

## St Nicholas' CE (VA) Primary School

### 2024-2025 Medium Term Planning – Maths Year R

#### Badger Class / Term 2

<b>Date</b>	<b>Strand</b>	<b>Mental Maths</b>	<b>Learning Objectives</b>
<b>Wk 1</b> 04.10.22	Numbers to 5 Counting Ordinality Cardinality	Count to 20 Sing counting songs.	NCETM - Counting, ordinality and cardinality <ul style="list-style-type: none"><li>• Practise counting each object, action or sound once and only once.</li><li>• Hear and join in with the counting sequence to 5.</li><li>• Tag each object with 1 number word (1:1 correspondence).</li><li>• Recognise that they have 5 fingers on one hand.</li><li>• Say and make numbers to 5 on their fingers.</li><li>• Make collections of 5 in different ways.</li><li>• Use counters to represent 5 objects.</li><li>• Use a die frame to represent 5.</li><li>• Count each object, action or sound once.</li><li>• Count 5 and 5 to make 10 altogether.</li></ul> Numberblocks – S1 Eps 7 / 9 / 10
<b>Wk 2</b> 11.11.22	Numbers to 5 Comparison	Count to 20 Sing counting songs.	NCETM - Comparison <ul style="list-style-type: none"><li>• Practise subitising amounts to 4</li><li>• Revisit 'more than' or 'fewer than' by looking.</li><li>• Compare groups of up to 3 objects by matching them 1:1</li><li>• Say when they have an equal number.</li><li>• Build towers with an equal number of squares</li><li>• Match the squares in the towers 1:1</li><li>• Say when there is an equal number, too many or not enough.</li></ul> Numberblocks – S1 Eps 6 / 11 / S3 Ep 2

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<b>Wk 3</b> 18.11.22	Numbers to 5 Composition	Count to 20 Sing counting songs.	NCETM - Composition <ul style="list-style-type: none"><li>• Identify the 'whole' when shown 1 part of a familiar object</li><li>• Identify that the parts are still visible when they are assembled to make the whole</li><li>• Hear the language of 'whole' and 'parts'.</li><li>• Identify parts of their own body</li><li>• Identify parts of some animals' bodies</li><li>• Recognise that some whole objects have parts that cannot be removed.</li><li>• Investigate ways to compose and de-compose sets of 2 and 3</li><li>• Know that 1 and 2 are parts of 3.</li></ul> Numberblocks – S1 Eps 5 / 12
<b>Wk 4</b> 25.11.22  Assessment Week	Assessments Counting, ordinality and cardinality Comparison Composition	Count to 20 from any number. Sing counting songs. Counting	<ul style="list-style-type: none"><li>• Assessments</li></ul>
<b>Wk 5</b> 02.12.22	Numbers to 5 Composition	Count to 20 Sing counting songs.	NCETM - Composition <ul style="list-style-type: none"><li>• Investigate ways to compose and de-compose sets of 3</li><li>• Explore how 1 and 2 are parts of 3.</li><li>• Investigate ways to compose and de-compose 4</li><li>• Investigate ways to compose and de-compose 5</li><li>• Use spatial language to describe the shapes</li><li>• Explain that different parts can make the same whole.</li></ul> Numberblocks – S1 Eps 14 / 15

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<b>Wk 6</b> 09.12.22	Numbers to 5 Counting Ordinality Cardinality	Count to 20 from any number. Sing counting songs.	NCETM – Counting, ordinality and cardinality <ul style="list-style-type: none"><li>• Hear and join in with the counting sequence to 10, including using songs and rhymes</li><li>• Use their fingers to represent quantities to 5 and to begin to represent quantities to 10</li><li>• Match different representations of quantities to 5 with amounts shown on their fingers.</li><li>• Remember that the 'stopping number' tells us how many we need altogether</li><li>• Begin to recognise numerals to 5</li><li>• Develop their understanding of equal amounts.</li></ul> Numberblocks – S2 Eps 5 / 6 / 14
<b>Wk 7</b> 16.12.22	Numbers to 5 Counting Ordinality Cardinality	Count to 20 from any number. Sing counting songs.	NCETM – Counting, ordinality and cardinality <ul style="list-style-type: none"><li>• Remember that the 'stopping number' tells us how many we need altogether</li><li>• Represent quantities in more abstract ways, such as by clapping or jumping.</li><li>• Recognise numerals to 5</li><li>• Begin to understand that when a set of objects is rearranged, its quantity remains the same.</li></ul> Numberblocks – S3 Eps 1 / 7 / 8