

Dereham Church of England Infant and Nursery Academy- Mathematics

	Year group: Reception	Area/topic: Mathematics- 1, 2, 3, 4, 5
	Development Matters - Reception - Link the number symbol (numeral) with its cardinal number value. Birth to 5 Matters - Range 5 - Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. Development Matters - Reception - Subitise. Birth to 5 Matters - Range 6 - Engages in subitising numbers to four and maybe five. Development Matters - Reception - Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Birth to 5 Matters - Range 5 - Links numerals with amounts up to 5 and maybe beyond. Development Matters - Reception - Understand the 'one more than/one less than' relationship between consecutive numbers. Birth to 5 Matters - Range 5 - Beginning to recognise that each counting number is one more than the one before. Birth to 5 Matters - Range 5 - Positive relationships - Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number. Development Matters - Reception - Explore the composition of numbers to 10. Birth to 5 Matters - Range 6 - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Birth to 5 Matters - Range 6 - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.	

Prior learning	Future learning
Earlier this half term children completed a block on 1, 2, 3 where they began to subitise, compare and represent numbers 1-3.	Children will use and apply these new skills in their daily maths meetings and in the next blocks of learning- specifically growing 6,7, 8.

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
Find 4 and 5	Share the book Five Little Fiends by Sarah Dyer. Children look at the pictures and identify where they can see the different representations of 4 and 5
Subitise 4 and 5	Opportunities to play with picture cards from 1 to 5. Ask children to put the cards in order from 1 to 5. Prompt the group to close their eyes or turn away. Turn over one of the cards to hide it. Children look at the picture cards and identify which card is missing.
Represent 4 and 5	Make cakes out of dough and prompt children to place the correct number of candles in the cake for Kipper's birthday
1 more	Read the story The Very Hungry Caterpillar by Eric Carle. Prompt children to notice that each day he eats 1 more item. Encourage children to use cubes to represent the food he ate over the week and notice the '1 more' pattern.

1 less	Model the rhyme Five Little Men in a Flying Saucer with children. Provide props for them to use to help them notice the '1 less' pattern. Support children to build towers or use a five frame so they can see the amount decreasing. Encourage them to independently act out the rhyme
Composition of 4 and 5	Give opportunities to act out the rhyme five little speckled frogs using props. Encourage children to talk about the parts that they can see each time. How many frogs are on the log? How many frogs are in the pool? What is the whole? Use a five frame and double-sided counters to represent the frogs on the log in one colour and the frogs in the pool using the other colour.
Composition of 1-5	Provide children with buckets with the labels 1 to 5 on the front and a range of natural objects. Encourage children to put the correct number of objects in each bucket. Ask a friend to check that each bucket has the correct number.
Key vocabulary	
Altogether, one more, one less, part, whole,	
Common misconceptions	Books linking to this area
It is important that children see dots in different arrangements, so that they do not think that 4 is always in a square as it is on a dice, for example.	Witches Four by Marc Brown Five Little Fiends by Sarah Dyer

Prompt children to represent up to 5 objects on a five frame. Support them to understand that if the frame has 1 empty space, there are 4 objects. If the frame is full, there are 5 objects. Prompt children to recognise that the order of the numbers when counting does not change. This is the stable order principle. Use a range of representations to support this understanding. Children should notice that the numbers get smaller because they are taking 1 away. They should recognise that the order of the numbers when counting does not change.	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
Memorable first hand experiences	Opportunities for communication
Many opportunities to play games. Regular use of a range of manipulatives, loose parts, natural objects etc.	Ask and discuss the key questions provided by White Rose Discuss, share and repeat the sentence stems provided by White Rose

DCINA Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i> <i>Use a range of visual aids</i> <i>Give clear instructions one at a time</i> <i>Repetition</i> <i>Provide simple instructions</i> <i>Pre teach vocabulary</i> <i>Use working wall where modelling is displayed</i> <i>Give children thinking time</i> <i>Model task</i>	<i>Cognition and Learning</i> <i>Check understanding regularly</i> <i>Allow rest breaks</i> <i>Give thinking time</i> <i>Colour code signs that could be confusing</i> <i>Work checklists</i> <i>Break down tasks into small steps</i> <i>Give opportunities for over-learning</i>
<i>Social, Emotional and Mental health</i> <i>Allow access to a quiet and calm space</i> <i>Give child a special role to increase self esteem</i> <i>Provide a visual support- what to do if you are stuck</i> <i>Provide a movement break</i> <i>Seat pupil by more confident peer</i> <i>Now and next board</i> <i>Sand timers</i> <i>Movement breaks</i> <i>Break down tasks into small steps</i>	<i>Sensory and Physical</i> <i>Consider carpet space position</i> <i>Reduce background noise</i> <i>Provide a range of manipulatives- dienes may be too small</i> <i>Appropriate seating</i> <i>Wobble boards</i> <i>Writing slope</i> <i>Enlarge text</i> <i>Variety of writing tools available</i>