



## Maths Target Time – Musical Maths

Intended Skills	Implementation	Differentiation			Target Impact: (DM)	Resources
Verbally sequence numbers 1-5	Using musical maths resources children will engage in counting songs and auditory discrimination activities. Children will use manipulatives and also their fingers to represent their counting process. Auditory memory will be exercised along with the principle of abstraction.	L	A	B	Takes part in number finger rhymes	<ul style="list-style-type: none"> <li>Masks and toys, e.g. ducks, sausages etc.</li> <li>Musical instruments</li> </ul>
Counting 1:1 to 5					Counting behaviours and saying some numbers in sequence	
Spring Term 1 – Louise Ashmore. Emerging level cohort				Curriculum lead – Amanda Hubball		

Intended Skills	Implementation	Differentiation			Target Impact: (DM)	Resources
Notice similarities and differences	Using musical maths resources children will engage in counting songs. Children will use manipulatives and also their fingers to represent their counting process  Practitioner will demonstrate the use of a number line to represent numbers getting smaller and bigger.	U	E	T	Reacts to changes in amount of up to three objects	<ul style="list-style-type: none"> <li>Masks and toys, e.g. ducks, sausages etc.</li> <li>Number line</li> </ul>
Verbally sequence numbers 1-5 Counting 1:1 to 5					Beginning to count up to five objects, often missing numbers or objects	
Summer Term 1 & 2 – Louise Ashmore. Emerging level cohort				Curriculum lead – Amanda Hubball		
P4C	Children are encouraged to integrate Caring, Collaborative, Critical and Creative thinking into their maths sessions					