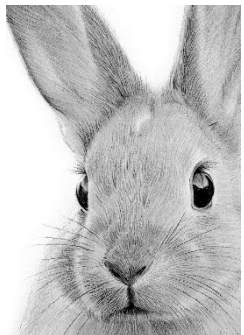




# Short term curriculum plan

## Maths – Number & Pattern



| Intent   | Implementation  |                          |                                 | Differentiated Impact  |  |
|--|---|--------------------------|---------------------------------|--|--|
|  | Content   | Metacognition            | P4C                             |  |  |
| <p>Using counting skills and understanding of pattern, children will be supported to use a range of resources to embed and extend mathematical skills. Children will notice patterns that adults create and use these as a vehicle for exploring positional understanding and number sense.</p> <p>Children will hear and use the following vocabulary:</p> <p><b>Number names, count, how many?, more, less, repeat, pattern, next, before, altogether, same, different</b></p> | <p>Using a range of resources children will be encouraged to count small amounts from larger amounts, up to 5 (using stable order, tagging and cardinal principle . . .). Adult role is to encourage children to zoom in on resources, in order to address challenges set, as well as explore independently. Adults can encourage children to make patterns, notice similarities, differences and repeating elements, building on both number sense and positional understanding to support development. Children will have their metacognitive processes, and their mathematical vocabulary embedded within their experiences.</p> | <p><b>LookListen</b></p> | <p>Caring<br/>Collaboration</p> | <p>Continuous provision resources, e.g. blocks, cylinders etc.</p> <p>Interesting counting boxes – sparkly bangles, fairies, dinosaurs . . . Shiny numbers and counting blocks</p> | <p><b>Emerging:</b><br/>Counting behaviours and saying some numbers in sequence</p>                  |
|  |   | <p><b>Connect</b></p>    |                                 |  | <p><b>Expected:</b><br/>Notice patterns and arrange things in patterns.</p>                          |
|  |   | <p><b>Ahead</b></p>      |                                 |  | <p><b>Exceeding:</b><br/>Beginning to count up to five objects, often missing numbers or objects</p> |

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