EARLY FOUNDATIONS

CUSPA

CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP

MATHS

Age 4 – 5

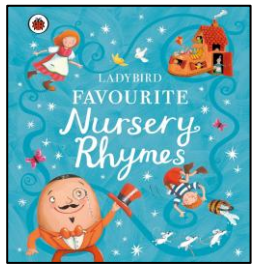
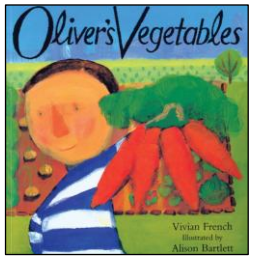
Autumn Block 2

Counting 4 – 5

Learning Sequence: Age 4 – 5 Block 2 Counting

Foundational knowledge	Develop stable order principle; count items touching 1:1; recognise numerals 4 and 5; subitise to 5 and match numerals with a number of items to 5.	
Key mathematical language (essential vocabulary)	**Threshold vocabulary** four, five, total, match, group, same	**Clarification vocabulary** numeral, zero, one, two, three, count
Sentence stems	How many? How do you see it? Can you see it another way?	
Resources required	number track (0 – 5) numerals to 5 (in different representations, including handwritten) a range of objects to count paper plates with dot arrangements counting objects pupils – tens frame and double-sided counters	
At the end of this unit, pupils will …	**Know** • the counting sequence is always the same (stable order principle) • you can count things of different sizes and things that cannot be seen (sounds and actions) • the last number counted gives the total so far • the number of objects remains the same even if the arrangement changes (conservation of number).	**Be able to** • count to five in sequence • count objects of different sizes, count actions and sounds, count objects that cannot be moved (e.g. images) • count the number of objects and know that the stopping number gives the value • identify groups of four and five within larger arrangements • match a numeral with the number of objects.
Prompting questions for thinking hard	What is one more than ____? What is the same and what is different between _____? Can you show me this number in another way (e.g. tens frame, number track, group with different organisation)? Is this the right order? Is this still the same number if I move the dots around?	

Learning Sequence: Age 4 – 5 Block 2 Counting

Opportunities and experiences	Outdoors	Role-play	Small world
 Many nursery rhymes involve counting, a key concept. Rhyme-based counting provides repetition, reinforcing the stable order principle or number sequencing.  Images of the vegetable patch provide opportunities to use the tens frame to represent the number of vegetables in the corresponding image.	Have seed packets available with numbers of seeds on (0 – 5). Can you fill the bag with seeds that match the displayed number? Have a large stack of plant pots. Can you count and group the pots into stacks of 4 or 5? Have magnetic fishing rods and laminated card prepared. Can you catch the fish and place them on the matching digit card?	Provide images of different types of dogs displayed with a number. Can you count the number of biscuits into a bag for each dog? Create a smoothie using recipe cards (0 – 5 items): 1 strawberry, 2 raspberries, 3 grapes, 4 blackberries and 5 blueberries, etc. Provide challenge cards with different items of clothing on (0 – 5 items). By the end of the sand timer can you put on 1 T-shirt? 3 scarves? 4 socks?	Create car parking spaces with numbers on. Can you drive the correctly numbered car into the correct space? Prepare a scene that includes animals in small groups (0 – 5). Can you match the digit card with the correct group of animals? Have three different-coloured bowls with small world teddies hidden underneath. Can you guess how many teddies are under the blue bowl? Red bowl? Yellow bowl? Count them to see if you are correct.

Learning Sequence: Age 4 – 5 Block 2 Counting

Part 1/2					
Connect	**Vocabulary**	**Explain**	**Example**	**Attempt** (checking for understanding)	**Guided**
Lesson 1 – getting to know four					
Show pupils the numerals 0 – 3 and ask them to show the corresponding number on their fingers.	Instruct the key vocabulary – *four* (x3).	Introduce pupils to four. We are learning about the number four today. Show four of the same objects (including different-sized objects) and show different arrangements of four, e.g. on a tens frame, on a dice. Revisit the fact that the numeral is the way we write the number. This is the numeral four.	Point to the numeral four on the number track. I have four teddies. I have four leaves. There are four dots on the dice. Clap four times. Model taking four from a larger number of objects. Show different representations of the numeral four.	Tell the pupils to take their counters out. Then, ask pupils to count out four counters from their larger collection and add them to their tens frame. Clap four times. Show me four fingers.	Have a larger collection of objects available. Model taking four items from the larger collection and adding them to another empty container. Ask pupils to take four items each. Use the sentence stem: *I have four* _____ . Reteach the numeral four and show different representations of this number.
Lesson 2 – getting to know five					
Show pupils the numerals 0 – 4 and ask them to show the corresponding number on their fingers.	Instruct the key vocabulary – *five* (x3).	Introduce pupils to five. We are learning about the number five today. Show five of the same objects (including different-sized objects) and show different arrangements of five, e.g. on a tens frame, on a dice. Revisit the fact that the numeral is the way we write the number. This is the numeral five.	Point to the numeral five on the number track. I have five teddies. I have five leaves. There are five dots on the dice. Clap five times. Model taking five from a larger number of objects. Show different representations of the numeral five.	Tell the pupils to take their counters out. Then, ask pupils to count out five counters from their larger collection and add them to their tens frame. Clap five times. Show me five fingers.	Have a larger collection of objects available. Model taking five items from the larger collection and adding them to another empty container. Ask pupils to take five items each. Use the sentence stem: *I have five* _____ . Reteach the numeral five and show different representations of this number.

Learning Sequence: Age 4 – 5 Block 2 Counting

Part 1/2					
Connect	**Vocabulary**	**Explain**	**Example**	**Attempt** (checking for understanding)	**Guided**
Lesson 3 – three and four					
Sing *Five little speckled frogs*.	Revisit the key vocabulary – *more* (x3): a larger or extra number or amount.	Explain that four is one more than three. Model this jump on the number track. I have three objects. One more than three is four. I have four objects.	Model placing three counters on a tens frame. Pick up one more counter and place it on the tens frame. I now have four counters on my tens frame. One more counter than three counters is four counters.	Pick up three objects. Can you pick up one more? How many objects do you now have? Show me on your fingers.	Have a collection of empty containers available. Place three objects in your basket. Collect one more of those objects. How many objects are in your basket now? Repeat with the tens frame. Show the jump on the number track.
Lesson 4 – four and five					
Sing *Five currant buns*.	Revisit the key vocabulary – *jump* (x3): to move.	Explain that five is one more than four. Model this jump on the number track. I have four objects. One more than four is five. I have five objects.	Model placing four counters on a tens frame. Pick up one more counter and place it on the tens frame. I now have five counters on my tens frame. One more counter than four counters is five counters.	Pick up four objects. Can you pick up one more? How many objects do you now have? Show me on your fingers.	Have a collection of empty containers available. Place four objects in your basket. Collect one more of those objects. How many objects are in your basket now? Repeat with the tens frame. Show the jump on the number track.

Learning Sequence: Age 4 – 5 Block 2 Counting

Part 1/2					
Connect	**Vocabulary**	**Explain**	**Example**	**Attempt** (checking for understanding)	**Guided**
Lesson 5 – flexible content					

The purpose of this lesson is to provide teachers with an opportunity to respond to pupil outcomes from the rest of the teaching week. This time should be used strategically to move pupils' thinking forwards. This lesson can be moved to a different position in the week to ensure it is used where and when it is needed. Although not an exhaustive list, below are some suggestions of how this time can be utilised to maximise impact.

Revisit areas in which pupils would benefit from further consolidation.

Respond to pupils' interests.

Deepen pupils' thinking about the subject matter.

Pre-teach vocabulary or background knowledge.

Learning Sequence: Age 4 – 5 Block 2 Counting

Part 2/2

Connect	Vocabulary	Explain	Example	Attempt (checking for understanding)	Guided
Lesson 1 – understand the meaning of total					
Clap a number between 0 – 5. Pupils listen and show the corresponding number on their fingers.	Instruct the key vocabulary – *total* (x3): the last number said is the total so far.	Explain that when we count, the last number said is the total so far. Model counting using the number line, tracking with your finger.	Model picking a digit card (0 – 5) from a bag, then count along the number track with your finger and say aloud the total.	Pick a digit card from the bag (0 – 5). Ask pupils to count on their number track from 0 and say the total aloud.	Model counting on a number track (0 – 5). Orally rehearse chanting together 0 – 5. Pick a digit card from the bag (0 – 5). Ask pupils to use their number track to count up to the given total.
Lesson 2 – understand the meaning of total					
Use a puppet on the number track. Puppet points to a number on the number track. If I count on one my number will be _____ .	Instruct the key vocabulary – *total* (x3): the last number said is the total so far.	Explain that when we count, the last number said is the total so far. Model counting using the tens frame and counters (0 – 5).	Model picking a digit card (0-5) from a bag, then place that number of counters on the tens frame. Use a finger to count the counters and say the total aloud.	Pick a digit card from the bag (0 – 5). Place the correct number of counters on the tens frame. Use a finger to count the counters and say the total aloud. Show me on your fingers.	Teacher models showing numbers 0 – 5 on their tens frame. Teacher models using their finger to count the counters to find the total. Pick a digit card from the bag (0 – 5). Place the correct number of counters on the tens frame. Using a finger, count the counters to find the total. Show me on your fingers.

Learning Sequence: Age 4 – 5 Block 2 Counting

Part 2/2

Connect	Vocabulary	Explain	Example	Attempt (checking for understanding)	Guided
Lesson 3 – count objects from a large group					
Sing *Five little speckled frogs*.	Instruct the key vocabulary – *group* (x3): a set of objects.	There are times when we need to count from a group of objects. Have a pile of the same object in the centre of the circle. Choose four pupils to shuffle forward. I have one group of pupils and a group of _____ . Think aloud and model counting out four objects from the larger group and individually hand out to the pupils, counting aloud, 1, 2, 3, 4.	Model counting three pupils from the class to join you in the centre of the circle. Explain that each of them will be given a digit card and that will be the total amount of teddies they receive. Ask pupil A to share their digit card and then model counting the objects from the larger group. Repeat with pupil B and then pupil C.	In the centre of the circle have pots of objects (teddies / leaves / cubes). Then give each pupil a digit card (0 – 5) and ask pupils to count from the larger group the correct amount of objects. Pupils say aloud: *I have _____ teddies in my group.*	Teacher models picking a digit card and counting from the large group the total amount shown on the digit card. Repeat for numbers 0 – 5 (teacher modelling, my turn, your turn). Shuffle the digit cards and ask each pupil to choose one and complete independently. *I have _____ teddies in my group.*
Lesson 4 – match the numeral with the number of items					
Play a clip that shows a tens frame with numbers 0 – 5. Pupils whisper the number that is shown.	Instruct the key vocabulary – *same* (x3): the same number.	Remind pupils that a number can be shown in different representations (ways). Show a numeral on a digit card, show the same amount on a tens frame and on a number track, all to the same value. Draw attention to the connection between the different representations. This is the same number. Repeat modelling with a different number.	Pick a digit card. Model placing the correct number of counters on the tens frame and placing the correct number of teddies on the number track. Ensure that 0 is modelled.	Pick a digit card. Ask pupils to place the correct number of counters on their tens frame and then ask them to place the correct number of teddies on the number track.	Teacher models picking a digit card. Model placing the correct number of counters on their tens frame and then ask them to place the correct number of teddies on the number track. Repeat numbers 0 – 5 (teacher modelling, my turn, your turn).

Learning Sequence: Age 4 – 5 Block 2 Counting

Part 2/2

Connect	Vocabulary	Explain	Example	Attempt (checking for understanding)	Guided

Lesson 5 – flexible content

The purpose of this lesson is to provide teachers with an opportunity to respond to pupil outcomes from the rest of the teaching week. This time should be used strategically to move pupils' thinking forwards. This lesson can be moved to a different position in the week to ensure it is used where and when it is needed. Although not an exhaustive list, below are some suggestions of how this time can be utilised to maximise impact.

Revisit areas in which pupils would benefit from further consolidation.

Respond to pupils' interests.

Deepen pupils' thinking about the subject matter.

Pre-teach vocabulary or background knowledge.