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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity group number and title** | **1 Introducing Numicon Shapes**  **Counting A – all day**  **Counting B – up to 5 objects** | | | |
| Key Focus | Introduction to Numicon shapes, number line, counting | | | |
| Key Mathematical Ideas | Size, comparison, sequence, matching, shape, space and measurement | | | |
| **Communicating** | Words and terms:  Number names, comparative language, positional language, all some, part, whole, movement of shapes words | | | |
| **Learning Opportunities** | • To recite the count sequence in the conventional order.  • To count objects using one number name for each object counted.  • To become familiar with the Numicon Shapes and their colour names.  • To notice the order of Numicon Shapes.  • To cover the Numicon Baseboard with Numicon Shapes by matching and manipulating them to fill the available spaces.  • To use the language of size and make simple size comparisons, e.g. big and small. | | | |
| Assessment opportunities | Look and listen for children who can:   * Show understanding of words and terms * Use the apparatus to communicate their ideas * Recite count sequence to 5 consistently * Matching word and object and action when counting * Use colour names * Match shapes and pictures * Independently rotate and turn over * Group different size of the same shape – foam to small plastic * Use size for making comparisons | | | |
| **All doing maths together** | Activities with  structured apparatus | Exploring maths all around us | Other curriculum links | Resources to prepare |
| **Counting A**  **Counting B**  **Learning opportunities**  1 - 5:  • Recite the conventional count sequence forwards and back, starting from any number.  • For a given number, say the next or previous number.  • Understand that we count to find out ‘how many’.  • Count a collection of objects accurately, saying one number name for each object.  • Understand that the last number counted tells us how many there are. | 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 | See book  **Outdoors**  **Wet area**  **Art and design**  **Table top**  **Role play**  **Small world**  **Construction** | **Literacy – Stories and rhymes**  Big Book – *Five Foolish Fishermen*  **Music – songs, movement**  Speckled Frog Song  **Social Studies – people in my class**  Data chart for size of children – outlines from children lying on the floor  **Science – leaves, shells, flowers**  Sorting leaves gathered around the school  **PE**  Running and grouping games with hoops | Numicon shapes  Baseboards  Picture overlays  Colour names, prepositions, comparative words - flashcards to use the put on the wall  Snap games for matching – shapes  Geometric shapes |
| Reflection |  | | | |