EARLY FOUNDATIONS

CUSPA

CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP

MATHS

Age 4 – 5

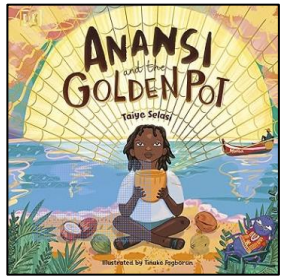
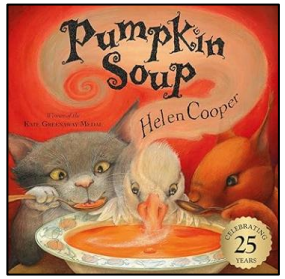
Spring Block 7

Counting 6 – 8

Learning Sequence: Age 4 – 5 Block 7 Counting

Foundational knowledge	Develop stable order principle; count items touching 1:1; recognise numerals to 8; subitise to 8 and match numerals with a number of items to 8.	
Key mathematical language (essential vocabulary)	**Threshold vocabulary** six, seven, eight	**Clarification vocabulary** numeral, count, more, total, jump, group, same
Sentence stems	How many? How do you see it? Can you see it another way?	
Resources required	number track (0 – 10) numerals to 8 (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 eight 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 six, seven and eight 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 about _____? 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 7 Counting

Opportunities and experiences	Outdoors	Creative	Water tray
 Encourage counting when sharing a story. How many legs does Anansi have? Let's count the boats on the sea. How many toys are in the bath?  Use a double-page spread to focus on the vocabulary – total. What is the total number of ducks? What is the total number of squirrels?	Provide spaces that could be rock pools, e.g. tuff trays. Can you add 6 lily pads? 7 pebbles? 8 fish? Display recipe cards that include six, seven and eight in the mud kitchen. Organise a numeral hunt. Hide images of tens frames for pupils to find during a scavenger hunt.	Place different items that can be threaded in a tray. Can you make a necklace with 6 red items? 7 blue ones? Etc. Make play-dough cakes for a birthday party. Add the correct number of candles to each cake. Can you find the right birthday card for someone who is 6? 7? 8? Place pom-poms of different sizes in the tray. Pupils use tweezers to collect a given number of pom-poms in one minute, e.g. 6 red pom-poms, 7 blue pom-poms or 8 yellow ones.* * Different items could be selected depending on the pupils' fine-motor skills.	Place sponge numbers (6,7,8) in a water tray. Provide cups with 6,7 or 8 dots drawn on them. Pupils then fish out the correct numeral to match the number of dots on the cup. Provide recipe cards displaying the numeral and / or the number on a tens frame. Challenge pupils to create a drink for a café. Pour 6 yogurt pots of water into a jug and add 7 slices of lemon and 8 slices of orange. Place a number of ducks / fish in the water tray. Pupils turn over a card that shows a numeral 6, 7 or 8 and then use a fishing rod to hook the same number of ducks / fish. * If ducks or fish are unavailable, pipe cleaners can be used to make fish.

Learning Sequence: Age 4 – 5 Block 7 Counting

Part 1/2					
Connect	**Vocabulary**	**Explain**	**Example**	**Attempt** (checking for understanding)	**Guided**
Lesson 1 – getting to know six					
Show pupils the numerals 0 – 5 and ask them to show the corresponding number on their fingers.	Instruct the key vocabulary – *six* (x3).	Introduce pupils to six. We are learning about the number six today. Show six of a range of different objects (including different-sized objects) and show different arrangements of six, e.g. on a tens frame. Remind pupils that the numeral is the way we write the number. This is the numeral six.	Point to the numeral six on the number track. I have six teddies. I have six counters. There are six dots on this dice (ensure the face representing six is displayed). Model showing six fingers and ask pupils to copy this. Show different representations of the numeral six.	Tell pupils to take their counters out. Then, ask them to count out six counters from their larger collection. Do six claps. Show me six fingers.	Share a number of different representations showing the number six. Model counting 1:1, emphasising the final number counted, i.e. six. Ask pupils to take out their counters. Can you count six blue counters? Can you count six red counters?
Lesson 2 – getting to know seven					
Sing *Six currant buns*.	Instruct the key vocabulary – *seven* (x3).	Introduce pupils to seven. We are learning about the number seven today. Show seven of a range of different objects (including different-sized objects) and show different arrangements of seven, e.g. on a tens frame. Remind pupils that the numeral is the way we write the number. This is the numeral seven.	Point to the numeral seven on the number track. I have seven teddies. I have seven counters. There are seven dots on this dotty plate. I can do seven claps. Model taking seven objects from a larger number of objects. Show different representations of the numeral seven.	Tell pupils to take their counters out. Then, ask them to count out seven counters from their larger collection. Do seven claps. Show me seven fingers.	Share a number of different representations showing the number seven. Model counting 1:1, emphasising the final number counted, i.e. seven. Ask pupils to take out their counters. Can you count seven blue counters? Can you count seven red counters?

Learning Sequence: Age 4 – 5 Block 7 Counting

Part 1/2					
Connect	**Vocabulary**	**Explain**	**Example**	**Attempt** (checking for understanding)	**Guided**
Lesson 3 – getting to know eight					
Show pupils the numerals 0 – 7 and ask them to point to the corresponding number on their number track.	Instruct the key vocabulary – *eight* (x3).	Introduce pupils to eight. We are learning about the number eight today. Show eight of a range of different objects (including different-sized objects) and show different arrangements of eight, e.g. on a tens frame. Remind pupils that the numeral is the way we write the number. This is the numeral eight.	Point to the numeral eight on the number track. I have eight teddies. I have eight counters. There are eight dots on this dotty plate. Model showing eight fingers and ask pupils to copy this. Show different representations of the numeral eight.	Tell pupils to take their counters out. Then, ask them to count out eight counters from their larger collection. Do eight claps. Show me eight fingers.	Share a number of different representations showing the number eight. Model counting 1:1, emphasising the final number counted, i.e. eight. Ask pupils to take out their counters. Can you count eight blue counters? Can you count eight red counters?
Lesson 4 – six and seven					
Clap a number between 0 – 8. Pupils listen and show the corresponding number on their fingers.	Revisit the key vocabulary – *more* (x3): a larger or extra number or amount.	Explain that seven is one more than six. Model this jump on the number track. I have six objects. One more than six is seven. I have seven objects.	Model placing six counters on a tens frame. Pick up one more counter and place it on the tens frame. I now have seven counters on my tens frame. One more counter than six counters is seven counters.	Pick up six objects. Can you pick up one more? How many objects do you now have? Show me on your fingers.	Place six objects in your basket. Put one more of those objects in your basket. How many objects are in your basket now? Repeat with the tens frame. Ask pupils to point to the number six and make a jump of one more. What is one more than six?

Learning Sequence: Age 4 – 5 Block 7 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 7 Counting

Part 2/2

Connect	Vocabulary	Explain	Example	Attempt (checking for understanding)	Guided
Lesson 1 – seven and eight					
Show pupils the numerals 0 – 6 and ask them to show one more on their fingers.	Revisit the key vocabulary – *jump* (x3): to move.	Explain that eight is one more than seven. Model this jump on the number track. I have seven objects. One more than seven is eight. I have eight objects.	Model placing seven counters on a tens frame. Pick up one more counter and place it on the tens frame. I now have eight counters on my tens frame. One more counter than seven counters is eight counters.	Pick up seven objects. Can you pick up one more? How many objects do you now have? Show me on your fingers.	Place seven objects in your basket. Put one more of those objects in your basket. How many objects are in your basket now? Repeat with the tens frame. Ask pupils to point to the number seven and make a jump of one more. What is one more than seven?
Lesson 2 – understand the meaning of total					
Use a puppet on the number track. The puppet points to a number on the number track. *If I count on one, my number will be _____ .*	Revisit the key vocabulary – *total* (x3): the last number said is the total so far.	Remind pupils that when we count, the last number said is the total so far. Model counting using the tens frame and counters (0 – 8).	Model picking a digit card (0 – 8) 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, 6, 7 or 8). Place the correct number of counters on the tens frame. Use a finger to count the counters and say the total aloud. Show me the number on your fingers.	The teacher models showing the numbers 6,7,8 on their tens frame. The teacher then models using a finger to count the counters to find the total. Pick a digit card from the bag (0, 6, 7 or 8). Place the correct number of counters on the tens frame. Using a finger, count the counters to find the total. Show me the number on your fingers.

Learning Sequence: Age 4 – 5 Block 7 Counting

Part 2/2

Connect	Vocabulary	Explain	Example	Attempt (checking for understanding)	Guided
Lesson 3 – count objects from a larger group					
Show a face of a dice (1 – 6). Pupils whisper the number that is shown.	Revisit the key vocabulary – *group* (x3): a set of objects.	There are times when we need to count from a group of objects. Place a pile of matching objects in the centre of the circle. Choose six pupils to shuffle forwards. *I have one group of pupils and a group of _____ .* Think aloud and model counting out six objects from the larger group and individually hand them out to the pupils, counting aloud, 1, 2, 3, 4, 5 and 6.	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 (6,7 or 8) and the number displayed will be the total number of teddies they will 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, position pots of objects (e.g. teddies, leaves, cubes). Then, give each pupil a digit card (6,7 or 8) and ask them to count from the larger group the correct number of objects. Pupils say aloud: *I have _____ teddies in my group.*	The teacher models picking a digit card and counting from the large group the total number of objects shown on the digit card. Repeat for the numbers 6,7 and 8 (modelling, my turn, your turn). Shuffle the digit cards and ask each pupil to choose one and complete the sentence stem below 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 6, 7 and 8. 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. Then, show the same number on a tens frame and on a number track. Draw attention to the connections between the different representations. This is the same number. Repeat, modelling with a different number.	Pick a digit card (6-8). Model placing the correct number of counters on the tens frame and placing the correct number of teddies on the number track.	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.	The teacher models picking a digit card. The teacher then models placing the correct number of counters on their tens frame and then asks pupils to place the correct number of teddies on the number track. Repeat for the numbers 6,7 and 8 (modelling, my turn, your turn).

Learning Sequence: Age 4 – 5 Block 7 Counting

Part 2/2

Connect	Vocabulary	Explain	Example	Attempt (checking for understanding)	Guided

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