**Numicon Firm Foundations Planning Weeks (2): 1 and 2 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Activity group number and title** | **1 Introducing Numicon Shapes****Counting A – all day****Counting B – up to 5 objects** |
| Key Focus  | Introduction to Numicon shapes, number line, counting |
| Key Mathematical Ideas | Size, comparison, sequence, matching, shape, space and measurement |
| **Communicating**  | Words and terms: Number names, comparative language, positional language, all some, part, whole, movement of shapes words |
| **Learning Opportunities** | • To recite the count sequence in the conventional order.• To count objects using one number name for each object counted.• To become familiar with the Numicon Shapes and their colour names.• To notice the order of Numicon Shapes.• To cover the Numicon Baseboard with Numicon Shapes by matching and manipulating them to fill the available spaces.• To use the language of size and make simple size comparisons, e.g. big and small. |
| Assessment opportunities | Look and listen for children who can:* Show understanding of words and terms
* Use the apparatus to communicate their ideas
* Recite count sequence to 5 consistently
* Matching word and object and action when counting
* Use colour names
* Match shapes and pictures
* Independently rotate and turn over
* Group different size of the same shape – foam to small plastic
* Use size for making comparisons
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| **All doing maths together** | Activities with structured apparatus | Exploring maths all around us  | Other curriculum links  | Resources to prepare |
| **Counting A****Counting B****Learning opportunities**1 - 5:• Recite the conventional count sequence forwards and back, starting from any number.• For a given number, say the next or previous number.• Understand that we count to find out ‘how many’.• Count a collection of objects accurately, saying one number name for each object.• Understand that the last number counted tells us how many there are. | 1: Introducing the Numicon Shapes2: Naming the Numicon Shapes by colour3: Matching Numicon Shapes to the Numicon Number Line4: Cover the Numicon Baseboard with Numicon Shapes5: Cover the Numicon Baseboard – feeling for Shapes6: Cover the Numicon Baseboard – using fewer Shapes7: Playing with Numicon Shapes and Picture Overlays | See book**Outdoors****Wet area****Art and design****Table top****Role play****Small world****Construction** | **Literacy – Stories and rhymes**Big Book – *Five Foolish Fishermen***Music – songs, movement**Speckled Frog Song**Social Studies – people in my class**Data chart for size of children – outlines from children lying on the floor**Science – leaves, shells, flowers**Sorting leaves gathered around the school**PE**Running and grouping games with hoops | Numicon shapesBaseboardsPicture overlaysColour names, prepositions, comparative words - flashcards to use the put on the wallSnap games for matching – shapesGeometric shapes |
| Reflection |  |