

Themes: Frozen – All About Teeth – Zarg’s World

Intent

To use their fingers to quickly show quantities on one hand. To recognise and order numbers to 5.
 To begin to develop conceptual subitising skills with linear and paired arrangements of up to 5 dots.
 To visualise and recreate arrangements of up to 5 dots. To match dots to numerals.
 To build towers in order from 1 to 5 and to see a staircase pattern as one more.
 To order towers of 1-5 interlocking cubes.
 To match numerals to different representations/arrangements of number.
 To use what they know about 5 to work out a hidden number.
 To recognise the 5 pattern on a die.
 To use double dice frames to represent numbers more than 5.
 To use the language of more than and fewer than to describe quantities.
 To know that it is quantity that determines if 1 set has more or fewer than the other.
 To use the language of 'equal number' when the quantity is the same.
 To recognise arrangements of 6, 7 and 8 in different contexts.
 To be able to count 6, 7 and 8 items onto a 10 frame.
 To know that a pair is two and to arrange objects in pairs and know when there is an odd one out.
 To differentiate between 5-wise and pair-wise patterns.
 To apply counting principles for 9 and 10.
 To know that if they know 10 on 10 frame or on fingers they don't need to count 9 objects.
 To compare 2 quantities moving on to 3 or more quantities.
 To make a sensible guess of a number of small objects picked up.
 To play games that support learning number bonds to 10.
 To begin to know some number bonds to 10.
 To recognise common 2D shapes and to be able to differentiate between 2D and 3D shapes. To use shape language when describing shape.
 To begin to use more complex patterns moving from AB, ABC, ABB, AAB, AABB, AABBC and using pattern frame to find which pattern fits.

Implement

Use subitising dot cards to practise knowing number without counting. Encourage children to take pictures of dots with their eyes and then represent same arrangement with different counting objects such as cubes, counters, beads etc.... Make up simple track games in the playground with chalk, reinforcing the recognition of numerals.
 Get children to make up as many arrangements as they can using 5 objects.
 Continue to do daily Snacktime Maths, playing 'Spin a Number' and finding different ways to display 'Number of the Day'.
 Give the children access to triangles, squares, rectangles and pentagons/5-pointed stars then provide objects such as buttons or pom-poms for matching and placing activities. Encourage the children to talk about what they notice. They may choose to match the objects to the angles on the shapes, or to the sides.
 Play counting games and games that use language of first, second, third etc... Build towers using multi-link cubes or wooden/foam bricks.
 Demonstrate staircase pattern and get children to represent staircase pattern with their choice of objects.
 Use counting rhymes to deepen understanding of a 'whole' being made up of smaller parts.
 Use giant die to play match the number game. Use double dice frames to explore ways to make 6, 7, 8, 9 and 10.
 Provide opportunities to compare quantities – reinforce language of more than, fewer than, equal to. Model use of symbols so that children begin to recognise the symbols $+/-/=$.
 Model collecting data – show children different data collecting charts on Early Essentials.
 Play games to reinforce understanding of number bonds eg.
 Show children different examples of pattern eg. on wallpaper, wrapping paper, carpets and buildings.
 Talk about patterns and what they see, what shapes are used, colour.
 Encourage them to create their own wrapping paper using repeated pattern.
 Introduce children to pattern frames and explore different AB patterns and which patterns would fit.



Reception Class Medium Term Planning Spring 2023 Mathematical Development

Impact

Children are able to determine quantities of objects up to 5 in different arrangements.
 Children create their own arrangements of 5 using different objects.
 Children are able to build matching tower to demonstration model.
 Children understand and use language of more/fewer/equal to in their play.
 Children use their subitising skills to say how many corners/sides different shapes have.
 Children enjoy playing different games and begin to use ordinal language in their play.
 Children are able to copy a staircase pattern using multi-link cubes and then replicate pattern with objects of their choice.
 Children are able to recognise all numbers on dot die when playing die games.
 Children are able to represent numbers above 5 with a double dice frame.
 Children begin to recognise that $+/-/=$ are mathematical symbols.
 Children enjoy collecting information and begin to record in their own way.
 If I say a number from 0-10 children are able to say number partner to make 10.
 Children enjoy playing games to reinforce their number bonds to 10.
 Children begin to notice pattern more within the class, school and outdoor area. They enjoy having a go at creating their own patterns either by using real objects or drawing their patterns. They show that they are now able to use more complex pattern structures.

Skills:

I can see without counting numbers to 5.
 I know that I can arrange 5 in lots of different ways.
 I can recognise all the numbers on a dot die.
 I can see how many sides/corners there are in some shapes without counting.
 I know what equal amounts mean.
 I can find arrangements of 6, 7, and 8 in different places.
 I can make 9 on a number frame without counting.
 I can complete a pattern on a pattern frame.

Key Vocabulary:

pattern, arrangement, amount, subitise, compare, difference, equal, collection, match, object, whole, part, number names, hundred square, numicon, fewer, more, 2D and 3D shape names, corner, side, face, track, match, quantity, add, subtract, repeat, pattern frame, number bonds

Differentiation:

Support – reinforce any new language throughout each day. Allow children for more time to understand new concepts. Keep revisiting counting principles to 5 to ensure that this is not forgotten. Revisit Snacktime Maths sessions in the afternoon in children's independent play.
Challenge – continue to challenge children's mathematical thinking by presenting them with number problems involving more challenge. Continue 'Spin a Number' and get children to think about how to arrange number of the day in different ways.

