
 <small>Ready to innovate - Maths&Sports4all</small>	 <small>Co-funded by the Erasmus+ Programme of the European Union</small>	ACTIVITY PROPOSAL
6-7 years	<p>BLOCK 1: GEOMETRY</p> <ul style="list-style-type: none"> ➤ Location, movement and direction (before, behind, to, on, under, above, up, down, in, inside, outside, forward, back, left of, right of, (closer), (farther away). ➤ 2D shapes (circle, triangle, rectangle, square, straight lines, curved lines). ➤ 3D shapes (cube, square, cylinder, cone, ball). ➤ Line of symmetry (overlap, line of symmetry). <p>BLOCK 2: NUMBERS AND COUNTING</p> <ul style="list-style-type: none"> ➤ Numbers up to 30 (number, quantity, digit). ➤ Comparison of numbers up to 30 (bigger, smaller, more, less). ➤ Even and odd numbers (even, odd), <p>BLOCK 3: NUMBER OPERATIONS</p> <ul style="list-style-type: none"> ➤ Addition and subtraction up to 10 (addition, subtraction, quantity, single-digit number) ➤ Addition and subtraction up to 20 (addition, subtraction, +, - and =). ➤ Doubling and halving numbers up to 10. <p>BLOCK 4: MEASUREMENT</p> <ul style="list-style-type: none"> ➤ Money-(coins: 1, 2, 5 and 10 denars and a banknote of 10 denars). 	<p>BLOCK 1: ME AND MY BODY</p> <ul style="list-style-type: none"> ➤ How big am I (height, weight)? ➤ How do I set up (row, column)? ➤ I turn left and right. ➤ How can I move with my body (head, neck, arms and shoulders, hips and legs in different positions in standing, sitting and lying down position)? <p>BLOCK 2: I DO SPORTS AND I PLAY</p> <ul style="list-style-type: none"> ➤ Athletic alphabet (walking, running, jumping, jumping, throwing). ➤ Gymnastic alphabet (gymnastic walking and running, jumping, jumping, rolling, crawling, climbing, hanging, pulling, overtaking, leaning, pushing) ➤ Rhythmic games (rhythm, hoop). ➤ Folk dance and dance (folk dance) ➤ Group games / mobile games (relay, games without borders) 	<p>ACTIVITY 1:</p> <ul style="list-style-type: none"> ➤ Students make simple shaping movements with the neck / head, arms and shoulders in all starting positions after the teacher demonstrates movement. Count how many times they performed the exercise (for example from 1 to 20 or vice versa). <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> ➤ Students are lined up in height once from the highest to the lowest and vice versa in a marked area (for example, through games: Walking without a collision, Walking one behind the other, Predators come, Stream, We go to and from school, Birds on wire, Earth and water). <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> ➤ Students move along a drawn grid on the floor, following the instructions they receive from the teacher to reach a certain goal through addition and/or subtraction of numbers (for example move forward 3 + 1 fields or move backward 3-2 fields). <p>ACTIVITY 4:</p> <ul style="list-style-type: none"> ➤ Students in groups with the help of rubber bands, wool, etc. form 2D shapes (circle, triangle, rectangle, square, straight lines, curved lines) or show 2D shapes with the

- Length, mass, volume (length, mass, volume, feet, elbows, feet, steps, long, short, longer, shorter, difficult, easy, harder, easier, more, less ...).
- Time (minutes, hours, days, weeks, months and years, short).

BLOCK 5: WORKING WITH DATA

- Collects, displays, interprets, and reads data (data, table, pictograms, bar chart, Venn diagram, Carol diagram)



help of hands, body parts (according to the instructions given by the teacher).

ACTIVITY 5:

- Students in pairs count how many times they jump in one minute and compare the results with each other or they can play Hopscotch. Hopscotch is a popular playground game in which players toss a small object into numbered spaces of a pattern of rectangles outlined on the ground and then hop or jump through the spaces to retrieve the object.

ACTIVITY 6:

- Students play ball, ball and frisbee games with one and two hands (Throwing balls, Avoiding hitting the ball, Throwing the ball into the basket, Throwing the target). Through these activities, students can count, compare, and practice addition and subtraction

BLOCK 1: GEOMETRY

- ✓ Identifies position between objects in space.
- ✓ Sets objects according to given location directions.
- ✓ Performs movements in space according to received directions.
- ✓ Plans (designs) directions of movement in space.
- ✓ Distinguishes straight lines from curved lines (open and closed).
- ✓ Names 2D shapes and lists similarities and differences between them.
- ✓ Describes 2D shapes.
- ✓ Groups 2D shapes according to the number of sides, along curved and straight lines.
- ✓ Draws and forms 2D shapes.
- ✓ Makes models from given 2D shapes.
- ✓ Decomposes 2D shapes into other 2D shapes and from existing 2D shapes organize new ones.
- ✓ Recognizes and names 3D shapes.
- ✓ Describes and compares 3D shapes.
- ✓ Compares two 2D and two 3D shapes.
- ✓ Groups 3D shapes by number of surfaces and by flat and rounded surfaces.
- ✓ Makes models of 3D shapes from ready-made schemes.
- ✓ Indicates similarities and differences between 3D shapes.
- ✓ Identifies 2D shapes into 3D shapes.
- ✓ Recognizes line of symmetry in 2D shapes and drawings of objects.

BLOCK 2: NUMBERS AND COUNTING

- ✓ Count in order (from 1 to 100, backwards from 20 to 0).
- ✓ Counts up to 20 items and associates the number of items with the corresponding one number.
- ✓ Count from ten to 0 to 100.

BLOCK 1: ME AND MY BODY

- Participates in determining his height and weight.
- Distinguish between height and weight.
- Independently finds its place in the stacking according to height.
- Finds which of the classmates he / she can be an exercise partner with.
- It is placed in a row and a column.
- Distinguish between a row and a column.
- It is placed in a column and a row one by two.
- Applies turning left and right.
- Performs individual coordinated movements with parts of his body.
- Makes combined movements with parts of your body.
- Participates in simple physical exercises in all positions and positions independently and with a partner.

BLOCK 2: I DO SPORTS AND I PLAY

- Walk and run with short and long steps, with change of direction and pace, with transferring load to a limited area.
- Runs fast to a certain goal.
- Jumps in distance, height, depth, from place and with momentum,

Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union

- ✓ Makes a reasonable estimate of the number of items that can be checked by counting up to 30.
- ✓ Reads and writes numbers from 0 to 9.
- ✓ Writes numbers up to 20.
- ✓ Names pairs of numbers whose sum is 2, 3, 4, 5, 6, 7, 8, 9 and 10.
- ✓ Uses the terms greater or lesser to compare two numbers up to 30 and tells the number between them.
- ✓ Uses terms more or less to compare groups of objects up to 30. Sorts numbers up to at least 20 on a sequence of numbers.
- ✓ Count from 2 to 20 and 10 to 100.
- ✓ Recognizes even and odd numbers up to 20 (for example, 2, 4, 6 ... or 1, 3, 5 ...).
- ✓ Distinguishes between even and odd numbers up to 20.
- ✓ Specifies a number for two greater than or for two less than one number up to 20.

Ready to innovate - Maths&Sports4all

BLOCK 3: NUMBER OPERATIONS

- ✓ It tells all pairs of numbers whose sum is 10 and connects it to collection.
- ✓ Add by counting forward and combining two quantities.
- ✓ Subtracts by counting backwards and subtracting one quantity from another.
- ✓ Collects equal sums up to $5 + 5$.
- ✓ Provides examples of addition and subtraction in everyday situations.
- ✓ Adds three one-digit numbers, where the sum of two of them is 10.
- ✓ Explains that changing the order of gatherings does not change the sum.
- ✓ Names the signs $+$, $-$ and $=$.

- with one-legged and two-legged reflection.
- Throws objects (ball, ball, frisbee) at a distance and at a specific target, with one or both hands.
- Holds the body properly when walking and running.
- Properly holds the body when performing gymnastic movements with props (balls, hoops, sticks), with and without the accompaniment of music.
- Performs basic gymnastic movements (crawling, rolling, crawling, skipping, jumping, climbing, hanging, leaning).
- Walk on a narrow surface (back and forth) and at different heights.
- Performs a simple polygon by walking, running, crawling, crawling, jumping, jumping, skipping, climbing, hanging.
- Go and run at a given rhythm.
- Ведува Performs rhythmic movements with the body in place and in motion (swings, ripples, circles).
- Performs basic steps in folk dance music.
- Performs dance with simple steps and movements.
- Respects the rules of the game and the rules of fair play behavior.

Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union

- ✓ Names a number that is 1 or 10 greater or less than any given number from 0 to 30.
- ✓ Connects counting forward and backward by ten to find numbers that are 10 larger / smaller than one number (up to 100).
- ✓ Uses the signs +, - and = in mathematical expressions that refer to addition or subtraction.
- ✓ Understands the use of the □ sign in place of an unknown number at addition and subtraction.
- ✓ Decomposes two-digit numbers up to 30 into tens and units and vice versa.
- ✓ Uses different strategies for adding even numbers up to 20.
- ✓ Doubles any one-digit number.
- ✓ Finds halves of an even number of objects up to 10.
- ✓ Halves shapes by folding.
- ✓ Lists numbers and objects that can be halved.

BLOCK 4: MEASUREMENT



- ✓ Recognizes and names smaller coins.
- ✓ Groups coins by value.
- ✓ Determines the exact amount of money by adding or subtracting coins.
- ✓ Lists several ways in which a certain amount can be paid (on example, 17 denars).
- ✓ Estimates length, mass and volume with non-standard units.
- ✓ Lists non-standard units for length, mass and volume.
- ✓ Uses common non-standard units for length, mass and volume when measuring.
- ✓ Compares lengths, masses and volumes and lists the results of comparison.
- ✓ Reads time in hours and minutes.
- ✓ Lists the key times of the day (morning, noon, evening).

- Participates in simple elementary and traditional games and games without borders.
- Participates in relay games



Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union

<p style="text-align: center; font-size: 2em; font-weight: bold;">7-8 years</p>	<p>✓ Indicates what he does in the morning, at noon and in the evening.</p> <p>✓ Sorts the days of the week, the months of the year.</p> <p>✓ Estimates how much time he needs for certain activities</p> <p>BLOCK 5: WORKING WITH DATA</p> <p>✓ Collects and records data in a list and table.</p> <p>✓ Arranges data in a table.</p> <p>✓ Uses Venn and Carroll diagrams to group collected data or objects.</p> <p>✓ Reads and explains data presented with a table, pictogram, Venov, Kerolov and a simple bar chart.</p> <p>✓ Explains the criterion according to which the objects in Venn and Carroll diagram are grouped.</p> <p>✓ Explains how he / she presented the data (for example, by drawing, placing objects or pictures in a drawn table).</p> <p>✓ Proposes different criteria for grouping the same objects.</p> <p>✓ Draws conclusions from the results placed in lists, tables and diagrams.</p>	 <p>Co-funded by the Erasmus+ Programme of the European Union</p> 	<p>Co-funded by the Erasmus+ Programme of the European Union</p>
	<p>BLOCK 1: NUMBERS AND COUNTING</p> <ul style="list-style-type: none"> ➤ Numbers up to 100 (number, quantity, digit) ➤ Place value of digits (units, tens, place value) ➤ Comparing pairs of two-digit numbers (greater than, less than, signs > and <) ➤ Ordinal numbers (ordinal numbers) ➤ Even and odd numbers (even, odd) <p>Topic: GEOMETRY</p> <ul style="list-style-type: none"> ✓ point and line (point, line, broken line) ✓ 2D shapes (square, rectangle, pentagon and hexagon) ✓ 3D shapes (cube, square, cone, cylinder, ball and pyramid) ✓ Line of symmetry and symmetry in the environment 	<p>BLOCK 1: ME AND MY BODY</p> <ul style="list-style-type: none"> ➤ How tall and heavy am I and how tall and heavy are my classmates? ➤ How do I position myself in one and two rows, how do I position myself and move in a straight line and in a circle in one and two columns? ➤ I turn left, right and left in a circle. ➤ How can I exercise to shape my body? (preparatory exercises with head, neck, arms and 	<p>ACTIVITY 1:</p> <p>The game "Even - Odd". The teacher (or possibly a student) stands in front of the whole class and says a number aloud. When the teacher (or student) says a number that is "even" - the other students need to stand up, and when he says a number that is "odd" - they should crouch. The one who makes a mistake is out of the game, and the last survivor is the winner.</p> <p>ACTIVITY 2:</p> <p>Math race</p> <p>Students are divided into 4-5 teams. The students in each team are lined up behind the starting position. In the rest of the area are placed tall cones</p>

- ✓ Position, direction and movement (movement, direction, right angle, whole, half, quarter)

Topic: NUMBER OPERATIONS

- ✓ Addition and subtraction up to 100 (sum, sum, denominator, denominator, difference)
- ✓ Doubling and halving numbers up to 100.
- ✓ Multiplication and division by 1, 2, 4, 5 and 10
- ✓ Fraction (whole, one half, one quarter, two quarters, three quarters: $\frac{4}{4}, \frac{1}{2}, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}$)
- ✓ Half and a quarter of a group of subjects up to 40

Topic: MEASUREMENT

- ✓ Money (coins: 1, 2, 5 and 10 denars and banknotes of 10, 50 and 100 denars).
- ✓ Length, mass, volume (measuring length, mass, volume, centimeter, meter, kilogram, liter).
- ✓ Time (minutes, hours, days, weeks, months and years, calendar).

BLOCK: WORKING WITH DATA

- Collects, displays, interprets and reads data (data, table, pictograms, bar chart, Venn diagram, Carol diagram)

shoulder, girdle, torso, hips and legs in multiple positions and positions)

BLOCK 2: I DO SPORTS AND I PLAY

- Athletic alphabet (fast and persistent walking and running, jumping, jumping and jumping, long throw and goal).
- Gymnastic alphabet (gymnastic walking, running and jumping with and without props, rolling, swinging, crawling and dragging, climbing, hanging, swinging, balancing positions, pulling and pulling, lifting and carrying, pushing, jumping, jumping, walking and jumping)
- Rhythmic games with and without props (children's jumps, cat jumps, children's gallop step, hoop, rope, ball).
- Folk dance (folk dance)
- Dances (modern dance)
- Elementary games, relay games.

with printed numbers (which are the answers for math questions). The teacher asks math questions about addition, subtraction, multiplication or division (for example, $2*4$ is equal to ?) and the students have to run quickly around to the correct numbered cone and go back as fast as they can.

**ACTIVITY 3:
Math Bowling game**

Students are divided into two teams. The first student on the team starts throwing the ball at the bowling pins. After each shot, they count how many pins (soda cans, plastic cups, water bottles) are still up and how many are knocked down and the results are recorded . Students from both teams take turns. The winner is the team who has the more pins knocked down.

Variations

- The distance, number of bowling pins, and bowling ball can be changed and the results can be compared.
- Bowling pins can be denoted by a number or arithmetic expression with addition or subtraction and students can calculate the total.

ACTIVITY 4:

The students are divided into 2 groups. Each student on the team throws a ball into the box. The throw is successful if the ball enters the box. The results are recorded and total goals are calculated. The winner is the team with the most goals.

Variations

There may be more boxes. If the ball is thrown into the box that is further away then that goal has more points (twice, three times, ...)

Standards of learning

BLOCK 1: NUMBERS AND COUNTING

- ✓ Count back and forth from 1 to 100.
- ✓ Count two, four, five and ten larger groups of objects up to 100.
- ✓ Makes a reasonable estimate of the number of cases up to 100.
- ✓ Sets the two-digit number of numbers on which the full tens are denoted.
- ✓ Reads and writes numbers up to 100.
- ✓ Names digits with the unit value of a unit and ten on a specific two-digit number.
- ✓ Rounds two-digit numbers to the nearest full ten.
- ✓ Uses terms greater than or less than to compare two two-digit numbers and tells the number between them.
- ✓ Explains why he wrote the signs > and < when comparing pairs of two-digit numbers.
- ✓ Sorts numbers up to 100 in size.
- ✓ Expresses ordinal numbers in different contexts.
- ✓ Write ordinal numbers up to at least ten.
- ✓ Recognizes even and odd numbers up to 100.
- ✓ Distinguish between even and odd numbers up to 100.
- ✓ Indicates a number two greater than or two less than an even or odd number up to 100.
- ✓ Forms a sequence of numbers for two larger or two smaller than a given number up to 100.

Topic: GEOMETRY

BLOCK 1: ME AND MY BODY

- Participates in measuring one's own height and weight and in the height and weight of classmates.
- Distinguishes between one's own height and weight and the height and weight of classmates.
- Places itself in one row and participates in the placement in two rows.
- Positions and moves at an appropriate distance in walking and running in one and two columns and in a circle.
- Applies turning left, right and left circle.
- Applies simple preparatory exercises and movements with all parts of the body.
- Independently and with a classmate applies simple preparatory and combined exercises for shaping the body in all positions and positions.

BLOCK 2: I DO SPORTS AND I PLAY

- Walk and run in short and long steps, changing direction and pace (forward, backward, left, right, slow, moderate and fast).

- ✓ Denotes a point of line and beyond.
- ✓ Perceives belonging to a point of rights (belongs and does not belong).
- ✓ Recognizes open and closed broken line.
- ✓ Draws a broken line with a ruler.
- ✓ Names 2D shapes.
- ✓ Draws with the help of a template and forms 2D shapes.
- ✓ Describes 2D shapes according to the number and length of pages.
- ✓ Decomposes 2D shapes into other 2D shapes and organizes new ones from existing 2D shapes.
- ✓ Names 3D shapes (for example: cube, square, cone, cylinder, ball and pyramid).
- ✓ Names 2D shapes that make up 3D shapes.
- ✓ Group 3D shapes (for example: cube, square, cone, cylinder, ball and pyramid)
- ✓ Recognizes line of symmetry in 2D shapes and drawings of objects.
- ✓ Finds a line of symmetry by folding 2D shapes in half and a quarter.
- ✓ Finds symmetry in 2D shapes and draws a line of symmetry.
- ✓ Recognizes whole, half and quarter rotation clockwise and counterclockwise.
- ✓ Name a quarter turn in a circle as a right angle.
- ✓ Follows and gives instructions for position, direction and movement using the arrow as a symbol.

Topic: NUMBER OPERATIONS

- ✓ Adds a two-digit number with 10.
- ✓ Writes pairs of whole tens whose sum is 100.
- ✓ Adds a two-digit number with a one-digit number without a pass and with a pass.

- Performs correct jumps in distance, height and depth, from place and with run, with one legged and two-legged reflection and with landing.
- Throws objects (ball, ball and frisbee) at a distance and at a specific target, with one or both hands.
- Holds the body properly and moves in a coordinated manner when walking and running.
- Performs gymnastic movements correctly in a space without and with props.
- Goes (back and forth) and rotates on a narrow surface at different heights.
- Performs a polygon composed of simple gymnastic elements.
- Performs rhythmic movements with the body in place and in motion with and without props.
- Distinguishes elements that are an integral part of games.
- Play folk dance with simple steps.
- Play modern dance with simple steps.
- Respects the rules of the game and the rules of fair play behavior.
- Participates in simple group games.
- Participates in relay games.

Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union

- ✓ Adds a two-digit number with a two-digit number without a pass and with a pass.
- ✓ He explains that when collecting, the gatherings can change places.
- ✓ Subtracts 10 from a two-digit number.
- ✓ Subtracts pairs of full tens up to 100.
- ✓ Subtracts a one-digit number from a two-digit number.
- ✓ Subtracts two-digit numbers.
- ✓ Explains, by example, that subtraction can not be done in any order.
- ✓ Explains the role of zero in addition and subtraction.
- ✓ Specifies the number to be in the place of the sign when adding and subtracting up to 100.
- ✓ Solves text tasks that use addition and subtraction operations.
- ✓ Doubles two-digit numbers from whole tens to 50.
- ✓ Halves two-digit numbers from whole tens.
- ✓ Doubles two-digit numbers (doubling should not exceed 100).
- ✓ Halves double-digit numbers.
- ✓ Names pairs of numbers by addition whose sum is from 10 to 30.
- ✓ Recognizes numbers obtained by counting 1, 2, 4, 5 and 10.
- ✓ Writes multiplication as the sum of the same additions.
- ✓ Multiplies a one-digit number by 1, 2, 4, 5 and 10 and uses the sign "·".
- ✓ Group 2, 4, 5 and 10 to count a larger group of objects up to 100 (division by 2, 4, 5 and 10).
- ✓ Explains division as grouping and uses the sign "÷".
- ✓ Divide by 2, 4, 5 and 10 without remainder and with remainder.



Co-funded by the
Erasmus+ Programme
of the European Union



Co-funded by the
Erasmus+ Programme
of the European Union

- ✓ Solves problems in which he uses multiplication and division by 2, 4, 5 and 10.
- ✓ Recognizes that one half is written $\frac{1}{2}$, one quarter $\frac{1}{4}$, two quarters $\frac{2}{4}$, three quarters $\frac{3}{4}$.
- ✓ Recognizes which shapes are divided into halves or quarters and which are not.
- ✓ Shows halves and quarters of groups of objects up to 40.
- ✓ He explains that $\frac{2}{2}$ or $\frac{4}{4}$ make a whole, $\frac{1}{2}$ and $\frac{2}{4}$ are equal.

Topic: MEASUREMENT

- ✓ Recognizes and names coins and banknotes up to 100 denars.
- ✓ Groups coins and banknotes by value.
- ✓ Determines the exact amount of money by adding or subtracting coins and banknotes.
- ✓ Lists several ways in which a certain amount can be paid.
- ✓ Measures length, mass and volume and expresses in standard units.
- ✓ Estimates length, mass and volume and checks the results of the assessment with standard units of measurement.
- ✓ Uses standard units of measure for length, mass and volume in a real context.
- ✓ Compares lengths, masses and volumes and sorts comparison results in sequence.
- ✓ Solves problem situations that include length, mass and volume.
- ✓ Reads time in hours and minutes.



Co-funded by the
Erasmus+ Programme
of the European Union



Co-funded by the
Erasmus+ Programme
of the European Union

- addition and subtraction
- multiplication and division



Geometry

- 2d shapes
- 3d shapes
- Line of symmetry

Measurements

- money
- time
- length, mass, volume

Data work

- Collects, displays, pictograms, bar chart, Venn diagram

Problem solving



- Forming groups in a marked space

TOPIC-EXERCISES FOR BODY SHAPING AND MOVEMENTS

- Exercises for the neck, head and arms
- Exercises for the torso
- Exercises for the pelvis and legs
- Special exercise complexes with preventive and corrective effect on body deformities

TOPIC-ATHLETICS

- Sprint
- Jump from a place
- Jump with a rush
- Throwing a ball
- Game in place and in motion

TOPIC-GYMNASTICS

- Crouching forward
- Rolling
- Kneeling on the back and stomach
- Props
- Low gymnastic equipment
- Sweden bench
- Lifting and carrying

TOPIC-GAMES

- Ball games
- Relay games
- Games without borders
- Folk and other dances

Co-funded by the Erasmus+ Programme of the European Union

down, sitting .. The students are lined up in a line in a sitting position. At a given signal with a whistle from the teacher, the students with even numbers start with a sprint, and at a given signal with a clap of the hand, the students who are odd numbers start with sprinting.

ACTIVITY 2:

Ball tapping speed

At the signal of the teacher, the student starts tapping a ball in place with one hand and counts in 30 seconds how many repetitions he will be able to do. Then he does the same exercise with the other hand.

ACTIVITY 3:

Mini shot put

Each student throws a shot 3 times in the distance.

Each distance is measured individually. The total sum of the three distances determines the winner.

ACTIVITY 4:

Amerikanka

The students stand in a circle at a certain distance and quickly pass the ball with their hands. The ball must not fall and the students count aloud the



Standards of learning

- Count from 100 to 200 and more.
- Reads and writes numbers up to at least 1000.
- Count units back and forth, tens and hundreds, two-digit and three-digit numbers.
- "Count back and forth in steps of 2, 3, 4 and 5 to at least 50.
- Knows what each digit in three-digit numbers represents and breaks them down into hundreds, tens, and units.
- Determines for 1, 10,100 more / less than two-digit and three-digit numbers. Multiplies two-digit numbers by 10 and understands the result.
- Rounds two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.
- Finds the place of a three-digit number in a number sequence of hundreds.
- Finds the place of a three-digit number in a number sequence of hundreds and tens.
- Compares three-digit numbers using the signs "" "and" s "and finds a number between them.
- Sorts two-digit and three-digit numbers.
- Makes a reasonable estimate of a number between tens (eg from 30 to 50).



**9-10
years**

- BLOCK 1: NUMBERS AND COUNTING**
- Numbers up to 10,000 (number and quantity).
 - Measure value of digits (units, tens, hundreds, thousands, ten thousand, one-digit number, two-digit number, three-digit number, four-digit number, place value).

- BLOCK 1: ATHLETICS**
- Running (persistent running, high start, fast run, low start).

- ACTIVITY 1:**
Sprint 3x20m
- Kids are lined up in a column and perform one after the other.

- Compare pairs of three-digit or four-digit numbers (greater than, less than, signs > and <).
- Negative numbers in everyday context (negative number, number less than 0).
- Fraction (correct fraction, denominator, numerator, mixed number).
- Introduction to decimal numbers

BLOCK 2: GEOMETRY

- Half-line and angle (half-line, acute angle, obtuse angle)
- 2D-shapes (semicircle, polygon, hexagon, octagon, hexagon, hexagon, dodecagon, regular, irregular).
- 3D shapes (vertex, edge, wall, ribbed shapes, roller shapes).
- Line of symmetry (mirror line, fold line, line of symmetry)
- Position, movement and direction (position, rows, columns, direction, angle, right angle, 90° , 360° , 180°).

BLOCK 3: NUMBER OPERATION

- Addition and subtraction up to 10 000 (collection, sum, commutative property, associative property, denominator, denominator, difference).
- Doubling and halving numbers up to 10,000.
- Multiplication and division by 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10
- Addition and subtraction of correct fractions with the same denominator (whole, correct fraction, equal fractions).

BLOCK 4: MEASUREMENTS

- Length (units of length: km, m, dm, cm, mm, kilometer, meter, decimeter, centimeter, millimeter).

- Jumping ("scissors" high jump, long jump from a place, "cramped technique" long jump).
- Throwing a ball (throwing a ball at a distance, shooting a ball at a target).

BLOCK 2: GYMNASTICS AND RHYTHMIC GYMNASTIC WITH DANCE

Gymnastics

- Organizational placement in space.
- Exercises for shaping the body and movements.
- Gymnastic walking and running.
- Acrobatics.
- Hangings and swings.
- Jumping, jumping and skipping ("goat", Swedish box).
- Gymnastic walking, turning, children's jumping, forehead scales (Swedish bench, low beam).

Rhythmics

- Rhythmic walking and running with tact and music.
- Rhythmic jumps and jumps (children, cats, gallops, "scissors").
- Rhythmic movements with props (hoop, rope, ribbon, ball), with and without music.

Dances

At the sign of the teacher from a low start position, they start at 20 m. The teacher measures the result with a stopwatch and reports it to the student. As soon as all the students have passed, the second and then the third series begins.

In the end, the students calculate their own results and the winner is the one who has the lowest mean value of all three results.

ACTIVITY 2:

High jump

The students are lined up in a column.

The starting height of the bar is determined by the teacher and the students place the bar at that height.

Every child has the right to three attempts at the same height and if he fails to skip it for him, the game ends.

The next height is 5 cm higher and everyone who has skipped the previous height has the right to three attempts.

Then the bar rises again by 5 cm and so on until the students have the ability to jump the height.

The winner is the one who jumps the highestHigh jump

ACTIVITY 3:

- Mass (units of mass: kg, g, kilogram, gram).
- Fluid measurement (measures for fluid: l, dl, cl, ml, liter, deciliter, centiliter, milliliter).
- Time (second, minute, hour, decade, century).
- Perimeter and area of 2D shapes (perimeter / circumference, area of rectangular shapes, square per unit, m², cm²).

BLOCK 5: DATA WORK

- Collecting, organizing, arranging and presenting data (primary and secondary data, dash table, frequency table).
- Probability of occurrence of an event (always / certain, maybe / possible, never / impossible).

- Children's dances (ducks, When I'm happy).
- Traditional folk dances of your choice.
- Contemporary dances of your choice (polka, hip-hop, cha-chacha, samba).

BLOCK 3: SPORTS GAMES

Handball

- Basic handball attitudes and movements.
- Receiving and passing a ball.
- Handball management.
- Shooting in goal.
- Mini handball.

Basketball

- Basic basketball attitudes and movements.
- Catching and passing a ball.
- Basketball leadership.
- Shooting in a basket.
- Mini basketball.

Volleyball

- Basic volleyball attitudes and movements.
- Bounce the ball.
- School serving.
- Mini volleyball.

Football

- Receiving and passing a ball.
- Running the ball.
- Juggling.
- Shooting in goal.

Co-funded by the
Erasmus+ Programme
of the European Union

Precision
Students are divided into two mixed groups (male and female).

They shoot with a soccer ball from one goal to another (no goalkeeper, only distance)

The winner is the team that manages to score more goals.

ACTIVITY 4:

The students are divided into 4 groups and are lined up one behind the other in one part of the hall.

On the other part of the hall are left parts of geometric figures (circle, square, rectangle, triangle)

Each child runs, takes part of the geometric figure and goes back. Then another child starts, takes part of the figure and goes back.

The exercise continues until all the parts are brought and the geometric figure is assembled.

ACTIVITY 5:

Shot on the basket

The students are arranged in a column one behind the other.

First they shoot in the basket from the wing position (left and right) all one by one, then from



the back position (left and right) and finally from the central position.

Finally, students have to calculate the percentage from which position they were most successful and scored the most goals.

Standards of learning

BLOCK 1: NUMBERS AND COUNTING

- ✓ Count back and forth four-digit numbers in units, tens, hundreds and thousands.
- ✓ Sets the three-digit or four-digit number of unmarked numeric rights from 0 to 1 000 and from 0 to 10 000.
- ✓ Reads and writes numbers up to 10,000.
- ✓ Names digits with the unit value of a unit, ten, hundred, thousand on a specific three-digit number and a specific four-digit number.
- ✓ Rounds three-digit and four-digit numbers to the nearest ten or hundred.
- ✓ Uses greater than or less than to compare two three-digit and two four-digit numbers.
- ✓ Explains why he wrote the signs > and < when comparing pairs of three-digit or four-digit numbers.
- ✓ Sorts three-digit and four-digit numbers by size and using the signs > and <.
- ✓ Determines a number between two numbers in a row.
- ✓ Reads negative numbers in context (for example, temperature).
- ✓ Continues sequence below zero when counting down.
- ✓ Recognizes the correct fraction as part of a whole.
- ✓ Finds parts of shapes and numbers (example: rectangle, number 100).
- ✓ Determines denominator and numerator in fraction.
- ✓ Compares and sorts regular fractions with the same and different denominator, using the signs > and <.

BLOCK 1: ATHLETICS

- ✓ Performs a high start.
- ✓ Performs proper running technique.
- ✓ Applies low start to fast running.
- ✓ Performs long jump properly.
- ✓ Performs long jump "convoluted technique".
- ✓ Performs "scissors" high jump.
- ✓ Throws a ball in the distance.
- ✓ Hits with a ball in the goal.

BLOCK 2: GYMNASTICS AND RHYTHMIC GYMNASTIC WITH DANCE

- ✓ It is placed in two and four rows and columns and in a circle.
- ✓ Performs body shaping exercises in different postures and positions.
- ✓ Performs gymnastic walking and running in rhythm with music.
- ✓ Performs elements of ground gymnastics - acrobatics (front forward, backward back, "candle", "bridge", forehead scales, standing on arms with legs resting on a wall).

- ✓ Names equal fractions.
- ✓ Recognizes mixed numbers and places them in the appropriate place on the number line.
- ✓ Recognizes a fraction with denominator 10 and writes it as a decimal number.
- ✓ Reads and writes decimal numbers with one decimal.
- ✓ Determines mean value, tenths.
- ✓ Writes decimal numbers with one decimal number

BLOCK 2: GEOMETRY

- ✓ Recognizes and denotes half line and angle.
- ✓ Knows that a right angle has 90° .
- ✓ Compares angles in size with respect to a right angle and names sharp and obtuse angles.
- ✓ Names 2D shapes
- ✓ Draws and marks a square and a rectangle with a given length of sides / sides.
- ✓ Groups polygons according to the number of vertices, sides and angles.
- ✓ Recognizes regular and irregular polygons.
- ✓ Solves problem situations with 2D shapes.
- ✓ Distinguishes between ribbed and rolled 3D shapes.
- ✓ Describes 2D shapes from which a concrete 3D shape is composed.
- ✓ Finds the connections between 2D shapes and 3D shapes (for example, between a square and a cube).
- ✓ Makes a grid for prism and pyramid.
- ✓ Solves problem situations with 3D shapes.
- ✓ Recognizes line of symmetry of photographs of objects that are symmetrical, photographs of objects in nature.
- ✓ Distinguishes between symmetrical and asymmetrical 2D shapes.
- ✓ Finds the number of lines of symmetry in an equilateral triangle, a square, a pentagon, a hexagon, a heptagon, an octagon, a ten-hexagon and a hexagon.

- ✓ Performs ascents, descents, hangings and swings on gymnastic equipment (ripostoles, low shaft, hoops, loom).
- ✓ Performs jumping and jumping on a Swedish box.
- ✓ Performs skipping over a small "goat".
- ✓ Applies gymnastic walking, children's jumping, turning and weighing on a Swedish bench.
- ✓ Performs coordinated movements with the arms and legs in walking and running with proper posture and aesthetic movement of the body.
- ✓ Applies coordinated rhythmic movements with tact and music.
- ✓ Performs combined rhythmic movements in walking and running using jumps and jumps.
- ✓ Moves to the beat of tact and music with props.
- ✓ Performs basic steps of children's dances.
- ✓ Performs basic steps of traditional folk dances.
- ✓ Performs basic steps of contemporary dance

BLOCK 3: SPORTS GAMES

- ✓ Applies parallel and diagonal handball position in place and movement.

Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union

- ✓ Recognizes the position of an object on a grid of squares where rows and columns are marked with numbers and / or letters (coordinate grid).
- ✓ Count how many times the 2D shape will match the original position while rotating 360o.
- ✓ Solves problem situations for position, movement and direction.

BLOCK 3: NUMBER OPERATION

- ✓ Writes pairs of thousands whose sum is 10,000.
- ✓ Adds a four-digit number with a full ten, a hundred, or a thousand.
- ✓ Adds a four-digit number with a number close to the denominator of 10, 100 or 1,000 (full ten, hundred or full thousand).
- ✓ Adds a four-digit number with a two-digit, three-digit and four-digit number, choosing the appropriate strategy.
- ✓ Using a commutative or associative property, add numbers, grouping pairs whose sum is a full ten, a hundred, or a thousand.
- ✓ Subtracts four-digit numbers that contain 1,000, 100, 10 (full thousand, full hundred, ten). • Subtracts four-digit numbers, choosing the appropriate strategy.
- ✓ Determines whether the sum and the difference of even and odd numbers is an even or odd number.
- ✓ Specifies the number that should be in the place of the sign when adding and subtracting.
- ✓ Solves problem situations involving addition and subtraction operations.
- ✓ Doubling and halving numbers with whole thousands, hundreds and tens.
- ✓ Uses doubling and halving a four-digit number when solving tasks from everyday situations.
- ✓ Multiplies a one-digit number by 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.

- ✓ Performs basic technique of receiving and passing the ball in place and movement.
- ✓ Performs rectilinear guidance in place, walking and running.
- ✓ Shoots a goal from the spot.
- ✓ Applies basic elements in the game (mini handball).
- ✓ Applies parallel and diagonal basketball position in place and movement.
- ✓ Performs basic technique of receiving and passing the ball in place and movement.
- ✓ Performs rectilinear guidance in place, walking and running.
- ✓ Performs shooting in a basket from a place.
- ✓ Applies basic elements in the game (mini basketball).
- ✓ Applies parallel and diagonal volleyball position in place and movement.
- ✓ Performs correct placement and basic technique of bouncing the ball with fingers and forearm.
- ✓ Performs basic technique of bouncing the ball with fingers and forearm through a net at a lower height.
- ✓ Performs basic school service technique.
- ✓ Applies basic elements in a game of net (mini volleyball).

Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union

- ✓ Multiply whole tens from 10 to 90 with a one-digit number.
- ✓ Multiplies a two-digit number by a one-digit number.
- ✓ Multiply three-digit numbers by 10.
- ✓ Recognizes contents of 2, 3, 4, 5, 6, 7, 8, 9 and 10 to 100.
- ✓ Divide numbers up to 1 000 by 10 to one decimal place.
- ✓ Divides a two-digit number by a one-digit number without remainder and with remainder (rounds up the result).
- ✓ Uses simple ratio (scale) in tasks.
- ✓ Specifies the number that should be in the place of the sign □ when multiplying and dividing.
- ✓ Calculates numerous expressions in parentheses, using the sequence of operations inside and outside the parentheses.
- ✓ Reads and connects information from text tasks and chooses an appropriate solution strategy.
- ✓ Determines pairs of regular fractions that make a whole.
- ✓ Adds and subtracts correct fractions with the same denominator.
- ✓ Uses fraction equality to add and subtract regular fractions with the same denominator.
- ✓ Finds third, quarter, fifth, sixth, seventh, eighth, ninth and tenth of numbers up to 100.
- ✓ Solves simple problems by adding and subtracting regular fractions with the same denominator.

BLOCK 4: MEASUREMENTS

- ✓ Estimates length and selects the appropriate unit of measurement.
- ✓ Measures and records the results of measuring length with standard units of measurement and their abbreviations (mm, cm, dm, m).

- ✓ Performs basic technique of receiving and passing the ball.
- ✓ Ведува Performs straight running of the ball in walking and running.
- ✓ Performs foot juggling.
- ✓ Shoots a goal from the spot.
- ✓ Applies basic elements in the game (mini football).



Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union



- ✓ Uses decimal notation with one decimal to record measurement results (for example, 2.5 m, 1.3 m).
- ✓ Converts units of length from larger to smaller and vice versa.
- ✓ Uses units of length to solve simple problem situations.
- ✓ Estimates the mass and selects the appropriate unit of measurement.
- ✓ Measures and writes the results of the mass measurement with units of measurement and their abbreviations (g, kg).
- ✓ Uses decimal notation with one decimal to record measurement results (for example, 1.5 kg, 200 g).
- ✓ Converts units of mass from larger to smaller.
- ✓ Користи Uses units of mass to solve simple problem situations.
- ✓ Estimates and measures the amount of liquid with an appropriate unit of measurement. The liquid records the measurement results with their notation (l, dl, cl, ml) in decimal notation with one decimal to record the measurement results.
- ✓ Converts units of measurement for a liquid from larger to smaller and vice versa.
- ✓ Uses liquid units of measurement to solve simple problem situations.
- ✓ Reads time in hours, minutes and seconds.
- ✓ Reads what time the specific activity is on a schedule of activities and on what day a certain date in the year falls.
- ✓ Converts seconds into minutes and hours, decades into a century and vice versa.
- ✓ Solves simple problem situations related to timing.
- ✓ Measures and calculates the perimeter of a triangle, rectangle and square.



Co-funded by the
Erasmus+ Programme
of the European Union



Co-funded by the
Erasmus+ Programme
of the European Union

	<ul style="list-style-type: none"> ✓ Determines the area of rectangular figures drawn on a grid of squares by counting the squares. ✓ Uses a grid of squares to explain that area is expressed in square units (for example, cm²). <p>BLOCK 5: DATA WORK</p> <ul style="list-style-type: none"> ✓ Distinguishes between primary and secondary data. ✓ Selects the method of data collection (survey, interview, observation, experiment, internet, magazine, etc.). ✓ Distinguishes and presents data with dash tables and frequency tables. ✓ Reads and presents data with pictograms (symbols that represent 2, 5, 10 or 20 data). ✓ Represents data with bar charts (divisions that represent 2, 5, 10 or 20 data). ✓ Compares the obtained results presented on scales with different intervals. ✓ Draws conclusions from the results placed in lists, tables and diagrams. ✓ Uses lists and tables to systematically solve problem situations. ✓ Gives examples of everyday life events that always / surely happen, may / may happen and never / impossible. ✓ Describes why an event is safe, possible or impossible. 	 <p>Co-funded by the Erasmus+ Programme of the European Union</p>  <p>Co-funded by the Erasmus+ Programme of the European Union</p>	
<p>10-11 years</p>	<p>BLOCK 1: NUMBERS AND COUNTING</p> <ul style="list-style-type: none"> ➤ Numbers up to 10,000 (number and quantity). ➤ Measure value of digits (units, tens, hundreds, thousands, ten thousand, one-digit number, two-digit number, three-digit number, four-digit number, place value). ➤ Compare pairs of three-digit or four-digit numbers (greater than, less than, signs > and <). 	<p>BLOCK 1: ATHLETICS</p> <ul style="list-style-type: none"> ➤ Running (persistent running, high start, fast run, low start). ➤ Jumping ("scissors" high jump, long jump from a place, "cramped technique" long jump). 	<p>ACTIVITY 1: Athletic triathlon</p> <p>Each student performs the discipline of long jump, 20m sprint and shot put once and the results are recorded.</p>

- Negative numbers in everyday context (negative number, number less than 0).
- Fraction (correct fraction, denominator, numerator, mixed number).
- Introduction to decimal numbers (decimal number, for example, $\frac{1}{2}$, $\frac{5}{10}$, 0.5).

BLOCK 2: GEOMETRY

- Half-line and angle (half-line, acute angle, obtuse angle)
- 2D-shapes (semicircle, polygon, hexagon, octagon, hexagon, hexagon, dodecagon, regular, irregular).
- 3D shapes (vertex, edge, wall, ribbed shapes, roller shapes).
- Line of symmetry (mirror line, fold line, line of symmetry)
- Position, movement and direction (position, rows, columns, direction, angle, right angle, 90° , 360° , 180°).

BLOCK 3: NUMBER OPERATION

- Addition and subtraction up to 10 000 (collection, sum, commutative property, associative property, denominator, denominator, difference).
- Doubling and halving numbers up to 10,000.
- Multiplication and division by 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 (container / containers, ratio - scale).
- Addition and subtraction of correct fractions with the same denominator (whole, correct fraction, equal fractions).

BLOCK 4: MEASUREMENTS

- Length (units of length: km, m, dm, cm, mm, kilometer, meter, decimeter, centimeter, millimeter).
- Mass (units of mass: kg, g, kilogram, gram).

- Throwing a ball (throwing a ball at a distance, shooting a ball at a target).

BLOCK 2: GYMNASTICS AND RHYTHMIC GYMNASTIC WITH DANCE

Gymnastics

- Organizational placement in space.
- Exercises for shaping the body and movements.
- Gymnastic walking and running.
- Acrobatics.
- Hangings and swings.
- Jumping, jumping and skipping ("goat", Swedish box).
- Gymnastic walking, turning, children's jumping, forehead scales (Swedish bench, low beam).

Rhythmics

- Rhythmic walking and running with tact and music.
- Rhythmic jumps and jumps (children, cats, gallops, "scissors").
- Rhythmic movements with props (hoop, rope, ribbon, ball), with and without music.

Dances

- Children's dances (ducks, when I'm happy).
- Traditional folk dances of your choice.

Ranking is made for each discipline. The winner is the student whose average value of all three rankings is the lowest

ACTIVITY 2:

Volleyball

The students are divided into 4 groups.

2 groups play mini volleyball and the other 2 groups keep statistics with how many ball kicks the teams manage to win each game and then the whole set which is played up to 25.

Then the teams change, those who played keep statistics and the others play.

ACTIVITY 3:

"Sheva"

The students are arranged in a circle at a certain distance. One student is in the middle. The students make soccer passes with each other and the student in the middle tries to take the ball. All students count the passes aloud until the one in the middle achieves to touch the ball.

ACTIVITY 4:

Handball

Students are lined up in a column at one end of the

- Fluid measurement (measures for fluid: l, dl, cl, ml, liter, deciliter, centiliter, milliliter).
- Time (second, minute, hour, decade, century).
- Perimeter and area of 2D shapes (perimeter / circumference, area of rectangular shapes, square per unit, m^2 , cm^2).

BLOCK 5: DATA WORK

- Collecting, organizing, arranging and presenting data (primary and secondary data, dash table, frequency table).
- Probability of occurrence of an event (always / certain, maybe / possible, never / impossible).



1.

- Contemporary dances of your choice (polka, hip-hop, cha-cha, samba).

BLOCK 3: SPORTS GAMES

Handball

- Basic handball attitudes and movements.
- Receiving and passing a ball.
- Handball management.
- Shooting in goal.
- Mini handball.

Basketball

- Basic basketball attitudes and movements.
- Catching and passing a ball.
- Basketball leadership.
- Shooting in a basket.
- Mini basketball.

Volleyball

- Basic volleyball attitudes and movements.
- Bounce the ball.
- School serving.
- Mini volleyball.

Football

- Receiving and passing a ball.
 - Running the ball.
 - Juggling.
 - Shooting in goal.
1. Mini football.

Co-funded by the Erasmus+ Programme of the European Union

10 stands are placed in the middle of the hall. Each student on a given sign passed by the stands with a handball ball running, then shoots at the goal and returns to the starting position with a sprint. All this is measured with a stopwatch by the teacher and the winner is the one who will be able to pass the given task the fastest.

ACTIVITY 5:

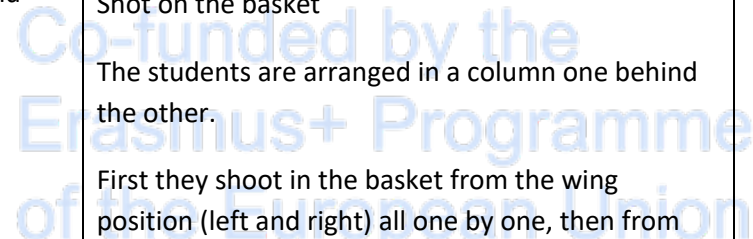
Shot on the basket

The students are arranged in a column one behind the other.

First they shoot in the basket from the wing position (left and right) all one by one, then from the back position (left and right) and finally from the central position.

Finally, students have to calculate the percentage from which position they were most successful and scored the most goals.

ACTIVITY 6:



BLOCK 1: NUMBERS AND COUNTING

- ✓ Count back and forth four digit numbers in units, tens, hundreds and thousands.
- ✓ Sets the three-digit or four-digit number of unmarked numeric rights from 0 to 1 000 and from 0 to 10 000.
- ✓ Reads and writes numbers up to 10,000.
- ✓ Names digits with the unit value of a unit, ten, hundred, thousand on a specific three-digit number and a specific four-digit number.
- ✓ Rounds three-digit and four-digit numbers to the nearest ten or hundred.
- ✓ Uses greater than or less than to compare two three-digit and two four-digit numbers.
- ✓ Explains why he wrote the signs $>$ and $<$ when comparing pairs of three-digit or four-digit numbers.
- ✓ Sorts three-digit and four-digit numbers by size and using the signs $>$ and $<$.
- ✓ Determines a number between two numbers in a row.
- ✓ Reads negative numbers in context (for example, temperature).
- ✓ Continues sequence below zero when counting down. Recognizes the correct fraction as part of a whole.
- ✓ Finds parts of shapes and numbers (example: rectangle, number 100).
- ✓ Determines denominator and numerator in fraction.
- ✓ Compares and sorts regular fractions with the same and different denominator, using the signs $>$ and $<$.
- ✓ Names equal fractions.
- ✓ Recognizes mixed numbers and places them in the appropriate place on the number line. Recognizes a fraction with denominator 10 and writes it as a decimal number.
- ✓ Reads and writes decimal numbers with one decimal.
- ✓ Determines meat value, tenths.

BLOCK 1: ATHLETICS

- ✓ Performs a high start.
- ✓ Performs proper running technique.
- ✓ Applies low start to fast running.
- ✓ Performs long jump properly.
- ✓ Performs long jump "convoluted technique".
- ✓ Performs "scissors" high jump.
- ✓ Throws a ball in the distance.
- ✓ Hits with a ball in the goal.

BLOCK 2: GYMNASTICS AND RHYTHMIC GYMNASTIC WITH DANCE

- ✓ It is placed in two and four rows and columns and in a circle.
- ✓ Performs body shaping exercises in different postures and positions.
- ✓ Performs gymnastic walking and running in rhythm with music.
- ✓ Performs elements of ground gymnastics - acrobatics (front forward, backward back, "candle", "bridge", forehead scales, standing on arms with legs resting on a wall).
- ✓ Performs ascents, descents, hangings and swings on gymnastic equipment (ripstools, low shaft, hoops, loom).
- ✓ Performs jumping and jumping on a Swedish box.
- ✓ Performs skipping over a small "goat".

Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union

✓ Writes decimal numbers with one decimal number

BLOCK 2: GEOMETRY

- ✓ Recognizes and denotes half line and angle.
- ✓ Knows that a right angle has 90° .
- ✓ Compares angles in size with respect to a right angle and names sharp and obtuse angles. Names 2D shapes
- ✓ Draws and marks a square and a rectangle with a given length of sides / sides.
- ✓ Groups polygons according to the number of vertices, sides and angles.
- ✓ Recognizes regular and irregular polygons.
- ✓ Solves problem situations with 2D shapes Distinguishes between ribbed and rolled 3D shapes.
- ✓ Describes 2D shapes from which a concrete 3D shape is composed.
- ✓ Finds the connections between 2D shapes and 3D shapes (for example, between a square and a cube).
- ✓ Makes a grid for prism and pyramid.
- ✓ Solves problem situations with 3D shapes. Recognizes line of symmetry of photographs of objects that are symmetrical, photographs of objects in nature.
- ✓ Distinguishes between symmetrical and asymmetrical 2D shapes.
- ✓ Finds the number of lines of symmetry in an equilateral triangle, a square, a pentagon, a hexagon, a heptagon, an octagon, a ten-hexagon and a hexagon. Recognizes the position of an object on a grid of squares where rows and columns are marked with numbers and / or letters (coordinate grid).
- ✓ Count how many times the 2D shape will match the original position while rotating 360° .
- ✓ Solves problem situations for position, movement and direction.

BLOCK 3: NUMBER OPERATION

- ✓ Writes pairs of thousands whose sum is 10,000.

- ✓ Applies gymnastic walking, children's jumping, turning and weighing on a Swedish bench. Performs coordinated movements with the arms and legs in walking and running with proper posture and aesthetic movement of the body.
- ✓ Applies coordinated rhythmic movements with tact and music.
- ✓ Performs combined rhythmic movements in walking and running using jumps and jumps.
- ✓ Moves to the beat of tact and music with props.
- ✓ Performs basic steps of children's dances.
- ✓ Performs basic steps of traditional folk dances.
- ✓ Performs basic steps of contemporary dance

BLOCK 3: SPORTS GAMES

- ✓
- ✓ Applies parallel and diagonal handball position in place and movement.
- ✓ Performs basic technique of receiving and passing the ball in place and movement.
- ✓ Performs rectilinear guidance in place, walking and running.
- ✓ Shoots a goal from the spot.
- ✓ Applies basic elements in the game (mini handball). Applies

Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union

- ✓ Adds a four-digit number with a full ten, a hundred, or a thousand.
- ✓ Adds a four-digit number with a number close to the denominator of 10, 100 or 1,000 (full ten, hundred or full thousand).
- ✓ Adds a four-digit number with a two-digit, three-digit and four-digit number, choosing the appropriate strategy.
- ✓ Using a commutative or associative property, add numbers, grouping pairs whose sum is a full ten, a hundred, or a thousand.
- ✓ Subtracts four-digit numbers that contain 1,000, 100, 10 (full thousand, full hundred, ten). • Subtracts four-digit numbers, choosing the appropriate strategy.
- ✓ Determines whether the sum and the difference of even and odd numbers is an even or odd number.
- ✓ Specifies the number that should be in the place of the sign when adding and subtracting.
- ✓ Solves problem situations involving addition and subtraction operations.
- ✓ Doubling and halving numbers with whole thousands, hundreds and tens.
- ✓ Uses doubling and halving a four-digit number when solving tasks from everyday situations.
- ✓ Multiplies a one-digit number by 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
- ✓ Multiply whole tens from 10 to 90 with a one-digit number.
- ✓ Multiplies a two-digit number by a one-digit number.
- ✓ Multiply three-digit numbers by 10.
- ✓ Recognizes contents of 2, 3, 4, 5, 6, 7, 8, 9 and 10 to 100.
- ✓ Divide numbers up to 1 000 by 10 to one decimal place.

- parallel and diagonal basketball position in place and movement.
- ✓ Performs basic technique of receiving and passing the ball in place and movement.
 - ✓ Performs rectilinear guidance in place, walking and running.
 - ✓ Performs shooting in a basket from a place.
 - ✓ Applies basic elements in the game (mini basketball). Applies parallel and diagonal volleyball position in place and movement.
 - ✓ Performs correct placement and basic technique of bouncing the ball with fingers and forearm.
 - ✓ Performs basic technique of bouncing the ball with fingers and forearm through a net at a lower height.
 - ✓ Performs basic school service technique.
 - ✓ Applies basic elements in a game of net (mini volleyball). Performs basic technique of receiving and passing the ball.
 - ✓ Ведува Performs straight running of the ball in walking and running.
 - ✓ Performs foot juggling.
 - ✓ Shoots a goal from the spot.
 - ✓ Applies basic elements in the game (mini football).

Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ Programme
of the European Union

- ✓ Divides a two-digit number by a one-digit number without remainder and with remainder (rounds up the result).
- ✓ Uses simple ratio (scale) in tasks.
- ✓ Specifies the number that should be in the place of the sign \square when multiplying and dividing.
- ✓ Calculates numerous expressions in parentheses, using the sequence of operations inside and outside the parentheses.
- ✓ Reads and connects information from text tasks and chooses an appropriate solution strategy. Determines pairs of regular fractions that make a whole.
- ✓ Adds and subtracts correct fractions with the same denominator.
- ✓ Uses fraction equality to add and subtract regular fractions with the same denominator.
- ✓ Finds third, quarter, fifth, sixth, seventh, eighth, ninth and tenth of numbers up to 100.
- ✓ Solves simple problems by adding and subtracting regular fractions with the same denominator.

BLOCK 4: MEASUREMENTS

- ✓ Estimates length and selects the appropriate unit of measurement.
- ✓ Measures and records the results of measuring length with standard units of measurement and their abbreviations (mm, cm, dm, m).
- ✓ Uses decimal notation with one decimal to record measurement results (for example, 2.5 m, 1.3 m).
- ✓ Converts units of length from larger to smaller and vice versa.
- ✓ Uses units of length to solve simple problem situations. Estimates the mass and selects the appropriate unit of measurement.



Co-funded by the
Erasmus+ Programme
of the European Union



Co-funded by the
Erasmus+ Programme
of the European Union

- ✓ Measures and writes the results of the mass measurement with units of measurement and their abbreviations (g, kg).
- ✓ Uses decimal notation with one decimal to record measurement results (for example, 1.5 kg, 200 g).
- ✓ Converts units of mass from larger to smaller.
- ✓ Користи Uses units of mass to solve simple problem situations.
- ✓ Estimates and measures the amount of liquid with an appropriate unit of measurement. The liquid records the measurement results with their notation (l, dl, cl, ml) in decimal notation with one decimal to record the measurement results.
- ✓ Converts units of measurement for a liquid from larger to smaller and vice versa.
- ✓ Uses liquid units of measurement to solve simple problem situations. Reads time in hours, minutes and seconds.
- ✓ Reads what time the specific activity is on a schedule of activities and on what day a certain date in the year falls.
- ✓ Converts seconds into minutes and hours, decades into a century and vice versa.
- ✓ Solves simple problem situations related to timing. Measures and calculates the perimeter of a triangle, rectangle and square.
- ✓ Determines the area of rectangular figures drawn on a grid of squares by counting the squares.
- ✓ Uses a grid of squares to explain that area is expressed in square units (for example, cm²).

BLOCK 5: DATA WORK

- ✓ Distinguishes between primary and secondary data.
- ✓ Selects the method of data collection (survey, interview, observation, experiment, internet, magazine, etc.).



Co-funded by the
Erasmus+ Programme
of the European Union



Co-funded by the
Erasmus+ Programme
of the European Union



- ✓ Distinguishes and presents data with dash tables and frequency tables.
- ✓ Reads and presents data with pictograms (symbols that represent 2, 5, 10 or 20 data).
- ✓ Represents data with bar charts (divisions that represent 2, 5, 10 or 20 data).
- ✓ Compares the obtained results presented on scales with different intervals.
- ✓ Draws conclusions from the results placed in lists, tables and diagrams.
- ✓ Uses lists and tables to systematically solve problem situations. Gives examples of everyday life events that always / surely happen, may / may happen and never / impossible.
- ✓ Describes why an event is safe, possible or impossible.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).