Reception Mathematics Planning

Autumn Term

Reception Planning Autumn Term – Mathematics

Number Land

Number Land is the place where numbers live. This is created by the children over the Autumn term through a carefully sequenced plan.

Each number is introduced and explored in different ways each week through a variety of questions and tasks. As a new number is introduced, the questions and tasks will also include how the new number relates to the previous numbers that have been learned.

Number Land consists of these elements:
- Number Lane: a number track demonstrating the sequence of numbers from 1 to an end point determined by the children's counting competence. Counting and the concepts of addition and subtraction can be explored 'on the way to' and 'on the way back from' Number Land.
- Number Town: the street where the numbers live.
- Number Gardens: the shape of the garden reflects the number that lives there by the number of sides it has.
- Number Houses: numbers 1-5 are shown using one house, with a representation of windows shown using counters arranged in the familiar dice formation of that number. Numbers 6-10 are shown using two houses with the number represented as 5 on one of the houses and the other part on the other house, e.g. 6 is 5 and 1
- Number Towers: each garden must have a tower with the correct number of cubes to match the number that lives there. These show a linear representation of each number which allows children to compare the numbers easily.
- Items/groups: each garden is filled with different representations for the number that lives there. These representations are chosen by the children, justified and discussed as they are placed into the garden.

Further opportunities for exploration can centre around two characters: a mischief maker who moves things within Number Land when the children are not present and the Fairy / Wizard of the Numbers who makes Number Land correct again following any mischief. Children can take on these roles themselves. Number Land can also be enhanced through the use of the Numberblocks series from CBBC, and the related teaching tools from the NCETM
https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/

More information can be found at:

www.numberland.net

Autumn Term (10 weeks)	
Elements of Key Learning that can be introduced through Number Land: **Rote counting** Rote count from 1 Rote count on from a given number between 1 and 10 Rote count back from a given number between 0 and 10 Know what number comes before and after a given number Say a number between two given numbers **Counting objects** Understand that counting is to find out how many if you don't already know Use one to one correspondence when counting Understand that the last number said is the number in the set Count up to 10 objects, pictures, sounds and actions Understand and use conservation of number Use the word 'zero' to represent 'none' Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal Order three or more sets of objects State without counting (subitise) quantities within 5 Make a sensible guess of quantities within 10 **Shape** Know that shapes can appear in different ways and be different sizes Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle) Talk about shapes using mathematical language (straight, curved, sides, flat)	**Number sense** Partition a set of objects in different ways using the terminology part-part-whole **Number recognition** Recognise and identify numerals 1-10 Select the numeral that represents a set of objects Order numerals 0-10 **Number graphics** Represent amounts in their own ways, explaining what they mean Represent and explain their thinking in their own ways Write numerals 0 to 10 **Calculating** Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part–part–whole Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part–part–whole Relate subtraction to addition in practical situations using the terminology part–part–whole Identify one more and one less than a given number Identify two more and two less than a given number Add two single-digit numbers totalling up to 10, using practical equipment Subtract a single-digit number from a number up to 10, using practical equipment
The planning below is an example of how the programme could be introduced and the types of activities, questions and ways of exploring the numbers across the week. The other numbers 1 to 4 are planned for explicitly. The other numbers to 10 can be introduced and explored in similar ways, however, there will be greater opportunities to generate different part-whole models as each number can be partitioned into more combinations.	

<table>
<tr><th colspan="7">Learning and Progression Steps and related end of year expectation</th><th>Links to Number Land context</th></tr>
<tr><td>Join in with number rhymes</td><td>Know that some of the words in number rhymes are numbers</td><td>Join in with rote counting from 1 to 5</td><td>Rote count from 1 to 5</td><td>Join in with rote counting from 1 to 10</td><td>Rote count from 1 to a given number up to 10, stopping at the correct place</td><td>Rote count from 1</td><td rowspan="3">Number Lane
Count to 5
Start at 1 and stop at 3
What number do you say next after 3?

Stand on number 2 – count forwards from there:
“Two, three, four, five…”

Stand on number 5 – count backwards from there:
“Five, four, three, two, one.”</td></tr>
<tr><td colspan="2">Rote count from 1 to 5</td><td colspan="2">Know that rote counting can start at numbers other than 1</td><td colspan="2">Join in with rote counting up to 10 from a number other than 1</td><td>Rote count from one number to another within 10, starting and stopping at the correct place</td><td>Rote count on from a given number between 1 and 20</td></tr>
<tr><td colspan="2">Rote count from 1 to 5</td><td>Join in with rote counting back from 5 to 0</td><td>Rote count from 5 to 0</td><td>Join in with rote counting from 10 to 0</td><td>Rote count from 10 to 0</td><td>Rote count back from 20 to 0</td></tr>
<tr><td colspan="6">There are no steps towards this expectation. Children need to be provided with situations in which finding a quantity is a meaningful task,
e.g. There are only six people allowed at the painting table, how many are there now?</td><td>Understand that counting is to find how many</td><td rowspan="4">Number Lane
Roll a spotted dice and count the spots to know how many steps to take along the number track (Number Lane).
Number Land/Town
Count items for each number house and garden.
Move items as they are counted (as a number label from the rote counting sequence is used for each item).
Emphasise the last number said in the count and follow this with a summary sentence.
“One, two, three, four. There are four….”</td></tr>
<tr><td colspan="2">Rote count from 1 to 5</td><td colspan="2">Know the number names in order and distinguish each one</td><td colspan="2">Understand that each object in the set requires a different number name</td><td>Synchronise the counting sequence with touching each object (one number name per object)</td><td>Use one to one correspondence when counting</td></tr>
<tr><td colspan="3">Use one to one correspondence when counting</td><td colspan="4">Count up to 5 objects emphasising the last number said (if children understand this concept with numbers up to 5 they will be able to use it with numbers up to 20)</td><td>Understand the last number said is the number in the set</td></tr>
<tr><td>Use one to one correspondence when counting and understand the last number said is the number in the set</td><td>Count up to 5 objects (including different sized objects), moving each as they are counted</td><td>Know that in the counting sequence each consecutive number represents an additional object within the set</td><td>Understand that objects can be counted in any order and the amount will be the same</td><td>Count up to 10 objects (including different sized objects), moving each as they are counted</td><td>Count out a given amount up to 10 (identified either verbally or written) from a greater set,
e.g. 3 oranges from 7 in the snack bowl</td><td>Count up to 20 objects</td><td>Number Land/Town
Compare one number tower with the previous number tower: identify the next number being one more.
Create sets of the given number by counting out from a greater amount and stopping when the given number is reached.</td></tr>
<tr><td colspan="2">Count up to 5 objects, moving each as they are counted</td><td colspan="2">Count up to 5 pictures, marking each as they are counted</td><td colspan="2">Count up to 10 pictures, marking each as they are counted</td><td>Count up to 20 pictures</td><td>Number Land/Town
Draw the correct number of items to represent the number.
From a selection of pictures with different amounts on, children select the correct one for the given number.</td></tr>
<tr><td colspan="3">Count up to 5 objects or pictures, keeping track of each as they are counted</td><td colspan="3">Count up to 5 sounds or actions, keeping track of each as they are counted</td><td>Counting up to 20 sounds/actions</td><td>Number Lane
Roll a spotted dice and count the spots to know how many steps to take along the number track (Number Lane).</td></tr>
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<tr><td colspan="4"></td><td></td><td></td><td>Count steps along the number track. Do the correct number of actions on that step e.g. hops, claps, blinks etc.</td></tr>
<tr><td>Understand the last number said is the number in the set</td><td>Understand that objects can be counted in any order and the amount will be the same</td><td>Know that objects in a group can be rearranged without affecting the total</td><td>Place a given number of counters on a ten frame
in different ways</td><td>Understand and use conservation of number</td><td>Number Land/Town
Count correct number of items: recount them starting with a different item. What do you notice?
Move them and recount them. What do you notice?
Move them again and ask how many. Children should say the amount without recounting.</td></tr>
<tr><td colspan="4">Know that when there are no objects this is represented by the word ‘zero’</td><td>Use the word ‘zero’ to represent ‘none’</td><td>Number Land/Town
Remove items from a group one at a time, counting back towards zero when none are left.</td></tr>
<tr><td>Recognise familiar arrangements for numbers up to 5 when on a dice or domino</td><td>Identify quantities of objects up to 5 when placed in a dice or domino arrangement</td><td>Identify quantities of objects from 1 to 3 when arranged randomly</td><td>Explore arrangements of quantities within 5 using a ten frame</td><td>State without counting (subitise) quantities within 5</td><td>Number Lane
Roll a spotted dice and say the number without counting the spots to know how many steps to take along the number track (Number Lane).
Number Land/Town
Subitise items for each number house and garden – 1 to 3 random arrangement, up to 6 using dice/domino formation.
When recognising amounts, ask: How many are there? How do you know? Do you need to count them? Why?</td></tr>
<tr><td rowspan="2">Compare two groups of the same object by matching objects together</td><td>Use the word ‘more’ to indicate the greater amount</td><td rowspan="2">Understand the relationship between ‘more’ and ‘fewer’, e.g. 4 is more than 3 so 3 is fewer than 4</td><td rowspan="2">Identify when groups of the same object have the same amount after objects have been matched</td><td rowspan="2">Use the words ‘same’ and ‘equal’ to indicate equivalence</td><td rowspan="2">Compare groups by counting
the objects</td><td rowspan="2">Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal</td><td rowspan="3">Number Land/Town
Compare two sets of different amounts by matching objects together: use ‘more’ to describe greater amount and ‘fewer’ for the lesser amount.
Compare two sets of the same amount (made of different items): use same and equal to describe.
Compare and describe towers from two different Number gardens.
Combine two towers to be the same size as another: use same and equal to describe.</td></tr>
<tr><td>Use the word ‘fewer’ to indicate the lesser amount</td></tr>
<tr><td colspan="2">Compare two groups of the same object by matching objects together</td><td>Know that bigger objects do not indicate greater amounts,
e.g. 2 footballs is a lesser amount than 4tennis balls</td><td colspan="2">Compare three groups of the same object by matching objects together</td><td>Order three or more sets of objects</td></tr>
<tr><td colspan="2">Count up to 10 objects, moving each as they are counted</td><td>Count out a group of 10 objects from a greater set</td><td colspan="2">Recognise that when a
ten frame is full this represents 10</td><td>Understand that ‘teen’ numbers are a group of 10 plus another number</td><td>Number Land/Town
Compare one number tower with the previous number tower: identify the next number being one more.</td></tr>
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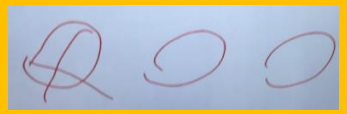
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td></td><td>Create sets of the given number by counting out from a greater amount and stopping when the given number is reached.</td></tr>
<tr><td colspan="2">Understand and use conservation of number</td><td colspan="2">Use ‘whole’ to describe a set of objects,
e.g. in a group of 6 biscuits, the ‘whole’ is 6</td><td colspan="2">Partition the ‘whole’ set of objects between two groups,
e.g. 6 biscuits with 4 on one plate and 2 on another</td><td>Use ‘part’ to describe each partitioned set of objects, e.g. 6 biscuits with 4 on one plate and 2 on another,
the parts are 4 and 2</td><td>Partition a set of objects in different ways using the terminology part – part – whole</td><td>Number Land/Town
Create the amounts using collections that can be seen as two (or more) separate amounts (parts) e.g. the tower of 5 being made of 3 red cubes and 2 white cubes. 5 is the whole and it is split into a part worth 3 and a part worth 2</td></tr>
<tr><td colspan="2">Recognise numerals
0 to 5</td><td colspan="2">Identify a given number from a selection within the range 0 to 5</td><td colspan="2">Recognise numerals
6 to 9</td><td>Identify a given number from a selection within the range 0 to 9</td><td>Recognise and identify numerals 0 to 20</td><td>Number Lane
Set out the number track for Number Lane placing numerals in order.
Stand on number 3. Move to number 5 etc.
Number Land/Town
Find the correct numeral/digit card for the Number garden.</td></tr>
<tr><td>Count objects moving each as they are counted</td><td>Label the amounts from 0 to 5 when in order</td><td>Label the amounts from 0 to 5 when randomly arranged</td><td>Label the amounts from a selection within 0 to 5,
e.g. 3, 2 and 5</td><td>Label the amounts from 0 to 9 when in order</td><td>Label the amounts from 0 to 9 when randomly arranged</td><td>Label the amounts from a selection within 0 to 9,
e.g. 8, 5 and 7</td><td>Select the numeral that represents a set of objects</td><td>Number Lane
Set out the number track for Number Lane placing numerals in order: select the correct picture amount to match each numeral.
Number Land/Town
Create different amounts using different items (not in order) and select correct numerals to represent the amounts.</td></tr>
<tr><td colspan="2">Recognise and identify numerals 0 to 9</td><td colspan="2">Put the numerals 0 to 5 in order when all are given</td><td colspan="2">Put the numerals 0 to 9 in order when all are given</td><td>Order numerals 0 to 20</td><td>Number Lane
Set out the number track for Number Lane placing numerals in order: select the correct picture amount to match each numeral.
Number Land/Town
Use numerals from each garden: put them in order. Use number towers to support ordering if necessary.</td></tr>
<tr><td colspan="2">Represent a given amount up to 9 using objects</td><td colspan="2">Represent a given amount up to 9 using own marks and symbols</td><td colspan="2">Explain what their marks and symbols represent</td><td>Represent amounts in their own ways, explaining what they mean</td><td rowspan="3">Number Land/Town
Create amounts using different items for each number. Draw representations of each number. Create own pictorial record of each Number created in Number Land.</td></tr>
<tr><td colspan="2">Talk about their mathematical play, e.g. my tower is taller now because I put more bricks on</td><td colspan="2">Draw a picture/jotting to represent their mathematics,
e.g. ○○○ ○○------○○○○○</td><td colspan="2">Explain the mathematical processes used in their picture/jotting,
e.g. ‘If I have three oranges and I do this (crosses one out) I have two left.’
  </td><td>Represent and explain their thinking in their own ways</td></tr>
<tr><td colspan="2">Understand that amounts can be represented by symbols</td><td colspan="2">Represent a given amount using own marks and symbols</td><td colspan="2">Recognise and identify numerals 0 to 10</td><td>Write numerals 0 to 20</td></tr>
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Count up to 5 objects, **moving** each as they are counted	Combine two groups of objects (total within 5) counting how many are there	Recognise that when the groups are combined the number of objects is more than either of the individual groups		**Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole**	**Number Lane** Roll dice and move that number of steps along the number track. Roll dice again and add this to the number already stood on e.g. four and two is six. **Number Land/Town** Make towers using two colours of cubes. Count the number of each colour and say the sentence e.g. two and two is four; two add two makes four; two add two equals four etc. Use other representations when the amount can be seen as two groups/parts being combined.
Count up to 5 objects, **moving** each as they are counted	Count out up to 10 objects from a greater set (the whole)	Remove a given amount from a greater set (the whole) counting to identify how many are left	Recognise that when an amount of objects is removed the number in the set is fewer than they started with	**Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole**	**Number Lane** Stand on number 6. Roll dice and move that number of steps back along the number track e.g. 6 take away 2 is 4; 6 take away 2 equals 4. **Number Land/Town** Make towers using two colours of cubes with same coloured cubes together. Separate the whole tower into the two coloured parts and say the sentence e.g. five take away three is two and five take away two is three; five take away three equals two etc. Use other representations when the whole amount can be seen as two groups/parts being combined, take one part and identify the amount left. Recognise what is left is less than the starting amount (whole).
Count up to 5 objects, **moving** each as they are counted	Use concrete equipment to find one more than a given number up to 5	Know that one more is found by adding one object to an existing group of objects	Recognise that one more is the next number in the counting sequence (when counting in ones)	**Identify one more than a given number**	**Number Land/Town** Make towers of the given number using two different colours. Split the tower into the coloured parts e.g. tower of 5 being 2 blue and 3 green. Put the parts back together to make the whole again. Do this with other groups / objects that are split into two parts and put back together to make the whole.
Count up to 5 objects, **moving** each as they are counted	Use concrete equipment to find one less than a given number up to 5	Know that one fewer is found by removing/taking away one object from an existing group		**Identify one less than a given number**	Make towers of the given number using two different colours. Split the tower into the coloured parts e.g. tower of 5 being 2 blue and 3 green. Say blue and green take green leaves blue or 5 take away 2 leaves 3 Do this with other groups / objects that are split into two parts in which take away can be modelled effectively with and without numbers e.g. 5 children take away the boys leaves the girls

<table>
<tr><td colspan="4">Understand the concept of addition as combining sets of objects</td><td>Identify two more than a given number</td><td>See above</td></tr>
<tr><td colspan="4">Understand the concept of subtraction as removing one amount from within another</td><td>Identify two less than a given number</td><td>See above</td></tr>
<tr><td>Understand the concept of addition as combining sets of objects</td><td>Understand that add, total, altogether relate to combining groups of objects</td><td>Combine two groups of objects (total within 5) counting how many are there</td><td>Combine two groups of objects (total within 10) counting how many are there</td><td>Add two single-digit numbers totalling up to 10, using practical equipment</td><td>Number Lane
Roll the dice (labelled 1, 2 and 3 only) and make the correct number of steps along the number track. Roll dice again and say the number stood on add the number rolled (take these steps) equals the number now reached.
Number Land/Town
Collect towers from two of the number gardens. Put them together and find another tower that is the same size. Identify the numbers involved e.g. 3 and 2 equals 5; 3 add 2 makes 5 altogether; 3 and 2 has a total of 5 etc.
Identify where the whole can be seen as two distinct parts and the size of the parts combining to create the whole e.g. 6 jewels shown as 4 diamonds and 2 rubies, 4 add 2 equals 6</td></tr>
<tr><td>Understand the concept of subtraction as removing one amount from within another</td><td>Understand that subtract and take away relate to removal of one group from within another</td><td>Remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left</td><td>Remove a given amount from a greater set (with a whole of up to 10) counting to identify how many are left</td><td>Subtract a single-digit number from a number up to 10 using practical equipment</td><td>Number Land/Town
Use a tower made using two colours. How many cubes in the tower (the whole)? Take one coloured part away. How many is this? How many is the part left?
Identify where the whole can be seen as two distinct parts and the size of the parts. Remove one part from the whole to leave the other part. Link the size of the whole to the size of the part taken and the size of the part left e.g. 6 paintbrushes take away 2 paintbrushes leaves 4 paintbrushes.</td></tr>
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Other learning related to time, position and direction and sorting should be experienced and understood through daily routines.

Week 1 Focus – Number 1	
Lesson	**Suggested modelling and questioning**
1	Numeral 1 – show the number 1. Draw it in the air. Can you do one clap? Hop? If I do one clap = thumbs up. If not = thumbs down. Small group in circle - use box of random countable items – ask children to get 1 item. Explain why it is 1. On its own etc. Practise touch counting – 1. Same or different – two children: one with 1 car and the other with 2 cars, have they both got one car? Are they the same? Discuss properties, similarities and difference, how can the child with 2 cars change their amount so they have only one car?
2	Introduce Numberland. Have gardens for circle, semi-circle and triangle available. Ask children which one to use for Number 1 and why? Have little circles for children to run finger around one side. House – Number 1 is only allowed 1 window on the house. Can you find a spotted dice? How do you know it is a dice? Where is the one? Use a counter to show the number 1 on the house in the same way it is shown on the dice. Tower – Have tower of 1, 2 and 3. Which one can go in the garden? Why? What other things can we have in our garden? Number 1 would like a number one. Model putting something and explain why… children go and find something that could go in Number 1's garden.
3	Can you find me one? (recap Monday) Put objects into dishes. Can you tell me which dish has 1 in? Why doesn't this dish have one? Pick up different sized objects and ask are they both one? But this one is much bigger? Children pick one from a wider group e.g. find me 1 compare bear, 1 milk carton, 1 ball etc. Tell me something you have one of. Could you draw me a picture? Possibly scribe what it is. Add more items into the garden of Number 1 in Numberland. Children justify why they put it in the garden.
4	Dice – 3 sides blank, 3 with a 1. Find a side with a 1. Find a side without a 1. Show children 1p and explain what it is. Roll dice, if you land on a 1 you take a 1p and put it in the pot. Count in 1s out of the pot, e.g. take out 1, hold it up, put it down. Take out 1, hold it up. Who has an empty pot? Add more items into the garden of Number 1 in Numberland. Children justify why they put it in the garden.
5	Get one object. Have I got one? Add another one – have I got one now? Take one away – have I got one? Hide it, have I got one? Turn upside down – have I got one? Change position and ask the same questions. Ask children to show one, then something that is not one. 'My friend says if I turn it upside down it is not one. Is she right? Explain.' Children create their own representations for the number 1 using Numberland as a stimulus.

Week 2 Focus – Number 2 (and 1)	
Lesson	**Suggested modelling and questioning**
1	Numeral 2 – show the number 2. Draw it in the air. Small group in circle - use box of random countable items – ask children to get 2 items. Explain why it is 2 – it has a partner. Practise touch counting – 2. Model counting incorrectly, e.g. counting the same item twice. Why? Get children to explain what they should do. Put them somewhere else. Discuss why there is not more than one tap for one number – because we are trying to see how many are there. Same or different – Ask children to get 2 objects e.g. cars that look different, is that still 2? Although they are different? Do they have to be the same? Can you do two claps? Hops? If I do two claps = thumbs up. If not = thumbs down.
2	Develop Numberland further. Have gardens semi-circle and triangle grass. Ask children which one for Number 2 and why? Have little semi-circles for children to run finger around each side. Discuss sides – curved and straight, the circle was curved is this the same? Will Number 2 have the same garden? Why/why not? House – Number 2 is only allowed 2 windows. Can you find a spotted dice? How do you know it is a dice? Where is the two? Do the windows in the same place on the house? Tower – Can you remember the tower in Number 1's garden? What should we have in Number 2's garden? Can you make it? Look at all of the children's towers. Which one is right? Why did you do yours like that? Have 2 colours available. Discuss part-part-whole. Can you make a tower with 2 that looks different? (2 is made up of 1 and another 1 – compare to the tower from Number 1) What other things can we have in our garden? Number 2 would like a number two. Model putting something and explain why… children go and find something that could go in Number 2's garden, and justify why it can go in there.
3	Can you find me two? (recap Monday) Put objects into dishes. Can you tell me which dish has 2 in it? Why doesn't this dish have two? Show children 2 pots – a pot with 1 large object and another pot with 2 small objects in. Which pot has two items in it? But this pot (with the single larger item) is more full? How can it only be one? Children pick two from a wider group e.g. find me 2 compare bears, 2 milk cartons, 2 pencils etc. Tell me something you have two of. Could you draw me a picture? Possibly scribe what it is. Add more items into the garden of Number 2 in Numberland. Children justify why they put it in the garden.
4	Dice – two sides blank, two with a 1 and two with a 2. Find a side with a 1. Find a side without a 2. Show children 1p and explain what it is. Roll dice, if you land on a 1 you take a 1p and put it in the pot. If you land on a 2 you take two 1p coins and put them in the pot. Count in 1s out of the pot, e.g. take out 1, hold it up, put it down. Take out 1, hold it up. Model counting out two as counting out one and counting out one again. Add more items into the garden of Number 2 in Numberland. Children justify why they put it in the garden.
5	Have 2 plates. One biscuit on each, how many if we put them on one plate? Jen has 2 green counters and I have 2 red counters. Have we got the same number? Watch what I do…. Show moving your red counters further apart. I think I have more now. What do you think? Ask children to find two of different things/items in the classroom. Check by counting and explain how they know there are two. Add more items into the garden of Number 2 in Numberland. Children justify why they put it in the garden. Compare similar items from the gardens of Number 1 and Number 2. What do you notice? 2 is 1 and another 1, or 2 is 1 more than 1, or 2 is more than 1 etc. Children create their own representations for the number 2 using Numberland as a stimulus.

Week 3 Focus – Number 3 (and 2 and 1)	
Lesson	**Suggested modelling and questioning**
1	Numeral 3 – show the number 3. Draw it in the air. Find the number 3 on the number track. Count up to 3, touching each number as it is said – "*One, two, three*". Small group in circle - use box of random countable items – ask children to get 3 items. Explain why it is 3 – it is the next number after 2. Refer back to the number track. Practise touch counting – 3. Model counting incorrectly, e.g. counting the same item twice. Why? Get children to explain what they should do. Move the items as they are counted. Discuss why there is one number word for each item moved – because we are trying to see how many are there. Same or different – Ask children to get 3 objects e.g. compare bears that look different, is that still 3? Although they are different? Do they have to be the same? Can you do three claps? Hops? If I do three claps = thumbs up. If not = thumbs down. When clapping start with an even rhythm for the counting, then try putting a larger gap between two of the numbers e.g. clap, clap pause clap.
2	Develop Numberland further. Have gardens triangle and square rectangle grass. Ask children which one for Number 3 and why? Have little triangles for children to run finger around each side. Discuss sides – straight, the semi-circle had a curved side is this the same? Will Number 3 have the same garden? Why/why not? House – Number 3 is only allowed 3 windows. Can you find a spotted dice? Where is the three? Do the windows in the same place on the house? Tower – Can you remember the tower in Number 2's garden? What should we have in Number 3's garden? Can you make it? Look at all of the children's towers. Which one is right? Why did you do yours like that? Have 2 colours available. Discuss part-part-whole. Can you make a tower with 3 that looks different? (3 is made up of 1 and another 1 and another one; or two and another 1 – compare to the tower from Number 2; what happens when you put the towers from Number 1 and Number 2 together?) What other things can we have in our garden? Number 3 would like a number three. Model putting something and explain why… children go and find something that could go in Number 3's garden, and justify why it can go in there.
3	Can you find me three? (recap Monday) Put objects into dishes. Can you tell me which dish has 3 in it? Why doesn't this dish have three? Show children 3 pots – a pot with 1 large object, another pot with 2 medium sized objects in and another pot with 3 small objects in. Which pot has three items in it? But this pot (with the single larger item) is more full? How can it only be one? Get the items out of each pot and line the three sets up alongside each other. Notice that each item is worth one, regardless of how large or small they are. Children pick three from a wider group e.g. find me 3 compare bears, 3 milk cartons, 3 pencils etc. Add more items into the garden of Number 3 in Numberland. Children justify why they put it in the garden. What does the arrangement of the item(s) tell you about the number 3? For example, an arrangement of 3 children may show 2 girls and 1 boy so 3 is made up of a 2 and a 1.
4	Dice – two sides with a 1, two with a 2 and two with a 3. Find a side with a 3. Find a side without a 3. Dice could show numeral as well as spot formation. Show children 1p. Roll dice, if you land on a 1 you take a 1p and put it in the pot. If you land on a 2 you take two 1p coins and put them in the pot. If you land on a 3 you take three 1p coins and put them in the pot. Count in 1s out of the pot, e.g. take out 1, hold it up, put it down. Take out 1, hold it up. And so on. Model counting out three as counting out one three times. Add more items into the garden of Number 3 in Numberland. Children justify why they put it in the garden.

5	Have 2 plates. Two biscuits on one plate and one biscuit on the other. How many if we put them all on one plate? What is three made from? Two and one or one and two. Kim has 3 big compare bears and I have 3 small compare bears. Have we got the same number? Line the two sets of compare bears up. Watch what I do…. Show moving your small compare bears further apart. I think I have more now. What do you think? Ask children to find three of different things/items in the classroom. Check by counting and explain how they know there are three. Add more items into the garden of Number 3 in Numberland. Children justify why they put it in the garden. Compare similar items from the gardens of Number 1, Number 2 and Number 3. What do you notice? The towers are getting one more each time, so 1 and another 1 is 2; 2 and another 1 is 3. Children create their own representations for the number 3 using Numberland as a stimulus.

Week 4 Focus – Number 4 (and 3 and 2 and 1)	
Lesson	**Suggested modelling and questioning**
1	Numeral 4 – show the number 4. Draw it in the air. Find the number 4 on the number track. Count up to 4, touching each number as it is said – "*One, two, three, four*". Small group in circle - use box of random countable items – ask children to get 4 items. Explain why it is 4 – it is the next number after 3. Refer back to the number track. Practise touch counting – 4. Model counting incorrectly, e.g. counting the same item twice. Why? Get children to explain what they should do. Move the items as they are counted. Discuss why there is one number word for each item moved – because we are trying to see how many are there. Recount the set, starting with a different item. Does it change how many are in the set? Same or different – Ask children to get 4 objects e.g. beads that look different, is that still 4? Although they are different? Do they have to be the same? Can you do four claps? Hops? If I do four claps = thumbs up. If not = thumbs down. When clapping start with an even rhythm for the counting, then try putting a larger gap between two of the numbers e.g. clap, clap pause clap pause clap.
2	Develop Numberland further. Have gardens square rectangle, pentagon and hexagon grass. Ask children which one for Number 4 and why? Have little square rectangles for children to run finger around each side. Discuss sides – straight, the triangle had how many sides? Will Number 4 have the same garden? Why/why not? House – Number 4 is only allowed 4 windows. Can you find a spotted dice? Where is the four? Place counters on the house so the windows are in the same arrangement as on the dice? Tower – Can you remember the towers in Number 1's, 2's and 3's gardens? What will the tower look like in Number 4's garden? Explain why you think this. Can you make it using two colours of cubes only? Look at all of the children's towers. What does each tower tell us about the number 4? Discuss part-part-whole. What other things can we have in our garden? Number 4 would like a number four. Model putting something and explain why… children go and find something that could go in Number 4's garden, and justify why it can go in there.
3	Can you find me four? (recap Monday) Put objects into dishes. Can you tell me which dish has 4 in it? Why doesn't this dish have four? How many does it have? How do you know? Show children two pots – a pot with 3 large objects and another pot with 4 small objects in. Which pot has four items in it? But this pot (with the larger items) is more full? How can it only be only three and the other four? Children pick four from a wider group e.g. find me 4 beads, 4 pieces of fruit, 4 paintbrushes etc. Could you find four in the environment? Could you draw me a picture to show four? Add more items into the garden of Number 4 in Numberland. Children justify why they put it in the garden.
4	Dice – one side with a 1, one with a 2, one with a 3 and three with a 4. Find a side with a 4. Find a side without a 4. Show children 1p and explain what it is. Roll dice, the number you roll dictates the number of pennies that need to be taken from the pot. Count in 1s out of the pot, e.g. take out 1, hold it up, put it down and say 'one' , take another hold it up, put it down and say 'two' etc. Children to join in with the count. Add more items into the garden of Number 4 in Numberland. Children justify why they put it in the garden.

5	Have 2 plates. Two biscuits on each, how many if we put them on one plate? How else could the biscuits have been put onto two plates? Is there another way? Could you represent this… with pictures? …with numbers? Sam has 4 green counters in a line and I have 4 red counters in a square. Have we got the same number? Watch what I do…. move the green counters into a square and the red counters into a line. Are they both the same now? What do you think? Ask children to find four of different things/items in the classroom. Check by counting and explain how they know there are four. Add more items into the garden of Number 4 in Numberland. Children justify why they put it in the garden. Compare similar items from the gardens of Numbers 1, 2 and 3. What do you notice? 4 is 3 and 1, or 4 is 1 and 3, or 4 is 1 more than 3 etc. Children create their own representations for the number 4 using Numberland as a stimulus.

Example enhancements within continuous provision:

- Overwriting the numeral on paper using different media: pencils, crayons, felt tips, paint.
- Create own number track showing numeral and amount.
- Match picture amounts to the correct numeral.
- Match pictures that show the same amount.
- Draw a representation for given numerals.
- Break a tower of cubes into two parts. Do it different ways. Represent what has been done in child's own way.
- Partition whole into two parts using part-whole diagram.
- Partition whole into two parts (in different ways) in different contexts: jewels in two treasure chests; group of people on two rafts in the water; petals on a flower painted using only two colours; biscuits from tray placed on to two plates; amount on ten frame using two different coloured counters.
- Put numerals in order. Identify missing number from set.
- Subitise amount shown on a card (in dice / domino arrangement) when briefly turned over.
- Simple games where children use dice and count moves along a track / items collected.
- Find out which container contains the most items. Containers holding items of different size.
- Action game: roll number dice and action dice (dice labelled: clap, hop, blink, jump, turn, sit). Do the action the correct number of times.
- Match correct number of 1p coins for given prices.
- Find all 1p coins in a selection of coins.