

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 early number by singing traditional nursery rhymes and songs at home or nursery.	This knowledge and skills shall be applied to the block 1,2, 3, 4, 5

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?
1 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?
1 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 dice or other objects in different arrangements so that they don't think a number representation such as 3 always appears in the same way. It is important to remind children to touch each object as they count, and remind them that the final number they say is the quantity of the set. Children should recognise that the order of the numbers when counting does not change. This is the stable order principle 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	Anno's Counting Book by Mitsumasa Anno How to Count to One by Caspar Salmon Goldilocks and the Three Bears The Gingerbread Man A Squash and a Squeeze by Julia Donaldson The Three Billy Goats Gruff
Memorable first hand experiences	Opportunities for communication
Frequent opportunities to play games with adults and peers. A vast selection of manipulatives, loose parts, natural objects to investigate and explore with.	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>