



Crosby Primary School

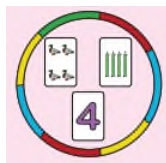
Mathematics Medium Term Plan F2 Autumn Term

Unit 5 - 1,2,3,4,5 (2 Weeks)

Curriculum

DM – Rec.

- Count objects, actions and sounds.
- Link the number symbol (numeral) with its cardinal number value.
- Subitise.
- Understand the 'one more/less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.



Bt5M – Range 5

- Points or touches (tags) each item, saying one number for each item, using the order of 1,2,3,4,5.
- Begin to recognize that each counting number is one more than the one before.
- Positive Relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking the children to predict the next number.

Bt5M – Range 6

- Engage in subitizing numbers to 4 and maybe 5.
- Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.

Concept Sequence:

- Find 4 and 5** – Find different representations. Match the verbal number names to numerals and quantities. Use touch to support one-to-one correspondence. Recognise that the final number is the total – cardinality. Share stories and images. Find objects in provision and environment. Many children are four years old. Link five to birthdays.
- Subitise 4 and 5** – instantly recognize number of objects without counting. Show different arrangements.
- Represent 4 and 5** – create own representations, mark making. Count/subitise to check. Represent using a five frame - if one empty space there must be four, if full there must be five.
- 1 more** - Use counting, subitising and comparing skills to find one more than numbers up to 5. Use a five frame. Note order does not change when counting (stable order principle). Use different representations/manipulatives.
- 1 less** - Use counting, subitising and comparing skills. Use a five frame to support.
- Composition of 4 and 5** – partition into two parts.
- Composition 1-5** – partition into two parts, find different ways. Know smaller numbers combine to make the whole.

Planning Links

White Rose:

<https://assets.whiteroseeducation.com/Resources/early-years/reception/autumn-block-5/Reception%20Autumn%20Block%205%201%202%203%204%205%20SOL.pdf>

NCETM: <https://www.ncetm.org.uk/in-the-classroom/early-years/>

BBC Number Blocks:

<https://www.bbc.co.uk/cbeebies/shows/numberblocks>

Early Math Collaborative: <https://earlymath.erikson.edu/>

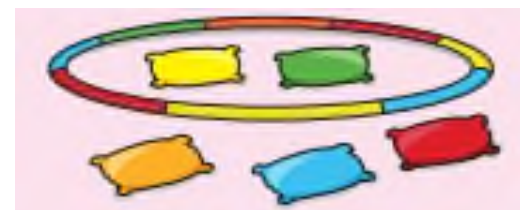
NRICH <https://nrich.maths.org/early-years>

Learning Trajectories (L2)

<https://www.learningtrajectories.org/>

HWB Wales

https://hwb.gov.wales/repository/discovery?sort=recent&cat_alogs=1d058d90-af42-4ce4-bbf2-ba79_4a95aa55&strict=1



Resources

Real-life objects, counters, cubes, five frame, fingers shapes/blocks, hoops, washing line, pictures, paper plates, number track, timers

Songs/rhymes – 1,2,3,4,5 Once I caught a fish alive, Five little teddy bears, Five little men in a flying saucer, Five Currant Buns, Five little speckled frogs, Five little ducks.....One elephant went out to play, One man went to mow

Washing Line – Jez Alborough 5 Small Stars – Ladybird, Days of the week song

Games - Memory Game – My grandma went to market and bought..../Musical Chairs

Traditional Tales (The Enormous Turnip, The Gingerbread Man).

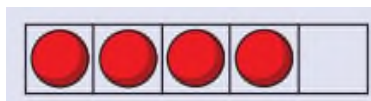
Stories - Maisy Goes Camping). Books with more than one object on a page.

Mr Strong – Hargreaves

BBC Number Blocks Series 1 Ep 6 – Four

Key books

- Witches Four* by Marc Brown
- Five Little Fiends* by Sarah Dyer
- Pete the Cat and his Four Groovy Buttons* by Eric Litwin
- Kipper's Birthday* by Mick Inkpen
- The Very Hungry Caterpillar* by Eric Carle
- Stella to Earth!* by Simon Puttock and Philip Hopman
- Anno's Counting Book* by Mitsumasa Anno



Vocabulary

One, Two, Three, Four, Five
Part, Whole, Count, altogether, total
Forwards, backwards
More/less, equal/same, more/fewer
Five frame

