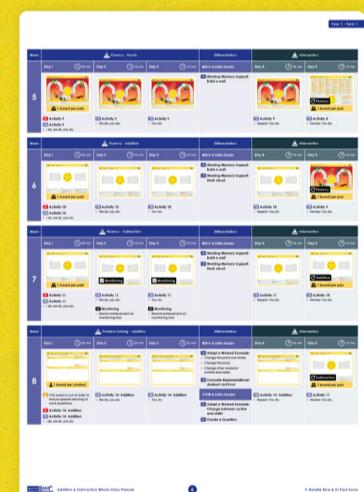
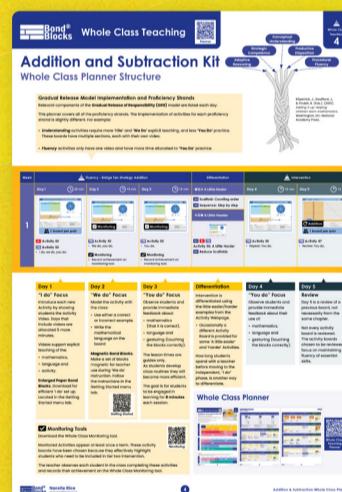


# Bond® Blocks

## Addition and Subtraction Kit

# Whole Class Teaching



Planner



# Addition and Subtraction Kit

## Response to Intervention

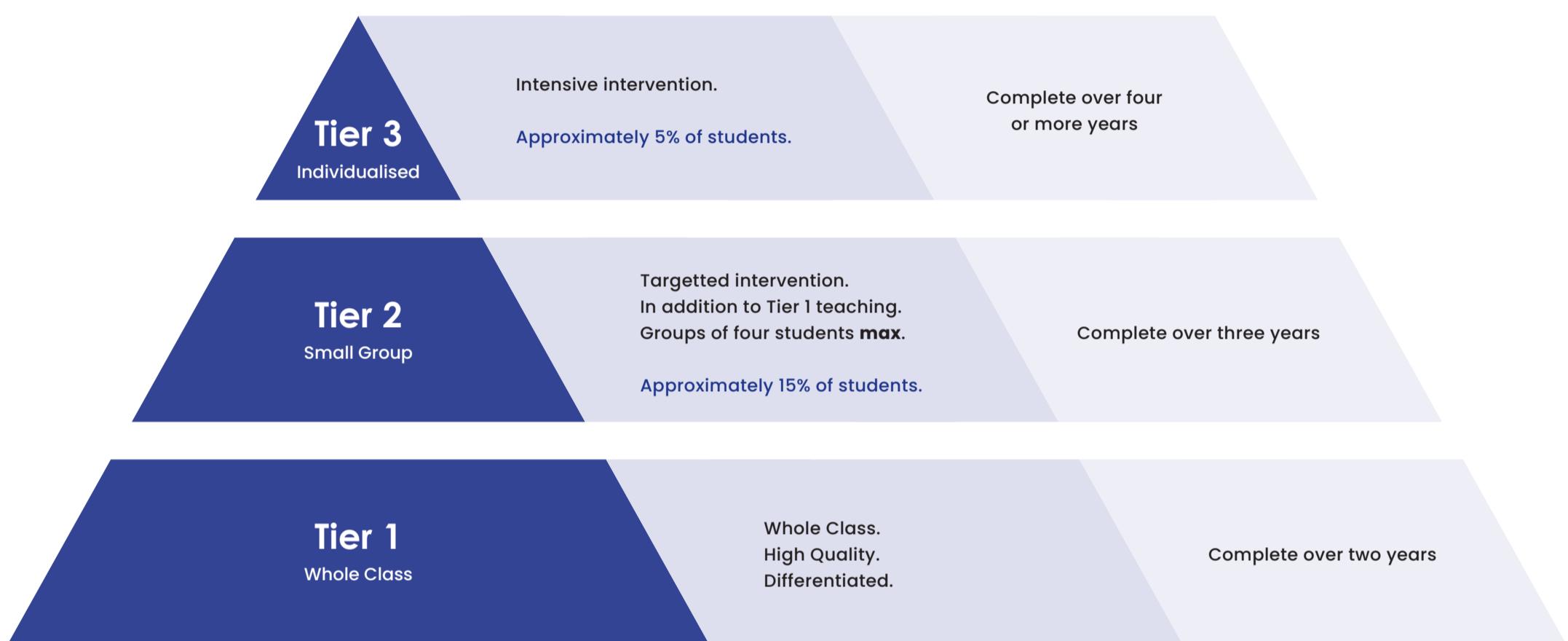


### Response to Intervention

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 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.

### 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.



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

### 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.



# 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.



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Year 1	Term 1	<b>Assessment</b>	Chapter 2: Bonds of 5						<input checked="" type="checkbox"/> Monitoring
	Term 2	Chapter 3: Doubling and Halving to 10			<input checked="" type="checkbox"/> Monitoring		Chapter 2: Bonds of 5		<input checked="" type="checkbox"/> Monitoring
	Term 3	Chapter 4: Five Plus Bonds			<input checked="" type="checkbox"/> Monitoring		Chapter 4: Bonds of 10		
	Term 4	Chapter 4: Bonds of 10			<input checked="" type="checkbox"/> Monitoring	<input checked="" type="checkbox"/> Monitoring		<b>Assessment</b>	

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Year 2	Term 1	Chapter 4: Bonds of 10	Chapter 7: Ten Plus Bonds						<input checked="" type="checkbox"/> Monitoring
	Term 2	Chapter 6: Bonds of 6, 7, 8, 9		<input checked="" type="checkbox"/> Monitoring					
	Term 3	<input checked="" type="checkbox"/> Monitoring	Chapter 7: Ten Plus Bonds			Chapter 8: Doubling and Halving to 20		<input checked="" type="checkbox"/> Monitoring	
	Term 4	<input checked="" type="checkbox"/> Monitoring	<input checked="" type="checkbox"/> Monitoring	Chapter 9: Bonds of 11 to 20					<b>Assessment</b>

### 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).

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Year 3	Term 1	Chapter 4: Bonds of 10	<input checked="" type="checkbox"/> Monitoring		Chapter 6: Bonds of 6, 7, 8, 9	Chapter 7: Ten Plus Bonds	<input checked="" type="checkbox"/> Monitoring		
	Term 2	Chapter 8: Doubling and Halving to 20	<input checked="" type="checkbox"/> Monitoring	Chapter 9: Bonds of 11 to 20					<b>Assessment</b>



# Addition and Subtraction Kit

## Whole Class Planner Structure

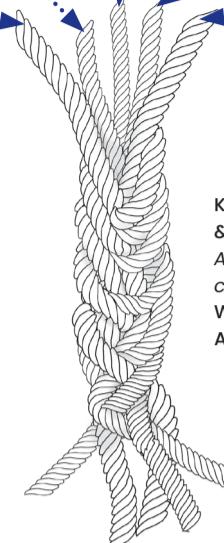
### Gradual Release Model Implementation and Proficiency Strands

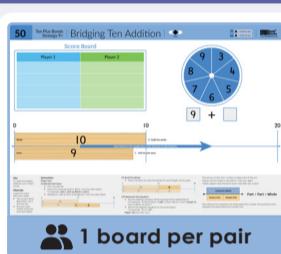
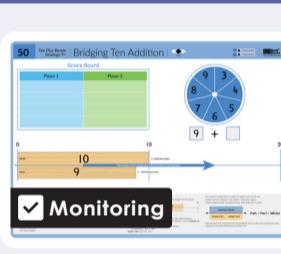
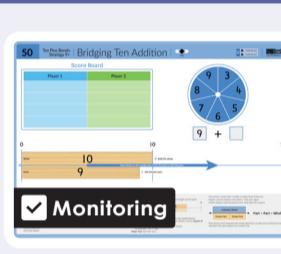
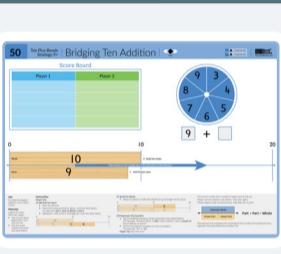
Relevant components of the **Gradual Release of Responsibility (GRR)** model are listed each day.

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.

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



Week	Fluency - Bridge Ten Strategy Addition			Differentiation	Intervention	
1	<b>Day 1</b>  1 board per pair Activity 50 Activity 50 • I do, we do, you do.	<b>Day 2</b>  Monitoring Activity 50 • We do, you do.	<b>Day 3</b>  Monitoring Activity 50 • You do.	<b>A Little Easier</b> Scaffold: Counting order Sequence: Step by step <b>A Little Harder</b> Activity 50: A Little Harder Reduce Scaffolds	<b>Day 4</b>  Activity 50 • Repeat: You do.	<b>Day 5</b>  Addition 1 board per pair Activity 47 • Review: You do.

Day 1	Day 2	Day 3	Differentiation	Day 4	Day 5
<b>"I do" Focus</b> 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. <b>Enlarged Paper Bond Blocks.</b> Download for efficient 'I do' set up. Located in the Getting Started menu tab.	<b>"We do" Focus</b> Model the activity with the class: • Use either a correct or incorrect example. • Write the mathematical language on the board <b>Magnetic Bond Blocks.</b> Make a set of blocks magnetic for teacher use during 'We do' instruction. Follow the instructions in the Getting Started menu tab.	<b>"You do" Focus</b> 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.	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.	<b>"You do" Focus</b> Observe students and provide immediate feedback about their use of: • mathematics, • language and • gesturing (touching the blocks correctly).	<b>Review</b> 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.



### Whole Class Planner



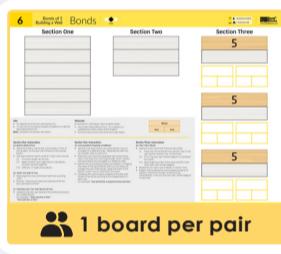
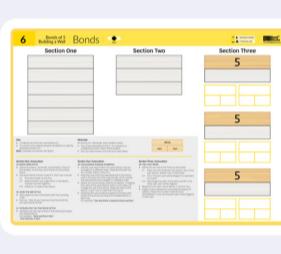
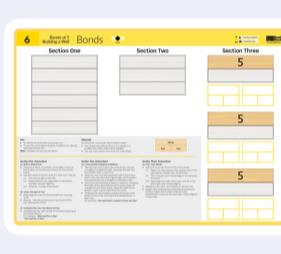
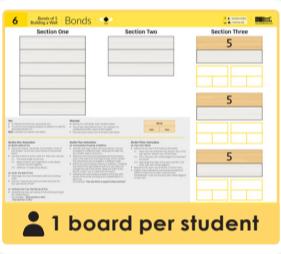
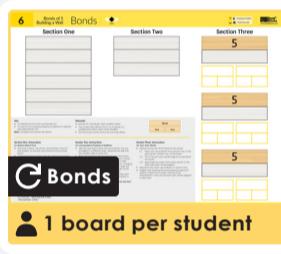
## Year 1 - Term 1

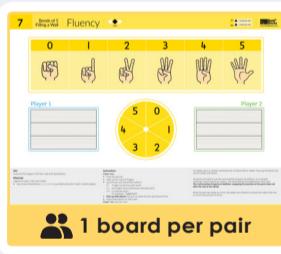
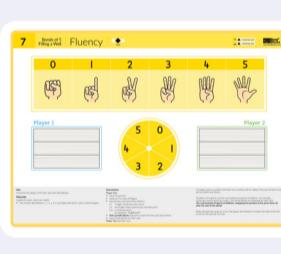
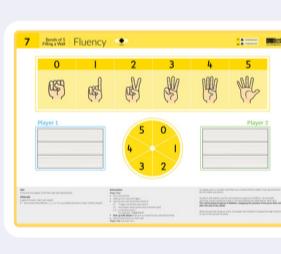
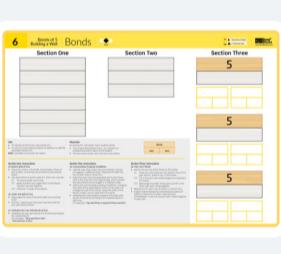
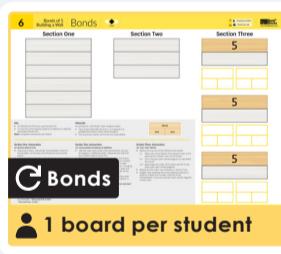
Week	Assessment		
	Day 1	Day 2	Day 3
1	  <b>Assessment</b> 	 	 

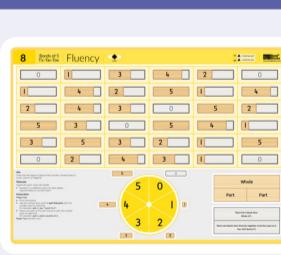
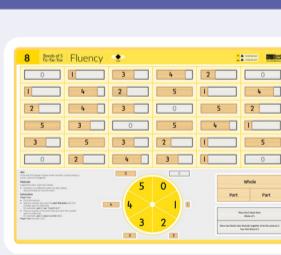
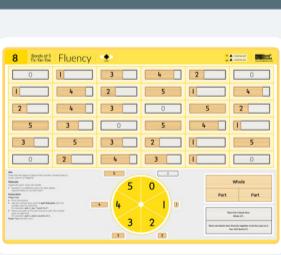
**► (Teacher Video Only) Administering the Test**  
**Addition & Subtraction Test**  
 • Teacher: Tests each student. Record in Excel.  
 • Students complete Introductory Play.

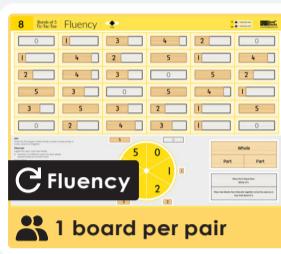
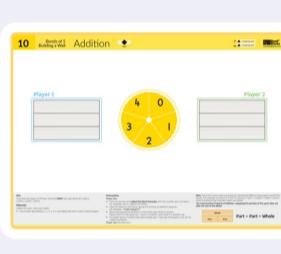
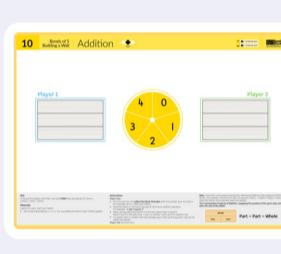
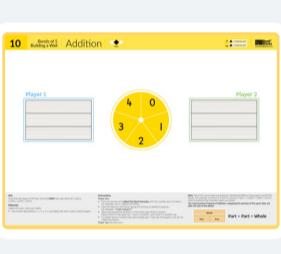
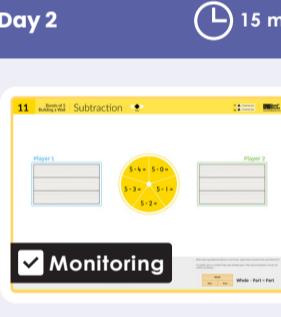
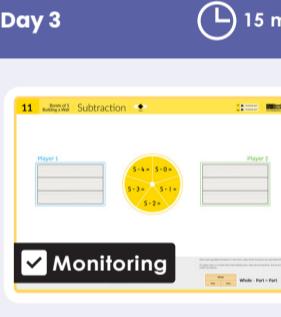
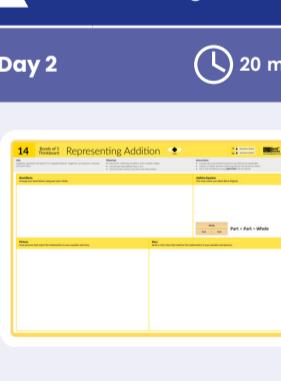
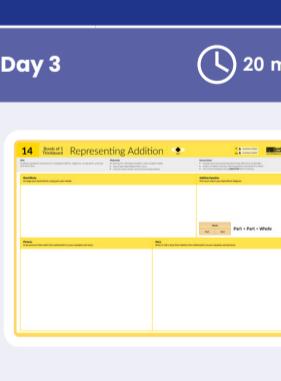
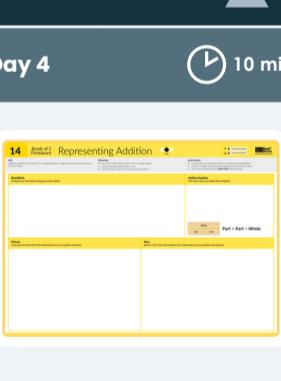
**► (Teacher Video Only) Identifying the Teaching Focus**  
**Addition & Subtraction Test**  
 • Teacher: Tests each student. Record in Excel.  
 • Students complete Introductory Play.

**► (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	Day 2	Day 3		Day 4	Day 5
2	 <b>1 board per pair</b>  <b>Activity 6: Section 1A</b> <b>Activity 6: Section 1B</b> <b>Activity 6: Section 1C</b> <b>Activity 6: Section 1</b> • I do, we do, you do. • You do: students take turns.	 <b>Activity 6: Section 2</b> <b>Activity 6: Section 2</b> • I do, we do, you do. • You do: students take turns.	 <b>Activity 6: Section 3</b> <b>Activity 6: Section 3</b> • I do, we do, you do. • You do: students take turns.	<b>↔ A Little Easier</b> <b>Scaffold: Counting order</b> <b>Skill Focus: Commutative property of addition</b>  <b>↔ A Little Harder</b> <b>Recall Practice: Missing Bond Block</b> <b>Three-Part Bond</b>	 <b>1 board per student</b>  <b>Activity 6: Section 1</b> • Repeat Section One: You do.	 <b>1 board per student</b>  <b>Activity 6: Section 2</b> • Repeat Section Two - You do.

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

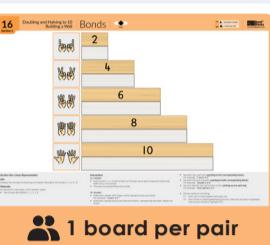
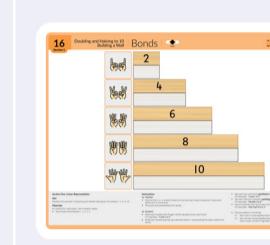
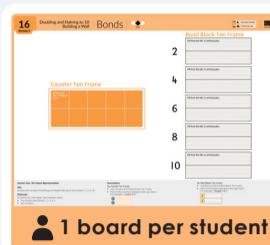
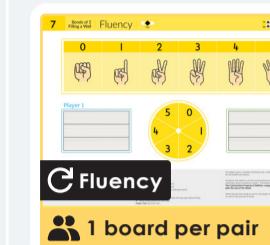
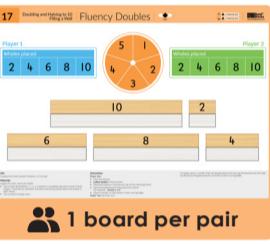
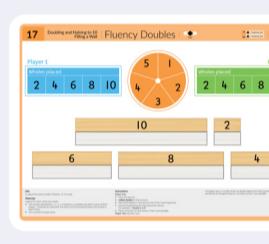
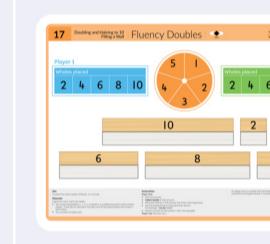
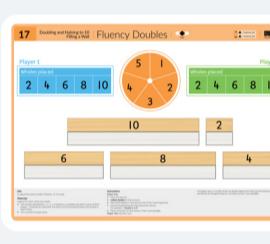
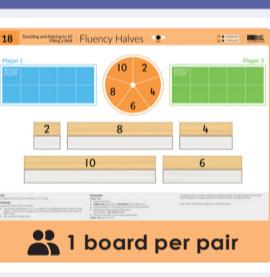
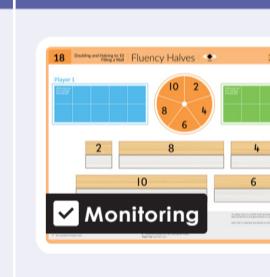
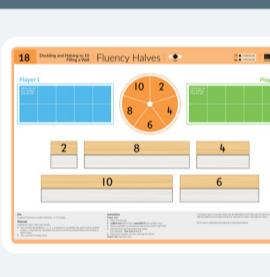
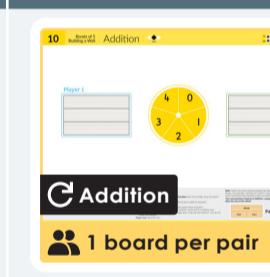
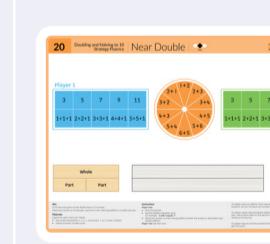
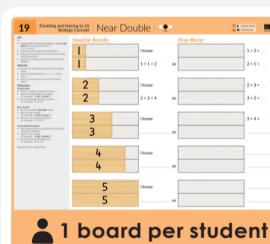
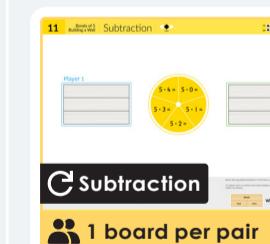
Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
4	 <b>1 board per pair</b>  <b>Activity 8</b> <b>Activity 8</b> • I do, we do, you do.	 <b>Activity 8</b> • We do, you do.	 <b>Activity 8</b> • You do.	<b>↔ A Little Easier</b> <b>Sequence: Step by step</b>	  <b>Activity 8</b> • Repeat: You do.	 <b>1 board per pair</b>  <b>Activity 7</b> • Review: You do.

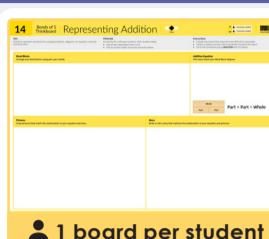
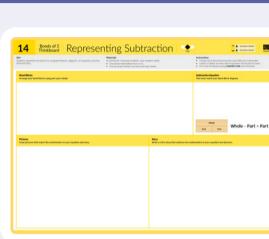
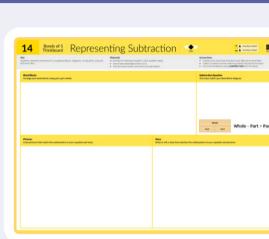
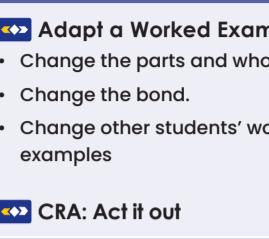
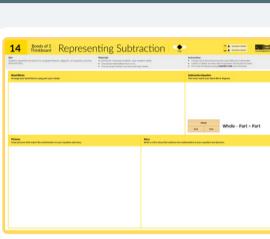
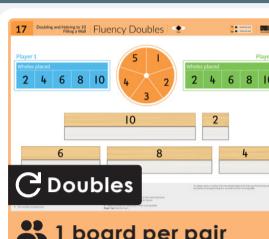
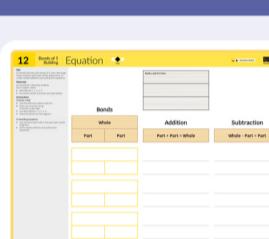
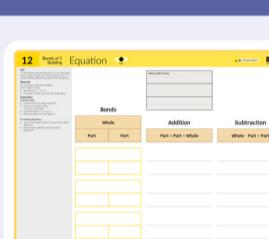
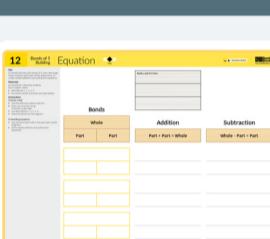
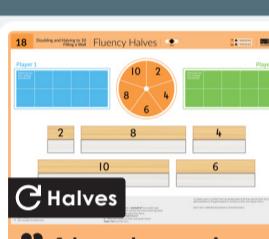
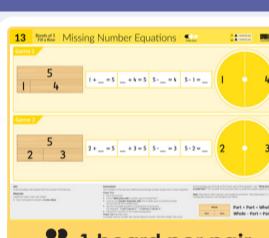
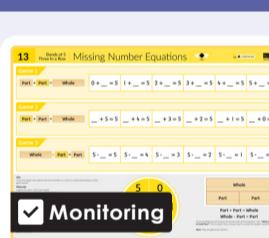
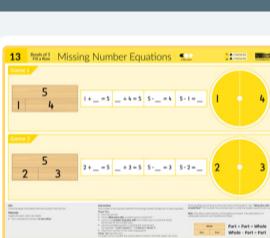
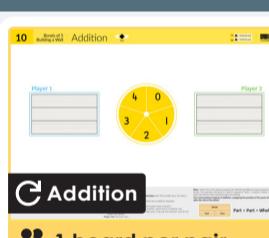
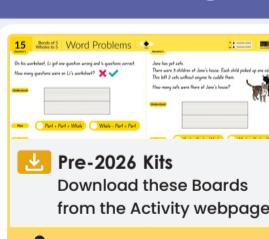
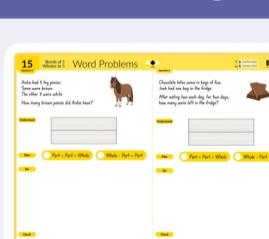
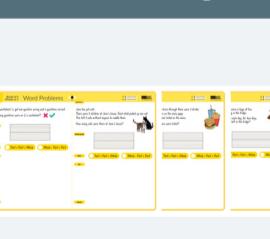
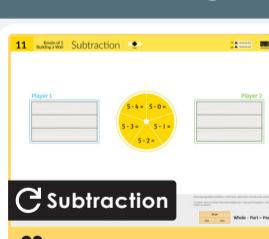
Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1	Day 2	Day 3	A Little Easier	Day 4	Day 5
5	 <p>1 board per pair</p> <p>Activity 9</p> <p>Activity 9</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 9</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 9</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p>Working Memory Support: Build a wall</p>	 <p>1 board per pair</p> <p>Activity 9</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 8</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
6	 <p>1 board per pair</p> <p>Activity 10</p> <p>Activity 10</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 10</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 10</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p>Working Memory Support: Build a wall</p> <p>Working Memory Support: Desk visual</p>	 <p>1 board per pair</p> <p>Activity 10</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 9</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
7	 <p>1 board per pair</p> <p>Activity 11</p> <p>Activity 11</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> </ul>	 <p>Monitoring</p> <p>Activity 11</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>Monitoring</p> <p>Activity 11</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p>Working Memory Support: Build a wall</p> <p>Working Memory Support: Desk visual</p>	 <p>Activity 11</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> </ul>	 <p>Activity 10</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
8	 <p>1 board per student</p> <p>This board is out of order to ensure spaced learning of word questions.</p> <p>Activity 14: Addition</p> <p>Activity 14: Addition</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> </ul>	 <p>Activity 14: Addition</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>Activity 14: Addition</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p>A Little Easier</p> <p>Adapt a Worked Example:</p> <ul style="list-style-type: none"> <li>Change the parts and whole.</li> <li>Change the bond.</li> <li>Change other students' worked examples.</li> </ul> <p>Concrete-Representational-Abstract: Act it out</p> <p>A Little Harder</p> <p>Adapt a Worked Example: Change between active and static</p> <p>Create a Question</p>	 <p>Activity 14: Addition</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> </ul>	 <p>Subtraction</p> <p>1 board per pair</p> <p>Activity 11</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>

## Year 1 - Term 2

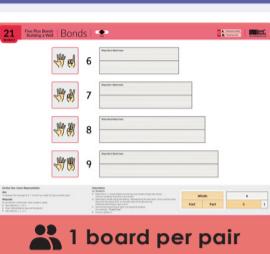
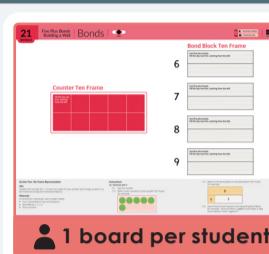
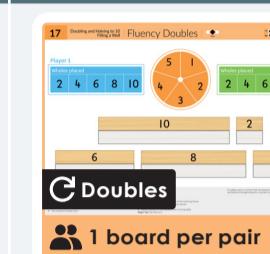
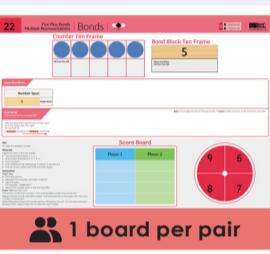
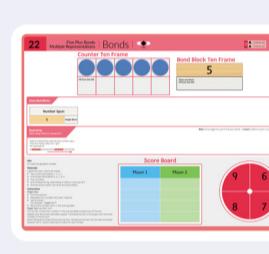
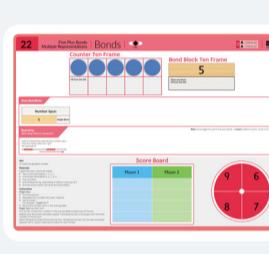
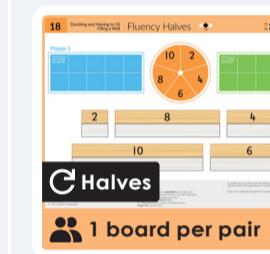
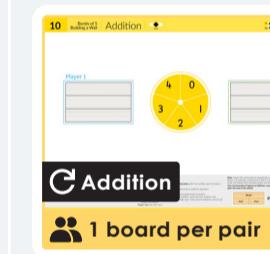
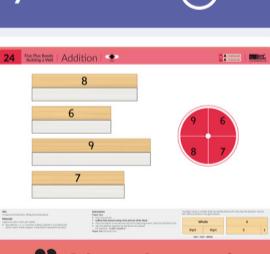
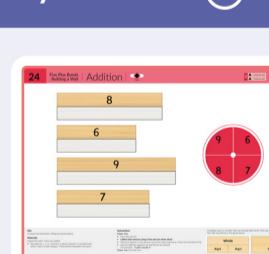
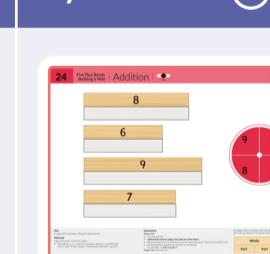
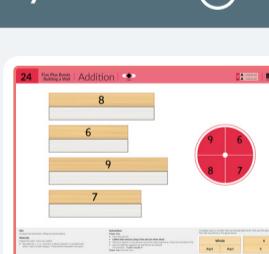
## Chapter 2: Bonds of 5

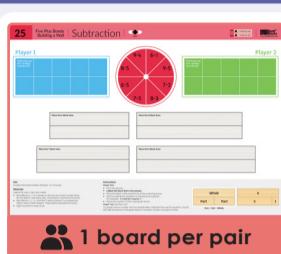
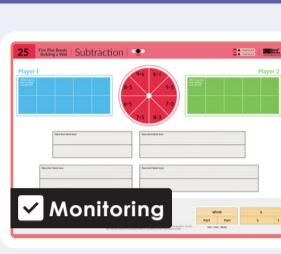
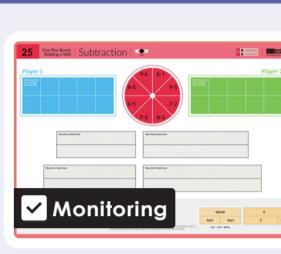
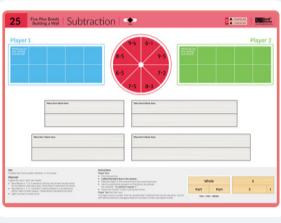
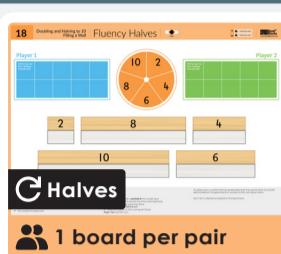
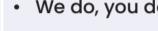
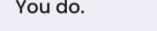
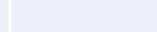
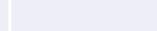
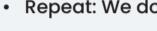
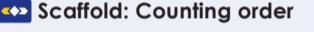
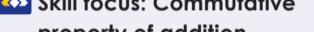
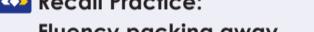
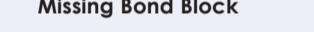
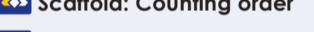
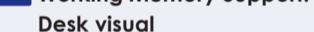
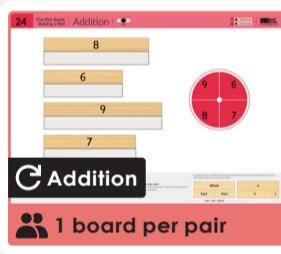
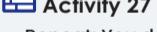
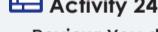
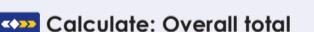
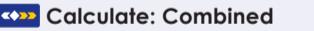
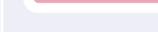
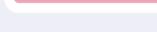
This chapter has been split into two. Doubling and Halving to 10 has been placed inbetween to ensure spaced learning.

Week	Understanding			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
1	 <p>1 board per pair</p> <p>Activity 16: Section 1</p> <p>Activity 16: Section 1</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> <li>You do: students take turns making each whole. Students alternate starting each round.</li> </ul>	 <p>1 board per pair</p> <p>Activity 16: Section 2</p> <p>Activity 16: Section 2</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> <li>You do: students take turns making each whole. Students alternate starting each round.</li> </ul>	 <p>1 board per pair</p> <p>Activity 16: Section 1</p> <ul style="list-style-type: none"> <li>We do, you do.</li> <li>You do: students take turns making each whole. Students alternate starting each round.</li> </ul>	<p>↔↔↔ A Little Easier</p> <p>↔↔↔ A Little Harder</p> <p>Activity 57: Section 1 and 2</p>	 <p>1 board per student</p> <p>Activity 16: Section 2</p> <ul style="list-style-type: none"> <li>Repeat: We do, you do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 7</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
2	 <p>1 board per pair</p> <p>Activity 17</p> <p>Activity 17</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 17</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 17</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p>↔↔↔ A Little Easier</p> <p>↔↔↔ A Little Harder</p> <p>Activity 58</p>	 <p>1 board per student</p> <p>Activity 17</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 9</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
3	 <p>1 board per pair</p> <p>Activity 18</p> <p>Activity 18</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> </ul>	 <p>Monitoring</p> <p>Monitoring</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>Monitoring</p> <p>Monitoring</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p>↔↔↔ A Little Easier</p> <p>↔↔↔ A Little Harder</p> <p>Activity 59</p>	 <p>1 board per student</p> <p>Activity 18</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 10</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
4	 <p>1 board per pair</p> <p>Activity 19</p> <p>Activity 19</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> <li>You do: students take turns.</li> </ul>	 <p>Activity 20</p> <p>Activity 20</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> </ul>	 <p>Activity 19</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	<p>↔↔↔ A Little Easier</p> <p>↔↔↔ A Little Harder</p> <p>Activity 19: A Little Harder</p>	 <p>1 board per student</p> <p>Activity 19</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 11</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>

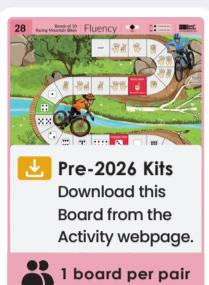
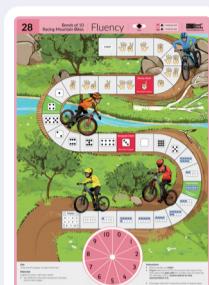
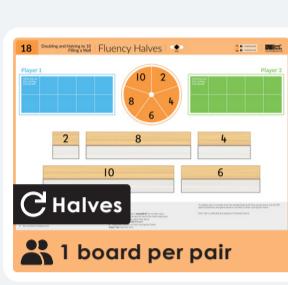
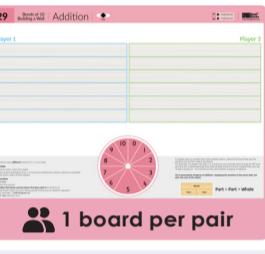
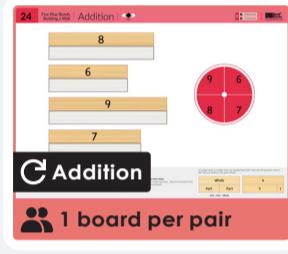
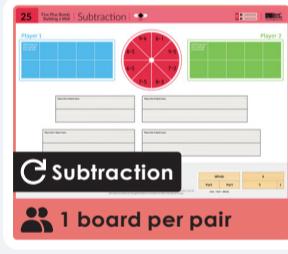
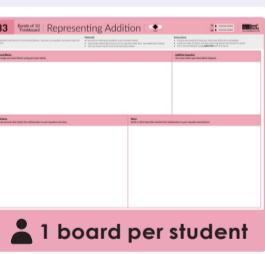
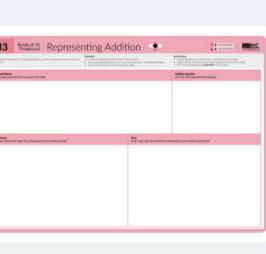
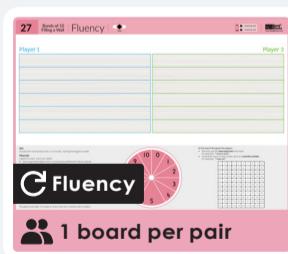
Week	Problem Solving - Subtraction			Differentiation	Intervention	
5	Day 1  20 min	Day 2  20 min	Day 3  20 min	<b>↔ A Little Easier</b> <b>Adapt a Worked Example:</b> <ul style="list-style-type: none"> <li>Change the parts and whole.</li> <li>Change the bond.</li> <li>Change other students' worked examples</li> </ul> <b>CRA: Act it out</b> <b>↔ A Little Harder</b> <b>Adapt a Worked Example:</b> <ul style="list-style-type: none"> <li>Change between active and static</li> </ul> <b>Create a Question</b>	Day 4  10 min	Day 5  10 min
	 <b>1 board per student</b> <p><b>⚠</b> This board is out of order to ensure spaced learning of word questions.</p> <p><b>▶ Activity 14: Subtraction</b>  <b>&gt;List</b> We do, you do.</p>	 <p><b>List</b> Activity 14: Subtraction  <b>List</b> You do.</p>	 <p><b>List</b> Activity 14: Subtraction  <b>List</b> You do.</p>	 <p><b>List</b> Adapt a Worked Example:  <ul style="list-style-type: none"> <li>Change the parts and whole.</li> <li>Change the bond.</li> <li>Change other students' worked examples</li> </ul> <b>CRA: Act it out</b>  <b>List</b> Activity 14: Subtraction  <b>List</b> You do.</p>	 <p><b>List</b> Activity 17  <b>List</b> Review: You do.</p>	 <p><b>List</b> Activity 17  <b>List</b> Review: You do.</p>
6	 <b>1 board per student</b> <p><b>▶ Activity 12: Bonds</b>  <b>List</b> Activity 12: Bonds  <b>List</b> I do, we do, you do.</p>	 <p><b>▶ Activity 12: Addition</b>  <b>List</b> Activity 12: Addition  <b>List</b> I do, we do, you do.</p>	 <p><b>▶ Activity 12: Subtraction</b>  <b>List</b> Activity 12: Subtraction  <b>List</b> I do, we do, you do.</p>	<b>↔ A Little Easier</b> <b>Activity 12: A Little Easier</b> <b>↔ A Little Harder</b> <b>Activity 12: A Little Harder</b>	 <p><b>List</b> Activity 12: Subtraction  <b>List</b> Repeat: We do, you do.</p>	 <p><b>List</b> Activity 18  <b>List</b> Review: You do.</p>
7	 <b>1 board per pair</b> <p><b>▶ Activity 13: A Little Easier Game 1</b>  <b>List</b> Difficult concept. Whole class starts with A Little Easier.  <b>List</b> Activity 13: A Little Easier Game 1  <b>List</b> I do, we do, you do.  <b>Students who are able continue to Activity 13: Game 2, I do.</b></p>	 <p><b>✓ Monitoring</b></p>	 <p><b>✓ Monitoring</b></p>	<b>↔ A Little Easier</b> <b>Activity 13: A Little Easier Game 1 and 2</b> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul> <b>↔ A Little Harder</b> <b>Interleaving: Addition and Subtraction</b>	 <p><b>List</b> Activity 13: A Little Easier Game 1 and 2  <ul style="list-style-type: none"> <li>We do, you do.</li> </ul> </p>	 <p><b>List</b> Activity 10  <b>List</b> Review: You do.</p>
8	 <b>1 board per student</b> <p><b>▶ Activity 15: Question 1</b>  <b>List</b> Activity 15: Question 1  <b>List</b> I do, we do, you do.  <b>Students needing support repeat question 1 using A Little Easier "Adapt a Worked Example".</b>  <b>The rest of the class continue to question 2.</b></p>	 <p><b>▶ Activity 15: Question 3</b>  <b>List</b> Activity 15: Question 3  <b>List</b> I do, we do, you do.  <b>Students needing support repeat question 1 using A Little Easier "Adapt a Worked Example".</b>  <b>The rest of the class continue to question 4.</b></p>	 <p><b>▶ Activity 15: Question 5</b>  <b>List</b> Activity 15: Question 5  <b>List</b> I do, we do, you do.  <b>Students needing support repeat question 1 using A Little Easier "Adapt a Worked Example".</b>  <b>The rest of the class continue to question 6.</b></p>	<b>↔ A Little Easier</b> <b>Concrete-Representational-Abstract: Act it out</b> <b>↔ A Little Harder</b> <b>Create a Question</b> <b>Structure: Comparison</b> <b>Activity 15: Question 7-12</b> <p><b>⚠</b> These are not Part-Part-Whole questions.</p>	 <p><b>List</b> Activity 15: Question 2/4/6  <ul style="list-style-type: none"> <li>Students who need support have not completed questions 2, 4 or 6. Choose one of these and complete I do, we do, you do.</li> </ul> </p>	 <p><b>List</b> Activity 11  <b>List</b> Review: You do.</p>

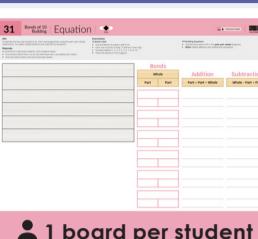
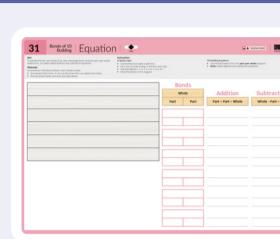
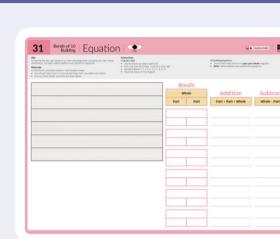
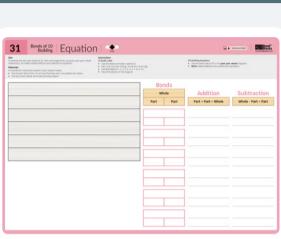
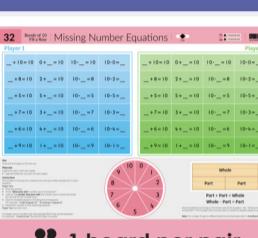
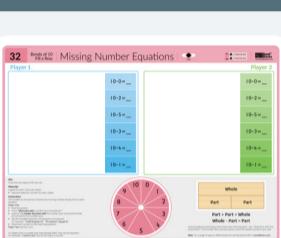
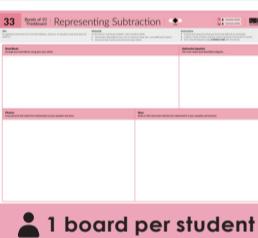
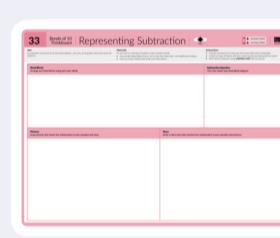
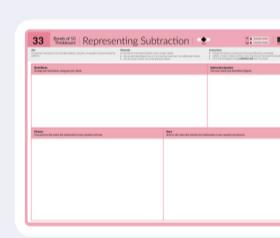
## Year 1 - Term 3

Week	Understanding - Bonds			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
1	 <p>1 board per pair</p> <p>Activity 21: Section 1</p> <p>Activity 21: Section 1</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> <li>You do: students take turns making each whole. Students alternate starting each round.</li> </ul>	 <p>1 board per pair</p> <p>Activity 21: Section 2</p> <p>Activity 21: Section 2</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> <li>You do: students take turns making each whole. Students alternate starting each round.</li> </ul>	 <p>Activity 21: Section 1</p> <ul style="list-style-type: none"> <li>We do, you do.</li> <li>You do: students take turns making each whole. Students alternate starting each round.</li> </ul>	<p>↔ A Little Easier</p> <p>Ten Frame</p> <p>Working Memory Support: Desk visual</p> <p>↔ A Little Harder</p> <p>Recall Practice: Missing Bond Block</p> <p>Recall Practice: Desk visual</p> <p>Ten Frame: Adjusting counters</p>	 <p>1 board per student</p> <p>Activity 21: Section 2</p> <ul style="list-style-type: none"> <li>Repeat: We do, you do.</li> </ul>	 <p>C Doubles</p> <p>1 board per pair</p> <p>Activity 17</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
2	 <p>1 board per pair</p> <p>Activity 22</p> <p>Activity 22</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>Activity 22</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	 <p>Activity 22</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p>↔ A Little Easier</p> <p>Scaffold: Counting order</p> <p>↔ A Little Harder</p> <p>Calculate: Difference</p>	 <p>Activity 22</p> <ul style="list-style-type: none"> <li>Repeat: We do, you do.</li> </ul>	 <p>C Halves</p> <p>1 board per pair</p> <p>Activity 18</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
3	 <p>1 board per pair</p> <p>Activity 23</p> <p>Activity 23</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>Activity 23</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	 <p>Activity 23</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p>↔ A Little Easier</p> <p>Working Memory Support: Desk visual</p> <p>Recall Practice: Subitised fingers</p> <p>Fade the Worked Example: Build each bond</p>	 <p>Activity 23</p> <ul style="list-style-type: none"> <li>Repeat: We do, you do.</li> </ul>	 <p>C Addition</p> <p>1 board per pair</p> <p>Activity 10</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
4	 <p>1 board per pair</p> <p>Activity 24</p> <p>Activity 24</p> <ul style="list-style-type: none"> <li>I do, we do, you do.</li> </ul>	 <p>Activity 24</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>Activity 24</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p>↔ A Little Easier</p> <p>Scaffold: Counting order</p> <p>Working Memory Support: Subitised fingers</p>	 <p>Activity 24</p> <ul style="list-style-type: none"> <li>Repeat: We do, you do.</li> </ul>	 <p>C Subtraction</p> <p>1 board per pair</p> <p>Activity 11</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>

Week	Fluency - Subtraction			Differentiation	Intervention	
5	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair	 Monitoring	 Monitoring	 		 C Halves 1 board per pair
	  • I do, we do, you do.	  • We do, you do.	  • You do.	  • You do.	  • Repeat: We do, you do.	  • Review: You do.
Week	Understanding - Bonds			Differentiation	Intervention	
6	Day 1  20 min	Day 2  20 min	Day 3  20 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair		 1 board per pair	 	 1 board per student	 1 board per student
	    • I do, we do, you do. • You do: students take turns.	  • I do, we do, you do. • You do: students take turns.	  • I do, we do, you do. • You do: students take turns.	  	 • Repeat Section One: You do.	 • Repeat Section Two: You do.
Week	Fluency - Bonds			Differentiation	Intervention	
7	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair			  		 C Addition 1 board per pair
	  • I do, we do, you do.	  • We do, you do.	  • You do.	 	 • Repeat: You do.	  • Review: You do.
				  		
Week	Fluency - Bonds			Differentiation	Intervention	
8	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair			 		 C Subtraction 1 board per pair
	  • I do, we do, you do.	  • We do, you do.	  • You do.		 • Repeat: You do.	  • Review: You do.

## Year 1 - Term 4

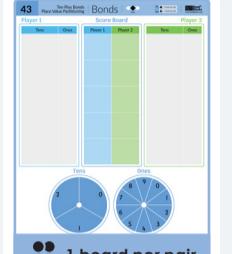
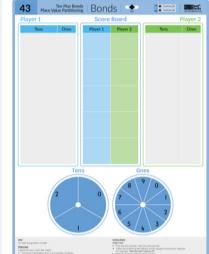
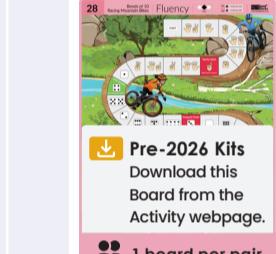
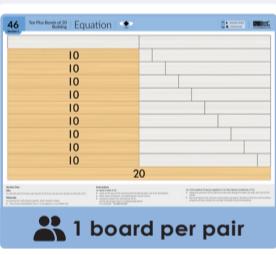
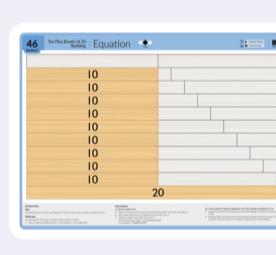
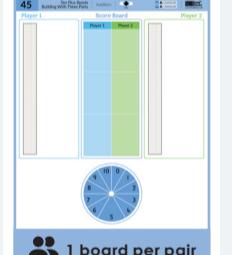
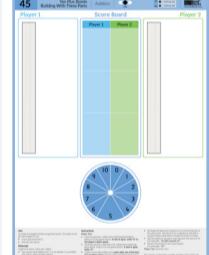
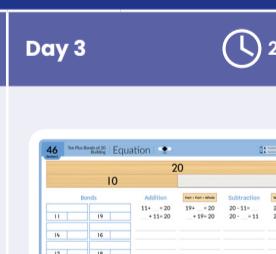
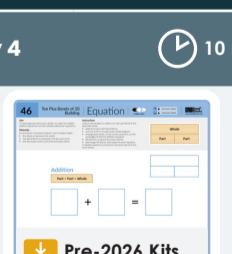
Week	Fluency - Bonds			Differentiation	Intervention	
	Day 1	Day 2	Day 3	Day 4	Day 5	
1	 <p>Pre-2026 Kits Download this Board from the Activity webpage.  1 board per pair</p> <p>Activity 28: Racing Mountain Bikes Activity 28: Racing Mountain Bikes • We do, you do. • You do.</p>	 <p>Activity 28: Racing Mountain Bikes Activity 28: Racing Mountain Bikes • We do, you do. • You do.</p>	 <p>Activity 28: Racing Mountain Bikes Activity 28: Racing Mountain Bikes • You do.</p>	<p> A Little Easier</p> <p> Working Memory Support: Build a wall  Working Memory Support: Build a bond</p> <p> A Little Harder</p> <p> Three-Part Bond</p>	 <p>Activity 28: Racing Mountain Bikes • Repeat: We do, you do.</p>	 <p>Activity 18: Fluency Halves C Halves  1 board per pair</p> <p>Activity 18 • Review: You do.</p>
2	 <p>Activity 29 Activity 29 • I do, we do, you do.</p>	 <p>Activity 29 • We do, you do.</p>	 <p>Activity 29 • You do.</p>	<p> A Little Easier</p> <p> Working Memory Support: Build a wall  Working Memory Support: Desk visual</p>	 <p>Activity 29 • Repeat: We do, you do.</p>	 <p>Activity 24 • Review: You do.</p>
3	 <p>Activity 30 Activity 30 • I do, we do, you do.</p>	 <p>Activity 30 • We do, you do.</p>	 <p>Activity 30 • You do.</p>	<p> A Little Easier</p> <p> Working Memory Support: Build a wall  Working Memory Support: Desk visual</p>	 <p>Activity 30 • Repeat: We do, you do.</p>	 <p>Activity 25 • Review: You do.</p>
4	 <p>This board is out of order to ensure spaced learning of word questions. Activity 33: Addition Activity 33 • I do, we do, you do.</p>	 <p>Activity 33: Addition • We do, you do.</p>	 <p>Activity 33: Addition • You do.</p>	<p> A Little Easier</p> <p> Adapt a Worked Example: • Change the parts and whole. • Change the bond. • Change other students' worked examples</p> <p> Concrete-Representational-Abstract: Act it out</p> <p> A Little Harder</p> <p> Adapt a Worked Example: change between active and static</p> <p> Create a Question</p>	 <p>Activity 33: Addition • Repeat: You do.</p>	 <p>Activity 27 • Review: You do.</p>

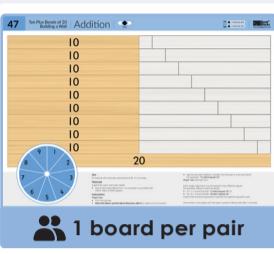
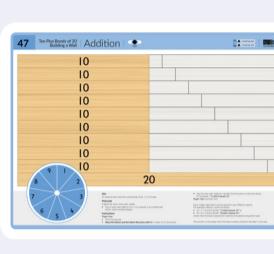
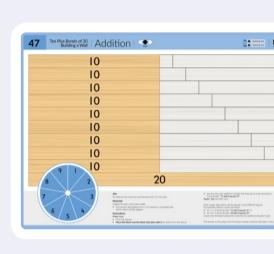
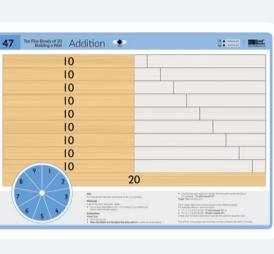
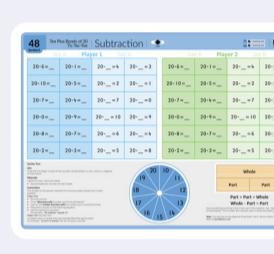
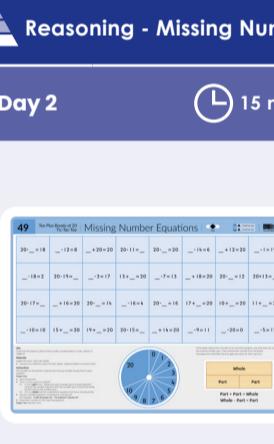
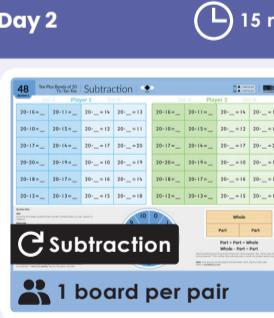
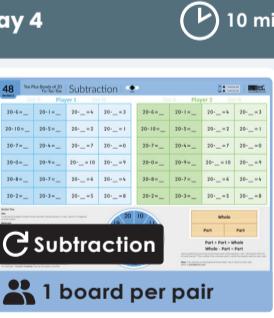
Week	Understanding - Equations			Differentiation	Intervention	
5	Day 1  20 min	Day 2  15 min	Day 3  15 min	↔ A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per student			 Activity 31: A Little Easier		 C Addition 1 board per pair
	▶ Activity 31: Bonds ≡ Activity 31: Bonds • I do, we do, you do.	▶ Activity 31: Addition ≡ Activity 31: Addition • I do, we do, you do.	▶ Activity 31: Subtraction ≡ Activity 31: Subtraction • I do, we do, you do.	↔ A Little Harder ↔ Equations: Part-part-whole rearranged	≡ Activity 31: Subtraction • Repeat: We do, you do.	≡ Activity 29 • Review: You do.
Week	Reasoning - Missing Number			Differentiation	Intervention	
6	Day 1  20 min	Day 2  15 min	Day 3  15 min	↔ A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair	 Monitoring	 Monitoring	↔ Skill Focus: Addition ↔ Skill Focus: Subtraction ↔ Working Memory Support: Build a wall		 C Subtraction 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 Harder Activity 32: A Little Harder	≡ Activity 32: A Little Easier ↔ Skill Focus: Subtraction • Repeat: We do, you do.	≡ Activity 30 • Review: You do.
Week	Problem Solving - Subtraction			Differentiation	Intervention	
7	Day 1  20 min	Day 2  20 min	Day 3  20 min	↔ A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per student			↔ Adapt a Worked Example: • Change the parts and whole. • Change the bond. • Change other students' worked examples ↔ Concrete-Representational-Abstract: act it out		 C Fluency 1 board per pair
	▶ Activity 33: Subtraction ≡ Activity 33 • I do, we do, you do.	≡ Activity 33: Subtraction • We do, you do.	≡ Activity 33: Subtraction • You do.	↔ A Little Harder ↔ Adapt a Worked Example: Change between active and static ↔ Create a Question	≡ Activity 33: Subtraction • You do.	≡ Activity 28: Racing Mountain Bikes • Review: You do.
Week	Assessment					
8	Day 1  20 min	Day 2  20 min	Day 3  20 min			
	 Assessment	 Assessment	 Assessment			
	 C Fluency 1 board per pair	 C Addition 1 board per pair	 C Subtraction 1 board per pair			
	Addition & Subtraction Test • Teacher: Tests each student. Record in Excel. • Students Review Activity 28 Fluency: You do.	Addition & Subtraction Test • Teacher: Tests each student. Record in Excel. • Students Review Activity 29 Addition: You do.	Addition & Subtraction Test • Teacher: Tests each student. Record in Excel. • Students Review Activity 30 Subtraction: You do.			

## 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	Fluency - Addition			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
1	 <p>1 board per pair</p> <p><b>C</b> Review from Year One  <b>Activity 29</b>  <b>Activity 29</b>  • I do, we do, you do.</p>	 <p>1 board per pair</p> <p><b>C</b> Review from Year One  <b>Activity 29</b>  <b>Activity 29</b>  • We do, you do.</p>	 <p>1 board per pair</p> <p><b>C</b> Review from Year One  <b>Activity 28: Tic-Tac-Toe</b>  <b>Activity 28: Tic-Tac-Toe</b>  • I do, we do, you do.</p>	<p>↔ A Little Easier</p> <p>Working Memory Support: Build a wall  Working Memory Support: Desk visual  Working Memory Support: Build a bond</p> <p>↔ A Little Harder</p> <p>Three-Part Bond</p>	 <p>1 board per pair</p> <p><b>Activity 43</b>  <b>Activity 43</b>  • I do, we do, you do.</p>	 <p><b>Activity 43</b>  • We do, you do.</p>
2	 <p>1 board per pair</p> <p><b>C</b> Review from Year One  <b>Activity 30</b>  <b>Activity 30</b>  • I do, we do, you do.</p>	 <p>1 board per pair</p> <p><b>C</b> Review from Year One  <b>Activity 30</b>  <b>Activity 30</b>  • We do, you do.</p>	 <p>1 board per pair</p> <p><b>C</b> Review from Year One  <b>Activity 28: Racing Mountain Bikes</b>  <b>Activity 28: Racing Mountain Bikes</b>  • I do, we do, you do.</p>	<p>↔ A Little Easier</p> <p>Scaffold: Counting order  Skill Focus: Commutative property of addition</p> <p>↔ A Little Harder</p> <p>Recall Practice: Missing Bond Block  Three-Part Bond</p>	 <p>1 board per pair</p> <p><b>Activity 44</b>  <b>Activity 44</b>  • I do, we do, you do.</p>	 <p><b>Activity 44</b>  • We do, you do.</p>
3	 <p>1 board per pair</p> <p>Activity 46 - Section 1: Build a Wall of 20  <b>Activity 46: Section 1A</b>  <b>Activity 46: Section 1A</b>  • I do, we do, you do.  • You do: Students take turns filling rows. Students alternate starting.</p>	 <p>1 board per pair</p> <p>Activity 46 - Section 1: Commutative Property  <b>Activity 46: Section 1B</b>  <b>Activity 46: Section 1B</b>  • I do, we do, you do.  • You do: Students take turns filling rows. Students alternate starting.</p>	 <p>1 board per pair</p> <p>Activity 46 - Section 1: Commutative Property  <b>Activity 46: Section 1B</b>  • We do, you do.  • You do: Students take turns filling rows. Students alternate starting.</p>	<p>↔ A Little Easier</p> <p>Signalling: Colour code</p> <p>↔ A Little Harder</p> <p>Equations: Three-part bond</p>	 <p>1 board per pair</p> <p><b>Activity 45</b>  <b>Activity 45</b>  • I do, we do, you do.</p>	 <p><b>Activity 45</b>  • We do, you do.</p>
4	 <p>1 board per student</p> <p>Activity 46 - Section 2  <b>Activity 46: Bonds</b>  <b>Activity 46: Bonds</b>  • I do, we do, you do.  • Students needing support complete the first column of bonds only.</p>	 <p>1 board per student</p> <p>Activity 46 - Section 2  <b>Activity 46: Addition</b>  <b>Activity 46: Addition</b>  • I do, we do, you do.  • Students needing support complete the first column of addition only.</p>	 <p>1 board per student</p> <p>Activity 46 - Section 2  <b>Activity 46: Subtraction</b>  <b>Activity 46: Subtraction</b>  • I do, we do, you do.  • Students needing support complete the first column of subtraction only.</p>	<p>↔ A Little Easier</p> <p>Pre-2026 Kits Download the Board from the Activity webpage.</p> <p>Activity 46: A Little Easier</p> <p>↔ A Little Harder</p> <p>Equations: Part-part-whole rearranged</p>	 <p>1 board per student</p> <p><b>Activity 46: A Little Easier</b>  <b>Activity 46: A Little Easier</b>  • I do, we do, you do.</p>	 <p><b>Fluency</b>  1 board per pair</p> <p><b>Activity 28: Tic-Tac-Toe</b>  • We do, you do.</p>

Week	Fluency - Addition			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
5	 <p>1 board per pair</p> <p>Activity 47</p> <ul style="list-style-type: none"> <li>Activity 47</li> <li>We do, you do.</li> <li>I do, we do, you do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 47</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 47</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p><b>A Little Easier</b></p> <p><b>Working Memory Support: Desk visual</b></p> <p><b>A Little Harder</b></p> <p><b>Calculate: Cumulative total</b></p>	 <p>10 min</p> <p>Activity 47</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	 <p>1 board per pair</p> <p>Activity 29</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> <li>Review: You do.</li> </ul>
6	 <p>Monitoring</p> <p>1 board per pair</p> <p>Activity 48: Section 1</p> <ul style="list-style-type: none"> <li>We do, you do.</li> <li>I do, we do, you do.</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>Record achievement on monitoring tool.</li> </ul>	 <p>Monitoring</p> <p>1 board per pair</p> <p>Activity 48: Section 1</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>Activity 48: Section 2</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	<p><b>A Little Easier</b></p> <p><b>Skill Focus: Set A then Set B</b></p> <p><b>Sequence: Step by step</b></p> <p><b>A Little Harder</b></p> <p><b>Interleaving: Set A and B</b></p>	 <p>10 min</p> <p>Activity 48: Section 2</p> <ul style="list-style-type: none"> <li>Repeat: We do, you do.</li> </ul>	 <p>Subtraction</p> <p>1 board per pair</p> <p>Activity 30</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
7	 <p>1 board per pair</p> <p>Activity 49</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>Activity 49</p> <ul style="list-style-type: none"> <li>We do, you do.</li> </ul>	 <p>Activity 49</p> <ul style="list-style-type: none"> <li>You do.</li> </ul>	<p><b>A Little Easier</b></p> <p><b>Signalling</b></p> <p><b>A Little Harder</b></p> <p><b>Activity 49: A Little Harder</b></p>	 <p>10 min</p> <p>Activity 49</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> </ul>	 <p>Fluency</p> <p>1 board per pair</p> <p>Activity 28: Racing Mountain Bikes</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>
8	 <p>C Addition</p> <p>1 board per pair</p> <p>Activity 47</p> <ul style="list-style-type: none"> <li>Review Addition: You do.</li> </ul>	 <p>C Subtraction</p> <p>1 board per pair</p> <p>Activity 48: Section 1</p> <ul style="list-style-type: none"> <li>Review Subtraction: You do.</li> </ul>	 <p>C Subtraction</p> <p>1 board per pair</p> <p>Activity 48: Section 2</p> <ul style="list-style-type: none"> <li>Review Subtraction: You do.</li> </ul>	<p><b>A Little Easier</b></p> <p><b>Working Memory Support: Desk visual</b></p> <p><b>A Little Harder</b></p> <p><b>Interleaving: Set A and B</b></p>	 <p>10 min</p> <p>Activity 48: Section 2</p> <ul style="list-style-type: none"> <li>Repeat: You do.</li> </ul>	 <p>C Subtraction</p> <p>1 board per pair</p> <p>Activity 30</p> <ul style="list-style-type: none"> <li>Review: You do.</li> </ul>

## Year 2 - Term 2

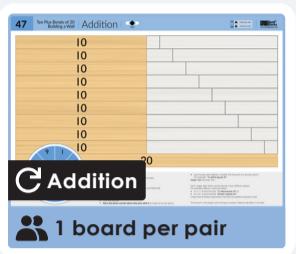
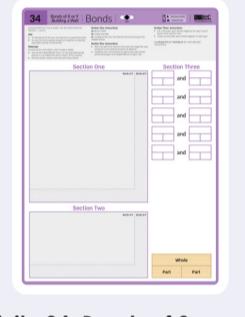
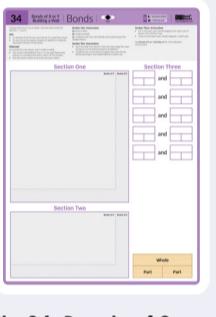
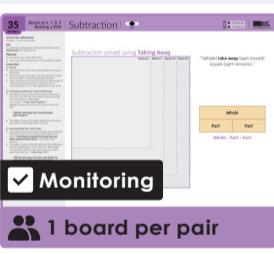
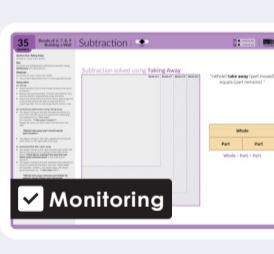
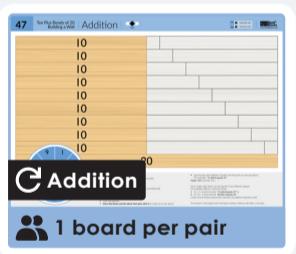
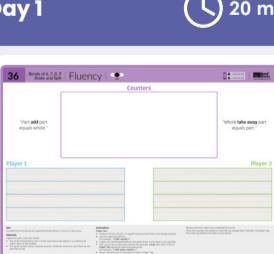
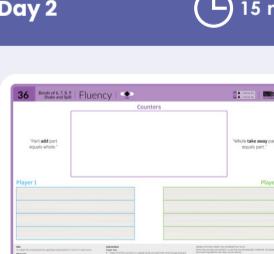
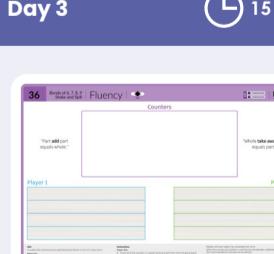
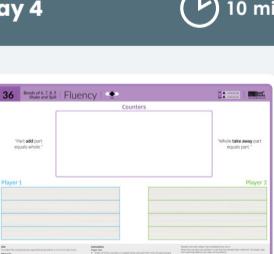
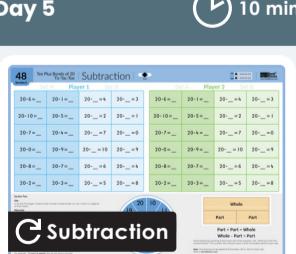
## Chapter 6: Bonds of 6, 7, 8, 9

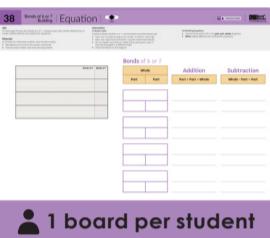
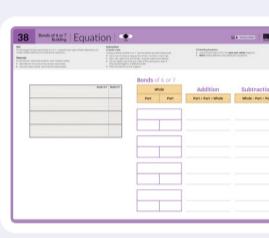
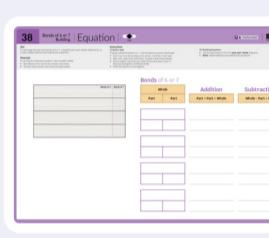
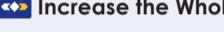
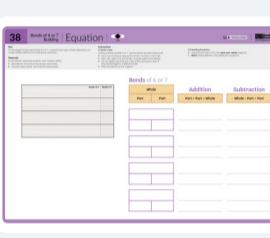
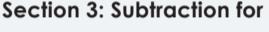
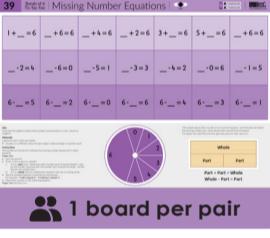
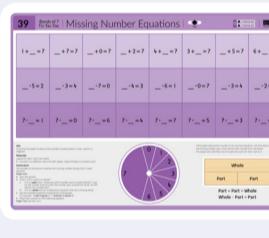
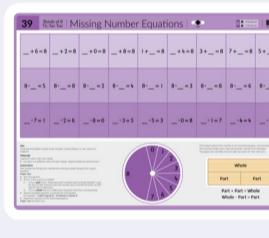
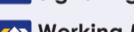
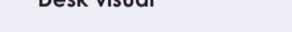
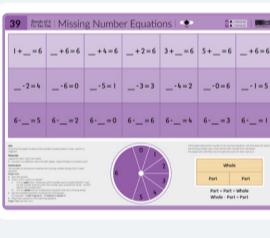
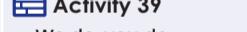
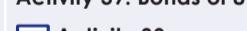
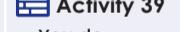
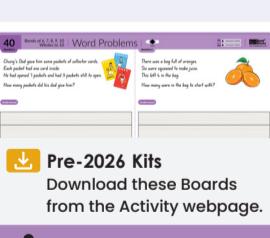
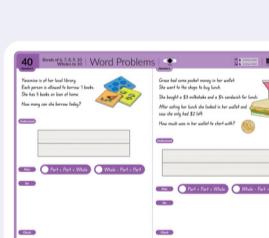
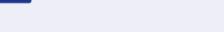
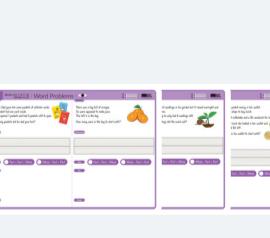
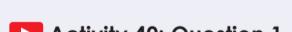
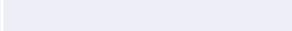
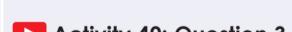
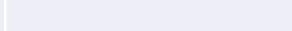
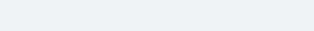
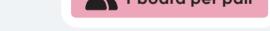
Students have learnt several Bonds of 6, 7, 8 and 9 in the previous chapters 'Doubling and Halving to 10' and 'Five Plus Bonds'.

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

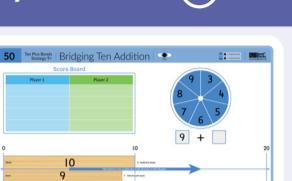
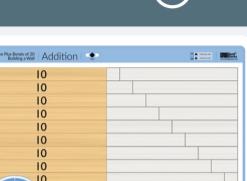
- 6 as 2 and 4,     • 8 as 2 and 6,     • 9 as 3 and 6
- 7 as 3 and 4,     • 9 as 2 and 7,

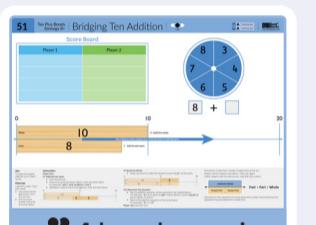
For this reason students do not practice every bond, every activity. They are spread so as students have more practice with the more difficult bonds.

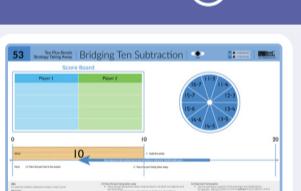
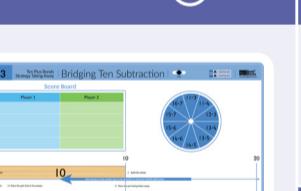
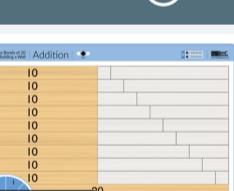
Week	Understanding - Bonds			Differentiation	Intervention	
	Day 1	Day 2	Day 3	Day 4	Day 5	
1	 1 board per pair	 1 board per pair	 1 board per pair	<b>A Little Easier</b> <ul style="list-style-type: none"> <li>◆◆◆ Scaffold: Counting order</li> <li>◆◆◆ Working Memory Support: Subitised fingers</li> </ul> <b>A Little Harder</b> <ul style="list-style-type: none"> <li>◆◆◆ Recall Practice: Missing Bond Block</li> <li>◆◆◆ Three-Part-Bond</li> </ul>	 1 board per pair	 1 board per pair
	<b>Activity 34: Bonds of 6</b> <ul style="list-style-type: none"> <li>▶ Activity 34: Section 1A</li> <li>▶ Activity 34: Section 1B</li> <li>▶ Activity 34: Section 1C</li> <li>◀ Activity 34: Section 1</li> <li>• I do, we do, you do.</li> <li>• You do: students take turns.</li> </ul>	<b>Activity 34: Bonds of 6</b> <ul style="list-style-type: none"> <li>▶ Activity 34: Section 2</li> <li>◀ Activity 34: Section 2</li> <li>• I do, we do, you do.</li> <li>• You do: students take turns.</li> </ul>	<b>Activity 34: Bonds of 6</b> <ul style="list-style-type: none"> <li>▶ Activity 34: Section 3</li> <li>◀ Activity 34: Section 3</li> <li>• I do, we do, you do.</li> <li>• You do: students take turns.</li> <li>• Students who can work independently can complete <b>Activity 34 for Bonds of 7</b>.</li> </ul>	<b>Activity 34: Bonds of 7</b> <ul style="list-style-type: none"> <li>◀ Activity 34: Section 2</li> <li>• Repeat: We do, you do.</li> </ul>	<b>Activity 47</b> <ul style="list-style-type: none"> <li>◀ Activity 47</li> <li>• Review: You do.</li> </ul>	
2	 1 board per pair	 1 board per pair	 1 board per pair	<b>A Little Easier</b> <ul style="list-style-type: none"> <li>◆◆◆ Scaffold: Counting order</li> <li>◆◆◆ Working Memory Support: Subitised fingers</li> </ul> <b>A Little Harder</b> <ul style="list-style-type: none"> <li>◆◆◆ Recall Practice: Missing Bond Block</li> <li>◆◆◆ Three-Part-Bond</li> </ul>	 1 board per pair	 1 board per pair
	<b>Activity 34: Bonds of 8</b> <ul style="list-style-type: none"> <li>▶ Activity 34: Section 1A</li> <li>▶ Activity 34: Section 1B</li> <li>▶ Activity 34: Section 1C</li> <li>◀ Activity 34: Section 1</li> <li>• I do, we do, you do.</li> <li>• You do: students take turns.</li> </ul>	<b>Activity 34: Bonds of 8</b> <ul style="list-style-type: none"> <li>▶ Activity 34: Section 2</li> <li>◀ Activity 34: Section 2</li> <li>• I do, we do, you do.</li> <li>• You do: students take turns.</li> </ul>	<b>Activity 34: Bonds of 8</b> <ul style="list-style-type: none"> <li>▶ Activity 34: Section 3</li> <li>◀ Activity 34: Section 3</li> <li>• I do, we do, you do.</li> <li>• You do: students take turns.</li> <li>• Students who can work independently can complete <b>Activity 34 for Bonds of 9</b>.</li> </ul>	<b>Activity 34: Bonds of 8</b> <ul style="list-style-type: none"> <li>◀ Activity 34: Section 2</li> <li>• Repeat: We do, you do.</li> </ul>	<b>Activity 48: Section 1</b> <ul style="list-style-type: none"> <li>◀ Activity 48: Section 1</li> <li>• Review: You do.</li> </ul>	
3	 Monitoring 1 board per pair	 Monitoring 1 board per pair	 1 board per pair	<b>A Little Easier</b> <ul style="list-style-type: none"> <li>◆◆◆ Working Memory Support: Desk visual</li> </ul> <b>A Little Harder</b> <ul style="list-style-type: none"> <li>◆◆◆ Increase the Whole</li> </ul>	 1 board per pair	 1 board per pair
	<b>Activity 35: Bonds of 7</b> <ul style="list-style-type: none"> <li>▶ Activity 35: Section 1</li> <li>◀ Activity 35: Section 1</li> <li>• I do, we do, you do.</li> </ul>	<b>Activity 35: Bonds of 7</b> <ul style="list-style-type: none"> <li>◀ Activity 35: Section 1</li> <li>• I do, we do, you do.</li> </ul>	<b>Activity 35: Bonds of 7</b> <ul style="list-style-type: none"> <li>▶ Activity 35: Section 2</li> <li>◀ Activity 35: Section 2</li> <li>• I do, we do, you do.</li> <li>• Students who can work independently can complete <b>Activity 34 for Bonds of 8</b>.</li> </ul>	<b>Activity 35: Section 1</b> <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>	<b>Activity 47</b> <ul style="list-style-type: none"> <li>◀ Activity 47</li> <li>• Review: You do.</li> </ul>	
4	 1 board per pair	 1 board per pair	 1 board per pair	<b>A Little Easier</b> <ul style="list-style-type: none"> <li>▶ Skill Focus: Addition</li> <li>▶ Skill Focus: Subtraction</li> <li>◆◆◆ Working Memory Support: Build a bond</li> </ul> <b>A Little Harder</b> <ul style="list-style-type: none"> <li>◆◆◆ Increase the Whole</li> </ul>	 1 board per pair	 1 board per pair
	<b>Activity 36: Bonds of 7</b> <ul style="list-style-type: none"> <li>▶ Activity 36</li> <li>◀ Activity 36</li> <li>• I do, we do, you do.</li> </ul>	<b>Activity 36: Bonds of 8</b> <ul style="list-style-type: none"> <li>◀ Activity 36</li> <li>• I do, we do, you do.</li> </ul>	<b>Activity 36: Bonds of 9</b> <ul style="list-style-type: none"> <li>◀ Activity 36</li> <li>• I do, we do, you do.</li> </ul>	<b>Activity 36: Bonds of 6</b> <ul style="list-style-type: none"> <li>◀ Activity 36</li> <li>• Repeat: You do.</li> </ul>	<b>Activity 48: Section 2</b> <ul style="list-style-type: none"> <li>◀ Activity 48: Section 2</li> <li>• Review: You do.</li> </ul>	

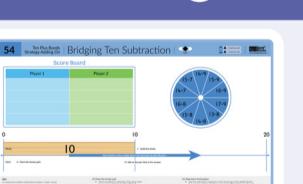
Week	Fluency - Bonds			Differentiation	Intervention	
5	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair	 1 board per pair	 1 board per pair	 Skill Focus: Bonds	 1 board per pair	 1 board per pair
	 Activity 37  Activity 37 <ul style="list-style-type: none"> <li>• We do, you do.</li> </ul>	 Activity 37 <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> </ul>	 Activity 37 <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> </ul>		 Activity 37 <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>	 Activity 28: Tic-Tac-Toe <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>
6	Day 1  20 min	Day 2  20 min	Day 3  20 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per student	 1 board per student	 1 board per student	 Download the Board from the Activity webpage.  Activity 38: A Little Easier  A Little Harder  Increase the Whole	 1 board per student	 1 board per pair
	 Activity 38: Bonds  Activity 38: Bonds <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> <li>• Students needing support complete for Bonds of 6.</li> <li>• Students who can work independently complete for Bonds of 7.</li> </ul>	 Activity 38: Addition  Activity 38: Addition <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> </ul>	 Activity 38: Subtraction  Activity 38: Subtraction <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> <li>• You do: students take turns.</li> <li>• Students who can work independently can complete Activity 37 for Bonds of 8 or 9.</li> </ul>	  Activity 38: Subtraction for 6 <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>		 Activity 29 <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>
7	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair	 1 board per pair	 1 board per pair	 Working Memory Support: Build a wall  Signalling  Working Memory Support: Desk visual	 1 board per student	 1 board per pair
	 Activity 39: Bonds of 6  Activity 39  Activity 39 <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> </ul>	 Activity 39: Bonds of 7  Activity 39 <ul style="list-style-type: none"> <li>• We do, you do.</li> <li>• Students who require support can repeat Activity 39 for Bonds of 6 each session.</li> </ul>	 Activity 39: Bonds of 8  Activity 39 <ul style="list-style-type: none"> <li>• You do.</li> <li>• Students who can work independently can complete Activity 39 for Bonds of 9.</li> </ul>	 Activity 39: Bonds of 6  Activity 39 <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>		 Activity 30 <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>
8	Day 1  20 min	Day 2  20 min	Day 3  20 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per student	 1 board per student	 1 board per student	<ul style="list-style-type: none"> <li>   Concrete Representational Abstract: Act it out</li> </ul>  A Little Harder  Increase the Whole	 1 board per student	 1 board per pair
	 Activity 40: Question 1  Activity 40: Question 1 <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> <li>• Students needing support repeat question 1 using A Little Easier "Adapt a Worked Example".</li> <li>• The rest of the class continue to question 2.</li> </ul>	 Activity 40: Question 3  Activity 40: Question 3 <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> <li>• Students needing support repeat question 1 using A Little Easier "Adapt a Worked Example".</li> <li>• The rest of the class continue to question 4.</li> </ul>	 Activity 40: Question 5  Activity 40: Question 5 <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> <li>• Students needing support repeat question 1 using A Little Easier "Adapt a Worked Example".</li> <li>• The rest of the class continue to question 6.</li> </ul>	 Activity 40: Question 6  Activity 40: Question 6 <ul style="list-style-type: none"> <li>• You do.</li> </ul>	 Activity 40: Question 2/4/6 <ul style="list-style-type: none"> <li>• Students who need support have not completed questions 2, 4 or 6. Choose one of these and complete I do, we do, you do.</li> </ul>	 Activity 28: Racing Mountain Bikes <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>

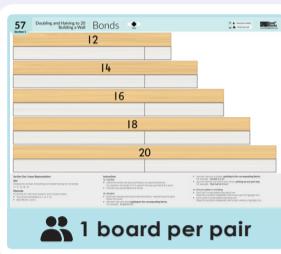
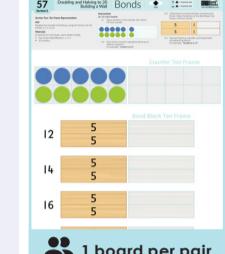
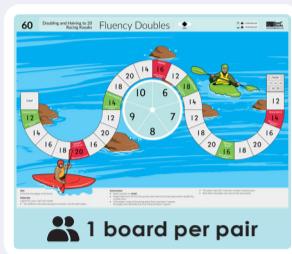
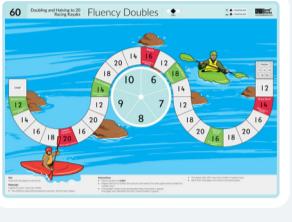
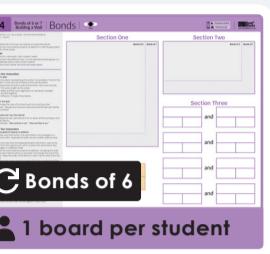
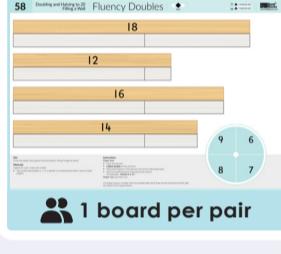
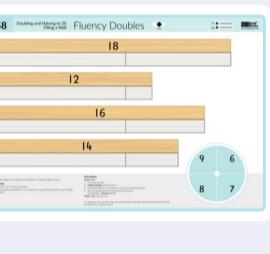
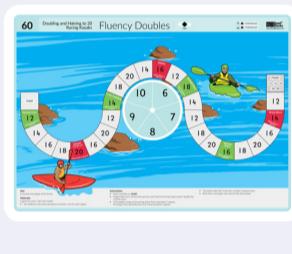
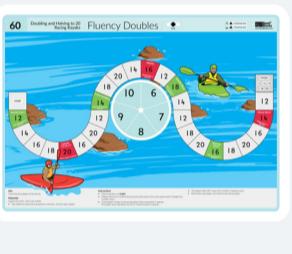
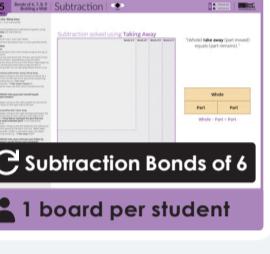
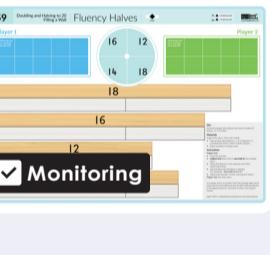
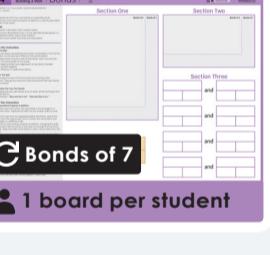
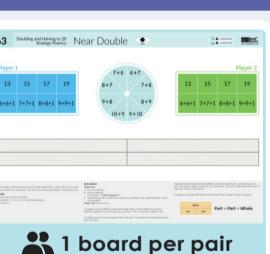
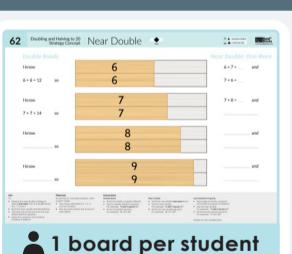
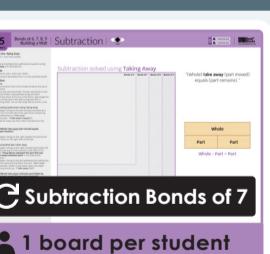
## Year 2 - Term 3

Week	Fluency - Bridge Ten Strategy Addition			Differentiation	Intervention	
1	<b>Day 1</b>  20 min  <b>Activity 50</b> <b>Activity 50</b> <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> </ul>	<b>Day 2</b>  15 min  <b>Monitoring</b> <ul style="list-style-type: none"> <li>• Record achievement on monitoring tool.</li> </ul>	<b>Day 3</b>  15 min  <b>Monitoring</b> <ul style="list-style-type: none"> <li>• Record achievement on monitoring tool.</li> </ul>	<b>A Little Easier</b> <ul style="list-style-type: none"> <li>◆◆◆ Scaffold: Counting order</li> <li>◆◆◆ Sequence: Step by step</li> </ul> <b>A Little Harder</b> 	<b>Day 4</b>  10 min 	<b>Day 5</b>  10 min  <b>Addition</b> <b>Activity 47</b> <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>

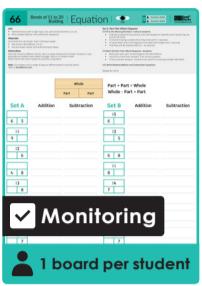
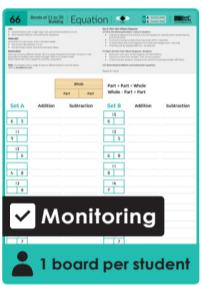
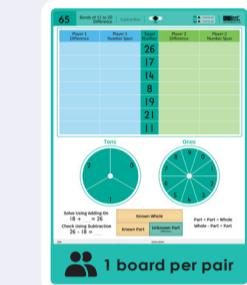
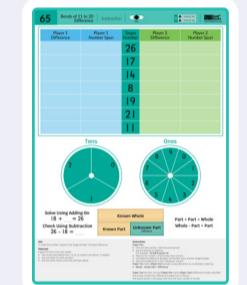
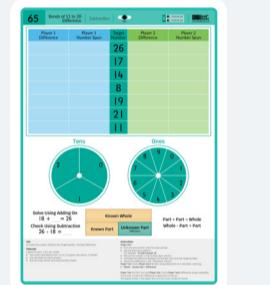
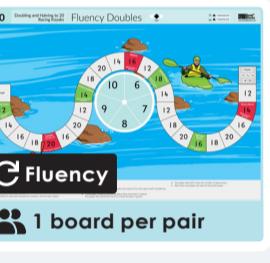
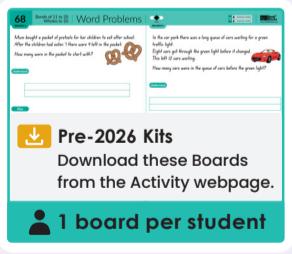
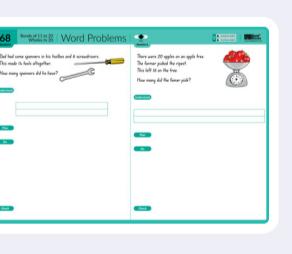
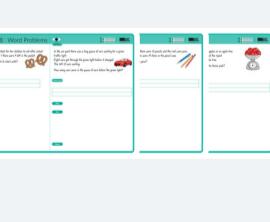
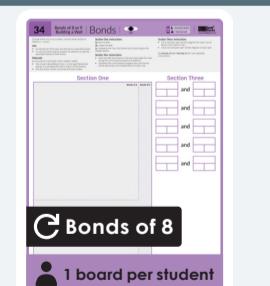
Week	Fluency - Bridge Ten Strategy Addition	Differentiation	Intervention
Day 1	 20 min  <b>1 board per pair</b>	 15 min 	 15 min <b>A Little Easier</b>
2	<b>Activity 51</b>  <b>Activity 51</b>  <b>Activity 51</b> <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> </ul>	<b>Activity 51</b>  <b>Activity 51</b> <ul style="list-style-type: none"> <li>• We do, you do.</li> </ul>	<b>Scaffold: Counting order</b> <b>Sequence: Step by step</b> <b>A Little Harder</b>  <b>Activity 51: A Little Harder</b> <b>Reduce Scaffolds</b> <b>A Lot Harder</b>  <b>Activity 52</b>

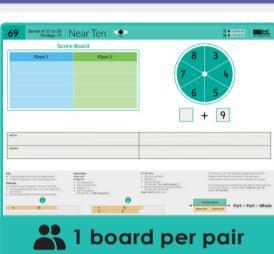
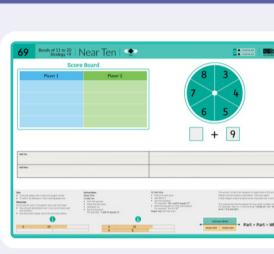
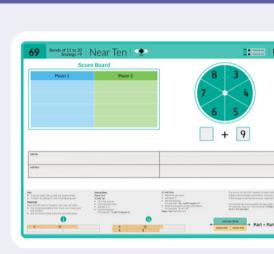
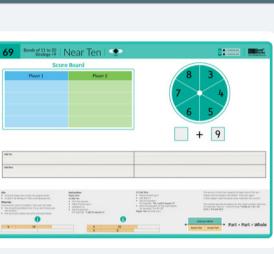
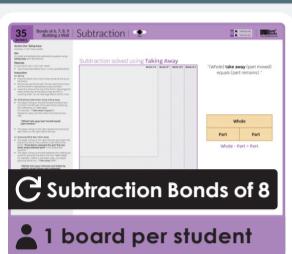
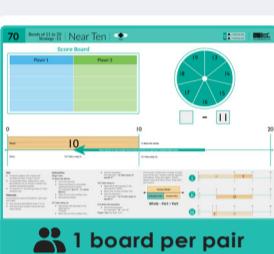
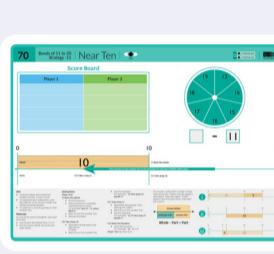
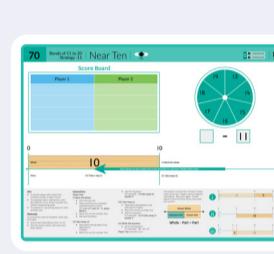
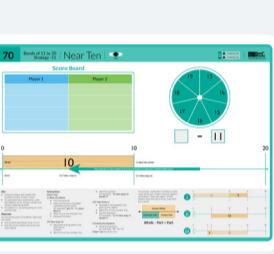
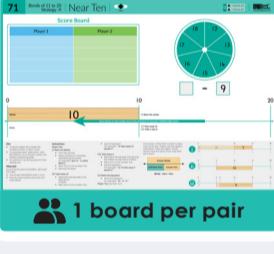
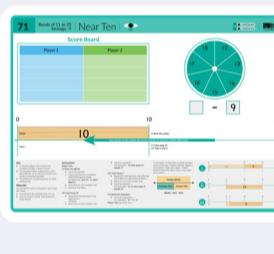
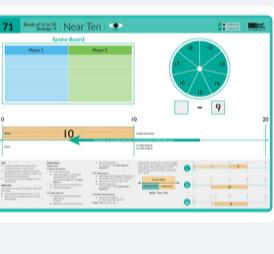
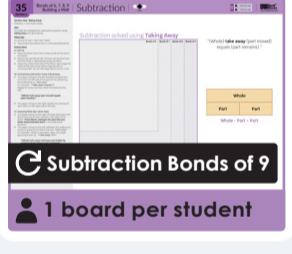
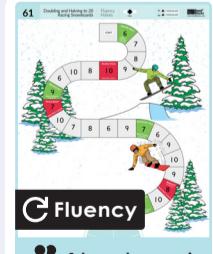
Week	Fluency - Bridge Ten Strategy Subtraction	Differentiation	Intervention
3	<div data-bbox="65 1791 491 2004"> <b>Day 1</b>  20 min       <div data-bbox="170 1851 471 2042">  <p>1 board per pair</p> </div> <p><b>Activity 53</b></p> <ul style="list-style-type: none"> <li> <b>Activity 53</b></li> <li> <b>Activity 53</b></li> <li>• I do, we do, you do.</li> </ul> </div> <div data-bbox="491 1791 837 2004"> <b>Day 2</b>  15 min       <div data-bbox="525 1851 826 2042">  </div> <p><b>Activity 53</b></p> <ul style="list-style-type: none"> <li> <b>Activity 53</b></li> <li>• We do, you do.</li> </ul> </div> <div data-bbox="837 1791 1224 2004"> <b>Day 3</b>  15 min       <div data-bbox="869 1851 1170 2042">  </div> <p><b>Activity 53</b></p> <ul style="list-style-type: none"> <li> <b>Activity 53</b></li> <li>• You do.</li> </ul> </div> <div data-bbox="1224 1791 1547 2004"> <p>  <b>A Little Easier</b></p> <p> <b>Scaffold: Counting order</b></p> <p> <b>Sequence: Step by step</b></p> <p> <b>Directional Support: Desk visual</b></p> <p>  <b>A Little Harder</b></p> <div data-bbox="1300 2038 1428 2108">  </div> <p><b>Activity 53: A Little Harder</b></p> <p>  </p> <p><b>Activity 53: Reduce Scaffolds</b></p> </div> <div data-bbox="1547 1791 2158 2004"> <b>Day 4</b>  10 min       <div data-bbox="1590 1851 1848 2042">  </div> <p><b>Activity 53</b></p> <ul style="list-style-type: none"> <li> <b>Activity 53</b></li> <li>• Repeat: You do.</li> </ul> <div data-bbox="1891 1851 2158 2042"> <b>Day 5</b>  10 min       <div data-bbox="1924 1851 2158 2042">  <p><b>Activity 47</b></p> <ul style="list-style-type: none"> <li> <b>Activity 47</b></li> <li>• Review: You do.</li> </ul> <p>1 board per pair</p> </div> </div> </div>		

Week	 Fluency - Bridge Ten Strategy Subtraction	Differentiation	 Intervention	
4	<b>Day 1</b>  20 min	<b>Day 2</b>  15 min	<b>Day 3</b>  15 min	<b>Day 4</b>  10 min
	 <p><b>Activity 54</b> 1 board per pair</p> <p>  </p> <p><b>Activity 54</b> • We do, you do.</p>	 <p><b>Activity 54</b> 1 board per pair</p> <p>  </p> <p><b>Activity 54</b> • You do.</p>	<p>                              </p>	

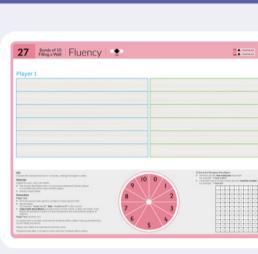
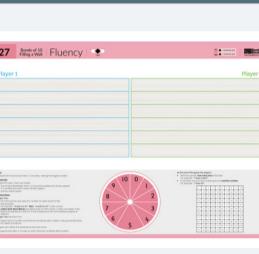
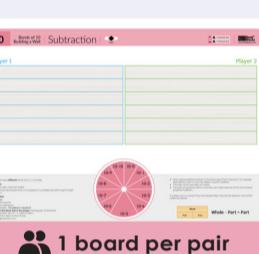
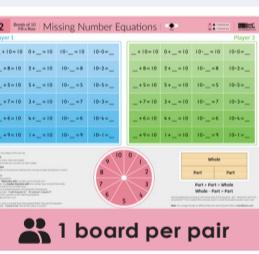
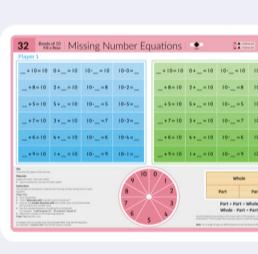
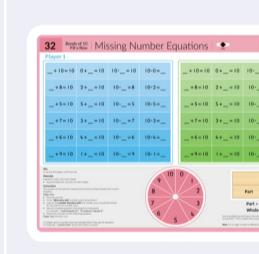
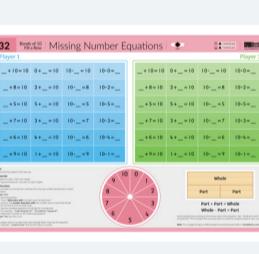
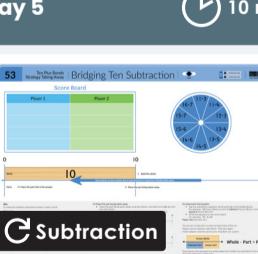
Week	Understanding			Differentiation	Intervention	
	Day 1	Day 2	Day 3	A Little Easier	Day 4	Day 5
5	 <p><b>Activity 57: Section 1</b> Activity 57: Section 1 • I do, we do, you do. • You do: students take turns making each whole. Students alternate starting each round.</p>	 <p><b>Activity 57: Section 2</b> Activity 57: Section 2 • I do, we do, you do. • You do: students take turns making each whole. Students alternate starting each round.</p>	 <p><b>Activity 60</b> Activity 60 • We do, you do.</p>	 <p><b>Activity 16: Section 1 and 2</b> Scaffold: Subitised fingers</p>	 <p><b>Activity 60</b> • Repeat: You do.</p>	 <p><b>Activity 34: Section 2</b> • Review Section Two: We do, you do.</p>
6	 <p><b>Activity 58</b> Activity 58 • I do, we do, you do.</p>	 <p><b>Activity 58</b> • We do, you do.</p>	 <p><b>Activity 60</b> • You do.</p>	 <p><b>Activity 17</b> Working Memory Support: Desk visual Working Memory Support: build each bond</p>	 <p><b>Activity 60</b> • Repeat: You do.</p>	 <p><b>Activity 35: Section 1</b> • Review Section 1: You do.</p>
7	 <p><b>Activity 59</b> Activity 59 • I do, we do, you do.</p> <p><b>Monitoring</b> • Record achievement on monitoring tool.</p>	 <p><b>Activity 59</b> • We do, you do.</p> <p><b>Monitoring</b> • Record achievement on monitoring tool.</p>	 <p><b>Activity 61</b> Activity 61 • We do, you do.</p>	 <p><b>Activity 18</b> Working Memory Support: Desk visual Working Memory Support: Build each bond</p>	 <p><b>Activity 61</b> • Repeat: You do.</p>	 <p><b>Activity 34: Section 2</b> • Review Section Two: We do, you do.</p>
8	 <p><b>Activity 62</b> Activity 62 • I do, we do, you do. • You do: students take turns.</p>	 <p><b>Activity 63</b> Activity 63 • I do, we do, you do.</p>	 <p><b>Activity 63</b> • We do, you do.</p>	 <p><b>Sequence: Step by step</b> <b>Skill Focus: Near double only</b> <b>Working Memory Support: Desk visual</b></p> <p><b>A Little Harder</b></p> <p><b>Activity 62: A Little Harder</b></p>	 <p><b>Activity 62</b> • Repeat: You do.</p>	 <p><b>Activity 35: Section 1</b> • Review Section 1: You do.</p>

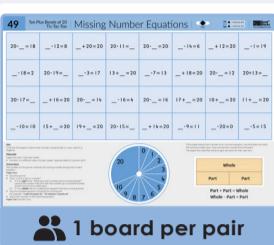
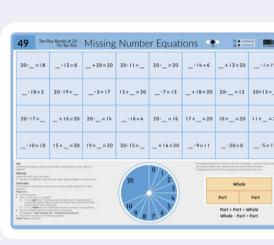
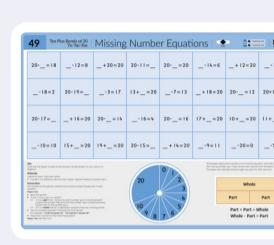
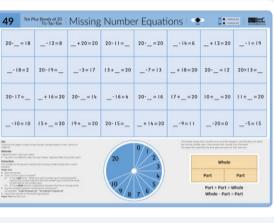
## Year 2 - Term 4

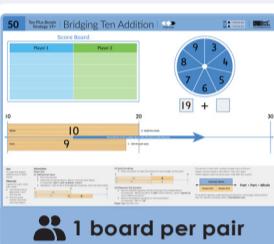
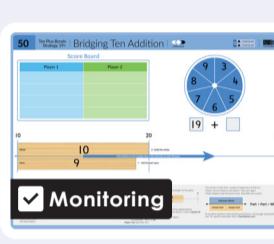
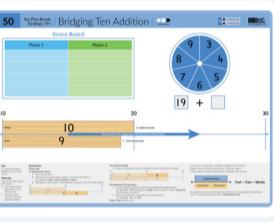
Week	Fluency - Addition			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
1	 <p><b>Activity 66:</b> Monitoring</p> <ul style="list-style-type: none"> <li>1 board per student</li> </ul>	 <p><b>Activity 64:</b> 1 board per pair</p>	 <p><b>Activity 64:</b> We do, you do.</p>	<p><b>A Little Easier</b></p> <p><b>Pre-2026 Kits</b> Download the Board from the Activity webpage.</p> <p><b>Activity 66: A Little Easier</b> See Activity 64 and 66 webpages for more.</p> <p><b>A Little Harder</b></p> <p><b>Equations: Part-part-whole rearranged</b> See Activity 64 and 66 webpages for more.</p>	 <p><b>Activity 64:</b> Repeat: You do.</p>	 <p><b>Activity 18:</b> Review: You do.</p>
2	 <p><b>Activity 66: Set A</b> Monitoring</p> <ul style="list-style-type: none"> <li>1 do, we do, you do.</li> </ul>	 <p><b>Activity 65:</b> 1 board per pair</p>	 <p><b>Activity 65:</b> We do, you do.</p>	<p><b>A Little Easier</b></p> <p><b>Activity 66: A Little Easier</b> See Activity 65 and 66 webpages for more.</p> <p><b>A Little Harder</b></p> <p><b>Equations: Part-part-whole rearranged</b> See Activity 65 and 66 webpages for more.</p>	 <p><b>Activity 65:</b> Repeat: You do.</p>	 <p><b>Activity 60:</b> Fluency</p>
3	 <p><b>Activity 67:</b> Monitoring</p> <ul style="list-style-type: none"> <li>1 do, we do, you do.</li> </ul>	 <p><b>Activity 67:</b> 1 board per pair</p>	 <p><b>Activity 67:</b> You do.</p>	<p><b>A Little Easier</b></p> <p><b>Working Memory Support: Build a bond</b></p>	 <p><b>Activity 67:</b> Repeat: You do.</p>	 <p><b>Activity 61:</b> Fluency</p>
1	 <p><b>Activity 68: Question 1</b> Monitoring</p> <ul style="list-style-type: none"> <li>1 do, we do, you do.</li> <li>Students needing support repeat question 1 using A Little Easier "Adapt a Worked Example".</li> <li>The rest of the class continue to question 2.</li> </ul>	 <p><b>Activity 68: Question 3</b> Monitoring</p> <ul style="list-style-type: none"> <li>1 do, we do, you do.</li> <li>Students needing support repeat question 1 using A Little Easier "Adapt a Worked Example".</li> <li>The rest of the class continue to question 4.</li> </ul>	 <p><b>Activity 68: Question 5</b> Monitoring</p> <ul style="list-style-type: none"> <li>1 do, we do, you do.</li> <li>Students needing support repeat question 1 using A Little Easier "Adapt a Worked Example".</li> <li>The rest of the class continue to question 6.</li> </ul>	<p><b>A Little Easier</b></p> <p><b>Concrete-Representational-Abstract: Act it out</b></p> <p><b>A Little Harder</b></p> <p><b>Create a Question</b></p> <p><b>Structure: Comparison</b> Activity 68: Question 7-12</p> <p><b>These are not Part-Part-Whole questions.</b></p>	 <p><b>Activity 68: Question 2/4/6</b> Students who need support have not completed questions 2, 4 or 6. Choose one of these and complete I do, we do, you do.</p>	 <p><b>Activity 34: Section 2</b> Review Section Two: We do, you do.</p>

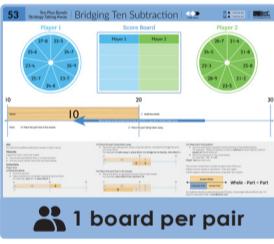
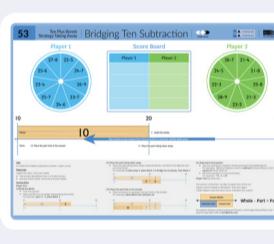
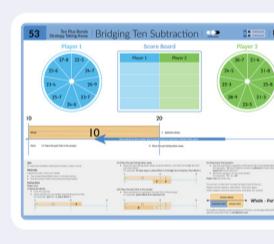
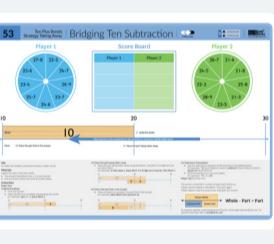
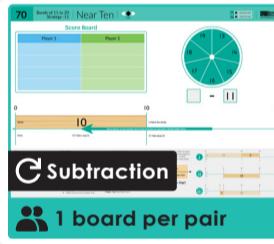
Week	Fluency - Near Ten Strategy Addition			Differentiation	Intervention	
5	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 <b>Activity 69</b>  Activity 69 • We do, you do. • I do, we do, you do.	 <b>Activity 69</b> • We do, you do.	 <b>Activity 69</b> • You do.	 Sequence: Step by step  A Little Harder  Activity 69: A Little Harder  Reduce Scaffolds	 <b>Activity 69</b> • You do.	 <b>Activity 35: Section 1</b> • Review Section 1: You do.
6	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 <b>Activity 70</b>  Activity 70 • We do, you do.	 <b>Activity 70</b> • We do, you do.	 <b>Activity 70</b> • You do.	 Scaffold: Counting order  A Little Harder  Activity 70: A Little Harder  Reduce Scaffolds	 <b>Activity 70</b> • You do.	 <b>Activity 34: Section 2</b> • Review Section Two: We do, you do.
7	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 <b>Activity 71</b>  Activity 71 • We do, you do.	 <b>Activity 71</b> • We do, you do.	 <b>Activity 71</b> • You do.	 Sequence: Step by step  A Little Harder  Activity 71: A Little Harder  Reduce Scaffolds	 <b>Activity 71</b> • You do.	 <b>Activity 35: Section 1</b> • Review Section 1: You do.
Week	Assessment			Differentiation	Intervention	
8	Day 1  20 min	Day 2  20 min	Day 3  20 min			
	 <b>Assessment</b> 		 <b>Assessment</b>			
	 <b>Fluency</b>  1 board per pair	 <b>Fluency</b>  1 board per pair	 <b>Missing Number</b>  1 board per pair			
	<b>Addition &amp; Subtraction Test</b> <ul style="list-style-type: none"><li>Teacher: Tests each student. Record in Excel.</li><li>Students Review Activity 60 Fluency: You do.</li></ul>	<b>Addition &amp; Subtraction Test</b> <ul style="list-style-type: none"><li>Teacher: Tests each student. Record in Excel.</li><li>Students Review Activity 61 Fluency: You do.</li></ul>	<b>Addition &amp; Subtraction Test</b> <ul style="list-style-type: none"><li>Teacher: Tests each student. Record in Excel.</li><li>Students Review Activity 67 Missing Number: You do.</li></ul>			

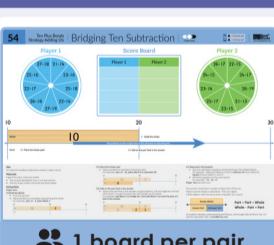
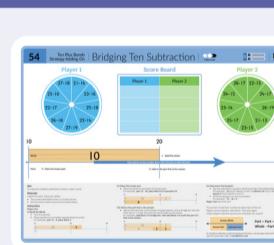
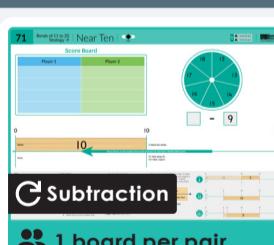
## Year 3 - Term 1

Week	Fluency - Bonds			Differentiation	Intervention		
1	Day 1  20 min	Day 2  15 min	Day 3  15 min	<b>A Little Easier</b> <ul style="list-style-type: none"> <li>    A Little Easier</li> <li>    Scaffold: Counting order</li> <li>    Working Memory Support: Desk visual</li> <li>    Recall Practice: Subitised fingers</li> </ul>	Day 4  10 min	Day 5  10 min	
	 <b>Activity 27</b>  Activity 27 • I do, we do, you do.	 <b>Activity 27</b> • We do, you do.	 <b>Activity 27</b> • You do.	<b>A Little Harder</b> <ul style="list-style-type: none"> <li>    Calculate: Round total</li> <li>   Calculate: Difference</li> </ul>	 <b>Activity 27</b> • Repeat: You do.	 <b>Activity 60</b> • Review: You do.	
				<b>A Lot Harder</b> <ul style="list-style-type: none"> <li>    Calculate: Overall total</li> <li>   Calculate: Combined round total</li> <li>   Calculate: Missing score</li> </ul>			
Week	Fluency - Subtraction			Differentiation	Intervention		
2	Day 1  20 min	Day 2  15 min	Day 3  15 min	<b>A Little Easier</b> <ul style="list-style-type: none"> <li>    Scaffold: Counting order</li> <li>   Skill Focus: Commutative property of addition</li> </ul>	Day 4  10 min	Day 5  10 min	
	 <b>Activity 30</b>  Activity 30 • I do, we do, you do.	 <b>Activity 30</b> • We do, you do.	 <b>Activity 30</b> • You do.	<b>A Little Harder</b> <ul style="list-style-type: none"> <li>    Recall Practice: Missing Bond Block</li> <li>   Three-Part Bond</li> </ul>	 <b>Activity 30</b> • Repeat: You do.	 <b>Activity 61</b> • Review: You do.	
Week	Reasoning - Missing Number			Differentiation	Intervention		
3	Day 1  20 min	Day 2  15 min	Day 3  15 min	<b>A Little Easier</b> <ul style="list-style-type: none"> <li>    Skill Focus: Addition</li> <li>   Skill Focus: Subtraction</li> <li>   Working Memory Support: Build a wall</li> </ul>	Day 4  10 min	Day 5  10 min	
	 <b>Activity 32</b>  Activity 32 • I do, we do, you do. • Students needing support complete A Little Easier "Skill Focus: addition". Complete we do, you do.	 <b>Activity 32</b> • We do, you do. • Students needing support complete A Little Easier "Skill Focus: subtraction". Complete we do, you do.	 <b>Activity 32</b> • You do. • Students needing support complete A Little Easier "Skill Focus: subtraction". Complete I do, we do, you do.	<b>A Little Harder</b> <ul style="list-style-type: none"> <li>    Activity 32: A Little Harder</li> </ul>	 <b>Activity 32</b> • You do. • Students needing support complete A Little Easier "Skill Focus: subtraction".	 <b>Activity 50</b> • Review: You do.	
Week	Fluency - Bonds			Differentiation	Intervention		
4	Day 1  20 min	Day 2  15 min	Day 3  15 min	<b>A Little Easier</b> <ul style="list-style-type: none"> <li>    Skill Focus: Bonds</li> </ul>	Day 4  10 min	Day 5  10 min	
	 <b>Activity 37</b>  Activity 37 • I do, we do, you do.	 <b>Activity 37</b> • We do, you do.	 <b>Activity 37</b> • You do.		 <b>Activity 37</b> • Repeat: You do.	 <b>Activity 53</b> • Review: You do.	

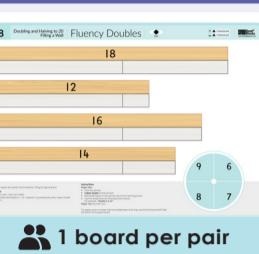
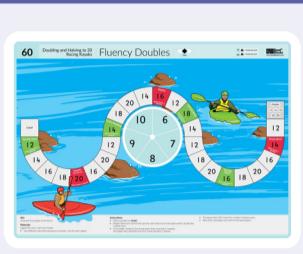
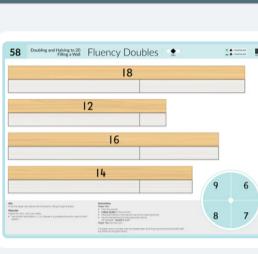
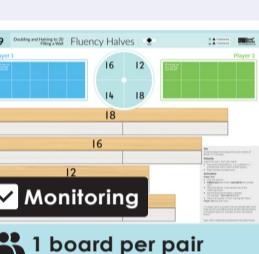
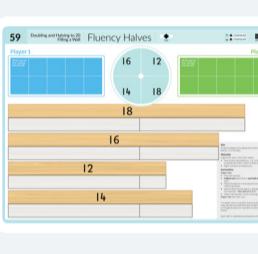
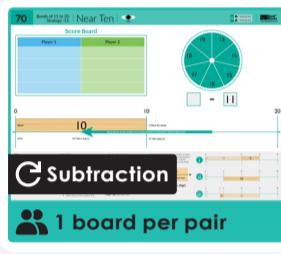
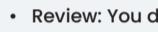
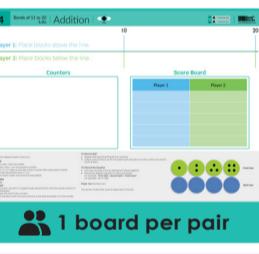
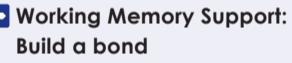
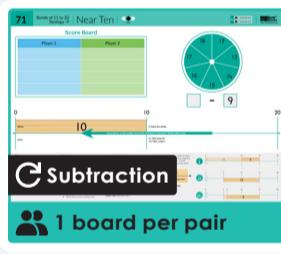
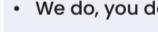
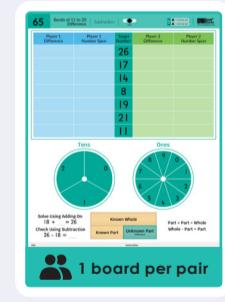
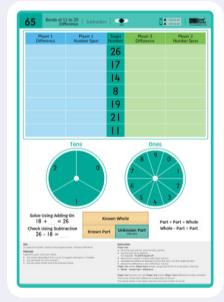
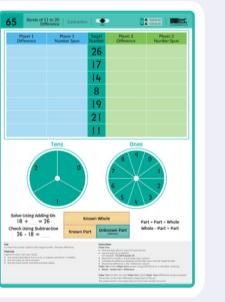
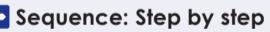
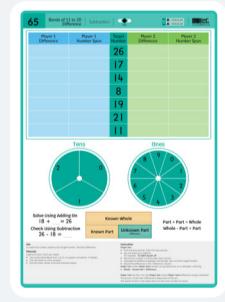
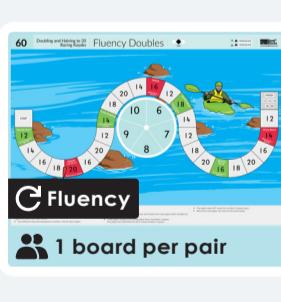
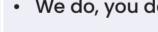
Week	Reasoning - Missing Number			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
5	 <p>1 board per pair</p> <p>Activity 49</p> <p>Activity 49</p> <ul style="list-style-type: none"> <li>• We do, you do.</li> <li>• I do, we do, you do.</li> </ul>	 <p>Activity 49</p> <ul style="list-style-type: none"> <li>• We do, you do.</li> </ul>	 <p>Activity 49</p> <ul style="list-style-type: none"> <li>• You do.</li> </ul>	<p>↔ A Little Easier</p> <p>Signal</p> <p>↔ A Little Harder</p> <p>Activity 49: A Little Harder</p>	 <p>Activity 49</p> <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>	 <p>Activity 67</p> <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>

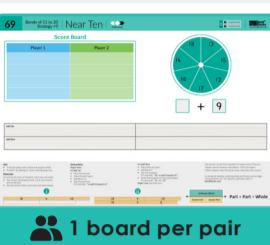
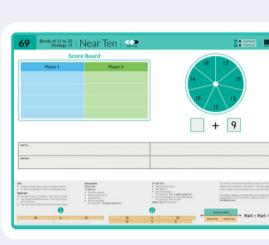
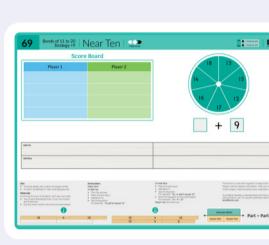
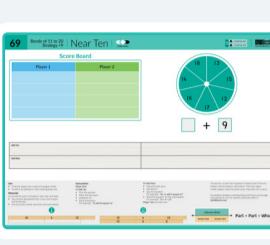
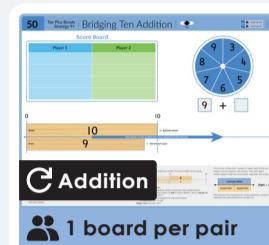
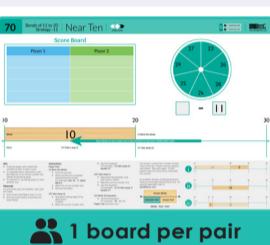
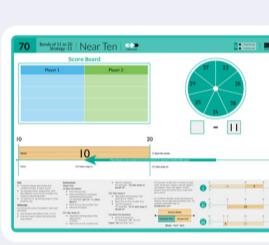
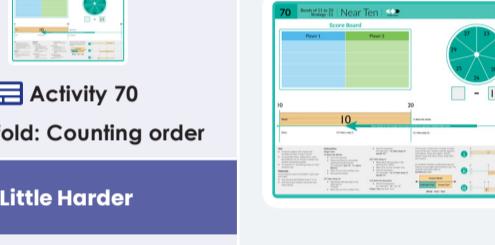
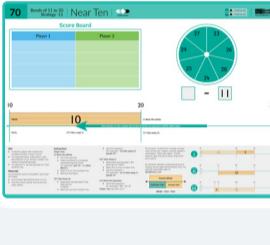
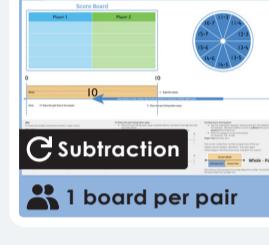
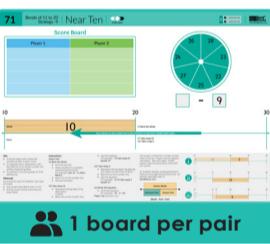
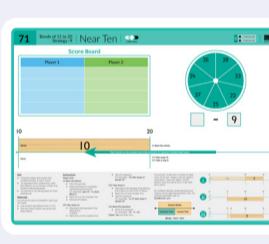
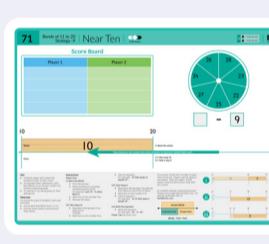
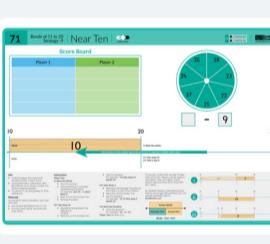
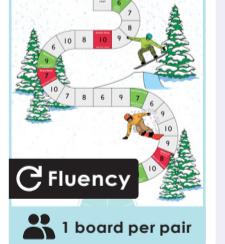
Week	Fluency - Bridge Ten Strategy Addition			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
6	 <p>1 board per pair</p> <p>Activity 50: A Little Harder</p> <p>Activity 50: A Little Harder</p> <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> </ul>	 <p>Monitoring</p> <p>Activity 50: A Little Harder</p> <ul style="list-style-type: none"> <li>• We do, you do.</li> </ul>	 <p>Monitoring</p> <ul style="list-style-type: none"> <li>• You do.</li> </ul>	<p>↔ A Little Easier</p> <p>Activity 50</p> <p>Scaffold: Counting order</p> <p>Sequence: Step by step</p> <p>↔ A Little Harder</p> <p>Activity 52</p> <p>Reduce Scaffolds</p>	 <p>Activity 50: A Little Harder</p> <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>	 <p>Activity 69</p> <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>

Week	Fluency - Bridge Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
7	 <p>1 board per pair</p> <p>Activity 53: A Little Harder</p> <p>Activity 53: A Little Harder</p> <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> </ul>	 <p>Activity 53: A Little Harder</p> <ul style="list-style-type: none"> <li>• You do.</li> </ul>	 <p>Activity 53: A Little Harder</p> <ul style="list-style-type: none"> <li>• You do.</li> </ul>	<p>↔ A Little Easier</p> <p>Activity 53</p> <p>Scaffold: Counting order</p> <p>Sequence: Step by step</p> <p>↔ A Little Harder</p> <p>Reduce Scaffolds</p>	 <p>Activity 53: A Little Harder</p> <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>	 <p>Activity 70</p> <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>

Week	Fluency - Bridge Ten Strategy Subtraction			Differentiation	Intervention	
	Day 1	Day 2	Day 3		Day 4	Day 5
8	 <p>1 board per pair</p> <p>Activity 54: A Little Harder</p> <p>Activity 54: A Little Harder</p> <ul style="list-style-type: none"> <li>• I do, we do, you do.</li> </ul>	 <p>Activity 54: A Little Harder</p> <ul style="list-style-type: none"> <li>• You do.</li> </ul>	 <p>Activity 54: A Little Harder</p> <ul style="list-style-type: none"> <li>• You do.</li> </ul>	<p>↔ A Little Easier</p> <p>Activity 54</p> <p>Scaffold: Counting order</p> <p>Sequence: Step by step</p> <p>Directional Support: Desk visual</p> <p>↔ A Little Harder</p> <p>Reduce Scaffolds</p>	 <p>Activity 54: A Little Harder</p> <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>	 <p>Activity 71</p> <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>

## Year 3 - Term 2

Week	Fluency - Doubles			Differentiation	Intervention	
1	Day 1  20 min	Day 2  20 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair	 1 board per pair		 Activity 17 Working Memory Support: Desk visual Working Memory Support: Build each bond	 Activity 58 Repeat: You do.	 C Addition 1 board per pair
	 Activity 58  Activity 58 • I do, we do, you do.	 Activity 60  Activity 60 • We do, you do.	 Activity 60 • You do.			 Activity 69 • Review: You do.
2	Day 1  20 min	Day 2  20 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 Monitoring 1 board per pair	 1 board per pair		 Activity 18 Working Memory Support: Desk visual Working Memory Support: Build each bond	 Activity 59 Repeat: You do.	 C Subtraction 1 board per pair
	 Activity 59  Activity 59 • I do, we do, you do.	 Activity 61  Activity 61 • We do, you do.	 Activity 61 • You do.			 Activity 70 • Review: You do.
3	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair			 Working Memory Support: Build a bond	 Activity 64 Repeat: You do.	 C Subtraction 1 board per pair
	 Activity 64  Activity 64 • I do, we do, you do.	 Activity 64  Activity 64 • We do, you do.	 Activity 64 • You do.	 Calculate: Difference comparing scores		 Activity 71 • Review: You do.
				 Calculate: Difference to 20		
				 Calculate: Sum to 30		
4	Day 1  20 min	Day 2  15 min	Day 3  15 min	 A Little Easier	Day 4  10 min	Day 5  10 min
	 1 board per pair			 Skill Focus: Addition	 Activity 65 Repeat: You do.	 C Fluency 1 board per pair
	 Activity 65  Activity 65 • I do, we do, you do.	 Activity 65  Activity 65 • We do, you do.	 Activity 65 • You do.	 Calculate: Overall difference		 Activity 60 • Review: You do.

Week	Fluency - Near Ten Strategy Addition			Differentiation	Intervention	
5	Day 1  1 board per pair	Day 2  1 board per pair	Day 3  1 board per pair	 A Little Easier	Day 4  1 board per pair	Day 5  1 board per pair
						
	 Activity 69: A Little Harder  Activity 69: A Little Harder <ul style="list-style-type: none"> <li>• We do, you do.</li> </ul>	 Activity 69: A Little Harder <ul style="list-style-type: none"> <li>• You do.</li> </ul>		 Activity 69: A Little Harder  Reduce Scaffolds	 Activity 69: A Little Harder <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>	 Activity 50 <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>
6	Day 1  1 board per pair	Day 2  1 board per pair	Day 3  1 board per pair	 A Little Easier	Day 4  1 board per pair	Day 5  1 board per pair
						
	 Activity 70: A Little Harder  Activity 70: A Little Harder <ul style="list-style-type: none"> <li>• We do, you do.</li> </ul>	 Activity 70: A Little Harder <ul style="list-style-type: none"> <li>• You do.</li> </ul>		 Activity 70: A Little Harder  Reduce Scaffolds	 Activity 70: A Little Harder <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>	 Activity 53 <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>
7	Day 1  1 board per pair	Day 2  1 board per pair	Day 3  1 board per pair	 A Little Easier	Day 4  1 board per pair	Day 5  1 board per pair
						
	 Activity 71: A Little Harder  Activity 71: A Little Harder <ul style="list-style-type: none"> <li>• We do, you do.</li> </ul>	 Activity 71: A Little Harder <ul style="list-style-type: none"> <li>• You do.</li> </ul>		 Activity 71: A Little Harder  Reduce Scaffolds	 Activity 71: A Little Harder <ul style="list-style-type: none"> <li>• Repeat: You do.</li> </ul>	 Activity 61 <ul style="list-style-type: none"> <li>• Review: You do.</li> </ul>
8	Assessment					
	Day 1  Assessment	Day 2  Assessment	Day 3  Assessment			
						
	<b>Addition &amp; Subtraction Test</b> <ul style="list-style-type: none"> <li>• Teacher: Tests each student. Record in Excel.</li> <li>• Students Review Activity 28 Fluency: You do.</li> </ul>	<b>Addition &amp; Subtraction Test</b> <ul style="list-style-type: none"> <li>• Teacher: Tests each student. Record in Excel.</li> <li>• Students Review Activity 29 Addition: You do.</li> </ul>		<b>Addition &amp; Subtraction Test</b> <ul style="list-style-type: none"> <li>• Teacher: Tests each student. Record in Excel.</li> <li>• Students Review Activity 30 Subtraction: You do.</li> </ul>		