

## Spring Term

Week	Objective
1	<p><u>Alive in 5!</u> <u>Comparing numbers to 5</u> Understand that when comparing numbers one quantity can be more than, the same, or fewer than another quantity. Provide opportunities to compare smaller quantities of large items and larger quantities of small items- make the distinction between size and quantity. Understand fairness, does everyone have the same? Is it fair? Who has more? How many more?</p> <p><u>Comparing Capacity (2)</u> Build on understanding of full and empty and show half full, nearly full, and nearly empty. Provide different size containers and use the language thin, tall, narrow, wide and shallow.</p>
2	<p><u>Alive in 5!</u> <u>Introducing zero</u> Teach understanding of 'nothing there' and 'all gone'. Learn that the number name zero and the numeral 0 can be used to represent this idea. Sing number songs which count back to help develop the understanding the 0 is one less than one.</p> <p><u>Comparing Mass (2)</u> Children already have some experience of weight through carrying heavy and light objects. Make direct comparisons by holding items and using scales to check. Use language of heavy, heavier than, heaviest, light, lighter than lightest. Avoid the misconception that bigger items are always heavier and smaller items are always lighter.</p>
3	<p><u>Alive in 5!</u> <u>Composition of 4 &amp; 5</u> Subitise numbers 4 and 5 without counting. Make each number using 2 parts or more than 2 parts. Know that 4 and 5 are made up from smaller numbers.</p>

4	<p><u>Growing 6, 7, 8</u> <u>6, 7, 8</u></p> <p>Subitise number 6 and conceptually subitise number 7 and 8. Order and comparing noticing the one more and one less pattern. Represent 6, 7, 8 and different ways. Count out the required amount from a larger group.</p>
5	<p><u>Growing 6, 7, 8</u> <u>Making Pairs</u></p> <p>Build on earlier work to matching to find and make pairs. Understand that a pair is two. Provide items that come in pairs. Arrange small items in pairs and notice that some quantities will have one left over- odd one out. Play games for pairs such as snap etc.</p>
6	<p><u>Growing 6, 7, 8</u> <u>Combining two groups</u></p> <p>Combine two groups to find out how many altogether. Should be given real life context to do this in e.g There are 3 frogs on the log and 4 frogs in the pond, how many frogs altogether? Children should try and subitise the two groups and then count each one to find out how many altogether.</p>
7	<p><u>Growing 6, 7, 8</u> <u>Digger deeper</u></p> <p>Use partitioning frames and dot plates to work out number compositions and bonds. Play dice games and explore number possibilities.</p>
8	<p><u>Growing 6, 7, 8</u> <u>Length and time.</u></p> <p>Begin to describe length and height. Make direct comparisons and begin to use the language longer shorter (length), taller shorter (height), wider and narrower (breadth). Make indirect comparisons by using cubes or other measures. E,g the log is 4 cubes long, the plank is 6 cubes long, the plank is longer than the table.</p> <p><u>Time</u></p> <p>Order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to the describe what events have happened. Use vocabulary yesterday, tomorrow, today. Talk about significant events in their lives and events they are looking forward too.</p>

9	<p><u>Building 9 and 10</u>  <u>Counting to 9 and 10</u>  Counting forwards and backwards to 9 and 10. Representing 9 and 10 in different ways. Arranging 9 and 10 items into small groups. Conceptual subitise larger numbers and explore composition e.g. I know its 9 because I see 3, 3 and 3. Notice the 10 frame is full when there is 10. Can use 10 frame, fingers, beads strings to subitise groups of 9 and 10.</p>
10	<p><u>Building 9 and 10</u>  <u>Comparing numbers to 10</u>  Make comparison by lining up items with 1-1 correspondence to compare them directly. Understand that when making comparisons a set can have more items, fewer items or share the same number of items as another set. Compare 2 quantities and progress to ordering 3 or more.</p> <p><u>Bonds to 10</u>  Explore making number bonds to ten on the tens frames and by using real life objects.</p>
11	<p><u>Building 9 and 10</u>  <u>3D Awareness</u>  Discuss which shapes stack and which shapes roll and why they is. Build with 3d shapes commenting on what they are doing. Children should be introduced to the correct names for the shapes and should explore similarities and differences between the shapes as they play.</p> <p><u>Patterns (2)</u>  Build on their knowledge of AB patterns by introducing ABB, AAB, AABB and AABBB. Children should say the pattern aloud. Introduce patterns with deliberate error so that the children can notice this and correct it. Introduce patterns in different shapes, so along a curvy line or a zigzag line.</p>
12	<p><u>Consolidation</u></p>