

Counting, Cardinality	Summer 1 Mastering Number Coverage	Summer 1 st NCETM Big Ideas Coverage	Summer 2 nd NCETM Big Ideas Coverage
<p>Oral counting – saying number words in sequence</p>	<p>count things that cannot be seen – sounds/actions/ periods of time (wk21) practise counting on from a given number (wk21)</p> <p>identify missing numbers in the counting sequence to 5 and then 10(wk25)</p> <p>revisit rules for how to count (wk21)</p>	<p>Count on or back to 30 without a number track – extending to 50 and then 100 (with number track) <i>Summer Unit 14 Wk 5</i></p>	
<p>Counting Principles and Understanding of cardinality *tagging each object with one number word *knowing last number counted gives total so far, *conservation – knowing number does not change if things are rearranged</p> <p>Numeral recognition/ meaning</p>	<p>discuss and practise strategies for counting larger sets. (wk21)</p> <p>discuss and practise strategies for counting larger sets by moving objects, including moving images and counting sets that cannot be moved (wk21)</p>	<p>Counting quantities – emphasising cardinal principle</p> <p>Matching numerals to images/resources to 20</p>	<p>Counting by grouping into 10s</p> <p>Starting with describing how many groups of ten ie ‘I have 3 groups of ten’, progressing to counting in 10s</p>
	<p>make or represent their own collections of larger amounts. (wk21)</p>		
<p>Subitising: recognising small quantities without needing to count them all</p>	<p>visualise, make and describe spatial arrangements of 6. (wk22)</p> <p>use spatial language to describe their arrangements. (wk23)</p> <p>practise subitising to 6 (wk22)</p> <p>make and describe arrangements of 6. (wk22)</p> <p>listen to rhythmic patterns of up to 5 sounds and determine the quantity (wk22)</p> <p>decide when to subitise and when to count quantities. (wk24)</p> <p>recognise Numberblocks and related doubles patterns on their fingers without counting. (wk22)</p>		

Doubles	subitise doubles amounts shown on 10-frames. (wk22)		
Composition	Summer 1	Summer 1 st	Summer 2 nd
Seeing smaller numbers within a number	consolidate their use of finger patterns to represent numbers within 5. (wk23)		
Inverse operations – partitioning and recombining parts and wholes	use their fingers to represent numbers within 5, understanding that the ‘whole’ has not changed (wk23)		A number can be partitioned into more than 2 numbers (with numbers up to 10)
Partitioning into more than two numbers	use their own models and/or drawings to explore and represent the numbers within 5. (wk23)		(concept of sharing Summer Unit 15 Wk 7)
Knowing which pairs make a given number	use their fingers to represent numbers within 5 (wk23)		
Teen numbers	use die frames as a different structure with which to represent the same numbers within 5 (wk23)	Number bonds for numbers 6-9 Spring Unit 9 Wk5	
Odds and evens	match die frames to ways of making 5 (wk23)	Number bonds – knowing which pairs make a given number up to and including 10 Spring Unit 10 Wk 6 & 7	
	explore ways of representing numbers within 5 using 10-frames (wk23)		
	make links between different representations of numbers within 5. (wk23)	Investigate the teen numbers	
	visualise and use spatial language to describe numbers of dots (wk24)	(Odds and evens Summer Unit 15 Wk 8)	
	represent the same quantities to 10 using 10-frames and double dice frames. (wk24)		
	match 10-frames with finger patterns and numerals (wk24)		
	use structured arrangements to show 10 and 9. (wk24)		
	begin to explore ways to make 10 (wk24)		

	<p>represent ways to make 10 using structured arrangements. (wk24)</p> <p>say the different ways that 10 can be made. (wk24)</p>		
Comparison	Summer 1	Summer 1 st	Summer 2 nd
<p>More than/Fewer than/Equal</p> <p>Comparing numbers and reasoning</p>	<p>use language to describe positions on a number track. (wk25) including the use of 'more than' and 'less than'</p> <p>begin to understand the rules for simple linear track games. (wk25)</p>	<p>Number tracks embedded – order numbers to 20</p> <p>'between' introduced</p> <p>(Doubles facts Summer Unit 15 Wk 6)</p>	<p>Estimate larger quantities (links to counting in 10s)</p>
<p>1 more than/less than</p> <p>Ordering</p>	<p>order towers of cubes or number plates from 1–10 on a class number track. (wk25)</p> <p>match different representations of number to towers (or number plates) on a number track (wk25)</p>		