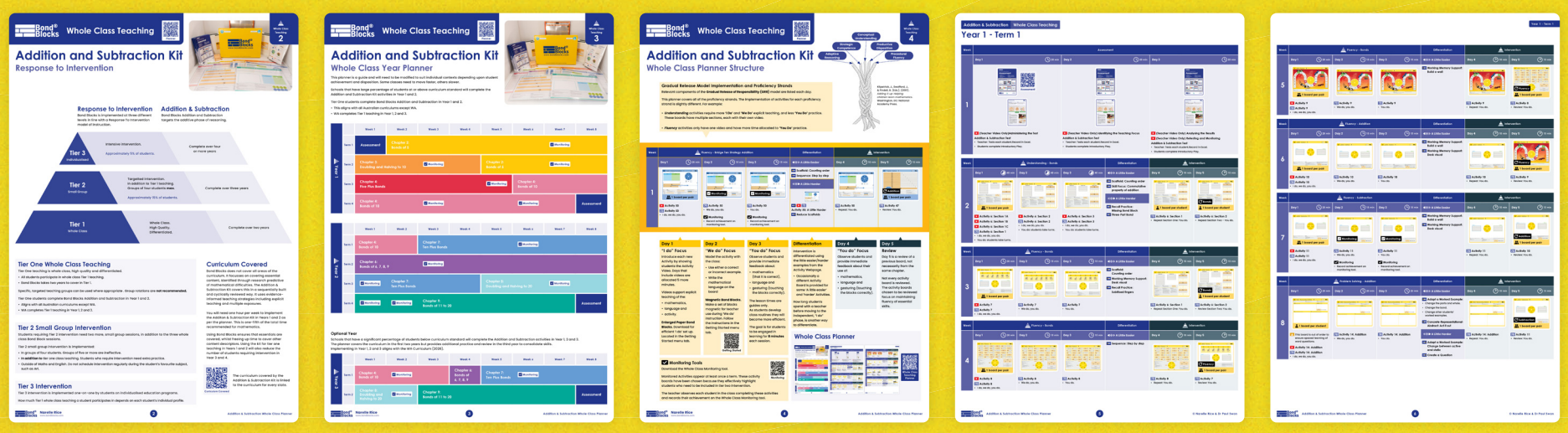
Whole Class Teaching
1

Bond® Blocks

Addition and Subtraction Kit

Whole Class Teaching



Planner

Addition and Subtraction Kit

Response to Intervention

Response to Intervention

Bond Blocks is implemented at three different levels in line with a Response To Intervention model of instruction.

Addition & Subtraction

Bond Blocks Addition and Subtraction targets the additive phase of reasoning.

Tier 3 Individualised	Intensive intervention. Approximately 5% of students.	Complete over four or more years
Tier 2 Small Group	Targetted intervention. In addition to Tier 1 teaching. Groups of four students **max**. Approximately 15% of students.	Complete over three years
Tier 1 Whole Class	Whole Class. High Quality. Differentiated.	Complete over two years

Tier One Whole Class Teaching

Tier One teaching is whole class, high quality and differentiated.

- All students participate in whole class Tier 1 teaching.
- Bond Blocks takes two years to cover in Tier 1.

Specific, targeted teaching groups can be used where appropriate . Group rotations are **not recommended.**

Tier One students complete Bond Blocks Addition and Subtraction in Year 1 and 2.

- Aligns with all Australian curriculums except WA.
- WA completes Tier 1 teaching in Year 1, 2 and 3.

Tier 2 Small Group Intervention

Students requiring Tier 2 intervention need two more, small group sessions, in addition to the three whole class Bond Block sessions.

Tier 2 small group intervention is implemented:

- In groups of four students. Groups of five or more are ineffective.
- **In addition to** tier one class teaching. Students who require intervention need extra practice.
- Outside of Maths and English. Do not schedule intervention regularly during the student's favourite subject, such as Art.

Tier 3 Intervention

Tier 3 intervention is implemented one-on-one by students on individualised education programs.

How much Tier 1 whole class teaching a student participates in depends on each student's individual profile.

Curriculum Covered

Bond Blocks does not cover all areas of the curriculum. It focusses on covering essential content, identified through research predictive of mathematical difficulties. The Addition & Subtraction Kit covers this in a sequentially built and cyclically reviewed way. It uses evidence-informed teaching strategies including explicit teaching and multiple exposures.

You will need one hour per week to implement the Additon & Subtraction Kit in Years 1 and 2 as per the planner. This is one-fifth of the total time recommended for mathematics.

Using Bond Blocks ensures that essentials are covered, whilst freeing up time to cover other content descriptors. Using the kit for tier one teaching in Years 1 and 2 will also reduce the number of students requiring intervention in Year 3 and 4.

Curriculum Covered

The curriculum covered by the Addition & Subtraction Kit is linked to the curriculum for every state.

Addition and Subtraction Kit

Whole Class Year Planner

This planner is a guide and will need to be modified to suit individual contexts depending upon student achievement and disposition. Some classes need to move faster, others slower.

Schools that have large percentage of students at or above curriculum standard will complete the Addition and Subtraction Kit activities in Year 1 and 2.

Tier One students complete Bond Blocks Addition and Subtraction in Year 1 and 2.

- This aligns with all Australian curriculums except WA.
- WA completes Tier 1 teaching in Year 1, 2 and 3.

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1	Assessment	Chapter 2: Bonds of 5					Monitoring	
Term 2	Chapter 3: Doubling and Halving to 10		Monitoring		Chapter 2: Bonds of 5		Monitoring	
Term 3	Chapter 4: Five Plus Bonds			Monitoring		Chapter 4: Bonds of 10		
Term 4	Chapter 4: Bonds of 10		Monitoring			Monitoring		Assessment

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1	Chapter 4: Bonds of 10		Chapter 7: Ten Plus Bonds			Monitoring		
Term 2	Chapter 6: Bonds of 6, 7, 8, 9		Monitoring					
Term 3	Monitoring	Chapter 7: Ten Plus Bonds			Chapter 8: Doubling and Halving to 20		Monitoring	
Term 4	Monitoring	Monitoring	Chapter 9: Bonds of 11 to 20					Assessment

Optional Year

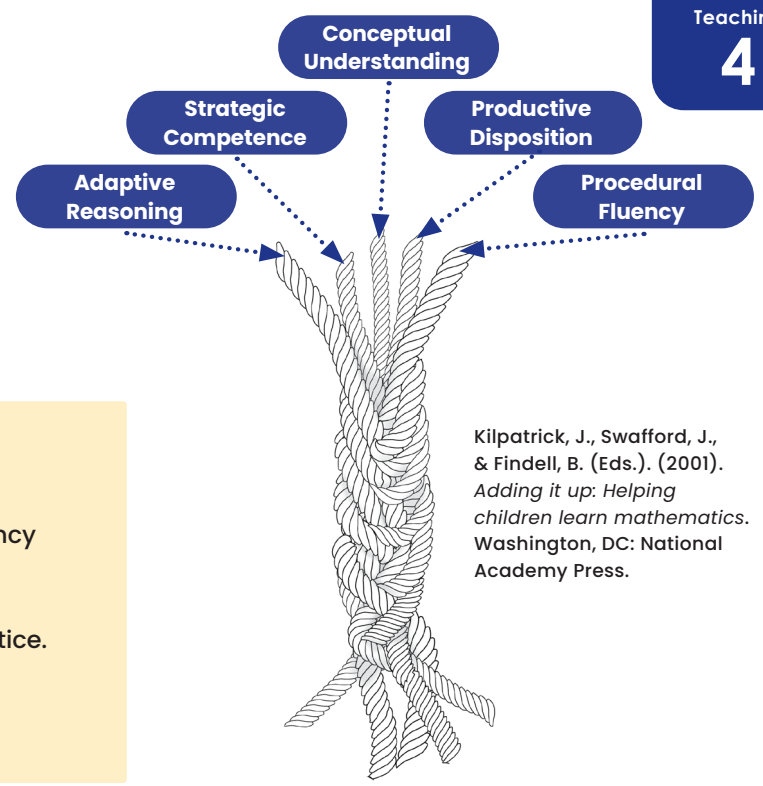
Schools that have a significant percentage of students below curriculum standard will complete the Addition and Subtraction activities in Year 1, 2 and 3.
The planner covers the curriculum in the first two years but provides additional practice and review in the third year to consolidate skills.
Implementing in Year 1, 2 and 3 aligns with the WA Curriculum (2026).

Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1	Chapter 4: Bonds of 10	Monitoring		Chapter 6: Bonds of 6, 7, 8, 9	Chapter 7: Ten Plus Bonds	Monitoring		
Term 2	Chapter 8: Doubling and Halving to 20	Monitoring	Chapter 9: Bonds of 11 to 20					Assessment

Addition and Subtraction Kit

Whole Class Planner Structure



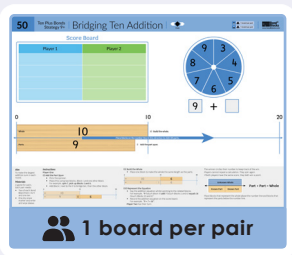
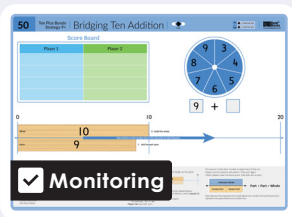
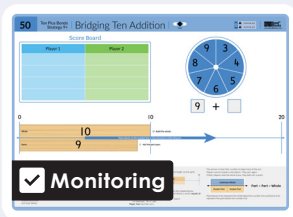
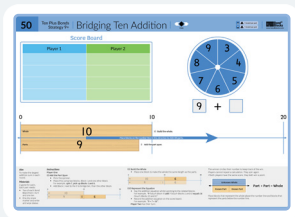
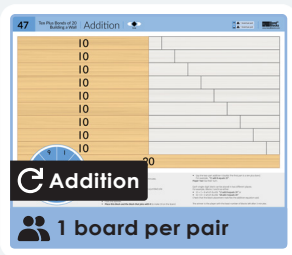
Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: National Academy Press.

Gradual Release Model Implementation and Proficiency Strands

Relevant components of the **Gradual Release of Responsibility (GRR)** model are listed each day.

This planner covers all of the proficiency strands. The implementation of activities for each proficiency strand is slightly different. For example:

- ***Understanding*** activities require more **'I Do'** and **'We Do'** explicit teaching, and less **'You Do'** practice. These boards have multiple sections, each with their own video.
- ***Fluency*** activities only have one video and have more time allocated to **'You Do'** practice.

Week	Fluency - Bridge Ten Strategy Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
1	 1 board per pair	 Monitoring	 Monitoring	Scaffold: Counting order Sequence: Step by step **A Little Harder** 		 Addition 1 board per pair
	Activity 50 Activity 50 • I do, we do, you do.	Activity 50 • We do, you do. Monitoring • Record achievement on monitoring tool.	Activity 50 • You do. Monitoring • Record achievement on monitoring tool.	Activity 50: A Little Harder Reduce Scaffolds	Activity 50 • Repeat: You do.	Activity 47 • Review: You do.

Day 1

"I do" Focus

Introduce each new Activity by showing students the Activity Video. Days that include videos are allocated 5 more minutes.

Videos support explicit teaching of the:

- mathematics,
- language and
- activity.

Enlarged Paper Bond Blocks. Download for efficient 'I do' set up. Located in the Getting Started menu tab.

Day 2

"We do" Focus

Model the activity with the class:

- Use either a correct or incorrect example.
- Write the mathematical language on the board

Magnetic Bond Blocks. Make a set of blocks magnetic for teacher use during 'We do' instruction. Follow the instructions in the Getting Started menu tab.

Getting Started

Day 3

"You do" Focus

Observe students and provide immediate feedback about:

- mathematics (that it is correct),
- language and
- gesturing (touching the blocks correctly).

The lesson times are guides only. As students develop class routines they will become more efficient.

The goal is for students to be engaged in learning for **8 minutes** each session.

Differentiation

Intervention is differentiated using the little easier/harder examples from the Activity Webpage.

- Occasionally a different Activity Board is provided for some 'A little easier' and 'harder' Activities.

How long students spend with a teacher before moving to the independent, "I do" phase, is another way to differentiate.

Day 4

"You do" Focus

Observe students and provide immediate feedback about their use of:

- mathematics,
- language and
- gesturing (touching the blocks correctly).

Day 5

Review

Day 5 is a review of a previous board, not necessarily from the same chapter.

Not every activity board is reviewed. The activity boards chosen to be reviewed focus on maintaining fluency of essential skills.

Monitoring Tools

Download the Whole Class Monitoring tool.

Monitored Activities appear at least once a term. These activity boards have been chosen because they effectively highlight students who need to be included in tier two intervention.

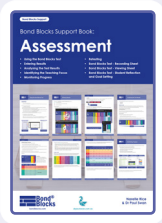
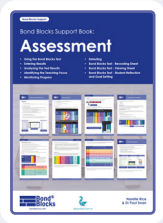
The teacher observes each student in the class completing these activities and records their achievement on the Whole Class Monitoring tool.

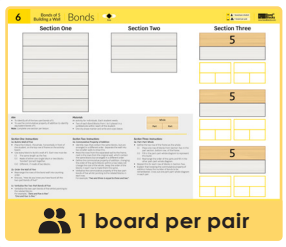
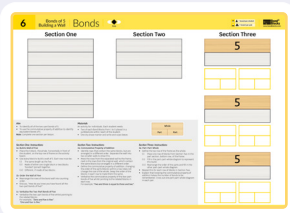
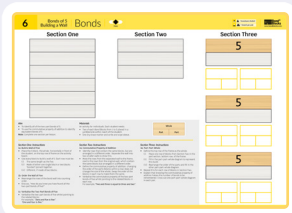
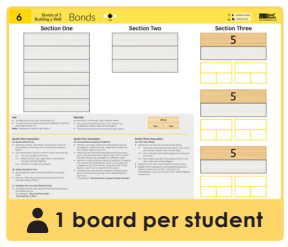
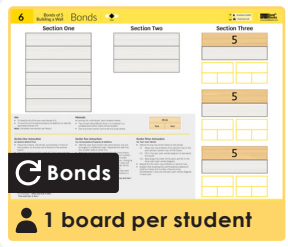
Monitoring

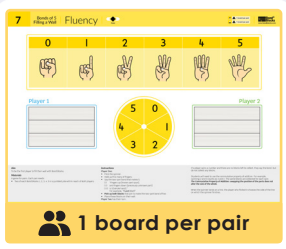
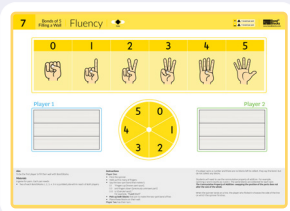
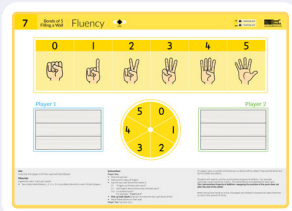
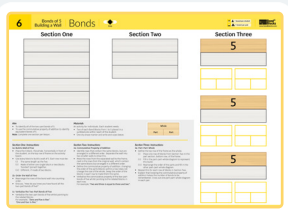
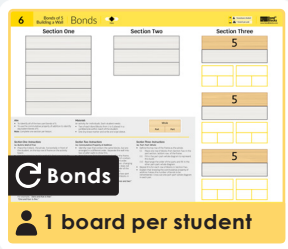
Whole Class Planner

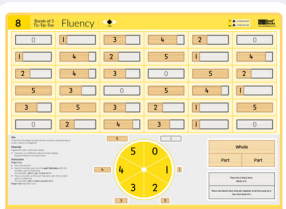
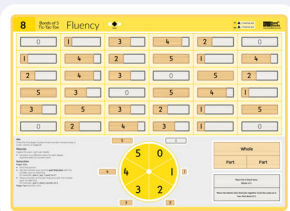
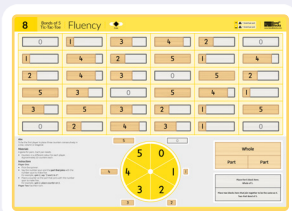
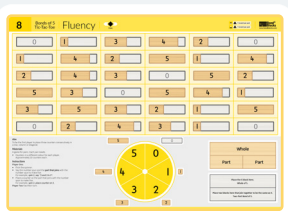
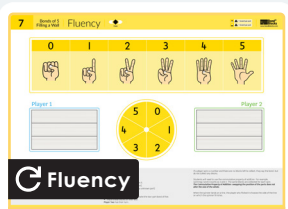
Whole Class Teaching Planner

Year 1 - Term 1

Week	Assessment		
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (20 min)
1	 Assessment		
	(Teacher Video Only)Administering the Test **Addition & Subtraction Test** • Teacher: Tests each student.Record in Excel. • Students complete Introductory Play.	(Teacher Video Only) Identifying the Teaching Focus **Addition & Subtraction Test** • Teacher: Tests each student.Record in Excel. • Students complete Introductory Play.	(Teacher Video Only) Analysing the Results (Teacher Video Only) Retesting and Monitoring **Addition & Subtraction Test** • Teacher: Tests each student.Record in Excel. • Students complete Introductory Play.

Week	Understanding - Bonds			Differentiation	Intervention	
	Day 1 (40 min)	Day 2 (40 min)	Day 3 (40 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
2	 1 board per pair			Scaffold: Counting order Skill Focus: Commutative property of addition **A Little Harder** Recall Practice: Missing Bond Block Three-Part Bond	 1 board per student	 Bonds 1 board per student
	Activity 6: Section 1A Activity 6: Section 1B Activity 6: Section 1C Activity 6: Section 1 • I do, we do, you do. • You do: students take turns.	Activity 6: Section 2 Activity 6: Section 2 • I do, we do, you do. • You do: students take turns.	Activity 6: Section 3 Activity 6: Section 3 • I do, we do, you do. • You do: students take turns.		Activity 6: Section 1 • Repeat Section One: You do.	Activity 6: Section 2 • Repeat Section Two – You do.

Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
3	 1 board per pair			Scaffold: Counting order Working Memory Support: Desk visual Recall Practice: Subitised fingers		 Bonds 1 board per student
	Activity 7 Activity 7 • I do, we do, you do.	Activity 7 • We do, you do.	Activity 7 • You do.		Activity 6: Section 1 • Repeat Section One: You do.	Activity 6: Section 2 • Review Section Two: You do.

Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
4	 1 board per pair			Sequence: Step by step		 Fluency 1 board per pair
	Activity 8 Activity 8 • I do, we do, you do.	Activity 8 • We do, you do.	Activity 8 • You do.		Activity 8 • Repeat: You do.	Activity 7 • Review: You do.

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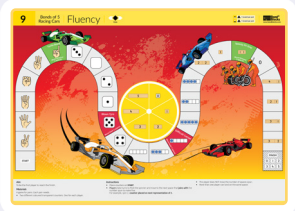
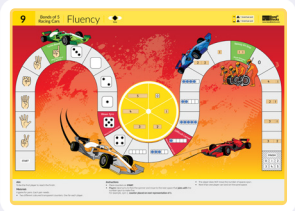
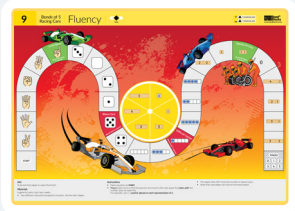
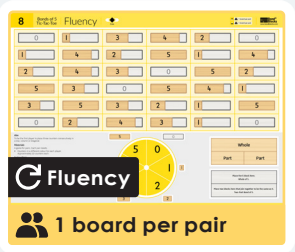
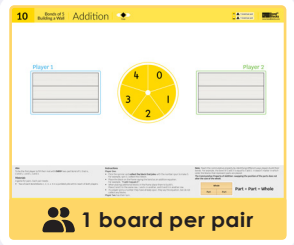
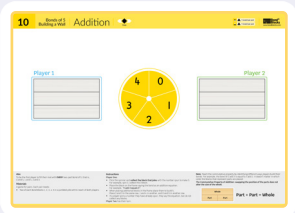
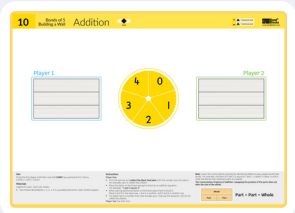
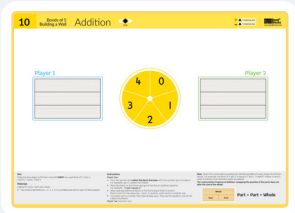
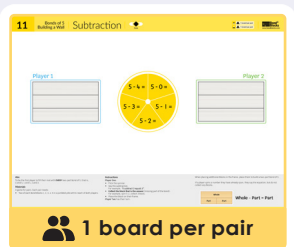
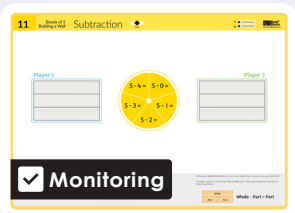
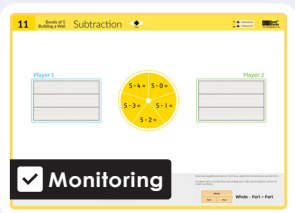
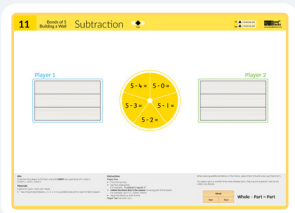
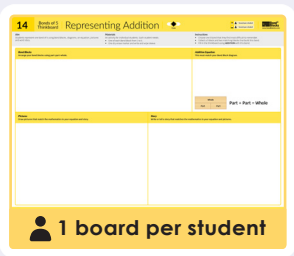
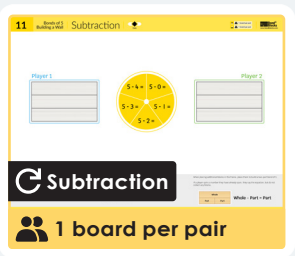
Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
5				Working Memory Support: Build a wall		
	Activity 9 Activity 9 • I do, we do, you do.	Activity 9 • We do, you do.	Activity 9 • You do.		Activity 9 • Repeat: You do.	Activity 8 • Review: You do.

Week	Fluency - Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
6				Working Memory Support: Build a wall Working Memory Support: Desk visual		
	Activity 10 Activity 10 • I do, we do, you do.	Activity 10 • We do, you do.	Activity 10 • You do.		Activity 10 • Repeat: You do.	Activity 9 • Review: You do.

Week	Fluency - Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
7				Working Memory Support: Build a wall Working Memory Support: Desk visual		
	Activity 11 Activity 11 • I do, we do, you do.	Activity 11 • We do, you do. Monitoring • Record achievement on monitoring tool.	Activity 11 • You do. Monitoring • Record achievement on monitoring tool.		Activity 11 • Repeat: You do.	Activity 10 • Review: You do.

Week	Problem Solving - Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (20 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
8				Adapt a Worked Example: • Change the parts and whole. • Change the bond. • Change other students' worked examples. Concrete-Representational-Abstract: Act it out **A Little Harder** Adapt a Worked Example: Change between active and static Create a Question		
	This board is out of order to ensure spaced learning of word questions. Activity 14: Addition Activity 14: Addition • I do, we do, you do.	Activity 14: Addition • We do, you do.	Activity 14: Addition • You do.		Activity 14: Addition • Repeat: You do.	Activity 11 • Review: You do.

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Addition & Subtraction | **Whole Class Teaching**

Year 1 - Term 2

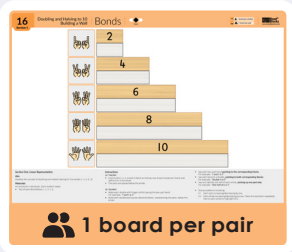
Chapter 2: Bonds of 5

- This chapter has been split into two. Doubling and Halving to 10 has been placed inbetween to ensure spaced learning.

Week 1

Understanding

Day 1 — 20 min

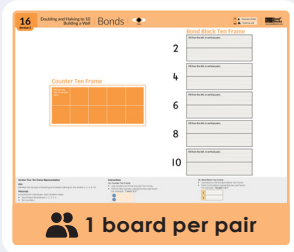


Activity 16: Section 1

Activity 16: Section 1

- I do, we do, you do.
- You do: students take turns making each whole. Students alternate starting each round.

Day 2 — 20 min

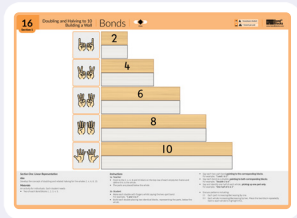


Activity 16: Section 2

Activity 16: Section 2

- I do, we do, you do.
- You do: students take turns making each whole. Students alternate starting each round.

Day 3 — 15 min



Activity 16: Section 1

- We do, you do.
- You do: students take turns making each whole. Students alternate starting each round.

Differentiation

A Little Easier

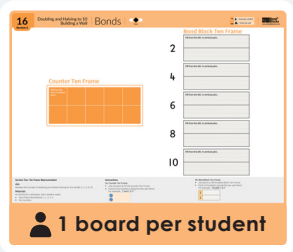
Ten Frame: Pair wise filling

A Little Harder

Activity 57: Section 1 and 2

Intervention

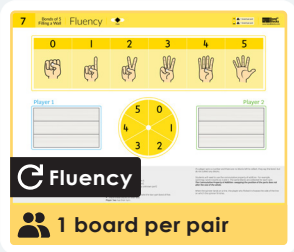
Day 4 — 10 min



Activity 16: Section 2

- Repeat: We do, you do.

Day 5 — 10 min



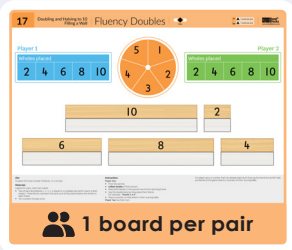
Activity 7

- Review: You do.

Week 2

Fluency - Doubles

Day 1 — 20 min

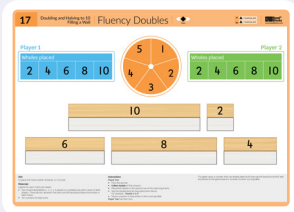


Activity 17

Activity 17

- I do, we do, you do.

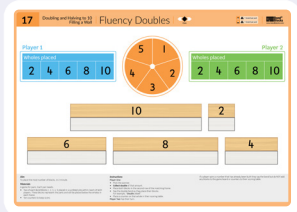
Day 2 — 15 min



Activity 17

- We do, you do.

Day 3 — 15 min



Activity 17

- You do.

Differentiation

A Little Easier

Working Memory Support: Subitised fingers

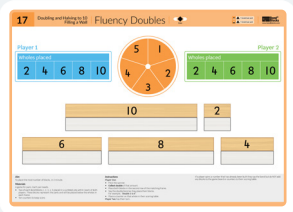
Working Memory Support: Desk visual

A Little Harder

Activity 58

Intervention

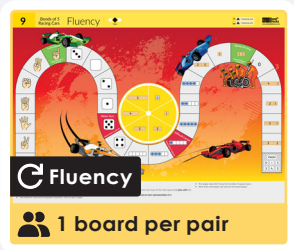
Day 4 — 10 min



Activity 17

- Repeat: You do.

Day 5 — 10 min



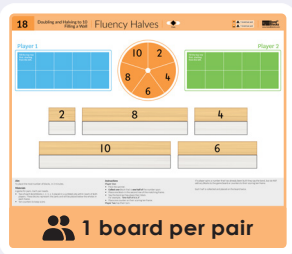
Activity 9

- Review: You do.

Week 3

Fluency - Halves

Day 1 — 20 min

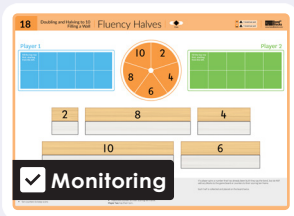


Activity 18

Activity 18

- I do, we do, you do.

Day 2 — 15 min



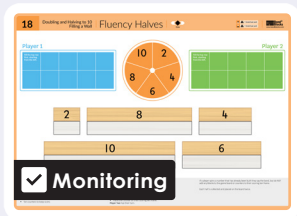
Activity 18

- We do, you do.

Monitoring

- Record achievement on monitoring tool.

Day 3 — 15 min



Activity 18

- You do.

Monitoring

- Record achievement on monitoring tool.

Differentiation

A Little Easier

Working Memory Support: Subitised Fingers

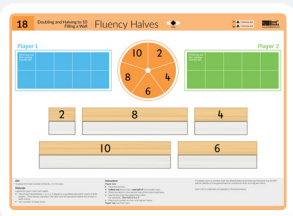
Working Memory Support: Desk visual

A Little Harder

Activity 59

Intervention

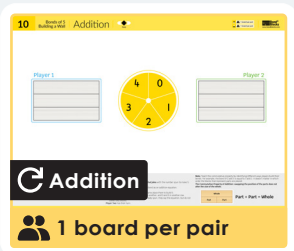
Day 4 — 10 min



Activity 18

- Repeat: You do.

Day 5 — 10 min



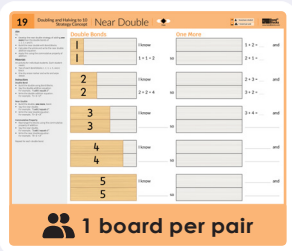
Activity 10

- Review: You do.

Week 4

Fluency - Strategy

Day 1 — 20 min

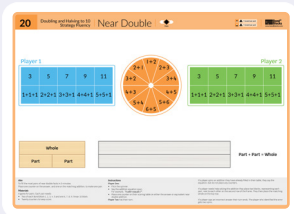


Activity 19

Activity 19

- I do, we do, you do.
- You do: students take turns.

Day 2 — 20 min

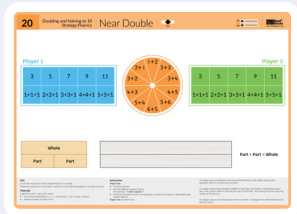


Activity 20

Activity 20

- I do, we do, you do.

Day 3 — 15 min



Activity 19

- We do, you do.

Differentiation

A Little Easier

Sequence: Step by step

Skill Focus: Near double only

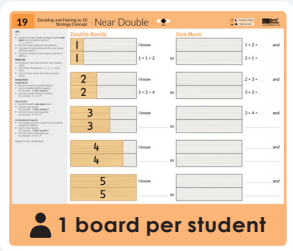
Working Memory Support: Desk visual

A Little Harder

Activity 19: A Little Harder

Intervention

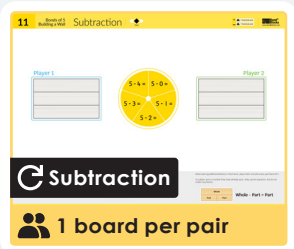
Day 4 — 10 min



Activity 19

- Repeat: You do.

Day 5 — 10 min



Activity 11

- Review: You do.

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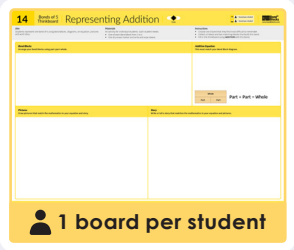
Week 5

Problem Solving - Subtraction

Day 1 (20 min)



1 board per student

This board is out of order to ensure spaced learning of word questions.

Activity 14: Subtraction

Activity 14: Subtraction
- I do, we do, you do.

Day 2 (20 min)

Activity 14: Subtraction
- We do, you do.

Day 3 (20 min)

Activity 14: Subtraction
- You do.

Differentiation

A Little Easier

Adapt a Worked Example:
- Change the parts and whole.
- Change the bond.
- Change other students' worked examples

CRA: Act it out

A Little Harder

Adapt a Worked Example: Change between active and static

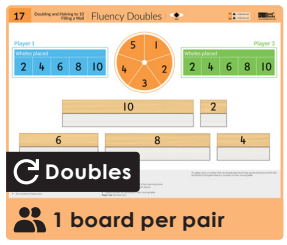
Create a Question

Intervention

Day 4 (10 min)

Activity 14: Subtraction
- Repeat: You do.

Day 5 (10 min)



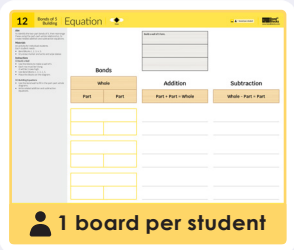
1 board per pair

Activity 17
- Review: You do.

Week 6

Understanding - Equations

Day 1 (20 min)

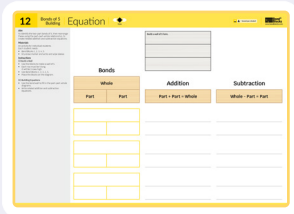


1 board per student

Activity 12: Bonds

Activity 12: Bonds
- I do, we do, you do.

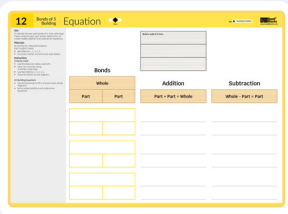
Day 2 (20 min)



Activity 12: Addition

Activity 12: Addition
- I do, we do, you do.

Day 3 (20 min)



Activity 12: Subtraction

Activity 12: Subtraction
- I do, we do, you do.

Differentiation

A Little Easier

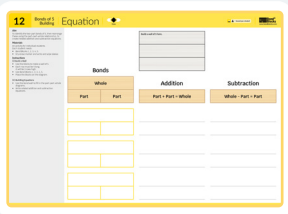
Activity 12: A Little Easier

A Little Harder

Activity 12: A Little Harder

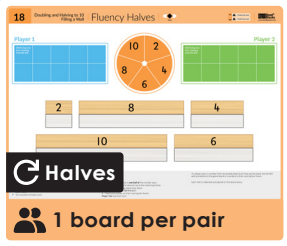
Intervention

Day 4 (10 min)



Activity 12: Subtraction
- Repeat: We do, you do.

Day 5 (10 min)



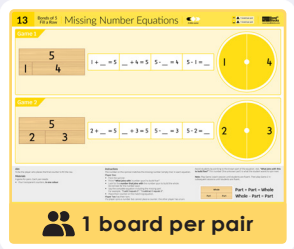
1 board per pair

Activity 18
- Review: You do.

Week 7

Reasoning - Missing Number

Day 1 (20 min)

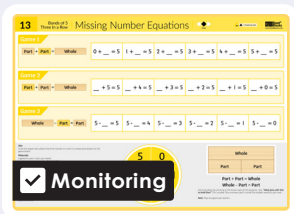


1 board per pair

Activity 13: A Little Easier Game 1
- Difficult concept. Whole class starts with **A Little Easier**.

Activity 13: A Little Easier Game 1
- I do, we do, you do.
- Students who are able continue to **Activity 13: A Little Easier Game 2**, I do.

Day 2 (20 min)

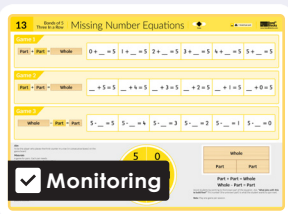


Activity 13: Game 1

Activity 13: Game 1
- I do, we do, you do.
- Students who are able continue to **Activity 13: Game 2**, I do.

Monitoring
- Record achievement on monitoring tool.

Day 3 (20 min)



Activity 13: Game 3

Activity 13: Game 3
- I do, we do, you do.

Monitoring
- Record achievement on monitoring tool.

Differentiation

A Little Easier

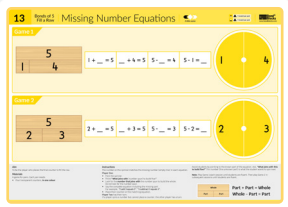
Activity 13: A Little Easier Game 1 and 2
- We do, you do.

A Little Harder

Interleaving: Addition and Subtraction

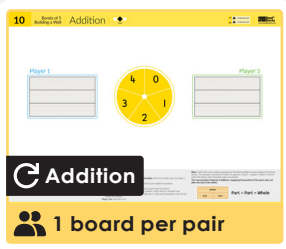
Intervention

Day 4 (10 min)



Activity 13: A Little Easier Game 1 and 2
- We do, you do.

Day 5 (10 min)



1 board per pair

Activity 10
- Review: You do.

Week 8

Problem Solving - Interleaved Addition and Subtraction

Day 1 (20 min)

Pre-2026 Kits
Download these Boards from the Activity webpage.

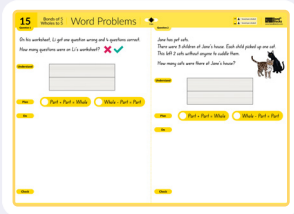
1 board per student

Activity 15: Question 1

Activity 15: Question 1
- I do, we do, you do.
- Students needing support repeat question 1 using **A Little Easier** "Adapt a Worked Example".
- The rest of the class continue to question 2.

Activity 15: Question 2
- You do.

Day 2 (20 min)

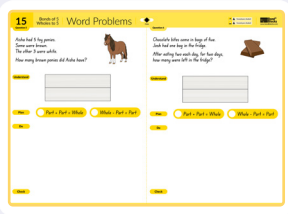


Activity 15: Question 3

Activity 15: Question 3
- I do, we do, you do.
- Students needing support repeat question 1 using **A Little Easier** "Adapt a Worked Example".
- The rest of the class continue to question 4.

Activity 15: Question 4
- You do.

Day 3 (20 min)



Activity 15: Question 5

Activity 15: Question 5
- I do, we do, you do.
- Students needing support repeat question 1 using **A Little Easier** "Adapt a Worked Example".
- The rest of the class continue to question 6.

Activity 15: Question 6
- You do.

Differentiation

A Little Easier

Concrete-Representational-Abstract: Act it out

A Little Harder

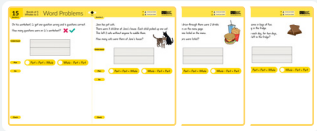
Create a Question

Structure: Comparison
Activity 15: Question 7-12

These are not Part-Part-Whole questions.

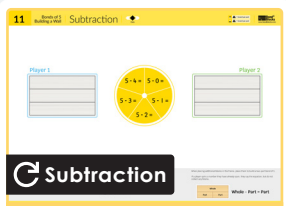
Intervention

Day 4 (10 min)



Activity 15: Question 2/4/6
- Students who need support have not completed questions 2, 4 or 6. Choose one of these and complete I do, we do, you do.

Day 5 (10 min)



1 board per pair

Activity 11
- Review: You do.

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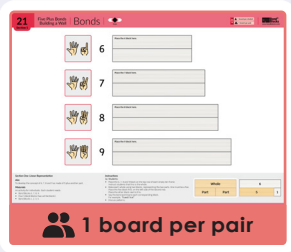
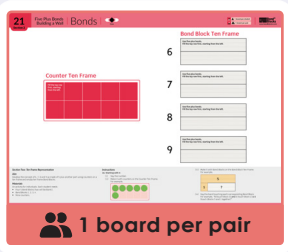
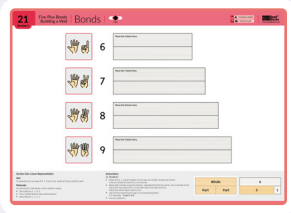
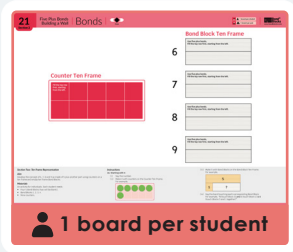
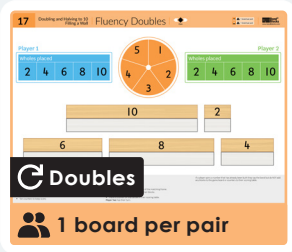
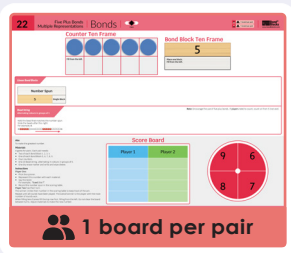
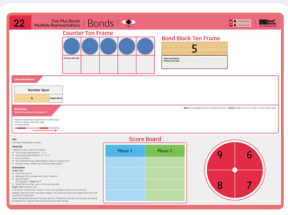
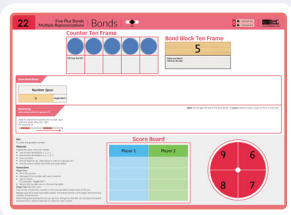
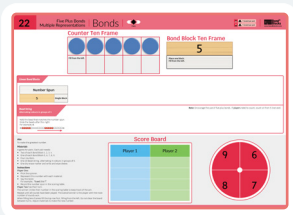
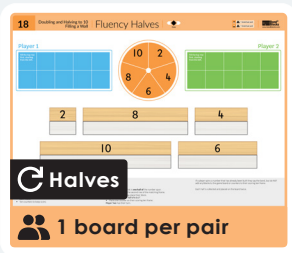
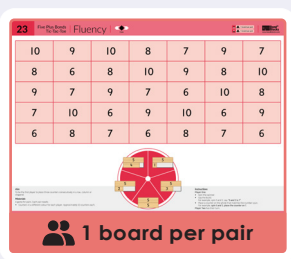
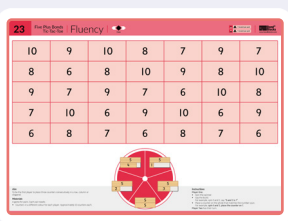
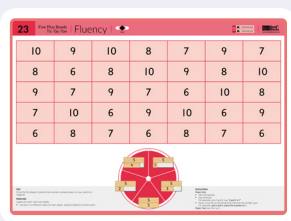
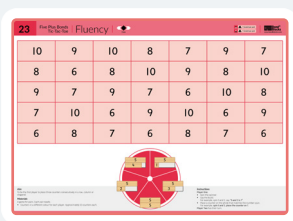
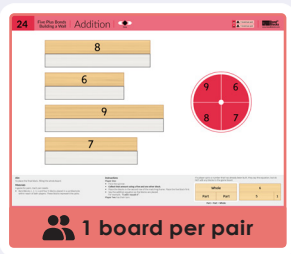
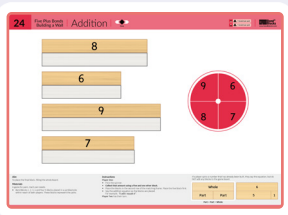
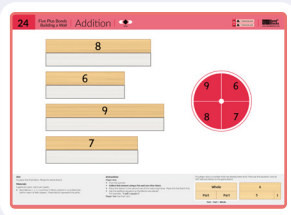
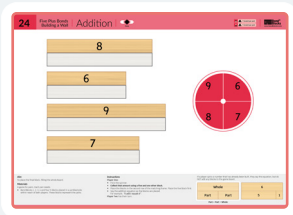
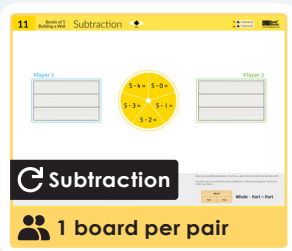
Year 1 - Term 3

Week	Understanding - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
1	 1 board per pair **Activity 21: Section 1** **Activity 21: Section 1** • I do, we do, you do. • You do: students take turns making each whole. Students alternate starting each round.	 1 board per pair **Activity 21: Section 2** **Activity 21: Section 2** • I do, we do, you do. • You do: students take turns making each whole. Students alternate starting each round.	 **Activity 21: Section 1** • We do, you do. • You do: students take turns making each whole. Students alternate starting each round.	**Ten Frame** **Working Memory Support: Desk visual** **A Little Harder** **Recall Practice: Missing Bond Block** **Recall Practice: Desk visual** **Ten Frame: Adjusting counters**	 1 board per student **Activity 21: Section 2** • Repeat: We do, you do.	 Doubles 1 board per pair **Activity 17** • Review: You do.

Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
2	 1 board per pair **Activity 22** **Activity 22** • I do, we do, you do.	 **Activity 22** • We do, you do.	 **Activity 22** • You do.	**Scaffold: Counting order** **A Little Harder** **Calculate: Difference**	 **Activity 22** • Repeat: We do, you do.	 Halves 1 board per pair **Activity 18** • Review: You do.

Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
3	 1 board per pair **Activity 23** **Activity 23** • I do, we do, you do.	 **Activity 23** • We do, you do.	 **Activity 23** • You do.	**Working Memory Support: Desk visual** **Recall Practice: Subitised fingers** **Fade the Worked Example: Build each bond**	 **Activity 23** • Repeat: We do, you do.	 Addition 1 board per pair **Activity 10** • Review: You do.

Week	Fluency - Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
4	 1 board per pair **Activity 24** **Activity 24** • I do, we do, you do.	 **Activity 24** • We do, you do.	 **Activity 24** • You do.	**Scaffold: Counting order** **Working Memory Support: Subitised fingers**	 **Activity 24** • Repeat: We do, you do.	 Subtraction 1 board per pair **Activity 11** • Review: You do.

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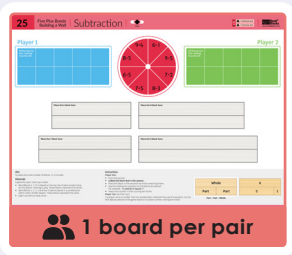
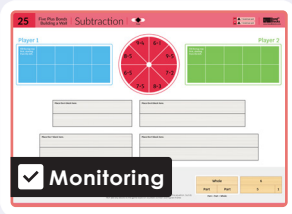
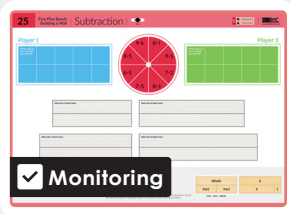
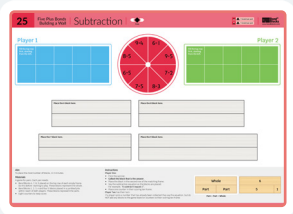
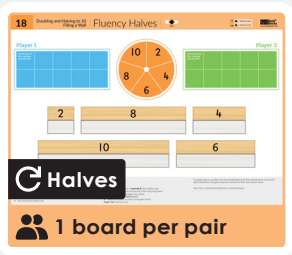
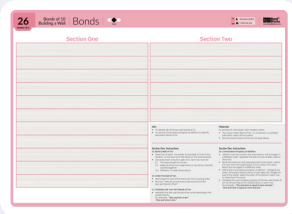
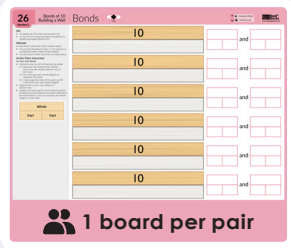
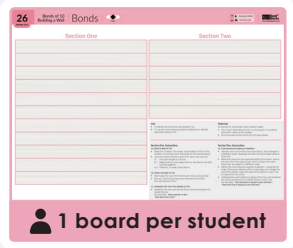
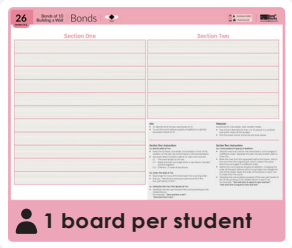
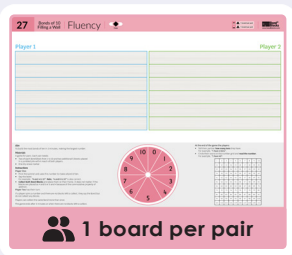
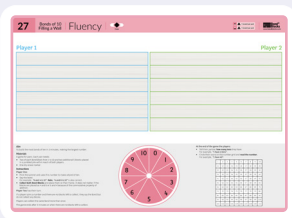
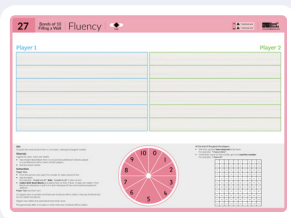
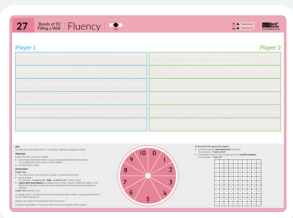
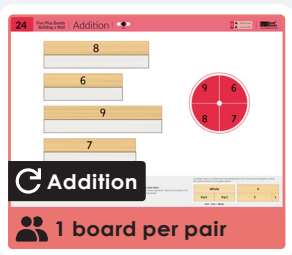
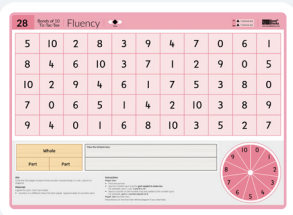
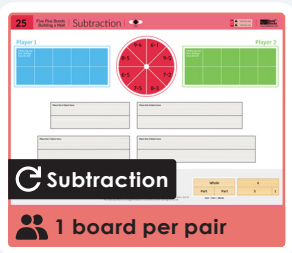
Week	Fluency - Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
5	 1 board per pair	 Monitoring	 Monitoring	Working Memory Support: Subitised fingers Working Memory Support: Desk visual		 1 board per pair
	Activity 25 Activity 25 • I do, we do, you do.	Activity 25 • We do, you do. Monitoring • Record achievement on monitoring tool.	Activity 25 • You do. Monitoring • Record achievement on monitoring tool.		Activity 25 • Repeat: We do, you do.	Activity 18 • Review: You do.

Week	Understanding - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (20 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
6	1 board per pair		 1 board per pair	Scaffold: Counting order Skill focus: Commutative property of addition **A Little Harder** Recall Practice: Fluency packing away Recall Practice: Missing Bond Block Three-Part Bond	 1 board per student	 1 board per student
	Activity 26: Section 1A Activity 26: Section 1B Activity 26: Section 1C Activity 26: Section 1 • I do, we do, you do. • You do: students take turns.	Activity 26: Section 2 Activity 26: Section 2 • I do, we do, you do. • You do: students take turns.	Activity 26: Section 3 Activity 26: Section 3 • I do, we do, you do. • You do: students take turns.		Activity 26: Section 1 • Repeat Section One: You do.	Activity 26: Section 2 • Repeat Section Two: You do.

Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
7	 1 board per pair			Scaffold: Counting order Working Memory Support: Desk visual Recall Practice: Subitised fingers **A Little Harder** Calculate: Round total Calculate: Difference **A Lot Harder** Calculate: Overall total Calculate: Combined round total Calculate: Missing score		 1 board per pair
	Activity 27 Activity 27 • I do, we do, you do.	Activity 27 • We do, you do.	Activity 27 • You do.		Activity 27 • Repeat: You do.	Activity 24 • Review: You do.

Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
8	1 board per pair			Working Memory Support: Build a wall Working Memory Support: Build a bond **A Little Harder** Three-Part Bond		 1 board per pair
	Activity 28 Activity 28 • I do, we do, you do.	Activity 28 • We do, you do.	Activity 28 • You do.		Activity 28 • Repeat: You do.	Activity 25 • Review: You do.

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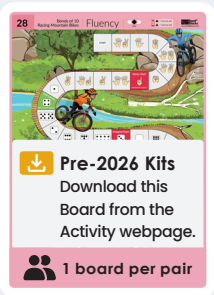
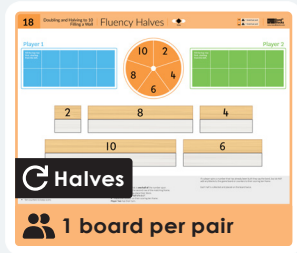
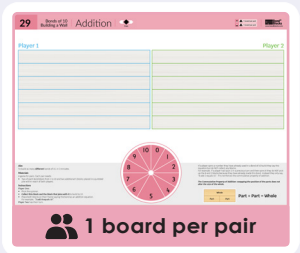
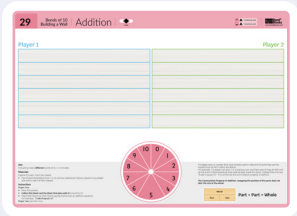
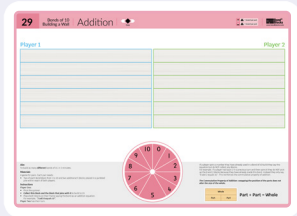
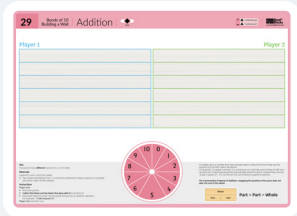
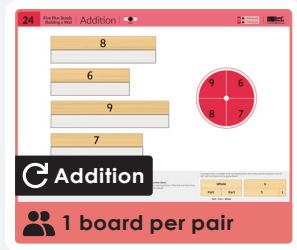
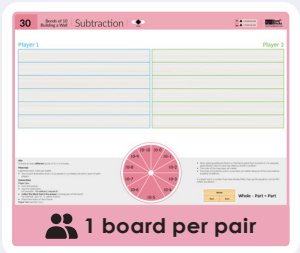
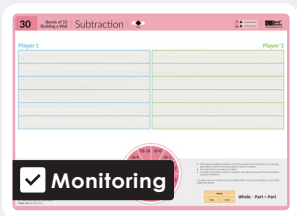
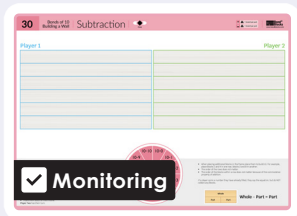
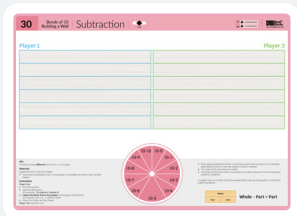
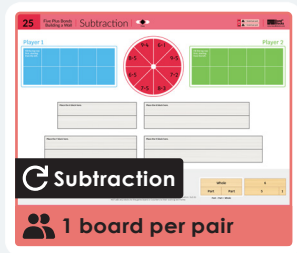
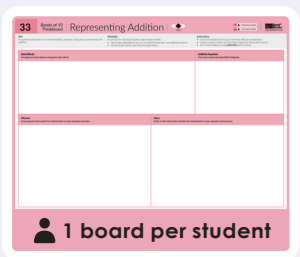
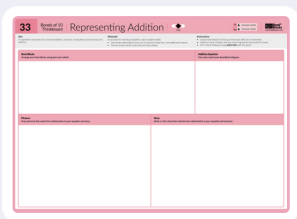
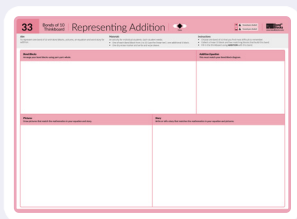
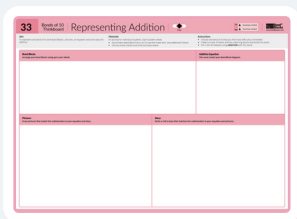
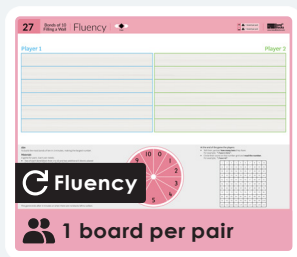
Year 1 - Term 4

Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
1	 Activity 28: Racing Mountain Bikes Activity 28: Racing Mountain Bikes • I do, we do, you do.	 Activity 28: Racing Mountain Bikes • We do, you do.	 Activity 28: Racing Mountain Bikes • You do.	Working Memory Support: Build a wall Working Memory Support: Build a bond **A Little Harder** Three-Part Bond	 Activity 28: Racing Mountain Bikes • Repeat: We do, you do.	 Activity 18 • Review: You do.

Week	Fluency - Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
2	 Activity 29 Activity 29 • I do, we do, you do.	 Activity 29 • We do, you do.	 Activity 29 • You do.	Working Memory Support: Build a wall Working Memory Support: Desk visual	 Activity 29 • Repeat: We do, you do.	 Activity 24 • Review: You do.

Week	Fluency - Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
3	 Activity 30 Activity 30 • I do, we do, you do.	 Activity 30 • We do, you do. Monitoring • Record achievement on monitoring tool.	 Activity 30 • You do. Monitoring • Record achievement on monitoring tool.	Working Memory Support: Build a wall Working Memory Support: Desk visual	 Activity 30 • Repeat: We do, you do.	 Activity 25 • Review: You do.

Week	Problem Solving - Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (20 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
4	 This board is out of order to ensure spaced learning of word questions. Activity 33: Addition Activity 33 • I do, we do, you do.	 Activity 33: Addition • We do, you do.	 Activity 33: Addition • You do.	Adapt a Worked Example: • Change the parts and whole. • Change the bond. • Change other students' worked examples Concrete-Representational-Abstract: Act it out **A Little Harder** Adapt a Worked Example: change between active and static Create a Question	 Activity 33: Addition • Repeat: You do.	 Activity 27 • Review: You do.

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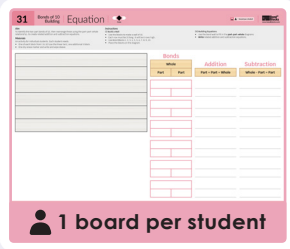
Week 5

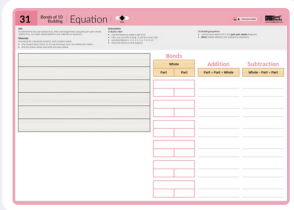
Understanding - Equations

Day 1 (20 min)



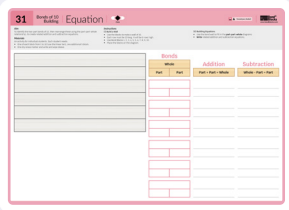
- Activity 31: Bonds
- Activity 31: Bonds
  - I do, we do, you do.

Day 2 (15 min)



- Activity 31: Addition
- Activity 31: Addition
  - I do, we do, you do.

Day 3 (15 min)



- Activity 31: Subtraction
- Activity 31: Subtraction
  - I do, we do, you do.

Differentiation

A Little Easier

Activity 31: A Little Easier

A Little Harder

Equations: Part-part-whole rearranged

Intervention

Day 4 (10 min)

- Activity 31: Subtraction
  - Repeat: We do, you do.

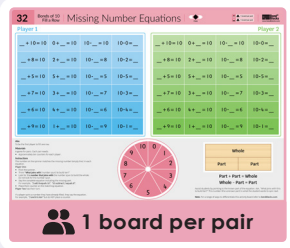
Day 5 (10 min)

- Activity 29
  - Review: You do.

Week 6

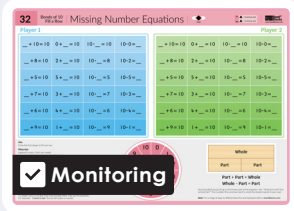
Reasoning - Missing Number

Day 1 (20 min)



- Activity 32
- Activity 32
  - I do, we do, you do.
  - Students needing support complete **A Little Easier** "Skill Focus: addition". Complete I do, we do, you do.

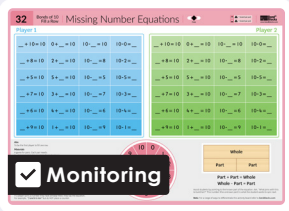
Day 2 (15 min)



- Activity 32
  - We do, you do.
  - Students needing support complete **A Little Easier** "Skill Focus: addition". Complete we do, you do.

Monitoring
- Record achievement on monitoring tool.

Day 3 (15 min)



- Activity 32
  - You do.
  - Students needing support complete **A Little Easier** "Skill Focus: subtraction". Complete I do, we do, you do.

Monitoring
- Record achievement on monitoring tool.

Differentiation

A Little Easier

Skill Focus: Addition

Skill Focus: Subtraction

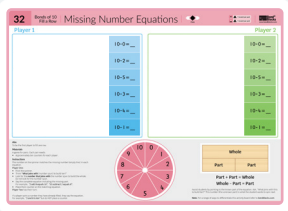
Working Memory Support: Build a wall

A Little Harder

Activity 32: A Little Harder

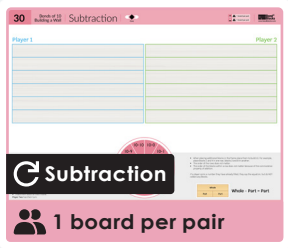
Intervention

Day 4 (10 min)



- Activity 32: A Little Easier
- Skill Focus: Subtraction
  - Repeat: We do, you do.

Day 5 (10 min)

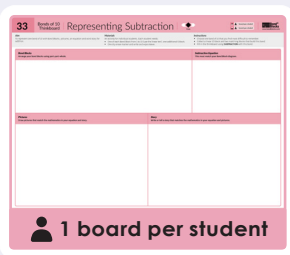


- Activity 30
  - Review: You do.

Week 7

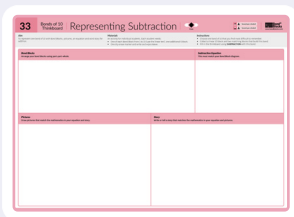
Problem Solving - Subtraction

Day 1 (20 min)



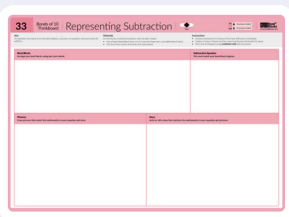
- Activity 33: Subtraction
- Activity 33
  - I do, we do, you do.

Day 2 (20 min)



- Activity 33: Subtraction
  - We do, you do.

Day 3 (20 min)



- Activity 33: Subtraction
  - You do.

Differentiation

A Little Easier

Adapt a Worked Example:
- Change the parts and whole.
- Change the bond.
- Change other students' worked examples

Concrete-Representational-Abstract: act it out

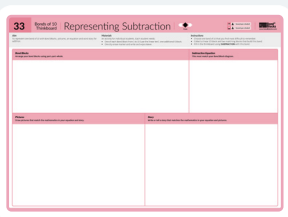
A Little Harder

Adapt a Worked Example: Change between active and static

Create a Question

Intervention

Day 4 (10 min)



- Activity 33: Subtraction
  - You do.

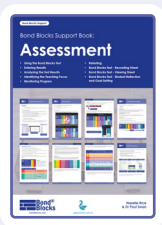
Day 5 (10 min)

- Activity 28: Racing Mountain Bikes
  - Review: You do.

Week 8

Assessment

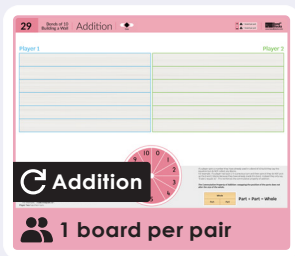
Day 1 (20 min)



Assessment

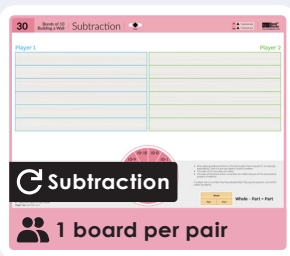
Addition & Subtraction Test
- Teacher: Tests each student.Record in Excel.
- Students Review Activity 28 Fluency: You do.

Day 2 (20 min)



Addition & Subtraction Test
- Teacher: Tests each student.Record in Excel.
- Students Review Activity 29 Addition: You do.

Day 3 (20 min)



Addition & Subtraction Test
- Teacher: Tests each student.Record in Excel.
- Students Review Activity 30 Subtraction: You do.

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Addition & Subtraction | **Whole Class Teaching**

Year 2 - Term 1

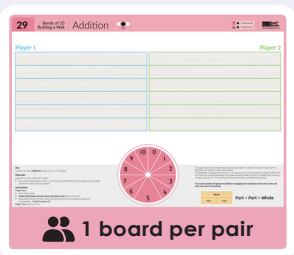
Chapter 7: Ten Plus Bonds

- Activities 41 to 44 are revision of Year 1 content.
- Activities 43 and 44 are for intervention. Students with significant difficulties in this area can also complete Activity Boards 41 and 42.

Week 1

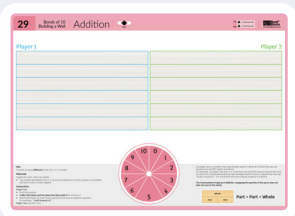
Fluency - Addition

Day 1 (20 min)



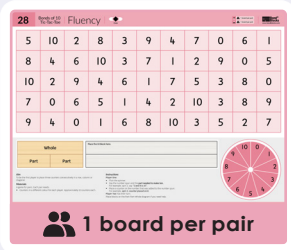
- Review from Year One
- Activity 29
- Activity 29
  - I do, we do, you do.

Day 2 (15 min)



- Review from Year One
- Activity 29
  - We do, you do.

Day 3 (20 min)



- Review from Year One
- Activity 28: Tic-Tac-Toe
- Activity 28: Tic-Tac-Toe
  - I do, we do, you do.

Differentiation

A Little Easier

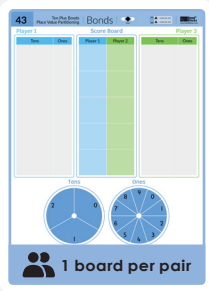
- Working Memory Support: Build a wall
- Working Memory Support: Desk visual
- Working Memory Support: Build a bond

A Little Harder

- Three-Part Bond

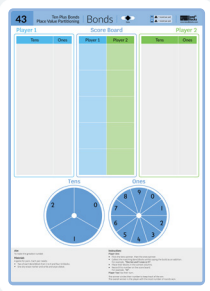
Intervention

Day 4 (10 min)



- Activity 43
- Activity 43
  - I do, we do, you do.

Day 5 (10 min)

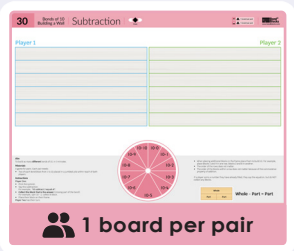


- Activity 43
  - We do, you do.

Week 2

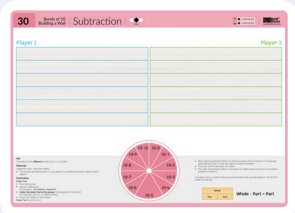
Fluency - Subtraction

Day 1 (20 min)



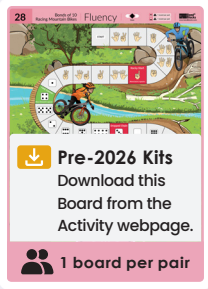
- Review from Year One
- Activity 30
- Activity 30
  - I do, we do, you do.

Day 2 (15 min)



- Review from Year One
- Activity 30
  - We do, you do.

Day 3 (20 min)



- Review from Year One
- Activity 28: Racing Mountain Bikes
- Activity 28: Racing Mountain Bikes
  - I do, we do, you do.

Differentiation

A Little Easier

- Scaffold: Counting order
- Skill Focus: Commutative property of addition

A Little Harder

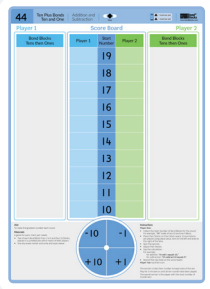
- Recall Practice: Missing Bond Block
- Three-Part Bond

Intervention

Day 4 (10 min)

- Activity 44
- Activity 44
  - I do, we do, you do.

Day 5 (10 min)

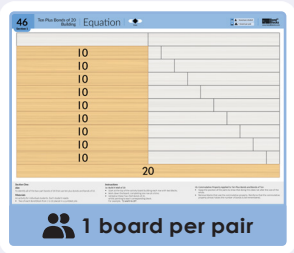


- Activity 44
  - We do, you do.

Week 3

Understanding - Bonds

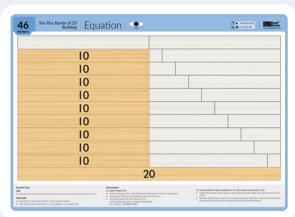
Day 1 (20 min)



Activity 46 - Section 1: Build a Wall of 20

- Activity 46: Section 1A
- Activity 46: Section 1A
  - I do, we do, you do.
  - You do: Students take turns filling rows. Students alternate starting.

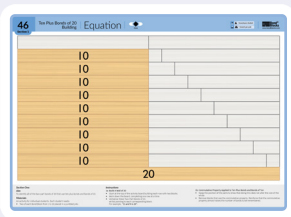
Day 2 (20 min)



Activity 46 - Section 1: Commutative Property

- Activity 46: Section 1B
- Activity 46: Section 1B
  - I do, we do, you do.
  - You do: Students take turns filling rows. Students alternate starting.

Day 3 (15 min)



Activity 46 - Section 1: Commutative Property

- Activity 46: Section 1B
  - We do, you do.
  - You do: Students take turns filling rows. Students alternate starting.

Differentiation

A Little Easier

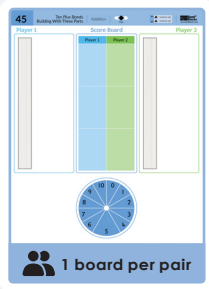
- Signalling: Colour code

A Little Harder

- Equations: Three-part bond

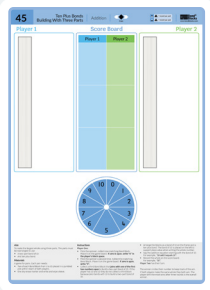
Intervention

Day 4 (10 min)



- Activity 45
- Activity 45
  - I do, we do, you do.

Day 5 (10 min)

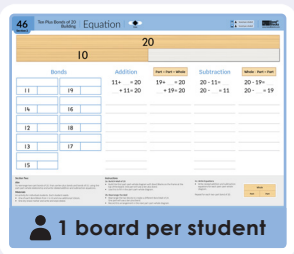


- Activity 45
  - We do, you do.

Week 4

Understanding - Equations

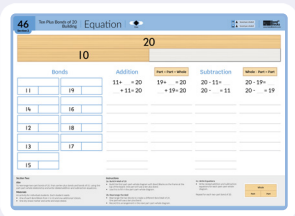
Day 1 (20 min)



Activity 46 - Section 2

- Activity 46: Bonds
- Activity 46: Bonds
  - I do, we do, you do.
  - Students needing support complete **the first column of bonds only**.

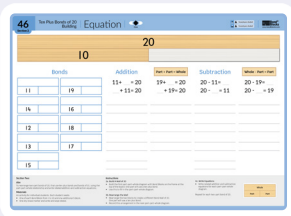
Day 2 (20 min)



Activity 46 - Section 2

- Activity 46: Addition
- Activity 46: Addition
  - I do, we do, you do.
  - Students needing support complete **the first column of addition only**.

Day 3 (20 min)



Activity 46 - Section 2

- Activity 46: Subtraction
- Activity 46: Subtraction
  - I do, we do, you do.
  - Students needing support complete **the first column of subtraction only**.

Differentiation

A Little Easier

Pre-2026 Kits
Download the Board from the Activity webpage.

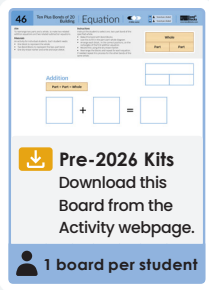
Activity 46: A Little Easier

A Little Harder

- Equations: Part-part-whole rearranged

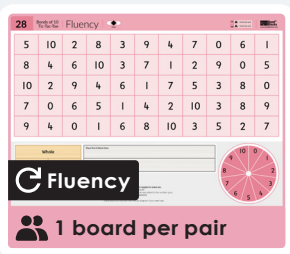
Intervention

Day 4 (10 min)



- Activity 46: A Little Easier
- Activity 46: A Little Easier
  - I do, we do, you do.

Day 5 (10 min)



- Activity 28: Tic-Tac-Toe
  - We do, you do.

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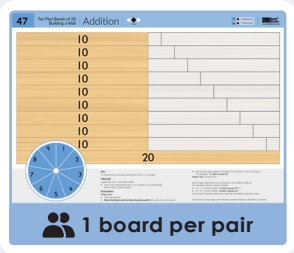
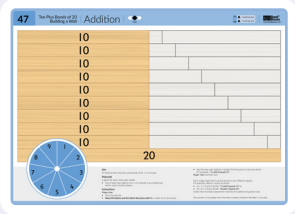
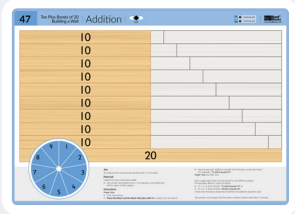
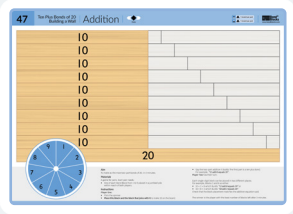
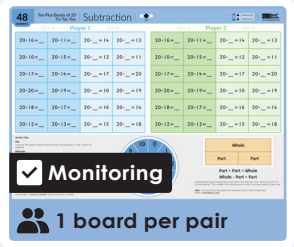
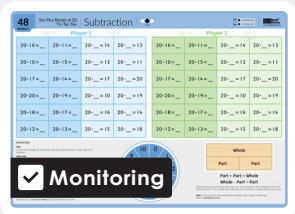
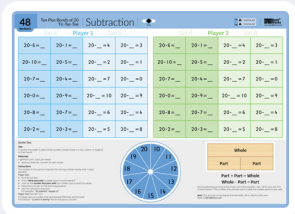
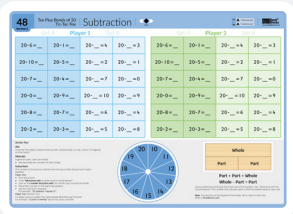
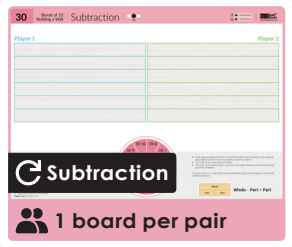
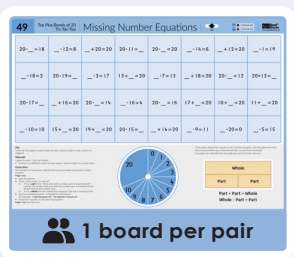
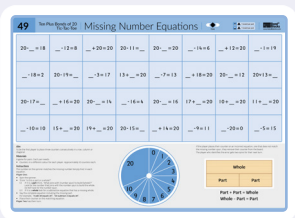
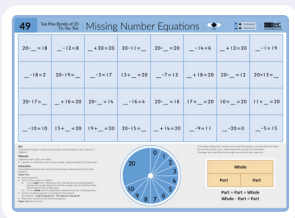
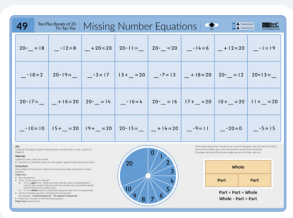
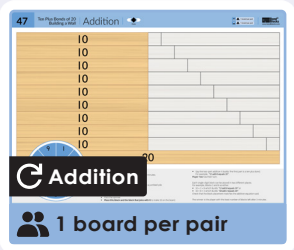
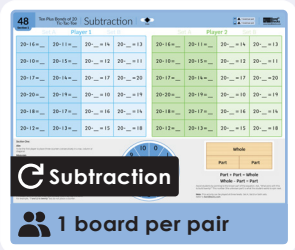
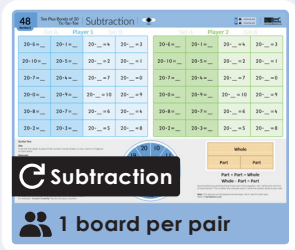
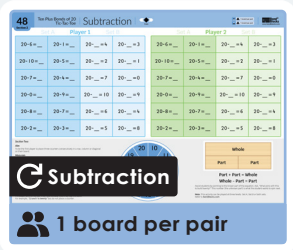
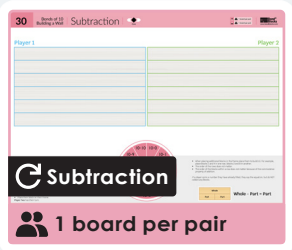
Week	Fluency - Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
5				Working Memory Support: Desk visual **A Little Harder** Calculate: Cumulative total		
	Activity 47 Activity 47 • I do, we do, you do.	Activity 47 • We do, you do.	Activity 47 • You do.		Activity 47 • Repeat: You do.	Activity 29 • Review: You do.

Week	Fluency - Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (20 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
6				Skill Focus: Set A then Set B Sequence: Step by step **A Little Harder** Interleaving: Set A and B		
	Activity 48: Section 1 Activity 48: Section 1 • I do, we do, you do. Monitoring • Record achievement on monitoring tool.	Activity 48: Section 1 • We do, you do. Monitoring • Record achievement on monitoring tool.	Activity 48: Section 2 Activity 48: Section 2 • I do, we do, you do.		Activity 48: Section 2 • Repeat: We do, you do.	Activity 30 • Review: You do.

Week	Reasoning - Missing Number			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
7				Signalling **A Little Harder** Activity 49: A Little Harder		
	Activity 49 Activity 49 • I do, we do, you do.	Activity 49 • We do, you do.	Activity 49 • You do.		Activity 49 • Repeat: You do.	Activity 28: Racing Mountain Bikes • Review: You do.

Week	Fluency - Addition and Subtraction			Differentiation	Intervention	
	Day 1 (15 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
8				Working Memory Support: Desk visual **A Little Harder** Interleaving: Set A and B		
	Activity 47 • Review Addition: You do.	Activity 48: Section 1 • Review Subtraction: You do.	Activity 48: Section 2 • Review Subtraction: You do.		Activity 48: Section 2 • Repeat: You do.	Activity 30 • Review: You do.

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Year 2 - Term 2

Chapter 6: Bonds of 6, 7, 8, 9

Students have learnt several Bonds of 6, 7, 8 and 9 in the previous chapters 'Doubling and Halving to 10' and 'Five Plus Bonds'.

The most difficult bonds left to learn in this Chapter are:

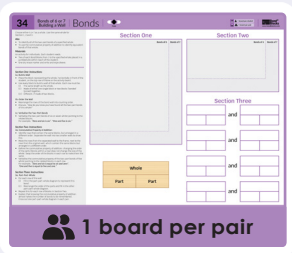
- 6 as 2 and 4,
- 7 as 3 and 4,
- 8 as 2 and 6,
- 9 as 2 and 7,
- 9 as 3 and 6

For this reason students do not practice every bond, every activity. They are spread so as students have more practice with the more difficult bonds.

Week 1

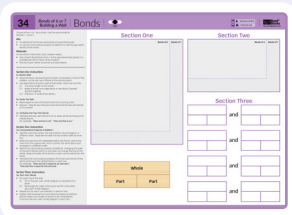
Understanding - Bonds

Day 1 (20 min)



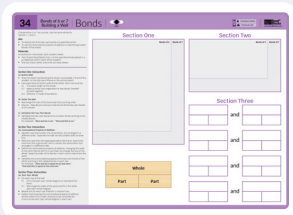
Activity 34: Bonds of 6
- Activity 34: Section 1A
- Activity 34: Section 1B
- Activity 34: Section 1C
- Activity 34: Section 1
  - I do, we do, you do.
  - You do: students take turns.

Day 2 (20 min)



Activity 34: Bonds of 6
- Activity 34: Section 2
- Activity 34: Section 2
  - I do, we do, you do.
  - You do: students take turns.

Day 3 (20 min)



Activity 34: Bonds of 6
- Activity 34: Section 3
- Activity 34: Section 3
  - I do, we do, you do.
  - You do: students take turns.
  - Students who can work independently can complete **Activity 34 for Bonds of 7**.

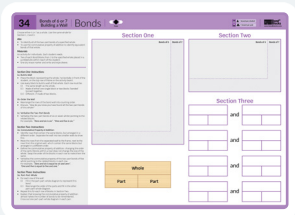
Differentiation

A Little Easier
- Scaffold: Counting order
- Working Memory Support: Subitised fingers

A Little Harder
- Recall Practice: Missing Bond Block
- Three-Part-Bond

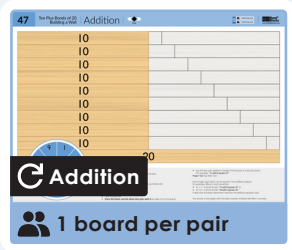
Intervention

Day 4 (10 min)



Activity 34: Bonds of 7
- Activity 34: Section 2
  - Repeat: We do, you do.

Day 5 (10 min)

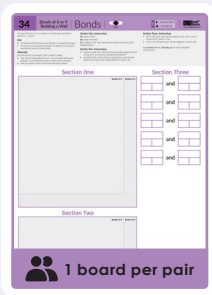


Activity 47
- Review: You do.

Week 2

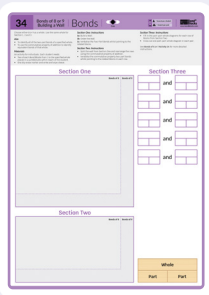
Understanding - Bonds

Day 1 (20 min)



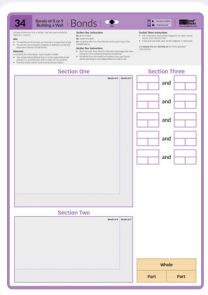
Activity 34: Bonds of 8
- Activity 34: Section 1A
- Activity 34: Section 1B
- Activity 34: Section 1C
- Activity 34: Section 1
  - I do, we do, you do.
  - You do: students take turns.

Day 2 (20 min)



Activity 34: Bonds of 8
- Activity 34: Section 2
- Activity 34: Section 2
  - I do, we do, you do.
  - You do: students take turns.

Day 3 (20 min)



Activity 34: Bonds of 8
- Activity 34: Section 3
- Activity 34: Section 3
  - I do, we do, you do.
  - You do: students take turns.
  - Students who can work independently can complete **Activity 34 for Bonds of 9**.

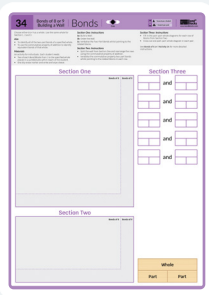
Differentiation

A Little Easier
- Scaffold: Counting order
- Working Memory Support: Subitised fingers

A Little Harder
- Recall Practice: Missing Bond Block
- Three-Part-Bond

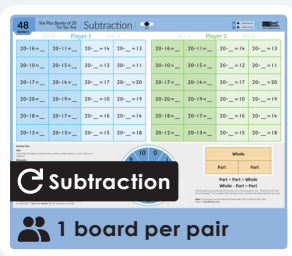
Intervention

Day 4 (10 min)



Activity 34: Bonds of 8
- Activity 34: Section 2
  - Repeat: We do, you do.

Day 5 (10 min)



Activity 48: Section 1
- Review: You do.

Week 3

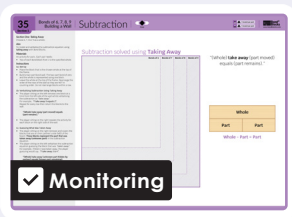
Fluency - Subtraction

Day 1 (20 min)

Activity 35: Bonds of 7
- Activity 35: Section 1
- Activity 35: Section 1
  - I do, we do, you do.

Monitoring
- Record achievement on monitoring tool.

Day 2 (15 min)



Activity 35: Bonds of 7
- Activity 35: Section 1
  - We do, you do.

Monitoring
- Record achievement on monitoring tool.

Day 3 (20 min)

Activity 35: Bonds of 7
- Activity 35: Section 2
- Activity 35: Section 2
  - I do, we do, you do.
  - Students who can work independently can complete **Activity 34 for Bonds of 8**.

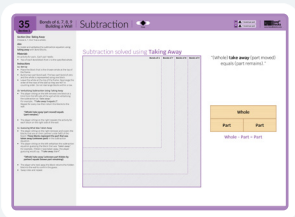
Differentiation

A Little Easier
- Working Memory Support: Desk visual

A Little Harder
- Increase the Whole

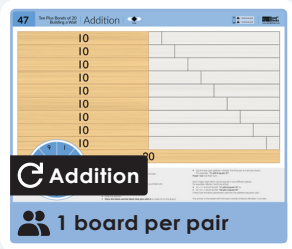
Intervention

Day 4 (10 min)



Activity 35: Section 1
- Repeat: You do.

Day 5 (10 min)

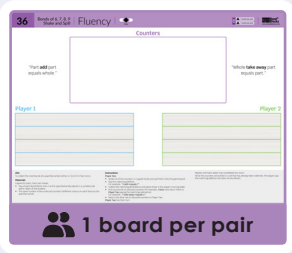


Activity 47
- Review: You do.

Week 4

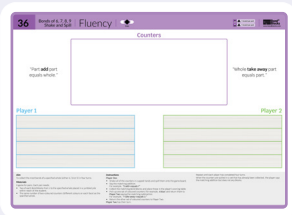
Fluency - Bonds

Day 1 (20 min)



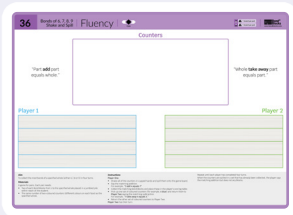
Activity 36: Bonds of 7
- Activity 36
- Activity 36
  - I do, we do, you do.

Day 2 (15 min)



Activity 36: Bonds of 8
- Activity 36
  - We do, you do.

Day 3 (15 min)



Activity 36: Bonds of 9
- Activity 36
  - I do, we do, you do.

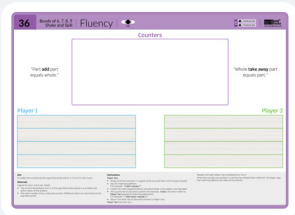
Differentiation

A Little Easier
- Skill Focus: Addition
- Skill Focus: Subtraction
- Working Memory Support: Build a bond

A Little Harder
- Increase the Whole

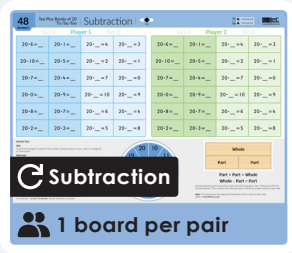
Intervention

Day 4 (10 min)



Activity 36: Bonds of 6
- Activity 36
  - Repeat: You do.

Day 5 (10 min)



Activity 48: Section 2
- Review: You do.

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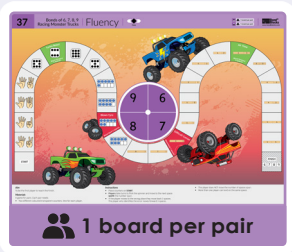
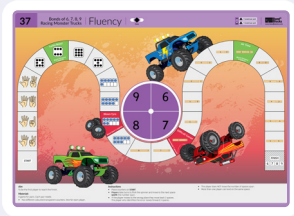
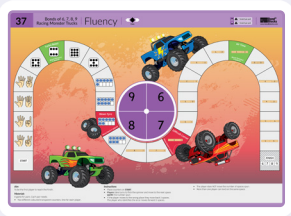
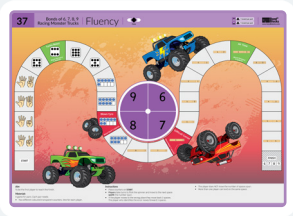
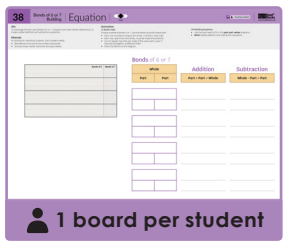
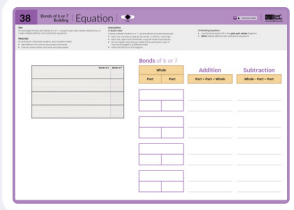
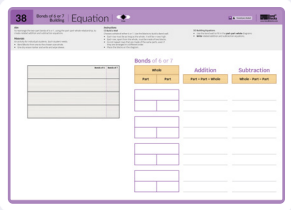
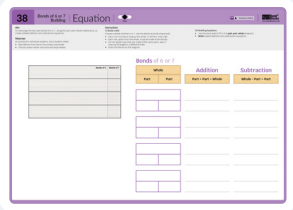
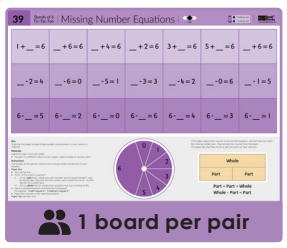
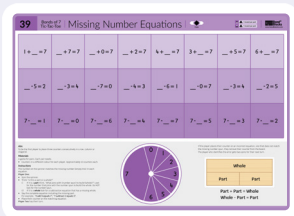
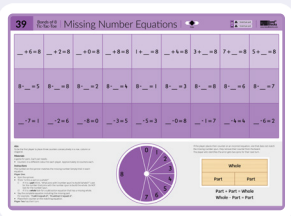
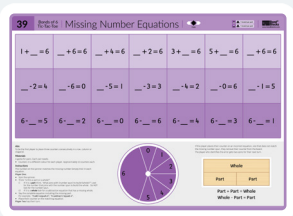
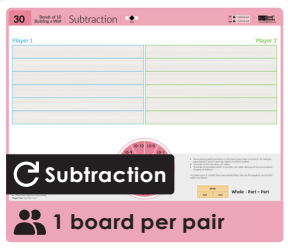
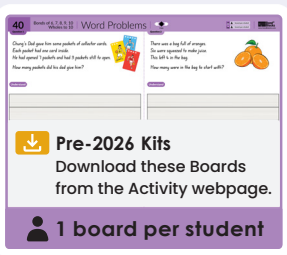
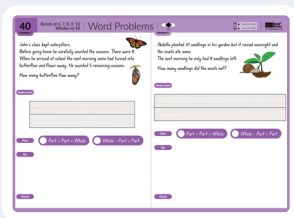
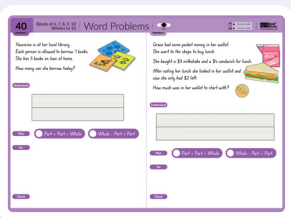
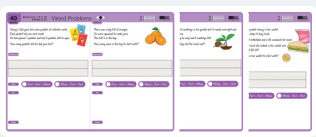
Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
5	 1 board per pair Activity 37 Activity 37 • I do, we do, you do.	 Activity 37 • We do, you do.	 Activity 37 • I do, we do, you do.	Skill Focus: Bonds	 Activity 37 • Repeat: You do.	Fluency 1 board per pair Activity 28: Tic-Tac-Toe • Review: You do.

Week	Understanding - Equations			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (20 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
6	 1 board per student Activity 38: Bonds Activity 38: Bonds • I do, we do, you do. • Students needing support complete for **Bonds of 6**. • Students who can work independently complete for **Bonds of 7**.	 Activity 38: Addition Activity 38: Addition • I do, we do, you do.	 Activity 38: Subtraction Activity 38: Subtraction • I do, we do, you do. • You do: students take turns. • Students who can work independently can complete **Activity 37 for Bonds of 8 or 9**.	 Pre-2026 Kits Download the Board from the Activity webpage. Activity 38: A Little Easier **A Little Harder** Increase the Whole	 Section 3: Subtraction for 6 Activity 38: Subtraction for 6 • Repeat: You do.	Addition 1 board per pair Activity 29 • Review: You do.

Week	Reasoning - Missing Number Equations			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
7	 1 board per pair Activity 39: Bonds of 6 Activity 39 Activity 39 • I do, we do, you do.	 Activity 39: Bonds of 7 Activity 39 • We do, you do. • Students who require support can repeat **Activity 39 for Bonds of 6** each session.	 Activity 39: Bonds of 8 Activity 39 • You do. • Students who can work independently can complete **Activity 39 for Bonds of 9**.	Working Memory Support: Build a wall Signalling Working Memory Support: Desk visual	 Activity 39: Bonds of 6 Activity 39 • Repeat: You do.	 Subtraction 1 board per pair Activity 30 • Review: You do.

Week	Problem Solving - Interleaved Addition and Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (20 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
8	 Pre-2026 Kits Download these Boards from the Activity webpage. 1 board per student Activity 40: Question 1 Activity 40: Question 1 • I do, we do, you do. • Students needing support repeat question 1 using **A Little Easier** "Adapt a Worked Example". • The rest of the class continue to question 2. Activity 40: Question 2 • You do.	 Activity 40: Question 3 Activity 40: Question 3 • I do, we do, you do. • Students needing support repeat question 1 using **A Little Easier** "Adapt a Worked Example". • The rest of the class continue to question 4. Activity 40: Question 4 • You do.	 Activity 40: Question 5 Activity 40: Question 5 • I do, we do, you do. • Students needing support repeat question 1 using **A Little Easier** "Adapt a Worked Example". • The rest of the class continue to question 6. Activity 40: Question 6 • You do.	• Concrete Representational Abstract: Act it out **A Little Harder** Increase the Whole Structure: Comparison Activity 40: Question 7-12 These are not Part-Part-Whole questions.	 Activity 40: Question 2/4/6 • Students who need support have not completed questions 2, 4 or 6. Choose one of these and complete I do, we do, you do.	Fluency 1 board per pair Activity 28: Racing Mountain Bikes • Review: You do.

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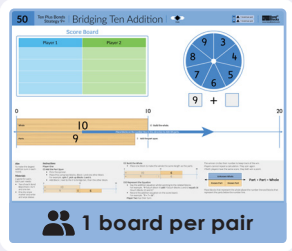
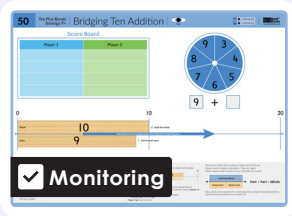
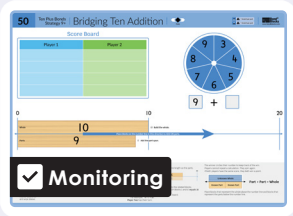
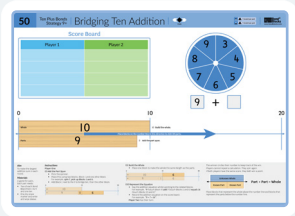
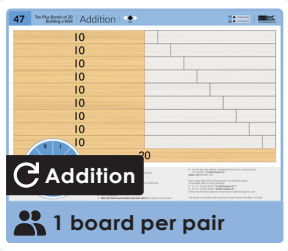
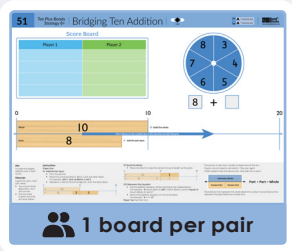
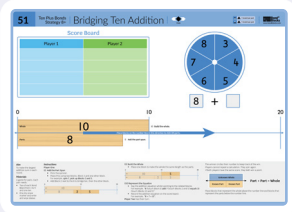
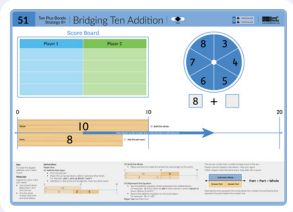
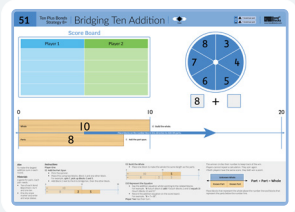
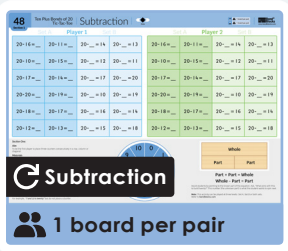
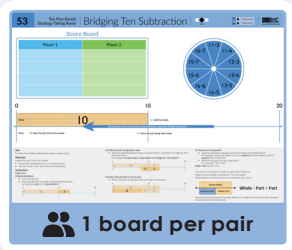
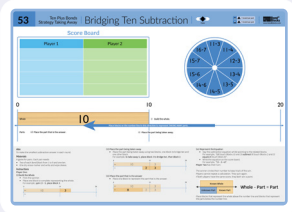
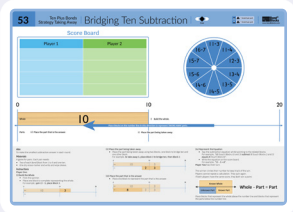
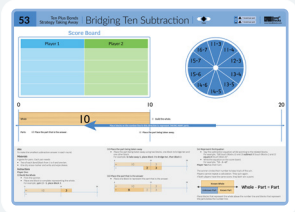
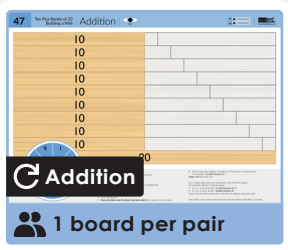
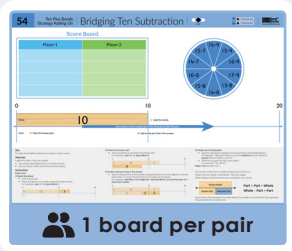
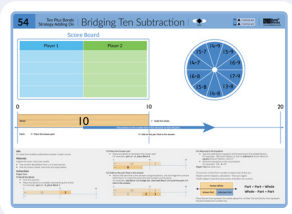
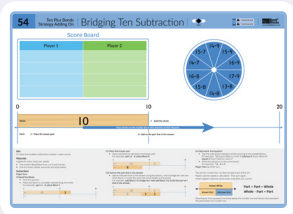
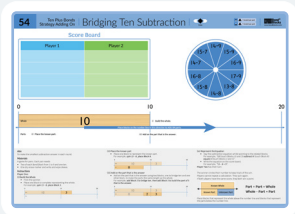
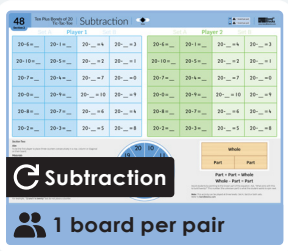
Year 2 - Term 3

Week	Fluency - Bridge Ten Strategy Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
1	 1 board per pair **Activity 50** **Activity 50** • I do, we do, you do.	 Monitoring **Activity 50** • We do, you do. **Monitoring** • Record achievement on monitoring tool.	 Monitoring **Activity 50** • You do. **Monitoring** • Record achievement on monitoring tool.	Scaffold: Counting order Sequence: Step by step **A Little Harder** **Activity 50: A Little Harder** Reduce Scaffolds	 **Activity 50** • Repeat: You do.	 Addition 1 board per pair **Activity 47** • Review: You do.

Week	Fluency - Bridge Ten Strategy Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
2	 1 board per pair **Activity 51** **Activity 51** • I do, we do, you do.	 **Activity 51** • We do, you do.	 **Activity 51** • You do. • Students who can work independently can complete **Activity 52**.	Scaffold: Counting order Sequence: Step by step **A Little Harder** **Activity 51: A Little Harder** Reduce Scaffolds **A Lot Harder** **Activity 52**	 **Activity 51** • Repeat: You do.	 Subtraction 1 board per pair **Activity 48: Section 1** • Review: You do.

Week	Fluency - Bridge Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
3	 1 board per pair **Activity 53** **Activity 53** • I do, we do, you do.	 **Activity 53** • We do, you do.	 **Activity 53** • You do.	Scaffold: Counting order Sequence: Step by step Directional Support: Desk visual **A Little Harder** **Activity 53: A Little Harder** Reduce Scaffolds	 **Activity 53** • Repeat: You do.	 Addition 1 board per pair **Activity 47** • Review: You do.

Week	Fluency - Bridge Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
4	 1 board per pair **Activity 54** **Activity 54** • I do, we do, you do.	 **Activity 54** • We do, you do.	 **Activity 54** • You do.	Scaffold: Counting order Sequence: Step by step Directional Support: Desk visual **A Little Harder** **Activity 54: A Little Harder** Reduce Scaffolds	 **Activity 54** • Repeat: You do.	 Subtraction 1 board per pair **Activity 48: Section 2** • Review: You do.

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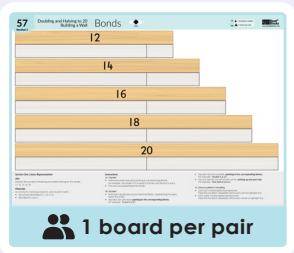
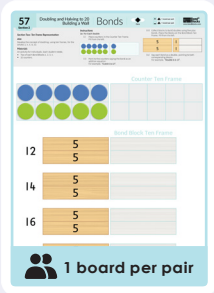
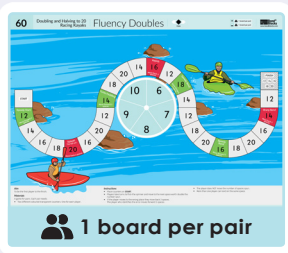
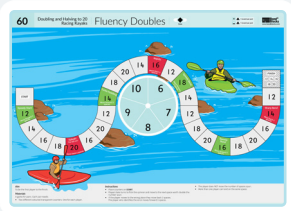
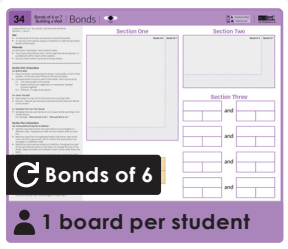
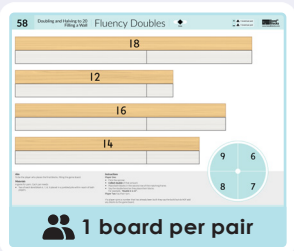
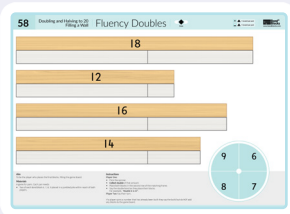
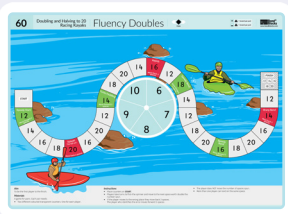
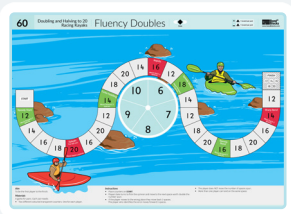
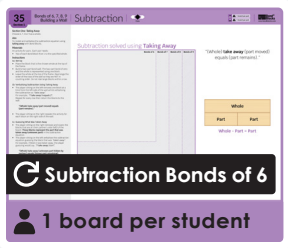
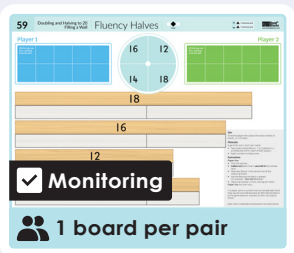
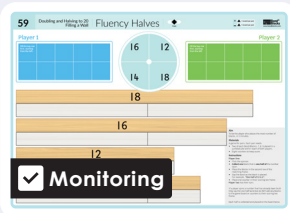
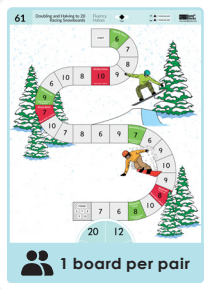
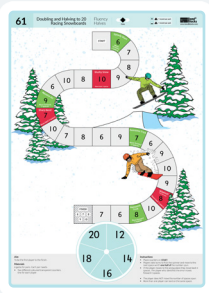
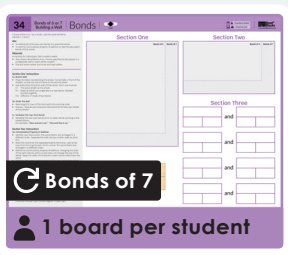
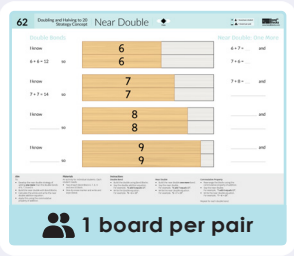
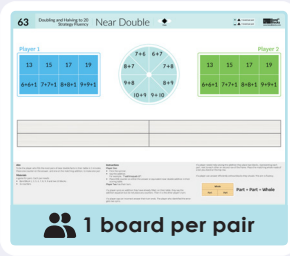
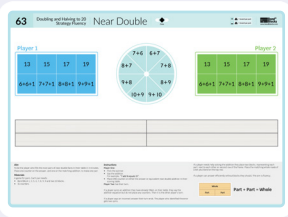
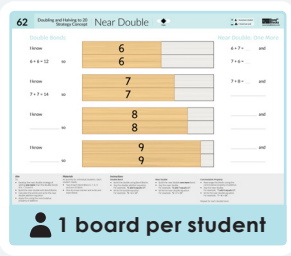
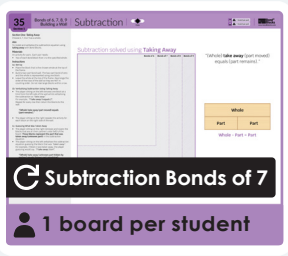
Week	Understanding			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (20 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
5	 1 board per pair **Activity 57: Section 1** **Activity 57: Section 1** • I do, we do, you do. • You do: students take turns making each whole. Students alternate starting each round.	 1 board per pair **Activity 57: Section 2** **Activity 57: Section 2** • I do, we do, you do. • You do: students take turns making each whole. Students alternate starting each round.	 1 board per pair **Activity 60** **Activity 60** • We do, you do.	 **Activity 16: Section 1 and 2** **Scaffold: Subitised fingers**	 **Activity 60** • Repeat: You do.	 Bonds of 6 1 board per student **Activity 34: Section 2** • Review Section Two: We do, you do.

Week	Fluency - Doubles			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
6	 1 board per pair **Activity 58** **Activity 58** • I do, we do, you do.	 **Activity 58** • We do, you do.	 **Activity 60** • You do.	 **Activity 17** **Working Memory Support: Desk visual** **Working Memory Support: build each bond**	 **Activity 60** • Repeat: You do.	 Subtraction Bonds of 6 1 board per student **Activity 35: Section 1** • Review Section 1: You do.

Week	Fluency - Halves			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (20 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
7	 Monitoring 1 board per pair **Activity 59** **Activity 59** • I do, we do, you do. **Monitoring** • Record achievement on monitoring tool.	 Monitoring **Activity 59** • We do, you do. **Monitoring** • Record achievement on monitoring tool.	 1 board per pair **Activity 61** **Activity 61** • We do, you do.	 **Activity 18** **Working Memory Support: Desk visual** **Working Memory Support: Build each bond**	 **Activity 61** • Repeat: You do.	 Bonds of 7 1 board per student **Activity 34: Section 2** • Review Section Two: We do, you do.

Week	Fluency - Strategy			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
8	 1 board per pair **Activity 62** **Activity 62** • I do, we do, you do. • You do: students take turns.	 1 board per pair **Activity 63** **Activity 63** • I do, we do, you do.	 **Activity 63** • We do, you do.	**Sequence: Step by step** **Skill Focus: Near double only** **Working Memory Support: Desk visual** **A Little Harder** **Activity 62: A Little Harder**	 1 board per student **Activity 62** • Repeat: You do.	 Subtraction Bonds of 7 1 board per student **Activity 35: Section 1** • Review Section 1: You do.

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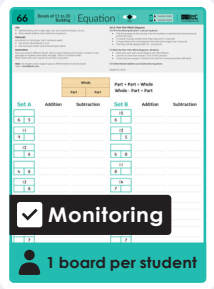
Year 2 - Term 4

Week 1

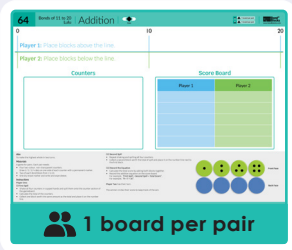
Fluency - Addition

Day 1 (20 min)



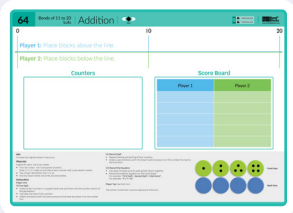
- Activity 66
- Activity 66: Set A
  - I do, we do, you do.
- Monitoring
  - Use pencil and paper. Collect work samples.
  - Record achievement on monitoring tool.

Day 2 (20 min)



- Activity 64
- Activity 64
  - I do, we do, you do.

Day 3 (15 min)



- Activity 64
  - We do, you do.

Differentiation

A Little Easier

Pre-2026 Kits
Download the Board from the Activity webpage.

Activity 66: A Little Easier

See Activity 64 and 66 webpages for more.

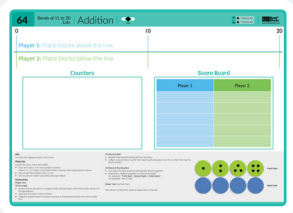
A Little Harder

Equations: Part-part-whole rearranged

See Activity 64 and 66 webpages for more.

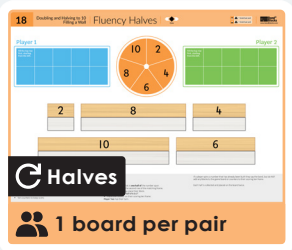
Intervention

Day 4 (10 min)



- Activity 64
  - Repeat: You do.

Day 5 (10 min)

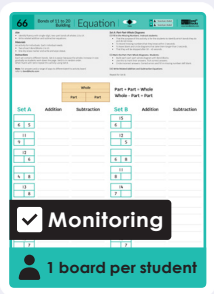


- Activity 18
  - Review: You do.

Week 2

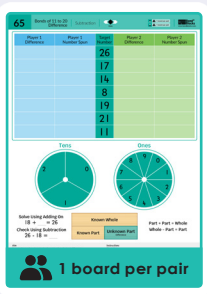
Fluency - Subtraction

Day 1 (15 min)



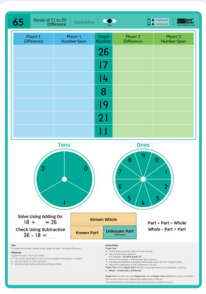
- Activity 66: Set B
  - I do, we do, you do.
- Monitoring
  - Use pencil and paper. Collect work samples.
  - Record achievement on monitoring tool.

Day 2 (20 min)



- Activity 65
- Activity 65
  - I do, we do, you do.

Day 3 (15 min)



- Activity 65
  - We do, you do.

Differentiation

A Little Easier

Activity 66: A Little Easier

See Activity 65 and 66 webpages for more.

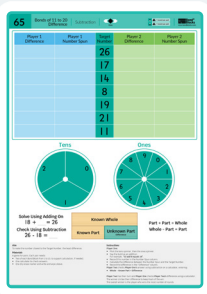
A Little Harder

Equations: Part-part-whole rearranged

See Activity 65 and 66 webpages for more.

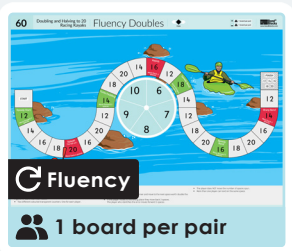
Intervention

Day 4 (10 min)



- Activity 65
  - Repeat: You do.

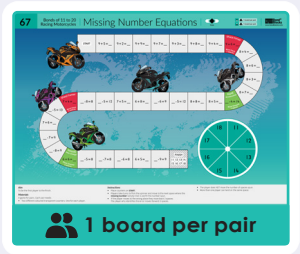
Day 5 (10 min)



Week 3

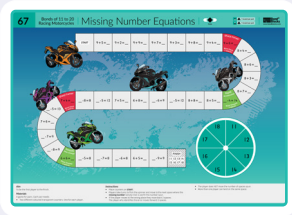
Reasoning - Missing Number Equations

Day 1 (20 min)



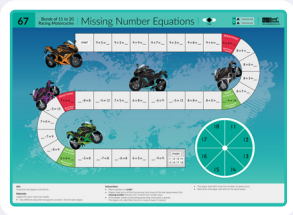
- Activity 67
- Activity 67
  - I do, we do, you do.

Day 2 (15 min)



- Activity 67
  - We do, you do.

Day 3 (15 min)



- Activity 67
  - You do.

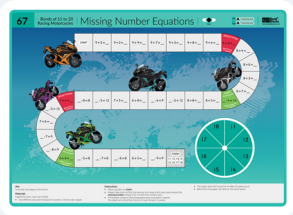
Differentiation

A Little Easier

Working Memory Support: Build a bond

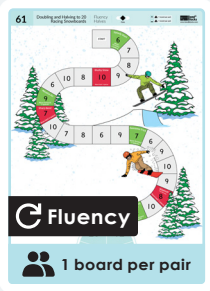
Intervention

Day 4 (10 min)



- Activity 67
  - Repeat: You do.

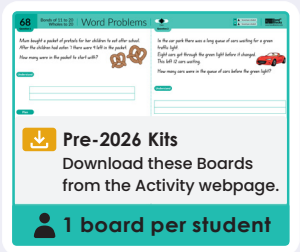
Day 5 (10 min)



Week 1

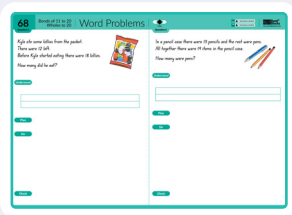
Problem Solving - Interleaved Addition and Subtraction

Day 1 (20 min)



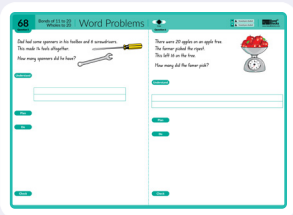
- Activity 68: Question 1
- Activity 68: Question 1
  - I do, we do, you do.
  - Students needing support repeat question 1 using **A Little Easier** "Adapt a Worked Example".
  - The rest of the class continue to question 2.
- Activity 68: Question 2
  - You do.

Day 2 (20 min)



- Activity 68: Question 3
- Activity 68: Question 3
  - I do, we do, you do.
  - Students needing support repeat question 1 using **A Little Easier** "Adapt a Worked Example".
  - The rest of the class continue to question 4.
- Activity 68: Question 4
  - You do.

Day 3 (20 min)



- Activity 68: Question 5
- Activity 68: Question 5
  - I do, we do, you do.
  - Students needing support repeat question 1 using **A Little Easier** "Adapt a Worked Example".
  - The rest of the class continue to question 6.
- Activity 68: Question 6
  - You do.

Differentiation

A Little Easier

Concrete-Representational-Abstract: Act it out

A Little Harder

Create a Question

Structure: Comparison
Activity 68: Question 7-12

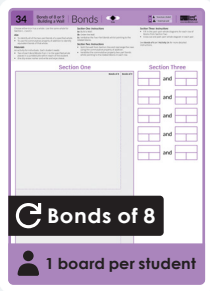
These are not Part-Part-Whole questions.

Intervention

Day 4 (10 min)

- Activity 68: Question 2/4/6
  - Students who need support have not completed questions 2, 4 or 6. Choose one of these and complete I do, we do, you do.

Day 5 (10 min)



- Activity 34: Section 2
  - Review Section Two: We do, you do.

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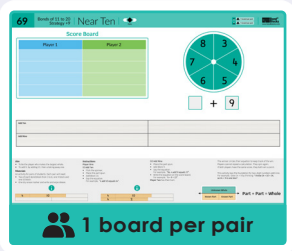
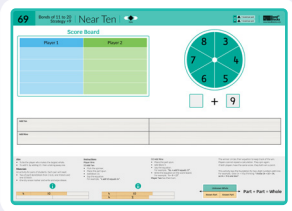
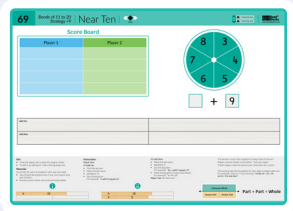
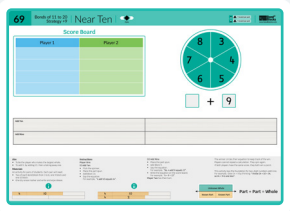
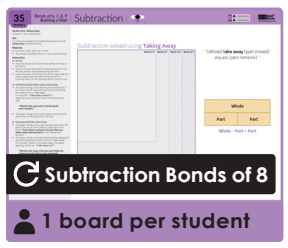
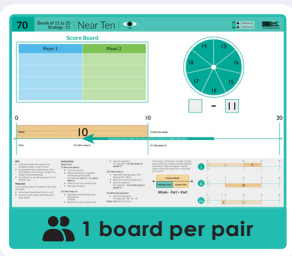
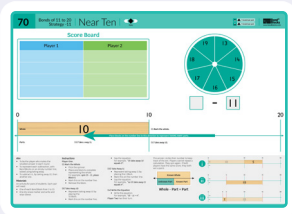
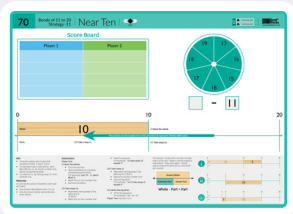
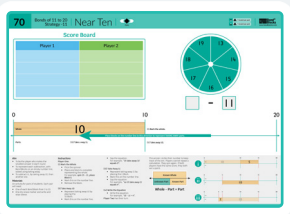
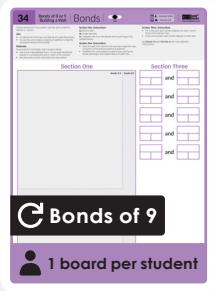
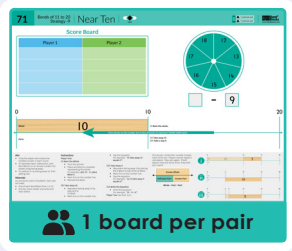
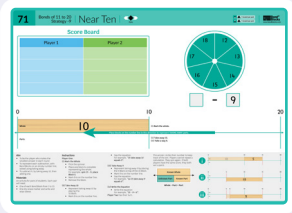
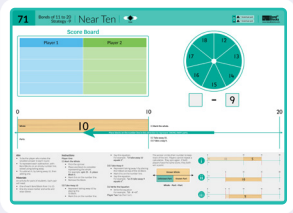
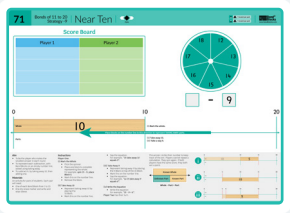
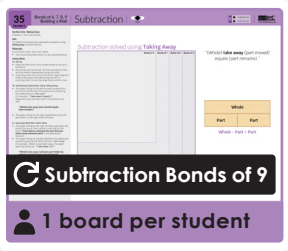
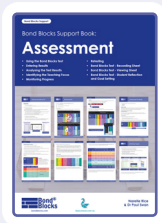
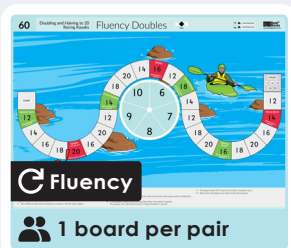
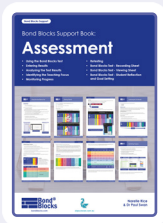
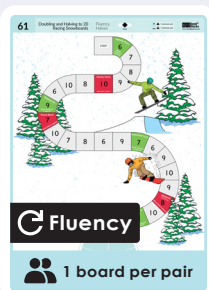
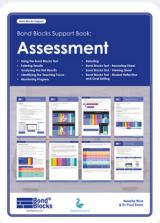
Week	Fluency - Near Ten Strategy Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
5	 1 board per pair Activity 69 Activity 69 • I do, we do, you do.	 Activity 69 • We do, you do.	 Activity 69 • You do.	Sequence: Step by step A Little Harder Activity 69: A Little Harder Reduce Scaffolds	 Activity 69 • Repeat: You do.	 Subtraction Bonds of 8 1 board per student Activity 35: Section 1 • Review Section 1: You do.

Week	Fluency - Near Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
6	 1 board per pair Activity 70 Activity 70 • I do, we do, you do.	 Activity 70 • We do, you do.	 Activity 70 • You do.	Scaffold: Counting order A Little Harder Activity 70: A Little Harder Reduce Scaffolds	 Activity 70 • Repeat: You do.	 Bonds of 9 1 board per student Activity 34: Section 2 • Review Section Two: We do, you do.

Week	Fluency - Near Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
7	 1 board per pair Activity 71 Activity 71 • I do, we do, you do.	 Activity 71 • We do, you do.	 Activity 71 • You do.	Sequence: Step by step A Little Harder Activity 71: A Little Harder Reduce Scaffolds	 Activity 71 • Repeat: You do.	 Subtraction Bonds of 9 1 board per student Activity 35: Section 1 • Review Section 1: You do.

Week	Assessment		
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (20 min)
8	 Assessment  Fluency 1 board per pair **Addition & Subtraction Test** • Teacher: Tests each student.Record in Excel. • Students Review Activity 60 Fluency: You do.	  Fluency 1 board per pair **Addition & Subtraction Test** • Teacher: Tests each student.Record in Excel. • Students Review Activity 61 Fluency: You do.	 Missing Number 1 board per pair **Addition & Subtraction Test** • Teacher: Tests each student.Record in Excel. • Students Review Activity 67 Missing Number: You do.

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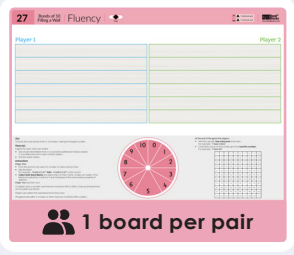
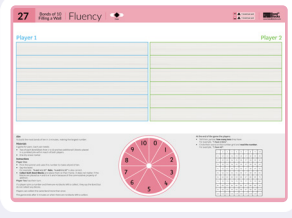
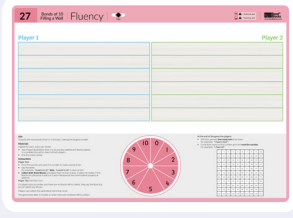
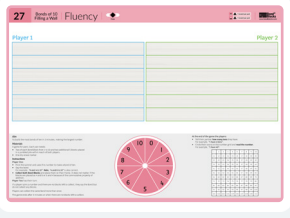
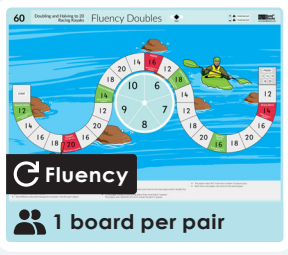
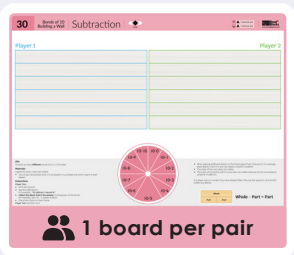
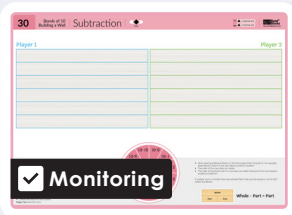
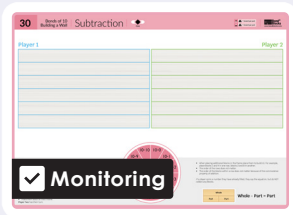
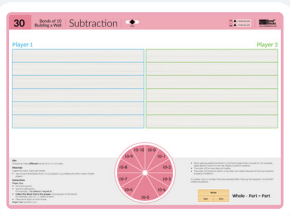
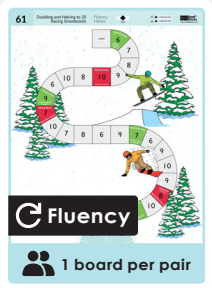
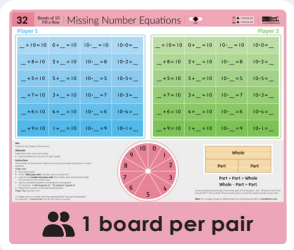
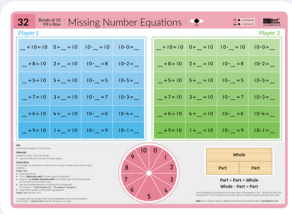
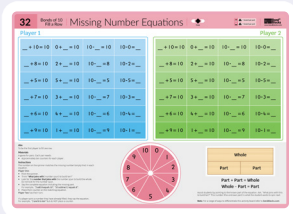
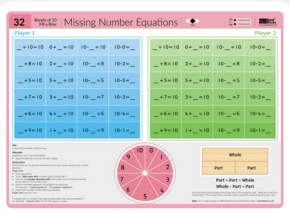
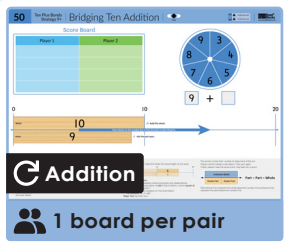
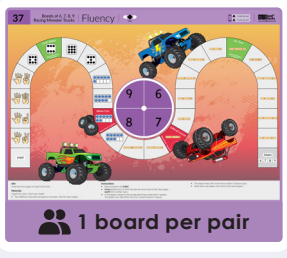
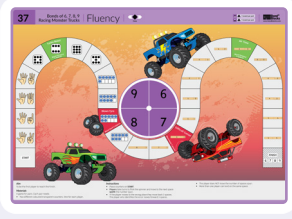
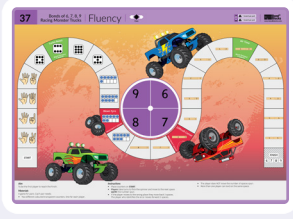
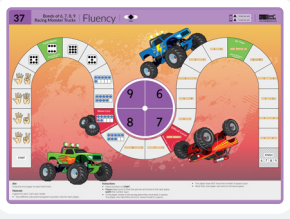
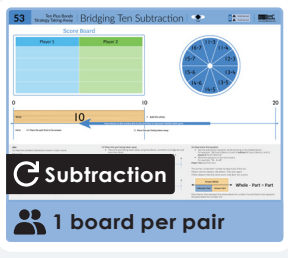
Year 3 - Term 1

Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)		Day 4 (10 min)	Day 5 (10 min)
1	 1 board per pair Activity 27 Activity 27 • I do, we do, you do.	 Activity 27 • We do, you do.	 Activity 27 • You do.	**A Little Easier** Scaffold: Counting order Working Memory Support: Desk visual Recall Practice: Subitised fingers **A Little Harder** Calculate: Round total Calculate: Difference **A Lot Harder** Calculate: Overall total Calculate: Combined round total Calculate: Missing score	 Activity 27 • Repeat: You do.	 Fluency 1 board per pair Activity 60 • Review: You do.

Week	Fluency - Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)		Day 4 (10 min)	Day 5 (10 min)
2	 1 board per pair Activity 30 Activity 30 • I do, we do, you do.	 Monitoring Activity 30 • We do, you do. Monitoring • Record achievement on monitoring tool.	 Monitoring Activity 30 • You do. Monitoring • Record achievement on monitoring tool.	**A Little Easier** Scaffold: Counting order Skill Focus: Commutative property of addition **A Little Harder** Recall Practice: Missing Bond Block Three-Part Bond	 Activity 30 • Repeat: You do.	 Fluency 1 board per pair Activity 61 • Review: You do.

Week	Reasoning - Missing Number			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)		Day 4 (10 min)	Day 5 (10 min)
3	 1 board per pair Activity 32 Activity 32 • I do, we do, you do. • Students needing support complete **A Little Easier** "Skill Focus: addition". Complete I do, we do, you do.	 Activity 32 • We do, you do. • Students needing support complete **A Little Easier** "Skill Focus: addition". Complete we do, you do.	 Activity 32 • You do. • Students needing support complete **A Little Easier** "Skill Focus: subtraction". Complete I do, we do, you do.	**A Little Easier** Skill Focus: Addition Skill Focus: Subtraction Working Memory Support: Build a wall **A Little Harder** Activity 32: A Little Harder	 Activity 32 • You do. • Students needing support complete **A Little Easier** "Skill Focus: subtraction".	 Addition 1 board per pair Activity 50 • Review: You do.

Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)		Day 4 (10 min)	Day 5 (10 min)
4	 1 board per pair Activity 37 Activity 37 • I do, we do, you do.	 Activity 37 • We do, you do.	 Activity 37 • You do.	**A Little Easier** Skill Focus: Bonds	 Activity 37 • Repeat: You do.	 Subtraction 1 board per pair Activity 53 • Review: You do.

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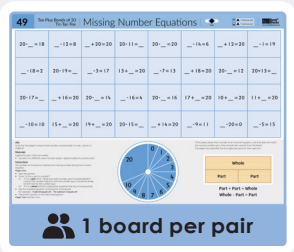
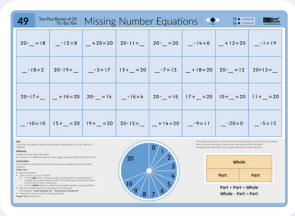
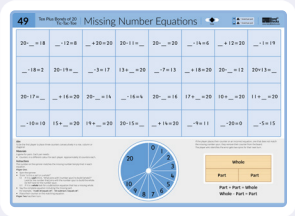
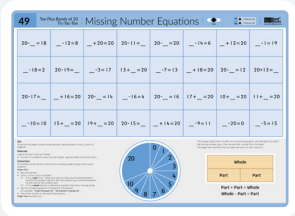
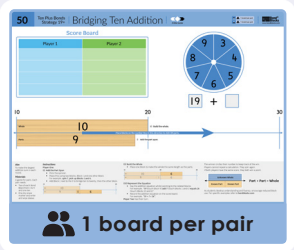
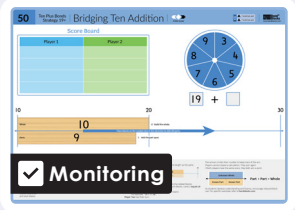
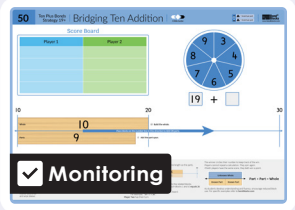
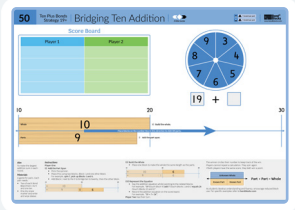
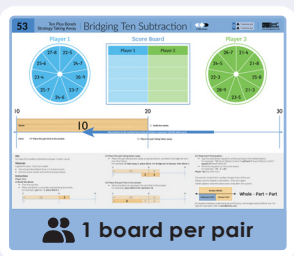
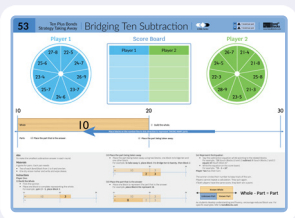
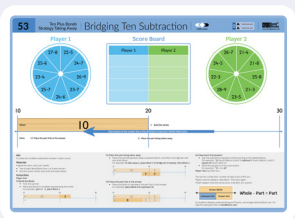
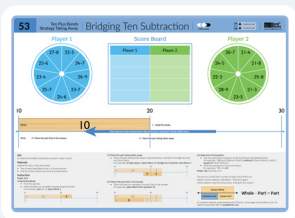
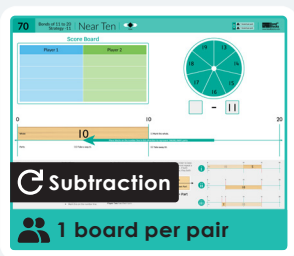
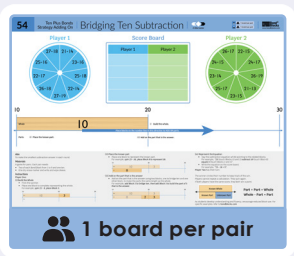
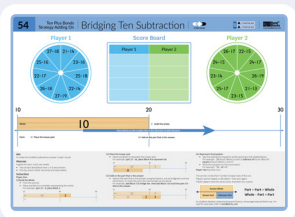
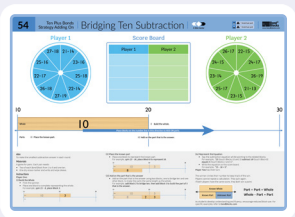
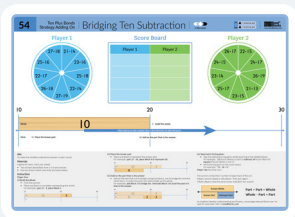
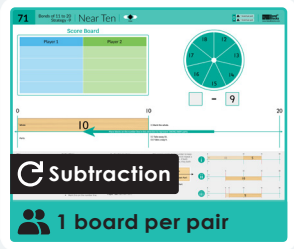
Week	Reasoning - Missing Number			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
5	 Activity 49 Activity 49 • I do, we do, you do.	 Activity 49 • We do, you do.	 Activity 49 • You do.	Signalling A Little Harder Activity 49: A Little Harder	 Activity 49 • Repeat: You do.	 Activity 67 • Review: You do.

Week	Fluency - Bridge Ten Strategy Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
6	 Activity 50: A Little Harder Activity 50: A Little Harder • I do, we do, you do.	 Activity 50: A Little Harder • We do, you do. Monitoring • Record achievement on monitoring tool.	 Activity 50: A Little Harder • You do. Monitoring • Record achievement on monitoring tool.	 Activity 50 Scaffold: Counting order Sequence: Step by step A Little Harder Activity 52 Reduce Scaffolds	 Activity 50: A Little Harder • Repeat: You do.	 Activity 69 • Review: You do.

Week	Fluency - Bridge Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
7	 Activity 53: A Little Harder Activity 53: A Little Harder • I do, we do, you do.	 Activity 53: A Little Harder • We do, you do.	 Activity 53: A Little Harder • You do.	 Activity 53 Scaffold: Counting order Sequence: Step by step A Little Harder Reduce Scaffolds	 Activity 53: A Little Harder • Repeat: You do.	 Activity 70 • Review: You do.

Week	Fluency - Bridge Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
8	 Activity 54: A Little Harder Activity 54: A Little Harder • I do, we do, you do.	 Activity 54: A Little Harder • We do, you do.	 Activity 54: A Little Harder • You do.	 Activity 54 Scaffold: Counting order Sequence: Step by step Directional Support: Desk visual A Little Harder Reduce Scaffolds	 Activity 54: A Little Harder • Repeat: You do.	 Activity 71 • Review: You do.

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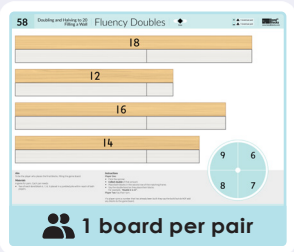
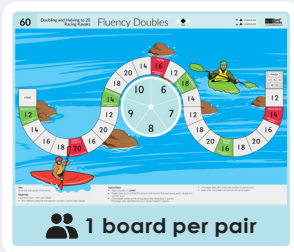
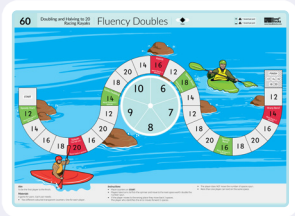
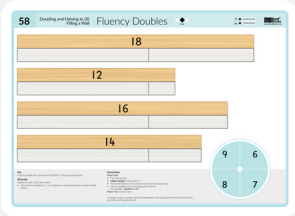
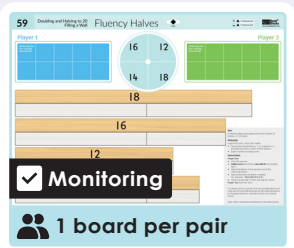
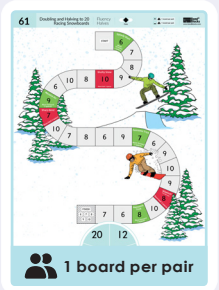
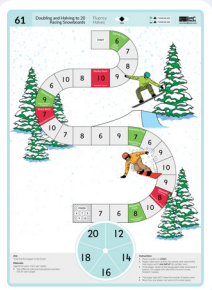
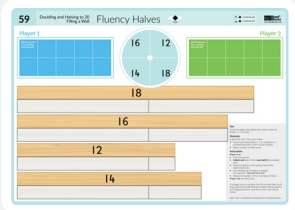
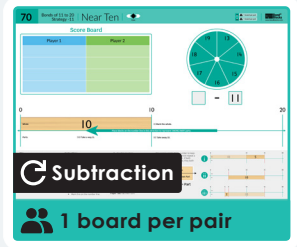
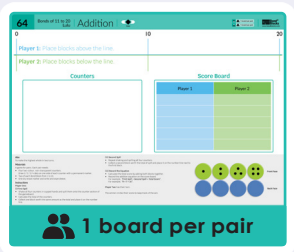
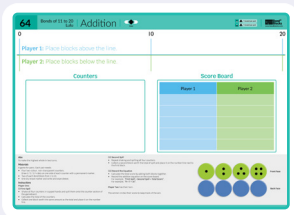
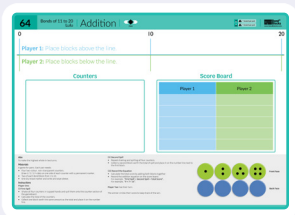
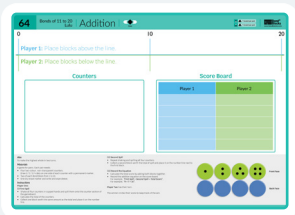
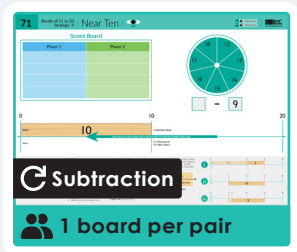
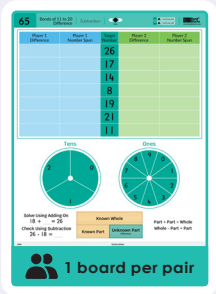
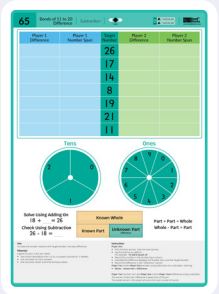
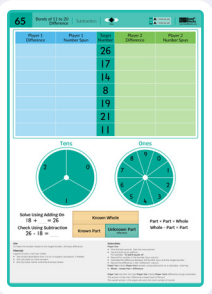
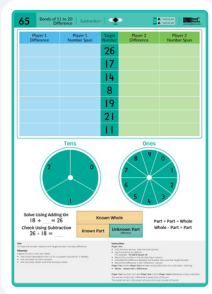
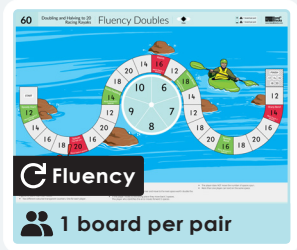
Year 3 - Term 2

Week	Fluency - Doubles			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
1				 Activity 17 Working Memory Support: Desk visual Working Memory Support: Build each bond		
	Activity 58 Activity 58 • I do, we do, you do.	Activity 60 Activity 60 • We do, you do.	Activity 60 • You do.		Activity 58 • Repeat: You do.	Activity 69 • Review: You do.

Week	Fluency - Halves			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
2				 Activity 18 Working Memory Support: Desk visual Working Memory Support: Build each bond		
	Activity 59 Activity 59 • I do, we do, you do. Monitoring • Record achievement on monitoring tool.	Activity 61 Activity 61 • We do, you do.	Activity 61 • You do.		Activity 59 • Repeat: You do.	Activity 70 • Review: You do.

Week	Fluency - Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
3				Working Memory Support: Build a bond **A Little Harder** Calculate: Difference comparing scores Calculate: Difference to 20 Calculate: Sum to 30 Increase the Whole		
	Activity 64 Activity 64 • I do, we do, you do.	Activity 64 • We do, you do.	Activity 64 • You do.		Activity 64 • Repeat: You do.	Activity 71 • Review: You do.

Week	Fluency - Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
4				Sequence: Step by step Skill Focus: Addition **A Little Harder** Calculate: Overall difference		
	Activity 65 Activity 65 • I do, we do, you do.	Activity 65 • We do, you do.	Activity 65 • You do.		Activity 65 • Repeat: You do.	Activity 60 • Review: You do.

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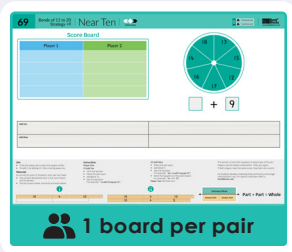
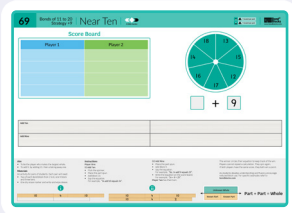
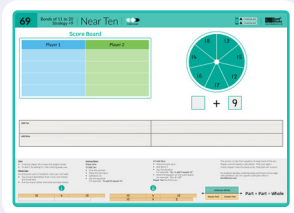
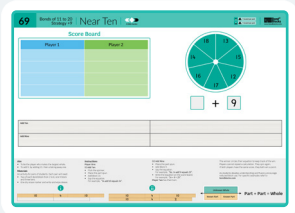
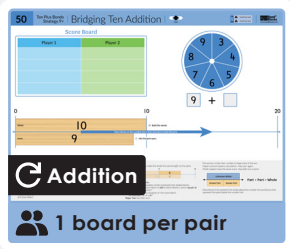
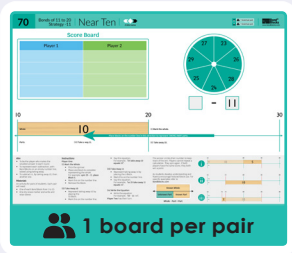
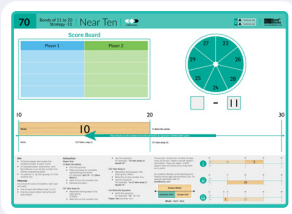
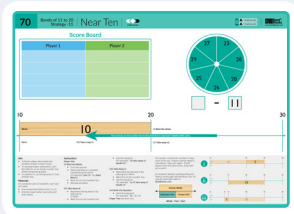
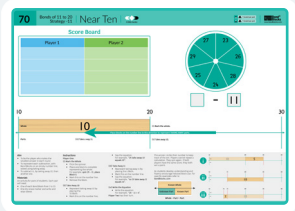
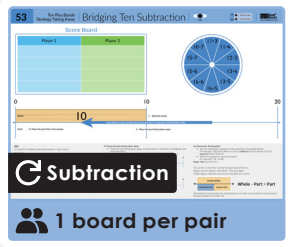
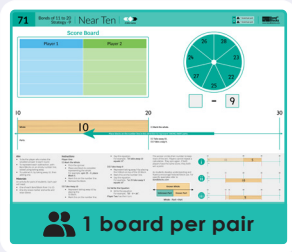
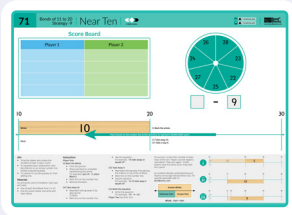
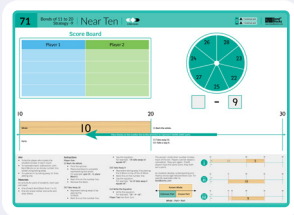
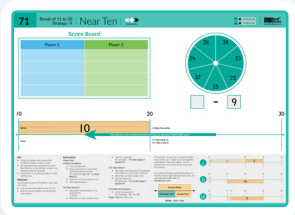
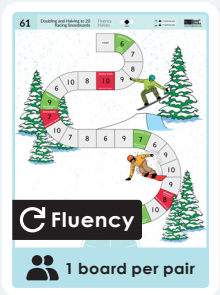
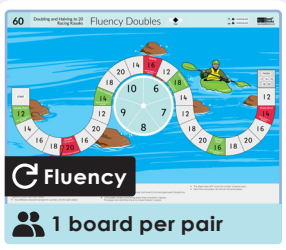
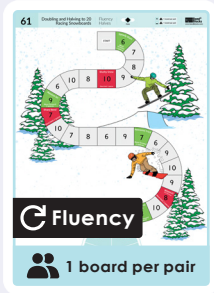
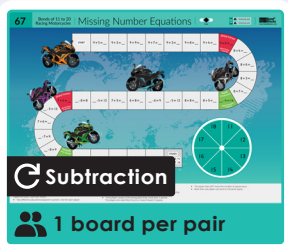
Week	Fluency - Near Ten Strategy Addition			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
5	 1 board per pair Activity 69: A Little Harder Activity 69: A Little Harder • I do, we do, you do.	 Activity 69: A Little Harder • We do, you do.	 Activity 69: A Little Harder • You do.	 Activity 69 Sequence: Step by step **A Little Harder** Reduce Scaffolds	 Activity 69: A Little Harder • Repeat: You do.	 Addition 1 board per pair Activity 50 • Review: You do.

Week	Fluency - Near Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
6	 1 board per pair Activity 70: A Little Harder Activity 70: A Little Harder • I do, we do, you do.	 Activity 70: A Little Harder • We do, you do.	 Activity 70: A Little Harder • You do.	 Activity 70 Scaffold: Counting order **A Little Harder** Reduce Scaffolds	 Activity 70: A Little Harder • Repeat: You do.	 Subtraction 1 board per pair Activity 53 • Review: You do.

Week	Fluency - Near Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1 (20 min)	Day 2 (15 min)	Day 3 (15 min)	A Little Easier	Day 4 (10 min)	Day 5 (10 min)
7	 1 board per pair Activity 71: A Little Harder Activity 71: A Little Harder • I do, we do, you do.	 Activity 71: A Little Harder • We do, you do.	 Activity 71: A Little Harder • You do.	 Activity 71 Sequence: Step by step **A Little Harder** Reduce Scaffolds	 Activity 71: A Little Harder • Repeat: You do.	 Fluency 1 board per pair Activity 61 • Review: You do.

Week	Assessment		
	Day 1 (20 min)	Day 2 (20 min)	Day 3 (20 min)
8	Assessment  Fluency 1 board per pair **Addition & Subtraction Test** • Teacher: Tests each student.Record in Excel. • Students Review Activity 28 Fluency: You do.	  Fluency 1 board per pair **Addition & Subtraction Test** • Teacher: Tests each student.Record in Excel. • Students Review Activity 29 Addition: You do.	  Subtraction 1 board per pair **Addition & Subtraction Test** • Teacher: Tests each student.Record in Excel. • Students Review Activity 30 Subtraction: You do.

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