

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

<b>Activity group number and title</b>	1 Introducing Numicon Shapes Counting A – all day Counting B – up to 5 objects			
<b>Key Focus</b>	Introduction to Numicon shapes, number line, counting			
<b>Key Mathematical Ideas</b>	Size, comparison, sequence, matching, shape, space and measurement			
<b>Communicating</b>	Words and terms: Number names, comparative language, positional language, all some, part, whole, movement of shapes words			
<b>Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• To recite the count sequence in the conventional order.</li> <li>• To count objects using one number name for each object counted.</li> <li>• To become familiar with the Numicon Shapes and their colour names.</li> <li>• To notice the order of Numicon Shapes.</li> <li>• To cover the Numicon Baseboard with Numicon Shapes by matching and manipulating them to fill the available spaces.</li> <li>• To use the language of size and make simple size comparisons, e.g. big and small.</li> </ul>			
<b>Assessment opportunities</b>	Look and listen for children who can: <ul style="list-style-type: none"> <li>• Show understanding of words and terms</li> <li>• Use the apparatus to communicate their ideas</li> <li>• Recite count sequence to 5 consistently</li> <li>• Matching word and object and action when counting</li> <li>• Use colour names</li> <li>• Match shapes and pictures</li> <li>• Independently rotate and turn over</li> <li>• Group different size of the same shape – foam to small plastic</li> <li>• Use size for making comparisons</li> </ul>			
<b>All doing maths together</b>	<b>Activities with structured apparatus</b>	<b>Exploring maths all around us</b>	<b>Other curriculum links</b>	<b>Resources to prepare</b>
<b>Counting A</b> <b>Counting B</b> <b>Learning opportunities</b> 1 - 5: <ul style="list-style-type: none"> <li>• Recite the conventional count sequence forwards and back, starting from any number.</li> <li>• For a given number, say the next or previous number.</li> <li>• Understand that we count to find out 'how many'.</li> <li>• Count a collection of objects accurately, saying one number name for each object.</li> <li>• Understand that the last number counted tells us how many there are.</li> </ul>	1: Introducing the Numicon Shapes 2: Naming the Numicon Shapes by colour 3: Matching Numicon Shapes to the Numicon Number Line 4: Cover the Numicon Baseboard with Numicon Shapes 5: Cover the Numicon Baseboard – feeling for Shapes 6: Cover the Numicon Baseboard – using fewer Shapes 7: Playing with Numicon Shapes and Picture Overlays	<b>Outdoors</b>  <b>Wet area</b>  <b>Art and design</b>  <b>Table top</b>  <b>Role play</b>  <b>Small world</b>  <b>Construction</b>	<b>Literacy – Stories and rhymes</b>  <b>Music – songs, movement</b>  <b>Social Studies – people in my class</b>  <b>Science – leaves, shells, flowers</b>	
<b>Reflection</b>				