

Badger Class (YR) Maths Medium Term Plan Term 5 Summer 2024

Date	Strand	Mental Maths	Learning Objectives
			Year R
Wk 1 15.04.24	Cardinality, ordinality and counting	Count to 20 from any number. 1 more 1 less. Sing counting songs.	NCETM - Cardinality, ordinality and counting: <ul style="list-style-type: none"> • Count things that cannot be seen – sounds • Revisit rules for how to count • Discuss and practise strategies for counting larger sets. • Count things that cannot be seen – actions • Discuss and practise strategies for counting larger sets by moving objects. • Count things that cannot be seen – periods of time • Discuss and practise strategies for counting larger sets by moving images • Make or represent their own collections of larger amounts. • Practise counting on from a given number. • Discuss and practise strategies for counting larger amounts that cannot be moved.
Wk 2 22.04.24	Subitising	Count to 20 from any number. 1 more 1 less. Sing counting songs.	NCETM - Subitising: <ul style="list-style-type: none"> • Visualise, make and describe spatial arrangements of 6. • Practise subitising to 6 • Make and describe arrangements of 6. • Listen to rhythmic patterns of up to 5 sounds and determine the quantity. • Recognise Numberblocks and related doubles patterns on their fingers without counting. • Subitise doubles amounts shown on 10-frames.
Wk 3 29.04.24	Number Composition	Count to 20 from any number. 1 more 1 less. Sing counting songs.	NCETM - Composition: <ul style="list-style-type: none"> • Recap that there are 5 fingers on 1 hand • Consolidate their use of finger patterns to represent the composition of 5. • Use their fingers to represent the composition of 5 • Identify a missing part of 5. • Identify when a set of objects has 5/NOT 5 • Identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2. • Identify arrangements of 6 or 7 objects • Represent numbers 6 – 9 on their fingers as '5 and a bit'.

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<p>Wk 4 06.05.24</p>	<p>Number Composition</p>	<p>Count to 20 from any number.</p> <p>1 more 1 less.</p> <p>Sing counting songs.</p>	<p>NCETM - Composition:</p> <ul style="list-style-type: none"> • Recap the numbers 6 to 9 in the '5 and a bit' structure • Recap that 10 can be composed of 5 and 5 • Identify when 10 is shown using structured arrangements of objects. • Match numerals to quantities shown as the 5 and a bit structure • Explore ways in which 10 can be composed of 2 parts • Represent the composition of 10 using dice frames and finger patterns. • Use structured arrangements to find missing parts of 10 • Solve problems involving the composition of 10. • Identify pairs of numbers that make 10 in unstructured arrangements • Identify a missing part of 10 in structured arrangements.
<p>Wk 5 13.05.24</p>	<p>Number Comparison</p>	<p>Count to 20 from any number.</p> <p>1 more 1 less.</p> <p>Sing counting songs.</p>	<p>NCETM - Comparison:</p> <ul style="list-style-type: none"> • Join in with a backward count from 5 to 1 • Order towers of cubes or number plates from 1–10 on a class number track. • Join in with a backward count from 5 to 1 • Use language to describe positions on a number track. • Identify whether numbers are before or after 5 on the number track • Begin to understand the rules for simple linear track games. • Reason about the position of numbers on a number track • Describe and follow the rules for simple, linear track games.
<p>Wk 6 20.05.24</p>	<p>Number Composition</p>	<p>Count to 20 from any number.</p> <p>1 more 1 less.</p> <p>Sing counting songs.</p>	<p>Consolidation of weeks 1 – 4</p> <p>Create and extend ABB and ABBC patterns</p> <p>Length, Weight, Mass and Capacity</p> <p>Eric Carle Maths Activities</p>