Wildground Federation YR Maths LTP

Cardinality and Counting – cardinal value of a number refers to the quantity

Counting – saying words in sequence	Children need to know number names, initially to five, then ten, and extending to larger numbers, including crossing boundaries 19/20 and 29/30. Counting back is a useful skill, but young children will find this harder because of the demand it places on the working memory.	• counting backwards, for example number rhymes • starting from different numbers.
Counting: tagging each object with one number word	Children need lots of opportunities to count things in irregular arrangements. For example, how many play people are in the sandpit? How many cars have we got in the garage? These opportunities can also include counting things that cannot be seen, touched or moved.	• counting things of different sizes – this helps children to focus on the numerosity of the count • counting things that can't be seen, such as sounds, actions, words • counting things that cannot be moved, such as pictures on a screen, birds at the bird table, faces on a shape
Counting: knowing the last number counted gives the total so far	Children need the opportunity to count out or 'give' a number of things from a larger group, not just to count the number that are there. This is to support them in focusing on the 'stopping number' which gives the cardinal value.	• playing dice games to collect a number of things • playing track games and counting along the track.
Subitising: recognising small quantities without needing to count them all	Subitising is recognising how many things are in a group without having to count them one by one. Children need opportunities to see regular arrangements of small quantities, e.g. a dice face, structured manipulatives, etc., and be encouraged to say the quantity represented. Children also need opportunities to recognise small amounts (up to five) when they are not in the 'regular' arrangement, e.g. small handfuls of objects.	• using dot cards, dominoes and dice as part of a game, including irregularly arranged dots (e.g. stuck on) • playing hidden object games where objects are revealed for a few seconds; for example, small toys hidden under bowl – shuffle them, lift the bowl briefly and ask how many there were • 'all at once fingers' – show me four fingers.
Numeral meanings	Children need to have the opportunity to match a number symbol with a number of things. Look for opportunities to have a range of number symbols available, e.g. wooden numerals, calculators, handwritten (include different examples of a number)	• using numeral dice in games; matching numerals with varied groups of things • using 'tidy-up labels' on containers and checking that nothing is missing • reading number books • putting the right number of snacks on a tray for the number of children shown on a card.

Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)	Children need the opportunity to recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same.	• correcting a puppet who may say that there are more or fewer objects now, as they have been moved around, e.g. spread out or pushed together • contexts such as sharing things out (grouping them in different ways) and then the puppet complaining that it is not fair as they have less • encouraging the children to make different patterns with a given number of things.

What to look for…	• consistently recite the correct sequence of numbers and cross decade boundaries? • collect nine from a large pile, e.g. nine pencils from a pot? • subitise (instantly recognise) a group that contains up to four, then five, in a range of ways, e.g. fingers, dice, random arrangement? • select a numeral to represent a quantity in a range of fonts • correct a puppet who thinks the amount has changed when their collection has been rearranged?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

• Recite numbers correctly • recognise numbers up to 3 • Count objects and actions by saying one number at a time in the correct order • Link number names to their cardinal value up to 3 • Subitise groups of objects up to 3 • link number symbols with their cardinal number to 3 • Match numerals to quantities up to 3 • Begin to count backwards	• Continue to recite numbers correctly • Recognise numbers to 5 • Link number names and their cardinal value to 5 • Subitise groups of objects to 5 • Select a given amount from a group up to 5 • link number symbols with their cardinal number to 5 • Match numerals to quantities up to 5 • Count irregular arrangements given the children an understanding of things that move can be counted	• Recognise numbers to 7 • Link number names and their cardinal value to 7 • Subitise groups of objects to 7 • Select a given amount from a group up to 7 • link number symbols with their cardinal number to 7 • Match numerals to quantities up to 7 • Begin to understand that the last number counted gives the total so far	• Recognise numbers to 9 • Link number names and their cardinal value to 9 • Subitise groups of objects to 9 • Select a given amount from a group up to 9 • link number symbols with their cardinal number to 9 • Match numerals to quantities up to 9 • Matching numeral symbols with a number of things	• Recognise numbers to 10 • Link number names and their cardinal value to 10 • Subitise groups of objects to 10 • Select a given amount from a group up to 10 • link number symbols with their cardinal number to 10 • Match numerals to quantities up to 10	• Recognise numbers to 10 • Link number names and their cardinal value to 10 • Subitise groups of objects to 10 • Select a given amount from a group up to 10 • link number symbols with their cardinal number to 10 • Match numerals to quantities up to 10 • Count out or give a number of objects from a larger group focusing on the stopping number

Storybooks	Vocabulary	Songs & Rhymes
❖ Seaweed Soup ❖ Handa's Hen ❖ Ten Terrible Dinosaurs ❖ The Real Princess ❖ Cockatoos	❖ number ❖ numbers to 10 ❖ numbers to 20 ❖ count ❖ how many ❖ group	❖ Ten Green Bottles ❖ One, Two Buckle my Shoe ❖ Five Speckled Frogs ❖ 1, 2, 3, 4, 5 Once I Caught a Fish Alive