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| UNIT | Maths topic | Learning objectives/expected outcomes | **Assessment for Learning activities** |
| 1 | **Counting and number (1)** | * Recite the order of the number words to at least 5 * Count reliably at least 5 objects, recognising that when rearranged the number of objects stays the same * Understand that the last number in the count represents the set as a whole * Sort and match objects in a set   I can count aloud to 5 in order  I can count objects in a set by moving them one at a time  I can count how many cubes there are in a set | Show children various numbers to 5 using your fingers. They respond by saying the numbers they recognise. They then show numbers to 5 using their fingers. Ask: *Show me four. Can you use different fingers to show four?* Repeat, so they respond with other numbers.  Ask children to clap and count to 5 aloud as they clap. Now ask them to clap 4 times, then 2, without counting aloud. Ask them to count past 5 and then ask if they can count backwards from 5.  Children work in pairs to represent quantities using plasticine for each number to 5. Ask them to make sets of plasticine balls for the same number, for example, three sets of 4 balls and arrange them in different ways (a two rows of 2, one diagonal line, in a T-shape). Ask them to count aloud to recognise that the number that each grouping represents is the same.  Give children a variety of small objects such as buttons, counters or cubes. Use your fingers to show a number to 5 and ask children to say the number and count out a set of objects to match. Then ask them to clap to represent that number.  Give children a cake tray and a number of small beads (from 1-5). Ask them to place the beads into the tray, one to each section. Ask how many beads there are and they check by counting aloud. Encourage them to count in rows.  Use a pile of interlocking cubes of any number to 5 (singles, not connected) and ask children to count how many. Look for the method used. They may make a tower, touch the cubes, move into a row or into a new group as they count. |
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| 18 | **Measures and time (3)** | * Use uniform non-standard units such as cubes to measure lengths * Use uniform non-standard units on a balance to measure weights * Use the language of approximation to compare capacities and check by pouring * Recognise a minute as a unit of time * Recognise some hour times on analogue and digital clocks   I can measure the length of a table using cubes  I can use a balance to work out how heavy a book is  I can work out how many cupfuls are needed to fill a bottle  I can count how many times I can do something in a minute  I know some times on a clock | Children in pairs use playdough or plasticine to different length snakes. They put them in order of length from longest to shortest. Ask them to use cubes to measure the snakes and show their results by making rods the same length as each snake. Once they have done this, pick a cube rod and ask them to find a snake that is the same length as the rod.  Children fill four empty bags with different small objects, some heavy some light. They put the bags in order of weight by estimating one against the other. Ask them to check their order by using marbles or cubes on a balance to weigh each bag. They can record their weights by writing the number of marbles on each bag.  In pairs children choose two containers and use the smaller container to fill up the larger container with water or sand. Ask how many full containers it takes to fill the larger container. They then use the smaller container to empty the larger container. Ask them to find out how many times they can fill the smaller container before the sand runs out.  Ask children to guess how many times they can fill a bucket with sand and empty it again in 1 minute. Set them a minute sand timer and check their guess, asking another child to count how many. Ask them to use the minute sand timer to count how many times they can carry out a different task.  Talk about the months of the year and ask if they know the names of any of them. Ask: *In which month is your birthday? Do you know in which month Christmas (or Diwali) takes place?* |