**7. Number 5 & 8. Counting 1–5**

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| **Elements** | * Understanding and Connecting
 | * Communicating
 | * Reasoning
 | * Applying and Problem-Solving
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| **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.
 | numbernumber beforenumber afternumbers 1–5‘How many?’‘What do you see?’odd one outsamedifferent | 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.
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| 1. Write 5.
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| 1. Count and subitise 5.
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| 1. Explore the components of 5.
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| **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.
 | numbernumber beforenumber afternumbers 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.
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| 1. Count 1–5 using fingers.
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| 1. Count 1–5 using 5 frames.
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| 1. Count and compare sets of 1–5.
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**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: Game8. Counting 1–5: Song8. Counting 1–5: Printables | 8. Planet Maths: Ball Jar8. Planet Maths: Count the Spots8. Planet Maths: Counting 1–5 |