

Number

What I should already know:

- Identify when a set can be subitised and when counting is needed
- Subitise different arrangements
- Make different arrangements of numbers within 5
- Spot smaller numbers ‘hiding’ inside larger numbers
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- Hear and join in with the counting sequence
- Develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality)
- Compare sets of objects by matching
- Begin to develop the language of ‘whole’ when talking about objects which have parts

Vocabulary

subitising	Instantly recognising the number of objects in a small group without having to count the
double	Twice as much
odd	Odd numbers end with 1, 3, 5, 7 or 9.
even	Even numbers end with 2, 4, 6, 8 or 0

What I should know by the end of this unit:

- Subitise numbers within and beyond 5
- Connect quantities to numerals
- Begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame
- Focus on equal and unequal groups when comparing numbers
- Understand that two equal groups can be called a ‘double’ and connect this to finger patterns
 - Sort odd and even numbers according to their ‘shape’
 - Continue to develop their counting
 - Order numbers and play track games
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers



Composition of 6, 7, 8

6
six



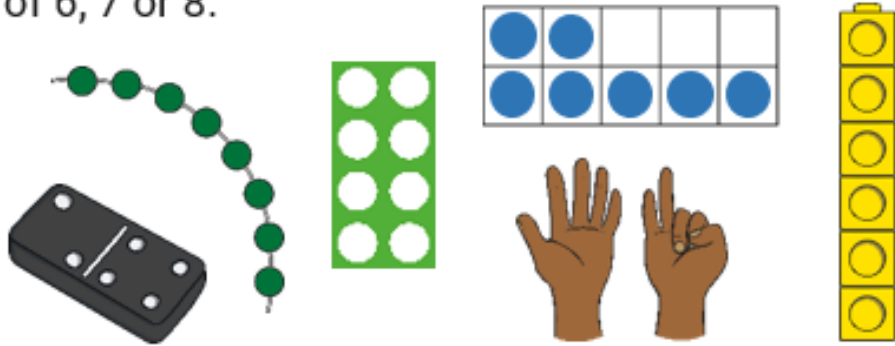
7
seven



8
eight

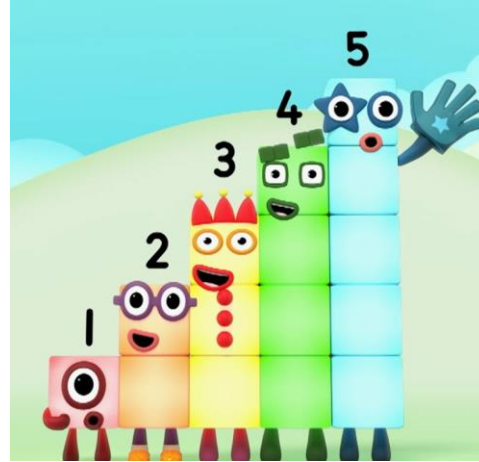


Talk about which images show a representation of 6, 7 or 8.



6 is 5 and a bit

Continue to count



Sort odd and even numbers according to their 'shape'

Odd numbers

1



3



5



7



9



Even numbers

2



4



6



8



10



Understand that two equal groups can be called a 'double' and connect this to finger patterns

