

Maths Planning

	Unique Child: What do you want the child to learn	Enabling Environment How will this take place?
Monday	Composition whole and parts of 5,6	<p><i>How many children are here today? (using the tens frame)What can you see? Is it full or not full?</i></p> <p><i>Calendar, day, date, month (1x song)</i></p> <p><u>Starter:</u> Conceptual subitising</p> <p>https://www.samebutdifferentmath.com/early-numeracy -cats and dice</p> <p>What's the same? What's different?</p> <p><u>Activity:</u> Composition</p> <p>Explore the composition of number 5. Display 5 counters on the floor, How many do you see? How many are there in total? Explore moving different spots and ask the children what they can see. Refer back to there are 1 and 4/ 2 and 3/ but in total there are 5.</p>
Tuesday	Composition whole and parts of 5,6	<p><i>How many children are here today? (using the tens frame)What can you see? Is it full or not full?</i></p> <p><i>Calendar, day, date, month (1x song)</i></p> <p><u>Starter:</u> Conceptual subitising</p> <p>Play catch a partner, to find a partner to make 5 in total. (use numicon, counters, conkers)</p> <p><u>Activity:</u> Composition</p> <p>Children have their own part - part circles and 5 counters. Explore the composition of 5 splitting it into 2 parts. Adults to model on the interactive whiteboard. Ask the children what they have in each part? How many in total? Children to copy arrangements displayed on the whiteboard.</p>
Wednesday	Composition whole and parts of 5,6	<p><i>How many children are here today? (using the tens frame)What can you see? Is it full or not full?</i></p> <p><i>Calendar, day, date, month (1x song)</i></p> <p><u>Starter:</u></p>

Week beginning: 08.01.24

		<p>Explore the composition of number 6. Display 6 spots on the floor, How many do you see? How many are there in total? Explore moving different spots and ask the children what they can see. Refer back to there are 1 and 5, 2 and 4, 3 and 3 but in total there are 6.</p> <p><u>Activity:</u> Throw six bean bags in a hoop, identify how many are not in the hoop, how many are in the hoop. There are 4 out of the hoop and 2 in the hoop but 6 in total.</p>
Thursday	Composition whole and parts of 5,6	<p><i>How many children are here today? (using the tens frame)What can you see? Is it full or not full?</i> <i>Calendar, day, date, month (1x song)</i></p> <p><u>Starter:</u> Play catch a partner, to find a partner to make 6 in total.</p> <p><u>Activity:</u> Children have their own circles and 6 counters. Explore the composition of 6 splitting it into 2 parts. Adults to model on the interactive whiteboard. Ask the children what they have in each part? How many in total? Children to copy arrangements displayed on the whiteboard.</p>
Friday	Composition whole and parts of 5,6	<p><i>How many children are here today? (using the tens frame)What can you see? Is it full or not full?</i> <i>Calendar, day, date, month (1x song)</i></p> <p><u>Starter:</u> https://www.samebutdifferentmath.com/early-numeracy -hand and mice What's the same? What's different?</p> <p><u>Activity:</u> Children to have their own ten frames. Explore moving 5 counters on the ten frames. Describe what you can notice.</p> <p>Repeat exploring 6 counters on the ten frames. Describe what you can notice.</p>