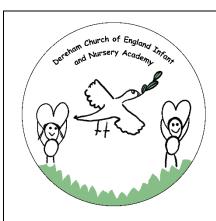
Dereham Church of England Infant and Nursery Academy- Mathematics



Year group: Reception Area/topic: Mathematics-It's me 1,2,3

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 - Subitise

Birth to 5 Matters - Range 5 - Subitises one, two and three objects (without counting)

Development Matters - Reception - Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.

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 5 - Separates a group of three or four objects in different ways, beginning to recognise that the total is the same.

Prior learning	Future learning
Children may have experienced an introduction to	This knowledge and skills shall be applied to the
early number by singing traditional nursery	black 1,2, 3, 4, 5
rhymes and songs at home or nursery.	

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
Find 1, 2 and 3	Simple match and sort games	
Subitise 1, 2 and 3	Participate in a traditional game using a dice, can the children recognise 1, 2 and 3?	
Represent 1, 2 and 3	Using a feely bag can children feel how many objects are inside?	
I more	Explore with musical instruments, when the adult completes that many beats on the instrument can the children copy clapping with their hands? Can they then do one more?	
I less	Opportunities to sing and act out rhymes using props-particularly 5 little speckled frogs' emphasising what happens when each frog jumps into the pool.	
Composition of 1, 2 and 3	Opportunities to make playdough following a recipe involving 3 cups of flour etc.	
Key vocabulary		
One, two, three, altogether, subitise, more, less, before,		

Common misconceptions	Books linking to this area
It is important that children see for example dots on a	Anno's Counting Book by Mitsumasa
dice or other objects in different arrangements so that	Anno
they don't think a number representation such as 3	
always appears in the same way.	How to Count to One by Caspar Salmon
It is important to remind children to touch each object as they count, and remind them that the final number they	Goldilocks and the Three Bears
say is the quantity of the set.	The Gingerbread Man
Children should recognise that the order of the numbers when counting does not change. This is the stable order principle	A Squash and a Squeeze by Julia Donaldson
	The Three Billy Goats Gruff
Although the focus of this block is on numbers to 3,	
children may choose to notice and explore the composition	
of greater numbers in their play	
Memorable first hand experiences	Opportunities for communication
Frequent opportunities to play games with adults and	Ask and discuss the key questions
peers.	provided by White Rose
A vast selection of manipulatives, loose parts, natural	Discuss, share and repeat the sentence
objects to investigate and explore with.	stems provided by White Rose
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Communication and Interaction

Use a range of visual aids
Give clear instructions one at a time
Repetition

Provide simple instructions
Pre teach vocabulary
Use working wall where modelling is displayed
Give children thinking time
Model task

Cognition and Learning

Check understanding regularly
Allow rest breaks
Give thinking time
Colour code signs that could be confusing
Work checklists
Break down tasks into small steps
Give opportunities for over-learning

Social, Emotional and Mental health

Allow access to a quiet and calm space Give child a special role to increase self esteem Provide a visual support- what to do if you are stuck

Provide a movement break

Seat pupil by more confident peer

Now and next board

Sand timers

Movement breaks

Break down tasks into small steps

Sensory and Physical

Consider carpet space position
Reduce background noise
Provide a range of manipulatives- dienes may be
too small
Appropriate seating

Wobble boards
Writing slope
Enlarge text
Variety of writing tools available