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| **Numicon 1 NPC: Securing Foundations 2: Naming Numicon Shapes, building patterns and counting objects** |
| **Key mathematical ideas**  Pattern, Ordering, Counting, Mathematical thinking and reasoning |
| Educational contextIn 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 conversationnumber names, pattern, next, before, after, in between, ordinal number words (e.g. first, second, third), visualize,imagine, see in your mind’s eyeregular, 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, backwardsAssessment opportunitiesLook 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 3Focus activitiesGetting Started1. Giving Numicon Shapes number names2. Labelling Numicon Shapes with numerals3. Visualizing Numicon Shapes4. Matching Numicon Shapes and Numicon Shape patterns5. Building Numicon Shape patterns**Pattern and Algebra**1. Talking about patterns2. Looking for patterns outdoors3. Making repeating patterns with objects and sounds**Numbers and the Number System**1. Counting small collections of objects accurately2. Reciting the counting sequence of number names3. 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 |  |  |  |  |  |