**7. Number 5 & 8. Counting 1–5**

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| **Elements** | * Understanding and Connecting | * Communicating | * Reasoning | * Applying and Problem-Solving |  |
| **Pedagogical Practices** | * Using cognitively challenging tasks | * Promoting maths talk | * Fostering productive disposition | * Encouraging playfulness | * Emphasising mathematical modeling |



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| **Linkage and**  **Integration** |
| **Music:** Performing / Song singing |
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| **Differentiation** |
| Alter pace as required.  Use low-threshold high-ceiling tasks and parallel tasks.  Provide concrete resources.  Use the Extension Activities to provide extra challenge. |
| **Assessment** |
| **Intuitive Assessment**  Use maths talk, key questions and observation to assess children as they engage in learning experiences.  **Planned Interactions**  Use key questions to discuss children’s work with them as they engage in learning experiences.  **Assessment Events**  Student Book pages 18–21  *Maths My Way* Autumn Assessment. |
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| **Strand and Strand Unit** | | **Learning**  **Outcome(s)** | **Mathematical**  **Concept(s)** | **Mathematical**  **Language** | **Focus of**  **New Learning** | ✓ | **Learning**  **Experiences** |
| **Week 1** | **Number:** Numeration and Counting | Develop an awareness that the purpose of counting is to quantify. | * Quantities can be subitised and compared without needing to count or assign a numerical value. * There are five principles of counting: one-to-one, stable order, cardinal, order irrelevance and abstraction. * The last number in the count indicates the quantity in a set. * There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations. | number  number before  number after  numbers 1–5  ‘How many?’  ‘What do you see?’  odd one out  same  different | 1. Recognise 5. |  | * Watch videos and sing a nursery rhyme about the number 5. * Write the number 5. * Use Maths Eyes to recognise the number 5 in the real world. * Use subitising to see 5 without counting. * Explore the components of 5 using concrete materials like 5 frames and counters. |
| 1. Write 5. |  |
| 1. Count and subitise 5. |  |
| 1. Explore the components of 5. |  |
| **Week 2** | **Number:** Numeration and Counting | Develop an awareness that the purpose of counting is to quantify.  Develop an awareness that numbers have a variety of uses. | * The last number in the count indicates the quantity in a set. * Numbers can be distinguished according to their quantitative value. * There are five principles of counting: one-to-one, stable order, cardinal, order irrelevance and abstraction. * There is a range of counting strategies, including grouping objects and arranging objects in various visual configurations. | number  number before  number after  numbers 1–5  ‘How many?’  ‘What do you see?’ | 1. Count and write 1–5. |  | * Watch a video to count forwards to and back from 5. * Draw a story about 1–5 animals. * Use fingers to count 1–5 objects. * Use counters and 5 frames to count 1–5 objects. * Explore different strategies to count and compare sets. |
| 1. Count 1–5 using fingers. |  |
| 1. Count 1–5 using 5 frames. |  |
| 1. Count and compare sets of 1–5. |  |

**Overview**



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| **Week 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Recognise 5. | Write 5. | Count and subitise 5. | Explore the components of 5. | Weekly review. |
| **Slides** | 7.1 | 7.2 | 7.3 | 7.4 | 7.5 |
| **Book** |  | p.18 | p.18 |  | p.19 |
| **Concrete Resources** | Dice, cubes | | | | |
| **Digital Resources** | 7. Number pack: 5 | | | | |

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| **Week 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Count and write 1–5. | Count 1–5 using fingers. | Count 1–5 using 5 frames. | | Count and compare sets of 1–5. | Weekly review. |
| **Slides** | 8.1 | 8.2 | 8.3 | | 8.4 | 8.5 |
| **Book** | p.20 |  | p.20 | |  | p.21 |
| **Concrete Resources** | Number cards 1–5, counters, 5 frames, cubes | | | | | |
| **Digital Resources** | 8. Counting 1–5: Game  8. Counting 1–5: Song  8. Counting 1–5: Printables | | | 8. Planet Maths: Ball Jar  8. Planet Maths: Count the Spots  8. Planet Maths: Counting 1–5 | | |