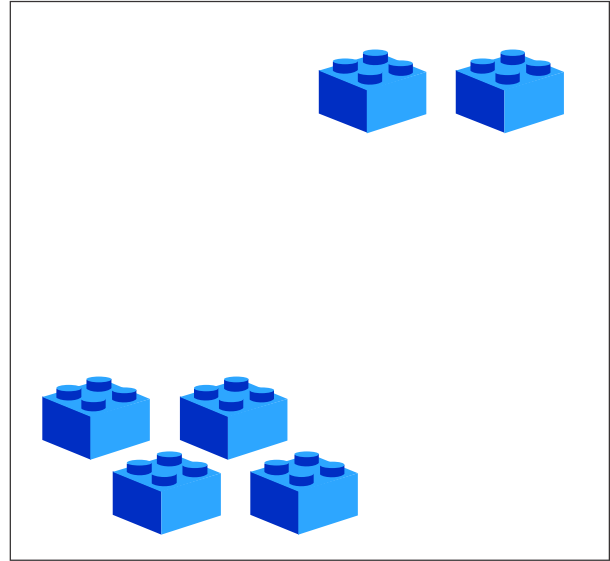
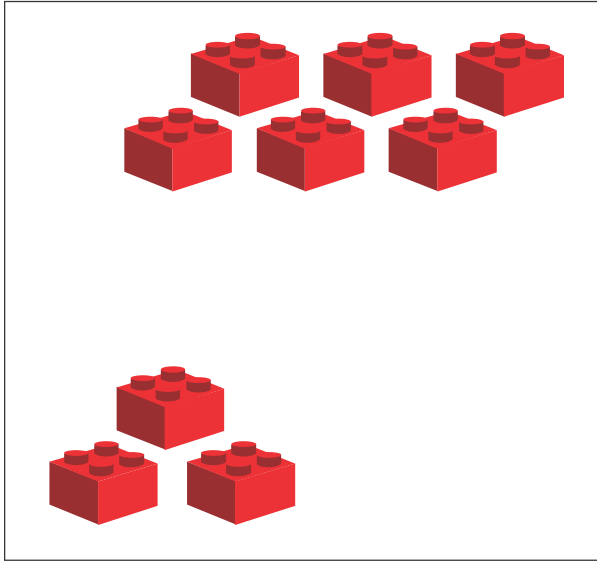
Mathematical Development		week: 26	Topic: Less / More (Revision)	Day: 1	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify and compare Less & More quantities	Recap: Students will be asked about less /more objects through flashcards. We Are Learning to: Identify and compare Less & More quantities. What I am looking for: How well you identify and compare Less & More quantities. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Place the beads on the table, and split them into groups, e.g. place one bead on one side, and the remaining four beads on the other side. Split the students into small groups and ask them to guess which side has more beads. You can then move one bead to the other side to make two groups: one with two beads, and the other with three beads. Ask the students to continue guessing until all groups have guessed correctly. Ensure that there is a clear difference between the things being compared, and allow students to become familiar with the terms 'more' and 'less'. Encourage them to say the words out loud as they give their replies. Draw a row of five uniformly shaped circles on board. Directly below the first row, draw a row of 3 circles. Draw lines to match circles 1 - 3 from each row to show one to one correspondence for those. Circle the row that has less. Focused task: Place 5 straws and 6 cups in a row in front of the students. Count the cups 1 to 6 and have the students repeat each number after you. Point to the group of cups. Say, "This is a group of cups." Point to the group of straws. Say, "This is a group of straws." Match the 2 groups by placing the straws in the cups one at a time. Ask the question, "Are there as many cups as there are straws?" students will reply, No! Cups are more and straws are less. Provide all students worksheet and ask students to look at the building blocks in the worksheet. Ask students tell the colours. Ask students circle the blocks which are more in numbers. Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete their colours. Help them to complete the task. Wrap up: Show group of objects or flashcards and ask students to tell which is more and less. Reflection :			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying and compare Less & More quantities objects.	Beads
				25 mins		Cups, straws, Worksheet
				5 mins		



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Look at the building blocks in each box and circle that group has more.

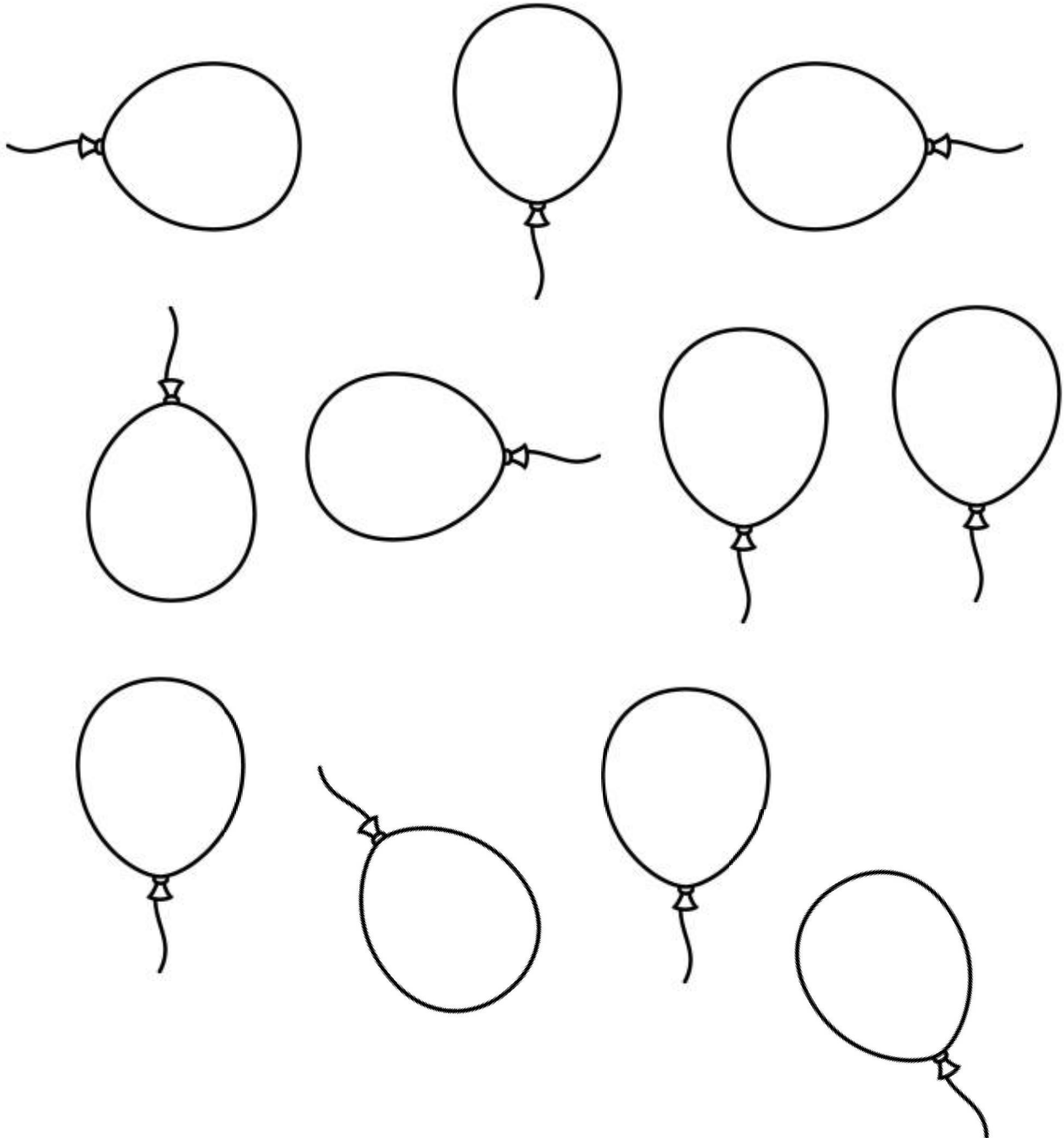


Mathematical Development		Week: 26	Topic: Up / Down (Revision)	Day: 2	Class: Play group	
Learning Outcomes	Activity Plan/Methodology		Time: 40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify the position up/ down	Recap: Students will be asked to reinforced the concept if less and more through flashcards We Are Learning to: Identify the position up/ down. What I am looking for: How well you identify position up / down. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Students must be aware of different positional words, like up, down, above, below, near, far. Ask students today we will do the up and down concept tell students Up means towards a higher place or position, whereas down means towards or in a lower place or position. Show students picture examples to understand the up and down concept. Is the bag placed up or down? Is the bird setting up or down the tree? Is the car going up or down the hill? Is the boy up or down the slide? Ask your child to look around them and name five things that are placed up on a surface and five things that are placed down on the floor. To attract students' eyes upwards, hang balloons from the ceiling. Use adhesive tape to stick a picture of things they like, like their favourite food or cartoon, under each balloon. Kids will love looking up at the balloon and finding the image of their favourite things. And then ask students where is fan? Where are balloons? Show students up and down song. https://youtu.be/zcbreU7f-dw Focused task: Blow up balloons and have the students let them go up into the air and then come back down. You can also have them chase balloons as they float up and then bring them back down. Play music and encourage the students to dance and jump. You can sing songs like "The Elevator Song" or "Head, Shoulders, Knees, and Toes" which involve movements both up and down. Provide the worksheets to all students. Ask about the pictures. Ask their names. Ask students colour the balloons that are going up. Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete their colours neatly. Help them to complete the task. Wrap up: Ask about different things in class are they up or down? Reflection:		5 mins	Students will be assessed on	Flashcards	
			5 mins	Identifying the position up/ down.		
			25 mins		Balloons	
			5 mins		Worksheet	
	Homework: Do the worksheet.				Worksheet	



Student Name: _____ Date: _____

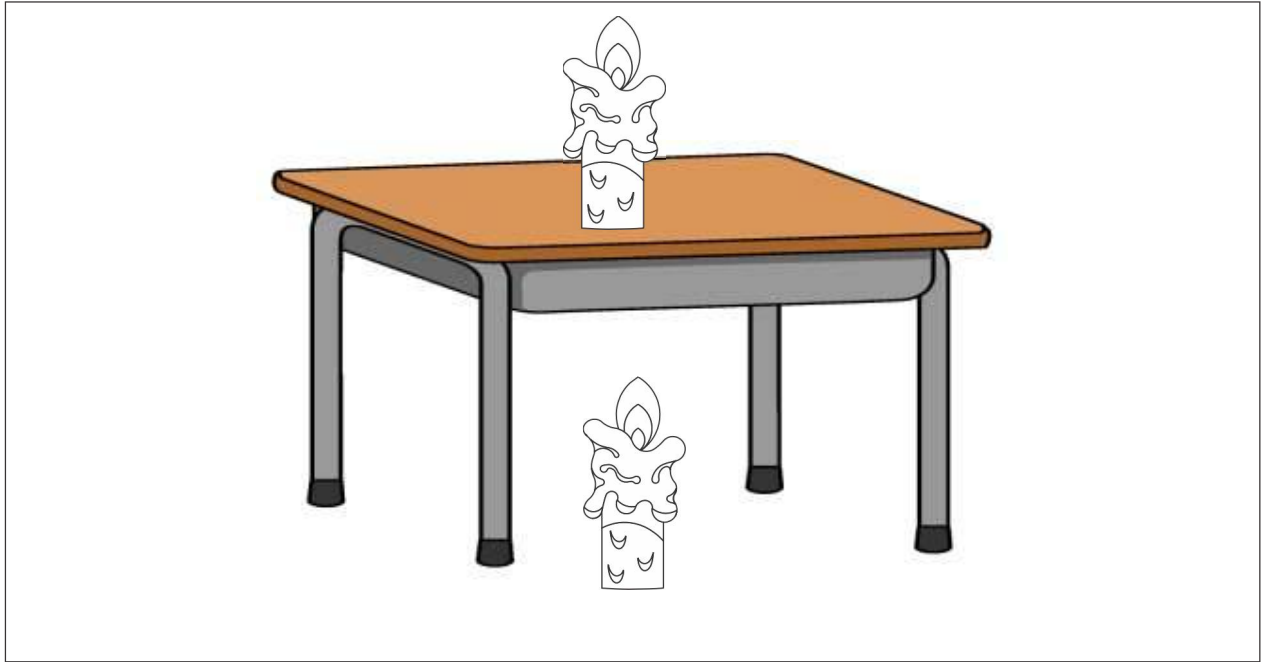
Colour the balloons that are going up.



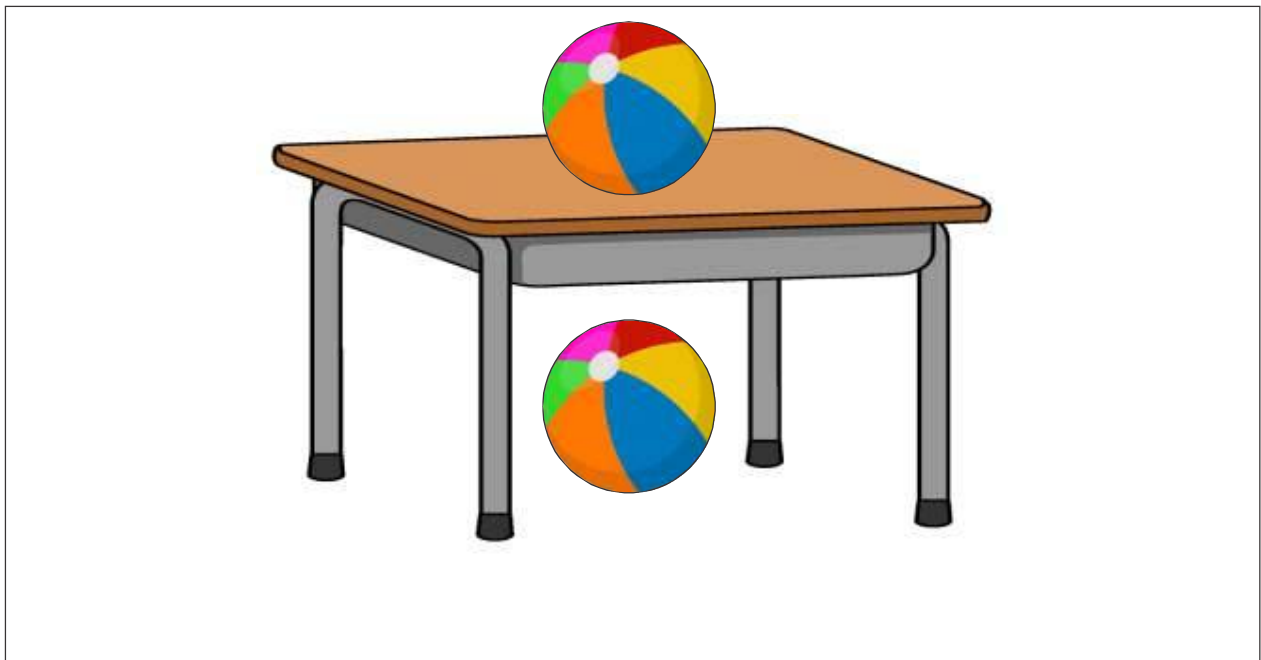


Student Name: _____ Date: _____

Colour the candle that is up.



Circle the ball that is down.



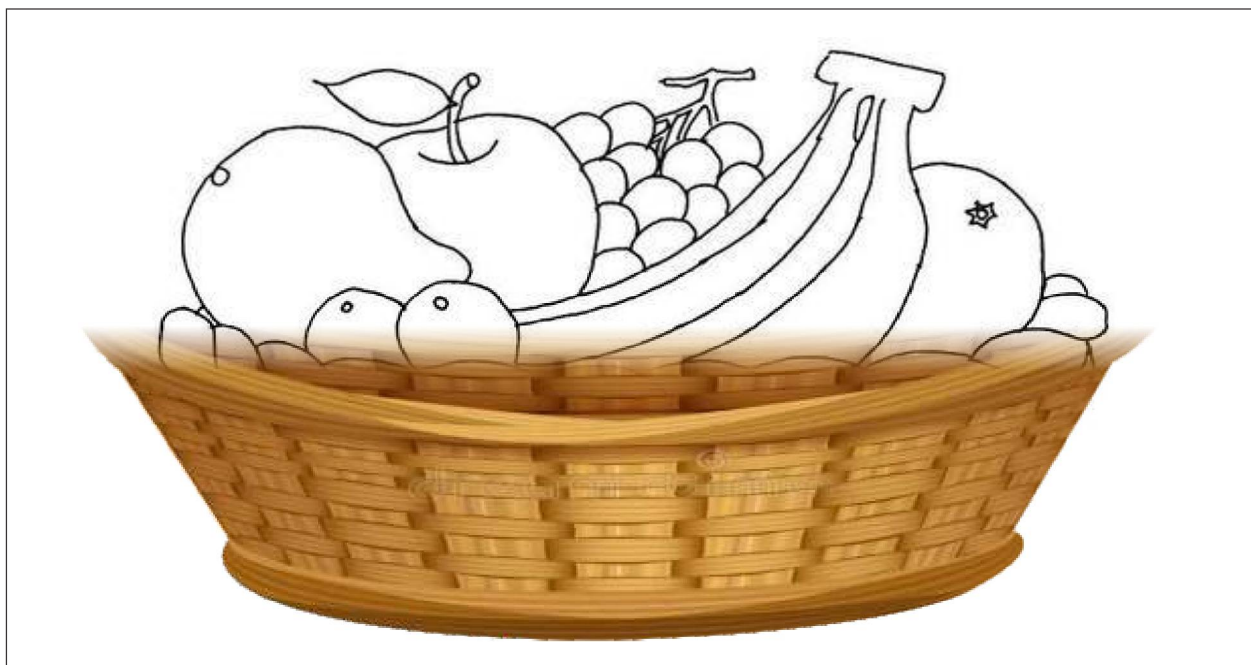
Mathematical Development		Week: 26	Topic: Inside / Outside (Revision)	Day: 3	Class: Play group	
Learning Outcomes	Activity Plan/Methodology		Time: 40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify the position inside/outside	Recap: Asked about different things in class are they up or down. We Are Learning to: Identify the position inside/outside. What I am looking for: How well you identify the position inside/outside. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Begin with a warm and friendly welcome, helping students feel comfortable and excited. Gather the students in a circle on mats. Show picture cards or illustrations of indoor and outdoor scenes to the students. Ask questions like, "Where do you think this is? Inside or outside?" Encourage the students to respond. Encourage students to explore their environment and interact with objects to help them develop a better understanding of "inside" and "outside." Use familiar objects and spaces, such as a house or a box, to help students understand the concepts of "inside" and "outside." You could also use toys, such as a stuffed animal or a toy car, to help demonstrate the concepts. You could set up an obstacle course or a simple scavenger hunt to help students practice identifying objects that are inside or outside. Students at this age are visual learners, so it can be helpful to use pictures, diagrams, and other visual aids to help understand the difference between inside and outside. Focused task: Simon Says is an excellent game for helping students learn to pay close attention to instructions, while also giving them a taste of leadership. Play a modified version of Simon Says where you give instructions that involve "inside" and "outside," such as "Simon says touch your toes inside the house" or "Simon says hop on one foot outside the house." Provide the worksheet to all students. Ask about the pictures. Ask them tell the names of fruits. Ask them about their favourite fruit. Ask them colour the fruits which are outside the basket. Roam around in the class and help students to complete the task. Wrap up: Asked about different things in class are they inside or outside. Reflection		5 mins	Students will be assessed on	Flashcards	
			5 mins	Identifying the position inside/outside.		
			25 mins		Simon says	
			5 mins		Worksheet	



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Student Name: _____ Date: _____

Look at the picture and colour the fruits that are outside the basket.



Mathematical Development		Week: 26	Topic: Near / Far (Revision)	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the position near/ far.	Recap: Students will be shown the flashcards to reinforce the concept if inside / outside. We Are Learning to: Identify the position near/ far. What I am looking for: How well you identify position near/ far. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask questions from students like, why can't we touch stars?", "Why can't we fly to the moon?" then tell them objects that are far and near to us and clear their doubts. Tell students Near means that the object/person is at or a short distance away or nearby and Far means that the object/person is at, to, or by a great distance. Tell them we compare the distances of two objects from a third object, we compare it using the words near or far. When the object is located at a shorter distance than the other object, the object is near than the other object. When an object is located at a longer distance than the other object, the object is far than the other object. Take the students on a nature walk outdoors and point out objects that are near (like a flower beside the path) and objects that are far (like a tree in the distance). Discuss what makes something near or far. Ask them point out the things near and far and shout loudly. Show the students far and near song: https://youtu.be/4LE3FQZZqA Focused task: Ask your students to go and bring you the near and the far object in the room. This activity will help the students to identify which object is near and which one is far, which will further help them to have basic knowledge about distance. When they bring the thing ask them from where they brought near or far. Ask the questions from each student one by one to reinforce the concept of far and near. Provide the worksheets to all students. Ask them look at the pictures and tell their names. Ask them trace the animal that is near the tree and colour the animal that is far from the tree. Ask students to tell the name of the student who is sitting in the end or far / at front or near the teacher. Wrap up: Show different objects and ask students to tell which is near and which is far. Reflection:			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying the position near/ far.	
				25 mins		Concrete objects
			5 mins		Worksheet	



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Student Name: _____ Date: _____

Trace the animal that is near the tree and colour the animal that is far.



Mathematical Development		Week: 26	Topic: Left / Right (Revision)	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the direction left / right	Recap: Show different objects and ask students to tell which is near and which is far. We Are Learning to: Identify the direction left / right. What I am looking for: How well you identify the direction left / right. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask your student to raise their right arm and then gently tickle them underneath. Only tickle on their dominant size and they will quickly learn the name for that side. When holding hands gently squeeze their hand for example "I'm going to hold your right hand while we cross the road". Your students will connect the gentle squeeze with the term right. Point out when your student uses his right or left hand. "You grabbed the spoon with your right hand." Put a stamp on your student's hands to help him tell the difference. Do the Hokey Pokey and focus on one side of the body; this is great for when your student learns <u>all about his body</u>. Play some different games for left and right to work on fun ways to memorize the difference. Start dressing with his dominant side. "Put your right leg into your pants." Ask to hold a specific hand when crossing the street together. Sort objects together and ask your student to put different colours on each side of his body. Show the left and right song to students. https://youtu.be/QID5RCfkank Focused task: Ask students today we will walk on foot prints. The first thing you have to do is make your footprint shapes Cut them out of coloured cardstock, and they'll hold up best if you laminate them as well. Before laminating, write left or right on each foot. It's best to stick these on the floor with masking tape; hopping on them will cause them to move otherwise. Ask the student to walk on footprints and loudly say left and right. Provide the worksheets to all students. Ask students tell the name of pictures. Ask them do they like to ride on bicycle. Ask them who have cycle at home. Ask them circle the cycles that are going left. Roam around in the class and help students to complete the task. Wrap up: Show different objects and ask students to tell are they on right side or left side. Reflection: Homework: Do the worksheet.			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying the direction left / right	
				25 mins		Foot prints flashcards
				5 mins		Worksheet
						Worksheet



Student Name: _____ Date: _____

Circle the bicycles that are going left.

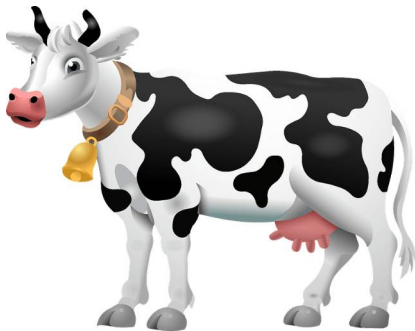
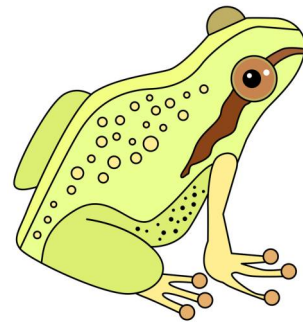




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Student Name: _____ Date: _____

Tick (✓) the animals that are facing right cross (X) the animals that are facing.


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