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| **Date** | **Declarative facts to revisit**  **(focus groups )** | **Whole class focus** | **Teacher focus for groups** | **Examples of how to support (taken from Development matters)** | **Maths in Continuous Provision** |
| W/C 31.10 | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). | Number recognition | Link number symbols to cardinal value up to 5  Extension- Composition of numbers to 3 | **Subitising**  -Show small quantities in familiar patterns (for example, dice) and random arrangements.  -Play games which involve quickly revealing and hiding numbers of objects.  -Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.  -Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: “I don’t think we need to count those. They are in a square shape so there must be 4.” Count to check.  -Encourage children to show a number of fingers ‘all at once’, without counting.  **Cardinal value**  -Display numerals in order alongside dot quantities or tens frame arrangements.  –Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements.  -Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards. | Link number symbols to cardinal value |
| W/C 7.11 | Develop fast recognition of up to 3/5 objects, without having to count them individually (‘subitising’). | Number recognition | Link number symbols to cardinal value up to 10  Extension- Composition of numbers to 5 | As above | Link number symbols to cardinal value |
| W/C 14.11 | Develop fast recognition of up to 5 objects, without having to count them individually (‘subitising’). |  | Composition of number to 3  Extension- Composition of numbers to 5/10 | **Composition to 10**  -Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers  -Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.  -Model conceptual subitising: “Well, there are three here and three here, so there must be six.” Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched.” Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t? | Link number symbols to cardinal value |
| W/C 21.11 | Link number symbols to cardinal value |  | Composition of numbers 4 and 5  Extension- Composition of numbers to 10 | As above | Composition of number to 3 |
| W/C 28.11 | Composition of numbers to 3 |  | Composition of numbers 6 and 7  Extension- Composition of numbers to 10 | As above | Composition of numbers 4 and 5 |
| W/C 5.12 | Composition of numbers to 5 |  | Composition of numbers 8 and 9  Extension- Number bonds | As above | Composition of numbers 6 and 7 |
| W/C 12.12 | Composition of numbers to 10 |  | Composition of numbers 10  Extension- Number bonds | As above | Composition of numbers 8 and 9 |