Planning for a Year 1 and Year 2 mixed-age class using Numicon

Introduction

In this document you will find guidance on planning for a Year 1 and Year 2 mixed-age class using *Numicon*. It contains:

- Year 1 and Year 2 mixed-age long-term planning guidance.
- Planning considerations for Year 1 and Year 2 mixed-age teaching.
- Year 1 and Year 2 mixed-age long-term plan, with Year 1 focus (MALTP1).
- Year 1 and Year 2 mixed-age long-term plans, with Year 2 focus (MALTP2).

How you teach a mixed-age class depends on factors such as whether you have any additional teaching support for the maths lesson, and whether you have flexibility to organize your own day and timetable. Key considerations that you may wish to think through when planning and teaching a mixed-age class using *Numicon* are provided in this guidance. The two Year 1 and Year 2 mixed-age long-term plans (MALTP1 and MALTP2) are supplied. If you need greater focus on Year 1 you can use MALTP1 and if you need greater focus on Year 2 you can use MALTP2.

We understand that each class is different, and so you must use your professional judgement to select and, if necessary, adapt the plans. A flexible approach to each week and unit will help you to best meet the needs of your class.

Please note that you will need to be logged into your Oxford OWL account in order to access the links on the following pages.

Year 1 and Year 2 mixed-age long-term planning guidance

- As identified in the introduction, there are two plans for you to select from for this mixed-age group. The plan and guidance is different to the guidance for the single-age year groups.
- **MALTP1** follows the Firm Foundations long-term plan recommended order and teaching time. This is aimed at Year 1 children. Alongside this, the Numicon 1 activity groups (aimed at Year 2 children) have then been matched to where the topic and key mathematical ideas broadly first appear.
- The Numicon 1 strand Securing Foundations has been kept together as the purpose of these 12 units is to consolidate the concepts developed throughout Firm Foundations.
- Our aim for this plan is that you can select activities for each of the separate year groups from their age-specific plan. As explained above, the conceptual themes through the key mathematical ideas have been matched where possible. There may be activities in the Numicon 1 Geometry and Measures units that you would like to include for your Year 1 children.
- For each of the activity groups, we suggest that you decide which of the activities to complete, extend or combine. If you need to use additional time to enable children to achieve objectives, keep in mind the impact that this extra time will have on the coverage of other activity groups over the year.
- You may decide to adopt the approach recommended in the Numicon Firm Foundations teaching materials:
    - Decide which Daily routines with Numicon you will establish to show children how we use maths to help us (see Firm Foundations pages 35-38).
    - Decide which Everyday counting with Numicon activities you will focus on (see Firm Foundations pages 45-48).

- **MALTP2** mostly follows the Numicon 1 long-term plan recommended order and teaching time. This is aimed at Year 2 children. Alongside this, the Firm Foundations activity cards (aimed at Year 1 children) have then been matched to where the topic and key mathematical ideas first appear.
- As in MALTP1, the Numicon 1 strand Securing Foundations has been kept together to maintain the consolidation of the concepts developed throughout Firm Foundations.
- Our aim for this plan is that you can select activities for each of the separate year groups from their age-specific plan. As explained above, the conceptual themes through the key mathematical ideas have been matched where possible. There may be activities in the Numicon 1 Geometry and Measures units that you would like to include for your Year 1 children.
- For each of the activity groups, we suggest that you decide which of the activities to complete, extend or combine. If you need to use additional time to enable children to achieve objectives, keep in mind the impact that this extra time will have on the coverage of other activity groups over the year.
- You may decide to adopt the approach recommended in the Numicon Firm Foundations teaching materials:
    - Decide which Daily routines with Numicon you will establish to show children how we use maths to help us (see Firm Foundations pages 35-38).
    - Decide which Everyday counting with Numicon activities you will focus on (see Firm Foundations pages 45-48).

How does this plan differ from the single-year plans?

- The activity groups from Firm Foundations have been matched to Numicon 1 and vice versa to provide you with different planning options. You will use your professional judgement to decide which plan is most appropriate to meet the needs of your class.
- The single-age-group long-term plans (SALTP) follow the two separate Numicon programmes (Firm Foundations and Numicon 1).
- As mentioned above, we recommend that you adopt the Daily Routines and Everyday Counting guidance for both year groups regardless of which plan you decide to follow.

More online

You can find further information on the contents of each activity card and activity group, single-year-group planning documents, templates and more on the Oxford Owl website via Numicon Firm Foundations and Numicon Online.

Planning considerations for Year 1 and Year 2 mixed-age teaching

Teaching without additional teaching support: some organizational possibilities

- **Start your teaching based on either the Year 1 objectives (MALTP1) or Year 2 objectives (MALTP2) for the whole class when teaching units with similar objectives.** Organizing the class into mixed-attainment groupings allows Year 2 children to recap and consolidate their own understanding of their previous learning whilst also supporting the Year 1 children in their understanding of new learning. As the lesson/week progresses, you may wish to incorporate more practice and consolidation time so that, when Year 1 children are working independently, you work with the Year 2 children on Year 2 objectives, using either guided group work, work with individuals or whole-class teaching.
- An example of a teaching week could look like this:

<table>
<tr><th>Teaching sequence</th><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Day 4</th><th>Day 5</th></tr>
<tr><td>Input (new teaching objective)</td><td>Whole-class Year 1 objective teaching input.</td><td>Whole-class Year 1 objective teaching input. Extension questions for Year 2 within whole-class input.</td><td>Year 1 only guided group work.
Year 2 work independently on task set on Day 2.</td><td>Whole-class Year 1 objective teaching input. Extension questions for Year 2 within whole-class input.</td><td>Year 2 only guided group work.
Year 1 work independently on task set on Day 4.</td></tr>
<tr><td>Year 1 children</td><td rowspan="2">Mixed-age Year 1/2 groupings. Teacher circulates whole class – asks Year 2 extension questions during small-group discussions.</td><td>Collaborative work without teaching support.</td><td>Independent work without teaching support.</td><td>Teacher input with Year 1. Includes setting up a learning task that Year 1 will continue with independently on Day 5.</td><td rowspan="2">Mixed-age Year 1/2 groupings. Teacher circulates whole class – asks extension/ support questions during small-group discussions.</td></tr>
<tr><td>Year 2 children</td><td>Teacher input with Year 2. Includes setting up a learning task that Year 2 will continue with independently on Day 3.</td><td>Teacher guided input.</td><td>Independent work without teaching support.</td></tr>
</table>

- **Organize the maths lesson to allow for two entirely separate maths teaching inputs.** This organization allows you to split your class and your input into Year 1 objectives and Year 2 objectives. Careful consideration needs to be given to how to structure your day to allow for this, and to ensure that those children not involved are occupied with other work or child-led activities.

- **Make use of other group work times within the school day.** Make use of other group work times within the school day to create opportunities for guided maths time and extra maths input teaching time outside of the maths lesson.

Teaching with additional teaching support: some organizational possibilities

- If you have an additional adult in the classroom, the logistics of managing mixed-age teaching may be simpler.
- Best practice is to ensure that the teacher remains responsible for the learning and progress of every child in the class and spends equal teaching time with every child regardless of attainment or age group.
- An example of a teaching week could look like this:

Teaching sequence	Day 1	Day 2	Day 3	Day 4	Day 5
Input	Whole-class Year 1 objective teaching input.	Year 1 teacher input with additional teaching support for Year 2 independent work.	Year 2 teacher input with additional teaching support for Year 1 independent work.	Year 1 teacher input with additional teaching support for Year 2 group work.	Year 2 teacher input with additional teaching support for Year 1 independent work.
Year 1	Additional teaching support for Year 1 group work.	Additional teaching support for Year 1 group work.	Teacher Year 1 input.	Additional teaching support for Year 1 independent work.	Teacher Year 1 input.
Year 2	Teacher Year 2 input and guided group work.	Teacher Year 2 input and guided group work.	Additional teaching support for Year 2 group work.	Teacher Year 2 input and guided group work.	Additional teaching support for Year 2 independent work.

Year 1 and Year 2 mixed-age long-term plan, with Year 1 focus (MALTP1)

After logging on to your Numicon Online NZ subscription, click on the 'Firm Foundations' tab and then the Firm Foundations Teaching Folder to access all of the activity cards listed below. Direct links to each set of Numicon 1 activities are included in the planning charts below.

In the table, Firm Foundations is aimed at Year 1 children and Numicon 1 is aimed at Year 2 children. KMI stands for Key Mathematical Ideas.

Year 1		Year 2	
Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 1	Introducing Numicon Shapes KMI: Contrasting, comparing and combining, counting	**Securing Foundations 1**	Learning about Numicon Shapes, number rods, pattern and counting KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning
		Securing Foundations 2	Naming Numicon Shapes, building patterns and counting objects KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning
Activity Card 2	Ordering Numicon Shapes KMI: Contrasting, comparing and combining, order, sequences and direction, pattern and generalizing	**Securing Foundations 3**	Building Numicon Shape patterns, more repeating patterns and number lines KMI: Pattern, Counting, Grouping, Ordering, Mathematical thinking and reasoning
		Securing Foundations 4	Comparing and ordering, more patterns, beginning calculating KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning
Activity Card 3	Introducing Numicon Shape patterns and number rods KMI: Counting, not-counting – seeing numbers as whole objects, pattern and generalizing	**Securing Foundations 5**	Describing relationships, more adding and patterns in movement KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning
		Securing Foundations 6	Naming number rods, investigating teen numbers and finding totals KMI: Pattern, Ordering, Place value, Adding, Mathematical thinking and reasoning

Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 4	Linking Numicon Shapes with number ideas and numerals KMI: Order, sequences and direction, counting	**Securing Foundations 7**	More about teen numbers, number patterns, adding KMI: Pattern, Ordering, Counting, Place value, Grouping, Adding, Equivalence, Mathematical thinking and reasoning
		Securing Foundations 8	Beginning subtracting, sorting, more number patterns KMI: Pattern, Ordering, Equivalence, Counting, Grouping, Subtracting, Mathematical thinking and reasoning
Activity Card 5	Linking numerals with Numicon Shapes, and ordering number rods KMI: Order, sequences and direction, counting, one-to-one correspondence, pattern and generalizing	**Securing Foundations 9**	Sorting, more practical subtracting KMI: Pattern, Equivalence, Subtracting, Mathematical thinking and reasoning
		Securing Foundations 10	Comparing lengths and weights, more subtracting KMI: Pattern, Ordering, Subtracting, Mathematical thinking and reasoning
Activity Card 6	Finding how many by grouping, and teen numbers KMI: Counting, not-counting – seeing numbers as whole objects, one-to-one correspondence, grouping and place value – naming whole numbers	**Securing Foundations 11**	Counting and adding KMI: Counting, Adding, Commutative property, Mathematical thinking and reasoning
		Securing Foundations 12	Similar attributes, numbers to 20 and the '+' symbol KMI: Equivalence, Order, Counting, Grouping, Adding, Mathematical thinking and reasoning
Activity Card 7	Adding with Numicon Shapes KMI: Contrasting, comparing and combining, adding, equivalence	**Pattern and Algebra 1**	Preparing for equivalence and using the '=' symbol KMI: Comparing different numbers, Equivalence, Mathematical thinking and reasoning
		Numbers and the Number System 1	Ordering numbers to 20 KMI: Counting, Place value, Grouping, Mathematical thinking and reasoning

Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 8	Adding 1 more KMI: The successor relationship	**Calculating 1**	Introducing the subtracting symbol KMI: Subtracting, Mathematical thinking and reasoning
		Calculating 2	Adding and subtracting 1 and 2 KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning
Activity Card 9	Subtracting – finding the difference KMI: Subtracting, contrasting, comparing and combining, part-whole relationships	**Numbers and the Number System 2**	Finding how many by grouping KMI: Counting, Place value, Grouping, Mathematical thinking and reasoning
		Calculating 4	Exploring adding and subtracting facts to 10 KMI: Adding, Subtracting, Pattern, Inverse, Mathematical thinking and reasoning
Activity Card 10	Subtracting – taking away KMI: Subtracting, the successor relationship	**Geometry 1**	Recognizing and naming 2D shapes KMI: Sorting, Describing parts and properties of shapes invariant under transformations
		Measurement 1	Comparing, ordering and measuring lengths KMI: Length and distance, Comparing, Ordering, Non-standard units
Activity Card 12	Subtracting 1, connecting increase and decrease KMI: Adding, subtracting, the successor relationship, inverse relationships – doing and undoing	**Measurement 2**	Introducing the 1p, 2p, 5p and 10p coins KMI: Money, Equivalence
		Calculating 3	Money KMI: Money, Adding, Subtracting, Pattern, Mathematical thinking and reasoning
Activity Card 11	Doubling and halving KMI: Preparing for multiplying, inverse relationships – doing and undoing, fractions – equal parts of a whole, dividing – sharing	**Pattern and Algebra 2**	Reasoning with Numicon Shapes and number ideas KMI: Pattern, Mathematical thinking and reasoning
		Pattern and Algebra 3	Odd and even KMI: Pattern, Mathematical thinking and reasoning

Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 13	Halving and sharing KMI: Fractions – equal parts of a whole, dividing – sharing, one-to-one correspondence, equivalence, part-whole relationships	**Calculating 5**	Halves and quarters of wholes KMI: Fractions as operators, Equivalence, Mathematical thinking and reasoning
		Measurement 5	Comparing, ordering and measuring capacity KMI: Capacity and volume, Equivalence, Comparing, Ordering, Non-standard units
Activity Card 14	How many more, how many fewer? KMI: Contrasting, comparing and combining, data handling – pictograms, part-whole relationships	**Calculating 6**	Understanding subtracting as 'difference' and as 'how many more?' KMI: Adding, Subtracting, Zero, Inverse, Mathematical thinking and reasoning
		Measurement 3	Units of time KMI: Duration, Ordering, Standard units
Activity Card 15	Adding parts and wholes KMI: Part-whole relationships, equivalence, adding	**Calculating 7**	Developing recall of adding and subtracting facts within 10 KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning
		Numbers and the Number System 4	Structure of 2-digit numbers and more ordering KMI: Counting, Pattern, Order, Place value, Equivalence, Mathematical thinking and reasoning
Activity Card 16	Subtracting – parts and wholes KMI: Part-whole relationships, subtracting, equivalence	**Measurement 4**	Comparing, ordering and measuring heaviness KMI: Mass and weight, Comparing, Ordering, Non-standard units
		Geometry 2	Making pictures, shapes and patterns KMI: Using parts and properties of shapes, Transforming and combining shapes, Equivalence

Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 17	Connecting adding, subtracting and number lines KMI: Inverse relationships – doing and undoing, adding, subtracting, order, sequences and direction	**Numbers and the Number System 3**	Exploring number lines and counting in steps KMI: Counting, Pattern, Order, Mathematical thinking and reasoning
		Calculating 8	Adding more than two numbers KMI: Adding, Subtracting, Pattern, Associative property of addition, Mathematical thinking and reasoning
Activity Card 18	More teen numbers, adding and subtracting facts KMI: Grouping and place value, adding, subtracting, order, sequences and direction, preparing for multiplying	Calculating 9	Partitioning into tens and ones KMI: Place value, Adding, Subtracting, Pattern, Equivalence, Mathematical thinking and reasoning
		Measurement 6	Telling the time KMI: Telling the time, Ordering, Standard units, Equivalence
Activity Card 19	Learning about graphs and probability KMI: Contrasting, comparing and combining, data handling – picture graphs and pictograms	Statistics and Probability 1	Understanding pictograms, data and chance KMI: Pattern and order, Fluency, reasoning and problem-solving, Thinking mathematically, The data-handling cycle
		Pattern and Algebra 5	Finding possibilities KMI: Pattern, Mathematical thinking and reasoning
		Geometry 3	Recognizing and imagining common 3D shapes KMI: Sorting, Describing parts and properties of shapes invariant under transformations, Equivalence
		Geometry 4	Comparing and naming common solid 3D shapes KMI: Classifying shapes, Describing parts and properties of shapes invariant under transformations, Equivalence
		Geometry 5	Position, direction and movement KMI: Translating and rotating, Direction and orientation in movement, Equivalence

Year 1 and Year 2 mixed-age long-term plan, with Year 2 focus (MALTP2)

A link to the Firm Foundations Teaching Folder and direct links to each set of Numicon 1 activities are included in the planning charts below. After logging into your Numicon Online subscription, you can then click on any of the links in the planning charts to open the Firm Foundations Teaching Folder or the Online Teaching Handbook.

In the table, Firm Foundations links is aimed at Year 1 children and Numicon 1 is aimed at Year 2 children. KMI stands for Key Mathematical Ideas.

Year 1		Year 2	
Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 1	Introducing Numicon Shapes KMI: Contrasting, comparing and combining, counting	**Securing Foundations 1**	Learning about Numicon Shapes, number rods, pattern and counting KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning
		Securing Foundations 2	Naming Numicon Shapes, building patterns and counting objects KMI: Pattern, Ordering, Counting, Mathematical thinking and reasoning
Activity Card 2	Ordering Numicon Shapes KMI: Contrasting, comparing and combining, order, sequences and direction, pattern and generalizing	**Securing Foundations 3**	Building Numicon Shape patterns, more repeating patterns and number lines KMI: Pattern, Counting, Grouping, Ordering, Mathematical thinking and reasoning
		Securing Foundations 4	Comparing and ordering, more patterns, beginning calculating KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning
Activity Card 3	Introducing Numicon Shape patterns and number rods KMI: Counting, not-counting – seeing numbers as whole objects, pattern and generalizing	**Securing Foundations 5**	Describing relationships, more adding and patterns in movement KMI: Pattern, Counting, Ordering, Adding, Mathematical thinking and reasoning
		Securing Foundations 6	Naming number rods, investigating teen numbers and finding totals KMI: Pattern, Ordering, Place value, Adding, Mathematical thinking and reasoning

Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 4	Linking Numicon Shapes with number ideas and numerals KMI: Order, sequences and direction, counting	**Securing Foundations 7**	More about teen numbers, number patterns, adding KMI: Pattern, Ordering, Counting, Place value, Grouping, Adding, Equivalence, Mathematical thinking and reasoning
		Securing Foundations 8	Beginning subtracting, sorting, more number patterns KMI: Pattern, Ordering, Equivalence, Counting, Grouping, Subtracting, Mathematical thinking and reasoning
Activity Card 5	Linking numerals with Numicon Shapes, and ordering number rods KMI: Order, sequences and direction, counting, one-to-one correspondence, pattern and generalizing	**Securing Foundations 9**	Sorting, more practical subtracting KMI: Pattern, Equivalence, Subtracting, Mathematical thinking and reasoning
		Securing Foundations 10	Comparing lengths and weights, more subtracting KMI: Pattern, Ordering, Subtracting, Mathematical thinking and reasoning
Activity Card 6	Finding how many by grouping, and teen numbers KMI: Counting, not-counting – seeing numbers as whole objects, one-to-one correspondence, grouping and place value – naming whole numbers	**Securing Foundations 11**	Counting and adding KMI: Counting, Adding, Commutative property, Mathematical thinking and reasoning
		Securing Foundations 12	Similar attributes, numbers to 20 and the '+' symbol KMI: Equivalence, Order, Counting, Grouping, Adding, Mathematical thinking and reasoning
Activity Card 10	Subtracting – taking away KMI: Subtracting, the successor relationship	**Pattern and Algebra 1**	Preparing for equivalence and using the '=' symbol KMI: Comparing different numbers, Equivalence, Mathematical thinking and reasoning
		Calculating 1	Introducing the subtracting symbol KMI: Subtracting, Mathematical thinking and reasoning

Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 8	Adding 1 more KMI: The successor relationship	**Numbers and the Number System 1**	Ordering numbers to 20 KMI: Counting, Place value, Grouping, Mathematical thinking and reasoning
		Calculating 2	Adding and subtracting 1 and 2 KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning
No matched unit, simplify the Numicon 1 units		**Geometry 1**	Recognizing and naming 2D shapes KMI: Sorting, Describing parts and properties of shapes invariant under transformations
		Measurement 1	Comparing, ordering and measuring lengths KMI: Length and distance, Comparing, Ordering, Non-standard units
Activity Card 12	Subtracting 1, connecting increase and decrease KMI: Adding, subtracting, the successor relationship, inverse relationships – doing and undoing	**Numbers and the Number System 2**	Finding how many by grouping KMI: Counting, Place value, Grouping, Mathematical thinking and reasoning
		Calculating 4	Exploring adding and subtracting facts to 10 KMI: Adding, Subtracting, Pattern, Inverse, Mathematical thinking and reasoning
Activity Card 19	Learning about graphs and probability KMI: Contrasting, comparing and combining, data handling – picture graphs and pictograms	**Geometry 2**	Making pictures, shapes and patterns KMI: Using parts and properties of shapes, Transforming and combining shapes, Equivalence
		Statistics and Probability 1	Understanding pictograms, data and chance KMI: Pattern and order, Fluency, reasoning and problem-solving, Thinking mathematically, The data-handling cycle
Activity Card 13	Halving and sharing KMI: Fractions – equal parts of a whole, dividing – sharing, one-to-one correspondence, equivalence, part-whole relationships	**Calculating 5**	Halves and quarters of wholes KMI: Fractions as operators, Equivalence, Mathematical thinking and reasoning
		Measurement 3	Units of time KMI: Duration, Ordering, Standard units

Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 11	Doubling and halving KMI: Preparing for multiplying, inverse relationships – doing and undoing, fractions – equal parts of a whole, dividing – sharing	**Pattern and Algebra 2**	Reasoning with Numicon Shapes and number ideas KMI: Pattern, Mathematical thinking and reasoning
		Pattern and Algebra 3	Odd and even KMI: Pattern, Mathematical thinking and reasoning
Activity Card 9	Subtracting – finding the difference KMI: Subtracting, contrasting, comparing and combining, part-whole relationships	**Calculating 6**	Understanding subtracting as 'difference' and as 'how many more?' KMI: Adding, Subtracting, Zero, Inverse, Mathematical thinking and reasoning
		Geometry 3	Recognizing and imagining common 3D shapes KMI: Sorting, Describing parts and properties of shapes invariant under transformations, Equivalence
Activity Card 14	How many more, how many fewer? KMI: Contrasting, comparing and combining, data handling – pictograms, part-whole relationships	**Measurement 4**	Comparing, ordering and measuring heaviness KMI: Mass and weight, Comparing, Ordering, Non-standard units
		Measurement 5	Comparing, ordering and measuring capacity KMI: Capacity and volume, Equivalence, Comparing, Ordering, Non-standard units
Activity Card 17	Connecting adding, subtracting and number lines KMI: Inverse relationships – doing and undoing, adding, subtracting, order, sequences and direction	**Numbers and the Number System 3**	Exploring number lines and counting in steps KMI: Counting, Pattern, Order, Mathematical thinking and reasoning
		Measurement 2	Introducing the 1p, 2p, 5p and 10p coins KMI: Money, Equivalence
Activity Card 7	Adding with Numicon Shapes KMI: Contrasting, comparing and combining, adding, equivalence	**Calculating 3**	Money KMI: Money, Adding, Subtracting, Pattern, Mathematical thinking and reasoning
		Calculating 7	Developing recall of adding and subtracting facts within 10 KMI: Adding, Subtracting, Pattern, Mathematical thinking and reasoning

Firm Foundations Activity card number	Firm Foundations Activity group title	Numicon 1 Strand and activity group number	Numicon 1 Activity group title
Activity Card 18	More teen numbers, adding and subtracting facts KMI: Grouping and place value, adding, subtracting, order, sequences and direction, preparing for multiplying	**Numbers and the Number System 4**	Structure of 2-digit numbers and more ordering KMI: Counting, Pattern, Order, Place value, Equivalence, Mathematical thinking and reasoning
		Calculating 9	Partitioning into tens and ones KMI: Place value, Adding, Subtracting, Pattern, Equivalence, Mathematical thinking and reasoning
Activity Card 15	Adding parts and wholes KMI: Part-whole relationships, equivalence, adding	**Calculating 8**	Adding more than two numbers KMI: Adding, Subtracting, Pattern, Associative property of addition, Mathematical thinking and reasoning
		Geometry 4	Comparing and naming common solid 3D shapes KMI: Classifying shapes, Describing parts and properties of shapes invariant under transformations, Equivalence
Activity Card 16	Subtracting – parts and wholes KMI: Part-whole relationships, subtracting, equivalence	**Measurement 6**	Telling the time KMI: Telling the time, Ordering, Standard units, Equivalence
		Pattern and Algebra 5	Finding possibilities KMI: Pattern, Mathematical thinking and reasoning
		Geometry 5	Position, direction and movement KMI: Translating and rotating, Direction and orientation in movement, Equivalence