



Maths Target Time – Counting boxes

Intended Skills	Implementation	Differentiation			Target Impact: (DM)	Resources
Counting 1:1 to 5 Cardinal Principle	Children choose from a selection of boxes. They estimate whether there are a lot or a few things in the box based on weight and sound. Children count objects in their box, compare the accuracy of their estimation and practitioner supports them to identify corresponding number symbol. Numbers and amounts 1-5 only.	O	S	K	Says one number for each item in order to 5	<ul style="list-style-type: none"> Different sized boxes with different amounts of interesting objects. Number symbols
Counting 1:1 to 5 Cardinal Principle					Shows finger numbers up to 5	
Counting 1:1 to 5 Cardinal Principle					Cardinal principal - final number represents total	
Autumn Term 1 – Louise Ashmore. Expected Levels cohort				Curriculum lead – Amanda Hubball		

Maths Target Time – Children's Literature

Intended Skills	Implementation	Differentiation			Target Impact: (DM)	Resources
Counting 1:1 to 5 Cardinal Principle	Children use story as a starting point. Using manipulatives, children explore one more and one less, through retelling the story from a maths perspective.	O	S	K	Says one number for each item in order to 5	Stories and resources: <ul style="list-style-type: none"> Handa's Hen Hungry Caterpillar 3 Little Pigs Goldilocks and the 3 bears
Counting 1:1 to 5 Cardinal Principle					Shows finger numbers up to 5	
Counting 1:1 to 5 Cardinal Principle					Cardinal principal - final number represents total	
Spring Term 2 – Louise Ashmore. Expected Levels cohort				Curriculum lead – Amanda Hubball		
P4C	Children are encouraged to integrate Caring, Collaborative, Critical and Creative thinking into their maths sessions					