

## St Nicholas' CE (VA) Primary School

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

#### Badger Class / Term 4

<b>Date</b>	<b>Strand</b>	<b>Mental Maths</b>	<b>Learning Objectives</b>
<b>Wk 1</b> 19.2.23	Number Counting, Ordinality and Cardinality	Count to 20 from any number  Sing counting songs.	NCETM - Counting, Ordinality and Cardinality: <ul style="list-style-type: none"><li>• Practise counting aloud</li><li>• Revisit the principles of counting.</li><li>• Use generalised statements to describe the '5 and a bit' composition of the numbers 6–8.</li><li>• Investigate the '1 more/1 less' pattern of the base-10 counting system</li><li>• Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure.</li><li>• Describe the '1 more/1 less' relationship of numbers to 10</li><li>• Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.</li></ul>
<b>Wk 2</b> 26.2.23	Number Comparison	Count to 20 from any number  Sing counting songs.	NCETM - Comparison: <ul style="list-style-type: none"><li>• Subitise arrangements of 6 and NOT 6</li><li>• Order Numberblock images to 8.</li><li>• Represent 8 as '5 and 3 more'</li><li>• Describe how to place the numbers 1 to 8 in order.</li><li>• Explain how to order quantities to 10</li><li>• Reason about which numbers are 'more than' others.</li><li>• Consolidate their understanding of 8 as '5 and 3 more'</li><li>• Notice when numbers are increased or decreased and explain their thinking.</li></ul>
<b>Wk 3</b> 04.3.23	Number Composition	Count to 20 from any number  Sing counting songs.	NCETM - Composition: <ul style="list-style-type: none"><li>• Use skills of conceptual subitising to describe parts of a whole set</li><li>• Visualise arrangements and use gestures to describe the numbers within a whole set.</li><li>• Investigate ways of making 7 with two parts</li><li>• Use their fingers to make and describe 7 as '5 and 2 more'.</li><li>• Notice when towers are made of 7 or NOT 7 interlocking cubes</li><li>• Work out the missing part of 7 using the '5 and a bit' structure.</li><li>• See that 7 can be composed in different ways</li><li>• Explain their understanding of the composition of 7.</li></ul>

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<b>Wk 4</b> 11.3.23	Number Composition	Count to 20 from any number  Sing counting songs.	NCETM - Composition: <ul style="list-style-type: none"><li>• Practise identifying when 2 sets are equal in number.</li><li>• Identify when a double is shown and explain why.</li><li>• Identify when a double is shown and explain why</li><li>• Say what the whole is when there are 2 equal parts.</li><li>• Use objects to make doubles patterns and describe what they can see.</li><li>• Show doubles patterns on their fingers in response to being given the whole</li><li>• Use positional language to describe spatial arrangements of objects</li><li>• Visualise doubles patterns to 5 and 5.</li></ul>
<b>Wk 5</b> 18.3.23	Assessment Week		
<b>Wk 6</b> 25.3.23	Number Composition	Count to 20 from any number.  Sing counting songs.	NCETM - Composition: <ul style="list-style-type: none"><li>• Say what the whole is when there are 2 equal parts</li><li>• Recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.)</li><li>• Sort objects according to attributes described by an adult.</li><li>• Describe attributes that they notice for a group of objects</li><li>• Sort and re-sort objects according to their own attributes.</li><li>• Describe attributes of the Numberblocks</li><li>• Sort the Numberblocks using the criteria 'odd blocks' or 'even tops'.</li></ul> Investigate patterns of doubles.