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| **Numicon 1 Strand: SF2:** **Naming Numicon Shapes, building patterns and counting objects** | | | | | |
| **Key mathematical ideas:**  Pattern, Ordering, Counting, Mathematical thinking and reasoning | | | | | |
| **Educational context**  In the Getting Started strand, children develop their mental imagery as they feel for Shapes in the Numicon Feely Bag and learn to build the Numicon Shape patterns for each Numicon Shape. The Pattern and Algebra activities allow children to recognize, copy, continue and devise repeating patterns and encourage children to understand that when they see a pattern, they can predict. Counting in the Numbers and the Number System strand will help children develop counting skills and extend counting ranges; ‘Counting small collections of objects accurately’ should be taught in focus groups to assess children’s ability to count one-to-one to at least 10 and relate this to the number line. You will already notice some children are ready to move on while some need support. Remember to check that all children are able to join in mathematical conversations. For further educational context and teaching support, please see pages 36–41.  **Learning opportunities**  **Getting Started**  • To be able to place Numicon Shapes in order, with numerals.  • To begin to make the Numicon Shape patterns for each Numicon Shape without counting.  **Pattern and Algebra**  • To recognize examples of patterns and arrangements occurring around us.  • To begin to recognize that patterns follow rules.  • To be able to make organized arrangements with different equipment.  **Numbers and the Number System**  • To develop strategies for counting collections of objects accurately.  • To understand that the numerical size of a collection of objects is given by the last number in the count. | | • To use a sense of the cardinal size of numbers within their counting range to make sensible estimates.  • To relate counting  **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 then 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 | Shapes, pegs, feely bags, spinners | paper baseboards. Number line | stamps paint | T shirts activity sheets | cubes, percussion, |
| Focus Activities | G S 1 and 2 | GS Activity 3 | PA1&2 | GS 4&5 | PA 3 |
| Independent  Activities | dough paired work for activity 2  spinners numerals match  last week’s indep. activities | make pictures in baseboards  Draw Numicon peg pattern on paper board | patterning with paint and stamps  beads  other patterns | patterns on T shirts  and with paint stamps |  |
| Explore More  Explorer Progress |  | Counting Buttons (SF1) +  Boat Patterns |  |  |  |
| Organisation and groups | Group A T  Group B indep  Then swap | Group A T  Group B indep  Then swap | whole class  Rove for indep activites and ask them to describe their patterns | Group A T  Group B indep  Then swap | whole class |
| Whole Class activity to close: | more less discuss display  count children | NNS Activity 1  putting the shapes in order which on is missing | NNS Activity 1 | NNS Activity 1  Describing patters | NNS Activity 1 |
| **Reflections/Notes:**  What went well:  I was better organised this week having sorted out the children to be with my team teacher on FF and the older ones with me. | | | | | |
| Recommend for next time: | | | | | |
| Questions: | | | | | |
| Insights: | | | | | |
| Additional Comments and recommendations for next time: | | | | | |