

Intent What am I learning to do?	Implementation
<p><u>Number</u></p> <ul style="list-style-type: none"> • Sorting objects • Recognise amounts without counting to 3 (subitise). • To recognise that an amount stays the same no matter how it is displayed (conservation). • Recognise numerals 1 to 5. • Select the correct numeral to represent the number of objects in a group – recognising numbers to 10 and beyond. • Explore the composition of numbers to ten – separating a group of objects in different ways understanding that the total is the same. • Begin to partition teen numbers. • Add and subtract two single digit numbers in practical contexts. • Count two groups to find the total. • Understand 1 more and 1 less. • Subitise to 4. <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Children have a deep understanding of numbers to 10, including the composition of each number. • Children subitise up to 5. • Children automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts. 	<p><u>CP Enabling environments</u></p> <p>Cosy Den: books and rhymes with mathematical links.</p> <p>Workshop: sorting materials, counting. For example, count the number of prints you have made using the cotton reels.</p> <p>Playdough Factory: opportunities for counting, comparing and sorting.</p> <p>Message centre: number lines, rulers, 100 squares.</p> <p>Building Zone: opportunities for sorting, counting, comparing and matching. For example, counting the blocks used in a tower, has your friend used more or less blocks?</p> <p>Rainbow Cottage: opportunities for sorting, counting, comparing and matching. For example, count the eggs in the egg box. How many more eggs do you need to fill it?</p> <p>Carpet Kingdom: class stories/rhymes with a maths focus. Percussion instruments – counting beats.</p> <p>Far away Kingdom including forest school (sample ideas of the numerous maths opportunities the outdoor area presents): counting opportunities such as counting sticks, leaves, counting throws and catches with balls, skittles, sand and water play counting scoops, number recognition games for example chalk numbers on playground and jump on named numbers or throw beanbags onto names numbers. Sorting collections of natural resources.</p> <p>Maths games such as snakes and ladders, number puzzles, loose parts for sorting and counting, numicon, numeral cards, number lines, tens frames and counters are readily accessible for the children to access independently during independent learning times. All aspects of maths are addressed through stories and books and number songs and rhymes are sang on a frequent basis. Maths concepts are embedded further through number blocks videos.</p> <p>Maths sessions are planned for on a daily basis using a weekly theme. The White Rose scheme is used as a basis for maths planning.</p> <p><u>Vocabulary</u></p> <p>Count, order, number, numeral, number bond, subitise, composition, add, subtract, plus, minus, add, total, equals, 1 more, 1 less, teen number, partition</p> <p><u>Impact</u></p> <p><u>By the end of Foundation Stage I can...</u></p> <ul style="list-style-type: none"> • Recognise numbers to 20. • Talk about the composition of numbers to 10. • Recall number bonds to 5. • Recall subtraction facts to 5. • Find 1 more and 1 less. • Subitise small amounts. • Add and subtract in practical contexts.