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| **Numicon 1 NPC: Securing Foundations 1: Learning about Numicon Shapes, number rods, pattern and counting** | | | | | |
| **Key mathematical ideas** Pattern, Ordering, Counting, Mathematical thinking and reasoning | | | | | |
| Educational context  In the Getting Started focus activities, children will  be exploring the Numicon Shapes and number rods  independently, before working with the teacher to  arrange the Numicon Shapes in order of size and  develop the associated language. The Pattern and Algebra focus activities explore with the whole class the ideas of sequence and order through daily routines and recommend establishing a daily ‘morning maths meeting’. Children follow this up with independent work on what makes the days of the week special. The Numbers and the Number System focus activities include exploring numbers of personal significance to children and counting. The whole-class counting practices should be repeated often to consolidate and extend children’s oral counting, and to help them connect counting to patterns and relationships in the number system.  Words and terms for use in conversation  number names, pattern, next, before, after, in between, ordinal number words (e.g. first, second, third), visualize,  imagine, see in your mind’s eye  regular, repeat, next, pattern, repeating pattern, predict, arrange, build, make, copy, continue, what comes next?  number names one to thirty, count, more, check, how many? estimate, forwards, backwards | | Assessment opportunities  Look and listen for children who:  • Use the words and terms for use in conversation effectively in discussion.  **Getting Started**  • Refer to Numicon Shapes using number names.  • Notice patterns in the ordered sequence of Numicon Shapes and use these to predict what the next Shape in the sequence might look like.  • Build Numicon Shape patterns with objects without counting.  **Pattern and Algebra**  • Create organized arrangements of objects in their play.  • Notice patterns that they see around them, and bring in examples.  • Copy and continue repeating patterns.  **Numbers and the Number System**  • Recite the counting sequence accurately and clearly.  • Have developed strategies for counting collections of up to 10, 20 or 30 objects accurately, saying one number name for each object counted.  • Use counting in practical situations when they need to know how many there are.  • Relate their counting to the number line, find the last number in the count on it and explain that this tells them how many they have counted.  • Are able to make a sensible estimate of the size of a collection containing a number of objects within their counting range.  • Say what the previous number is for any number within their counting range.  • Have a sense of where on the number line to find a number. | | **Explorer Progress Book 1a, pp. 4–5**  **Explore More Copymaster 2 Boat Patterns**  -after completing work on Pattern and Algebra Activity 3  Focus activities  Getting Started  1. Giving Numicon Shapes number names  2. Labelling Numicon Shapes with numerals  3. Visualizing Numicon Shapes  4. Matching Numicon Shapes and Numicon Shape patterns  5. Building Numicon Shape patterns  **Pattern and Algebra**  1. Talking about patterns  2. Looking for patterns outdoors  3. Making repeating patterns with objects and sounds  **Numbers and the Number System**  1. Counting small collections of objects accurately  2. Reciting the counting sequence of number names  3. Counting small collections of objects accurately | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Resources |  |  |  |  |  |
| Maintenance |  |  |  |  |  |
| Focus Activities |  |  |  |  |  |
| Independent Activities |  |  |  |  |  |
| Explore More and Explorer Progress |  |  |  |  |  |
| Organisation and Groups |  |  |  |  |  |
| Reflection |  |  |  |  |  |