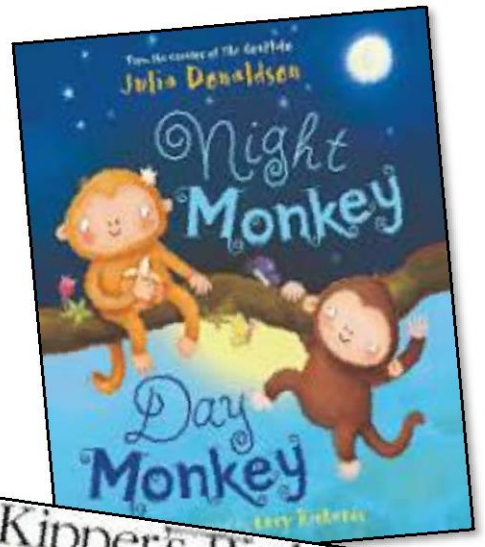
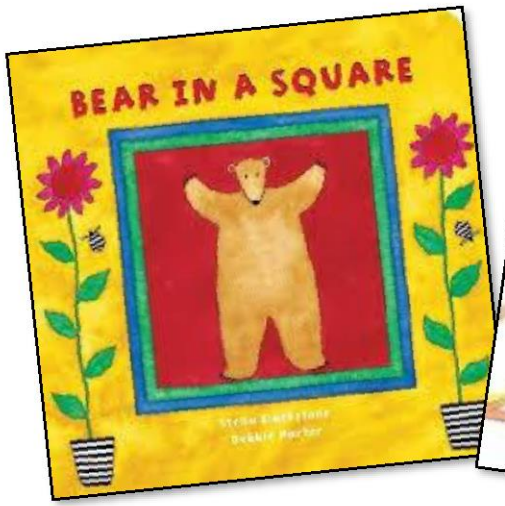
Phase 3 – Book list

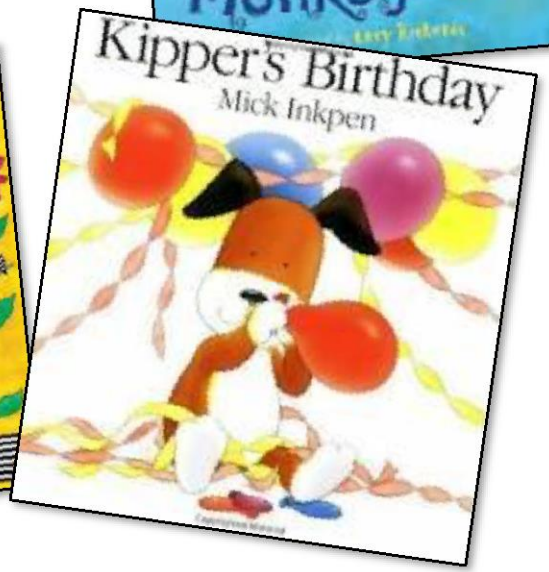
Date: Week 4 (Aut 2)

Pete the Cat and his 4 Groovy Buttons–Eric Litwin
Witches Four – Marc Brown
Kipper's Birthday – Mick Inkpen
5 Little Fiends – Sarah Dyer
The Very Hungry Caterpillar- Eric Carle
Stella to Earth! – Simon Puttock
Square - Mac Barnett and Jon Klassen
Bear in a Square – Della Blackstone
Fox in the Dark – Alison Green
Peace at last- Jill Murphy
Kipper's Monster – Mick Inkpen
Day Monkey, Night Monkey – Julia Donaldson
The Dark, Dark Tale – Ruth Brown
Funnybones – Janet & Allen Allberg

Reading to children is an essential part of their development. Any of these books would be useful during the phase 'Night and Day' alongside traditional tales such as The Enormous Turnip and The Gingerbread Man.





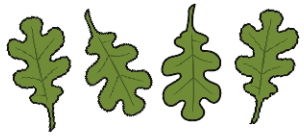


Four

Date: Week 4 (Aut 2)

Guidance

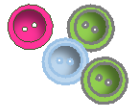
Children count on and back to 4. They count or subitise sets of up to 4 objects to find how many and make their own collections of objects. They match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. When counting, they continue to learn that the final number they say names the quantity of the set. They use their own mark-making to represent numbers to 4.



Other Resources

Pete the Cat and his 4 Groovy Buttons – Eric Litwin

Witches Four – Marc Brown



Washing Line – Jez Alborough

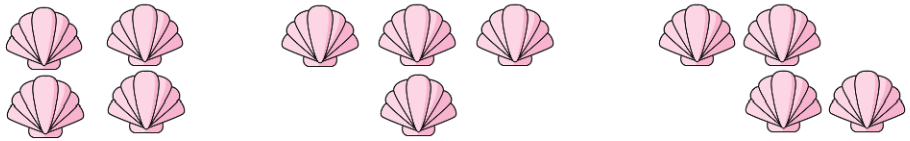
Anno's Counting Book – Mitsumasa Anno

Prompts for Learning

Note: All the prompts for counting to three can be applied to counting to four, plus these extra ideas.

Have a basket of something interesting to count. Ask the children to count out 4 items and arrange them on a whiteboard.

How many are there altogether?
Does your 4 look the same as mine?
Rearrange the items. How many are there now?
Can you make yours look the same as mine?
Can you arrange your 4 in a different pattern to mine?
What smaller groups can you see in your 4?



Arrange 4 items on a 5 frame – what do you notice?
Prompt the children to notice that 4 is one less than 5 so there will always be one empty space.

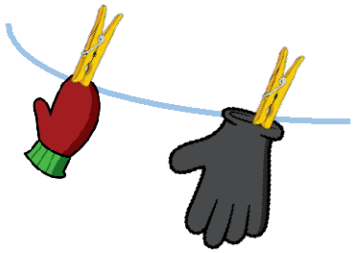
Circle game. Everybody stand up. Count round the circle 1, 2, 3, 4 1, 2, 3, 4 1, 2, 3, 4, etc. The person who says 4 sits down each time. Continue to count round the circle until there is only one person remaining. You can also count back 4, 3, 2, 1 and sit down on 1.

Four

Date: Week 4 (Aut 2)

Washing line

Hanging clothes - linking to the book suggested, provide children with items to hang on the washing line. Can they count as they hang the items? How many items do they have altogether? Can we count them back into the basket?



Small world

In the small world area, create two areas (barns, fields) with signs that say 'two legs' and 'four legs'. Can children sort the animals into the correct areas by counting their legs?

Enhancements to areas of learning

Outdoor

In the parking bays, place signs for 2 wheels, 3 wheels and 4 wheels. When children park their bikes or toy cars, can they match the vehicle to the correct bay?

Outdoor

Set up a number hunt.
Hide numerals or objects with numerals on them around the outside area. Ask the children to find the numerals and to sort them into 1, 2, 3, and 4.
Encourage them to count out quantities to match each numeral.

Five

Date: Week 4 (Aut 2)

Guidance

Children continue to subitise up to 5 items and to count forwards, and backwards, accurately using the counting principles. They represent up to five objects on a five frame and understand that if the frame is full then there are five.

This is a good opportunity to link to birthdays as children will soon be five. Five is also the focus of many number songs and rhymes.

Other Resources

Kipper's Birthday – Mick Inkpen
5 Little Fiends – Sarah Dyer
Five Little Men in a Flying Saucer - Dan Crisp
5 Small Stars – Ladybird
Five Currant Buns
Five Little Monkeys
One Elephant Went Out to Play

Prompts for Learning

Note: All the prompts for counting to three and four can be applied to counting to five, plus these extra ideas.

Can we count to five on our fingers? Can we count back from 5? Ask the children to show numbers to 5 using their fingers. Is there more than one way? As they become more confident encourage them to do this without counting.

Read Kipper's Birthday. How old is Kipper? How do we know?
Let's count the candles on his cake?
Stand up if you are 5 Stand up if you are 4
Do we have more 5 year olds or more 4 year olds?
Who will be 5 next?

Have a feely bag filled with cubes. Ask the children to predict how many cubes you can collect in one handful. Grab a handful and then lay them down one by one so the children can see how many. Ask who else would like to try. Can they hold the same as you? Try again. Do they get the same amount each time?

Fill five frames with a variety of objects. How many do we have? How do we know there are five without counting?

Five

Date: Week 4 (Aut 2)

Outdoors

You will need 5 beanbags, fly swatters, numerals 1-5 and a bucket or witches hat. Arrange the numerals around the edge of the area. Hide a quantity of bean bags under the bucket or hat and then reveal. The children subitise how many and then run to swat the correct number.

Outdoors

Provide children with a tray that has a range of natural items in - leaves, pebbles, conkers etc. Set out buckets that have the numbers 1 – 5 on the front. Can we put the right number of items in each bucket? Can we take a bucket and go and find up to 5 items?

Enhancements to areas of learning

Mark-making

Provide birthday cards with an assortment of ages for the children to match, sort, order and compare. This could start with cards from 1-5 and easily be extended to larger numbers. Blank cards can also be available in case the children would like to make their own cards.

Maths area

Set up a number rhyme table to encourage the children to re-enact the songs and rhymes you sing. Provide characters, numerals, books and resources to enhance the area. The rhymes can be changed regularly.

Digging Deeper

Date: Week 4 (Aut 2)

Build and count

Provide children with 5 separate connecting blocks. Encourage them to join their blocks to build a tower and then to explore other shapes they could build with 5 blocks. How many different ways can they find to join their blocks?

The children may build the same shape in different orientations so encourage them to turn their shapes around to check that they are not the same as another shape.

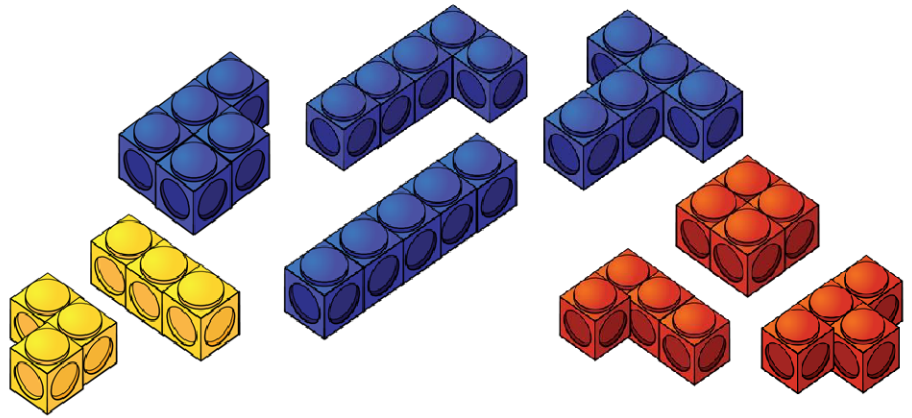
Ask the children to explore different shapes they could build using 2, 3 and 4 blocks.

There is just one way with 2 blocks, 2 ways with 3 blocks, a few with 4 blocks and many with 5 blocks.

Numberblocks Series 1 Episode 11 Stampolines *also looks at different ways to arrange up to 5 blocks.*

Key questions

How many blocks are there?
Can you build them into a different shape?
Can you find another shape like yours?
Can you make a shape different to all the others?
How many shapes can you build with 3 blocks?
Are there more shapes with 4 blocks or 5 blocks?
How many different shapes do you think there will be with 6 blocks?
Can you create your own stampoline prints?



Put a selection of the shapes into a feely bag. Can the children find a 4 shape without looking? How did they know it was 4? If it is not 4, why not?

Shapes with 4 sides

Date: Week 4 (Aut 2)

Guidance

Children learn that squares and rectangles have 4 straight sides and 4 corners. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own squares and rectangles. It is important to show squares and rectangles in a variety of different sizes and orientations. Can they spot any other shapes with 4 straight sides.

(Note for teachers: In mathematics, squares are classed as special rectangles with 4 equal sides)

Other Resources

Square - Mac Barnett and Jon Klassen

Mr Strong – Roger Hargreaves

Bear in a Square – Della Blackstone

Number blocks Series 1 Episode 6 - Four

Prompts for Learning

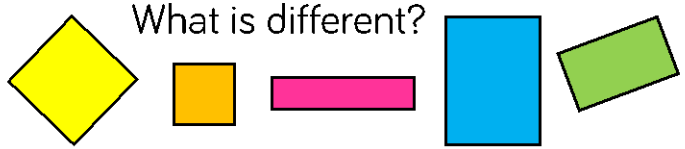
Show the children a variety of squares and rectangles in different sizes and orientations.

Choose one of the shapes. Ask the children to tell you what they notice.

How many corners can they see?

What if we turn it around, is it still the same shape?

Compare a square and a rectangle. What is the same? What is different?

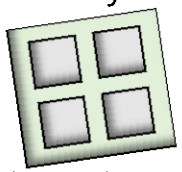


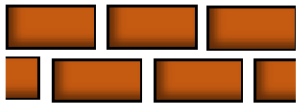
Show the children pictures of buildings or street scenes.

What shapes can you see in the picture?

How many squares and rectangles can you count?

Can you make your own pictures using squares and rectangles?





Go on a shape hunt. Where do you see squares and rectangles on everyday objects?

How many different squares and rectangles can you find inside and outside?

Shapes with 4 sides

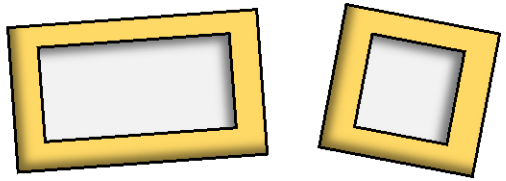
Date: Week 4 (Aut 2)

Modelling

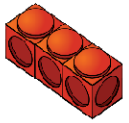
Using the street scene images, discuss the different types and shapes of different homes. Provide a variety of boxes and ask the children to build their own models to create a street scene. Can they add square and rectangular windows and use torches to light the homes up from the inside.

Loose parts

Provide square and rectangular frames of different sizes and a selection of loose parts. Ask the children to fill each frame with different loose parts. Which frames hold the most? Compare how many different sized loose parts can fit inside a frame E.g. fir cones, pebbles and shells.



Enhancements to areas of learning

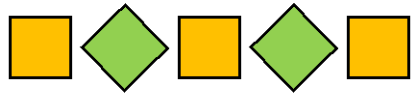


Maths area

Show the children how 4 multilink cubes can be joined to build a square face.
Can they build squares using 4 cubes? What other quantities of cubes will build a square face? How many different rectangles faces can they build using the cubes?

Art area

Provide a range of items such as wooden blocks, duplo, lego etc for the children to print with. Which objects make the best square and rectangle prints? Can you make a repeating pattern? Can you make a pattern like the bricks on a wall?

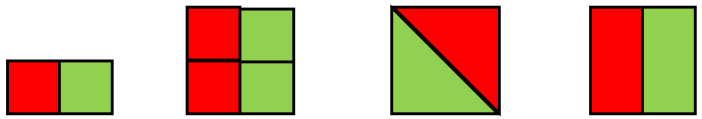


Digging Deeper

Date: Week 4 (Aut 2)

Combining shapes

Ask the children to investigate which shapes they can make by combining squares, rectangles and triangles in different ways.



Can you build a small square, a medium square and a large square? You could draw outlines for the children to fill initially.

What shapes did you use to make your squares?
Is there a different way to build the same shape?

Can you build a square using rectangles?
How do you know it is square?
Can you build a rectangle using squares?
How do you know it is a rectangle?

Key questions

What shapes can you build?
Is there more than one way to make this shape?
What shapes can you make by joining 2 squares?
By joining 2 rectangles?
2 triangles?
Can you fill this shape leaving no gaps?

Matchstick shapes

Use matchsticks to build squares and rectangles.
What is the smallest square you can make?
How many matchsticks did you use?
What is the largest?
Can you count all of the matchsticks you used?

What is the smallest number of matchsticks needed to build a rectangle?

Learning Objective:

Date: Week 4 (Aut 2)

22-36 (M)

Selects a small number of objects from a group when asked, for example 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away.

Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties, such as shape or size.

30-50 (M) Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment.

Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.

40-60 (M) Recognise some numerals of personal significance. Recognises numerals 1 to 5.

Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10.

Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.

Estimates how many objects they can see and checks by counting them.

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Finds the total number of items in two groups by counting all of them.

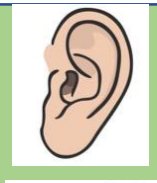
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.

Begins to identify own mathematical problems based on own interests and fascinations.

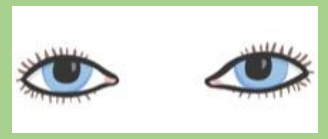
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

To be able to follow simple rules and expectations

Date:

1. Good listening 

2. Good sitting 

3. Good looking 

4. Wait for your turn to speak/ answer 

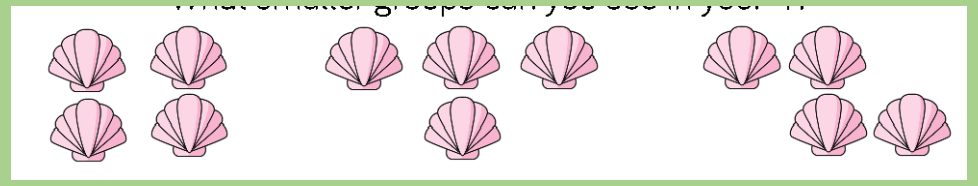
5. Hands to your self  

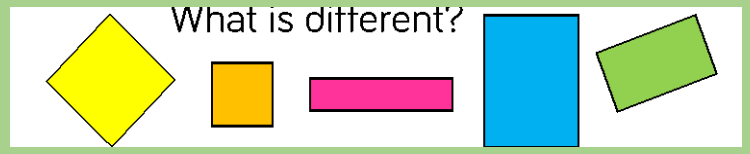
Word bank:

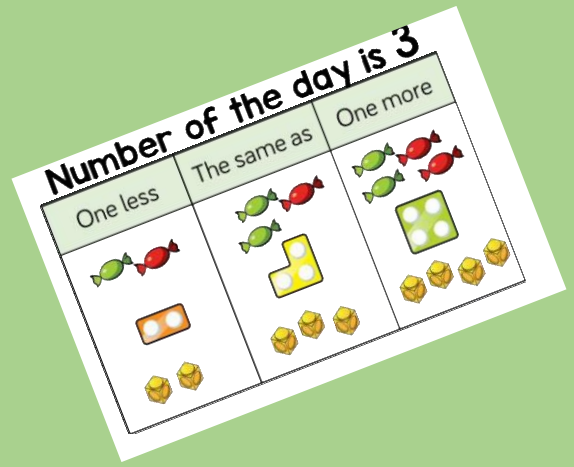
number
count
find
shape
time
show

Phase 3 – Light and Dark

Date: Aut 4 Phase 2 (WRM)







4

5

Word bank

number
count
find
shape
time
show

Over the next 3 weeks we will learn about the numbers 4 & 5, shapes with 4 & 5 sides, one more and one less, and time.

Phase 3 – Light and Dark
Recap

Date: Aut 4 Phase 2 (WRM)

What number did we focus on yesterday?

4

four

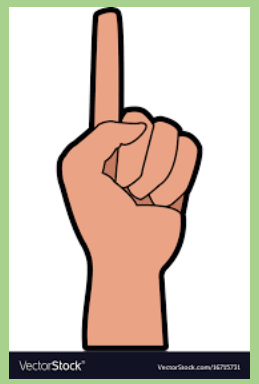
Word bank

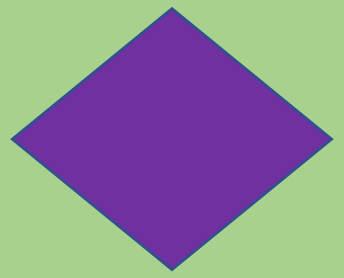
number
count
find
shape
time
show

Phase 3 – Light and Dark
Recap

Date: Aut 4 Phase 2 (WRM)

Help me find objects that represent 4?





Word bank:

number
count
find
shape
time
show

Phase 3 – Light and Dark
Recap

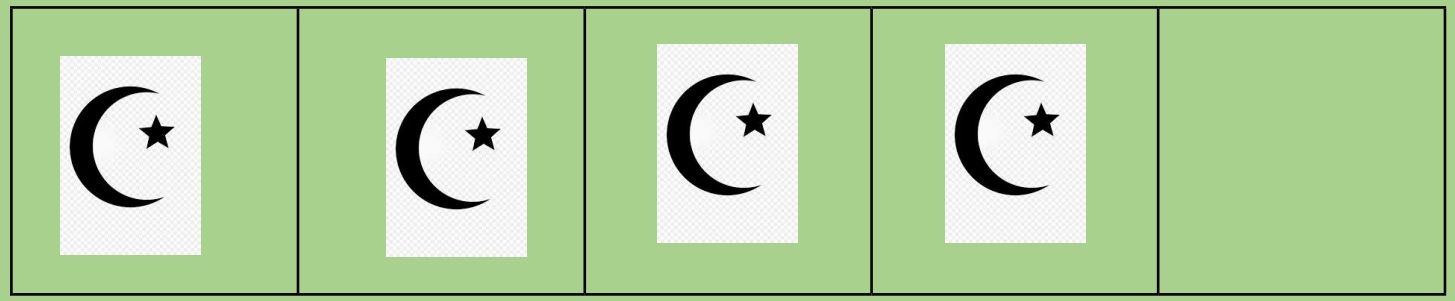
Date: Aut 4 Phase 2 (WRM)

This is a 5 frame.
It has 5 boxes.

Lets add 4 counters.

Key Questions:

- Is the 5 frame full?
- How many more do we need to make it full?
- How would you write that as a number sentence?



Word bank

5 frame
counters
full
add
plus
more

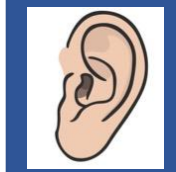
On a whiteboard display a large 5 frame
Use counters to represent 4 counters on the five frame and ask key questions.

Light and Dark
LO: To find different ways of representing the number 5
LO: To find shapes with 5 sides

Date: Tuesday

It is Kipper's birthday.
Can you guess how old he is?
How can you tell?

Word bank
five
5
number
represent
sides
shapes



Chn to have wbs and pen before the lesson

Count the candles to find out our number for the day.

Who is 5 in our class?

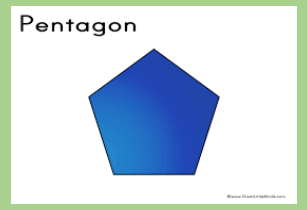
LO: To find different ways of representing the number 5
LO: To find shapes with 5 sides

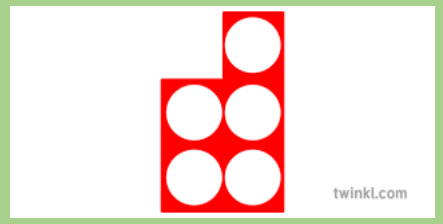
Date: Tuesday

The number 5 can be shown in lots of different ways.

five

5





Word bank

five
5
Number
Represent
Sides
shapes

Chn to have wbs and pen before the lesson

Have a basket with objects ready in order to represent the number. (including 5 sided shapes)

Click board to reveal after you have done the basket part

LO: To find different ways of representing the number 5
LO: To find shapes with 5 sides

Date: Tuesday

With your partner, can you think of another way to represent the number 5?

five

5

Think about how you can represent 5 with your body/ fingers etc

Word bank

five
5
Number
Represent
Sides
shapes

Few seconds for chn to discuss other ways of representing 5.
Select a few children to provide feedback

Virtue and values:
team work
Critical thinking

LO: To find different ways of representing the number 5
LO: To find shapes with 5 sides

Date: Tuesday

You can even represent 4 through…

5 five

Word bank

five
5
Number
Represent
Sides
shapes

Virtue and values: Autonomy

Have a go at the different ways of representing 5 as a class.

LO: To find different ways of representing the number 5
LO: To find shapes with 5 side

Date: Monday

Can you write the number and word 5?

5 five

Word bank
five
5
Number
Represent
Sides
shapes

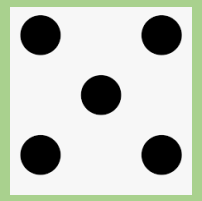
Virtue and values: Autonomy

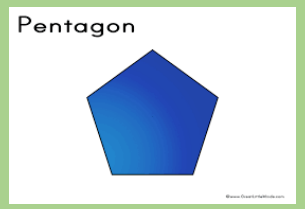
Practise forming the number correctly on body then on wbs.

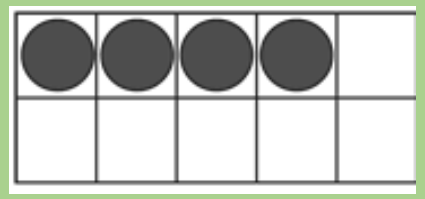
LO: To find different ways of representing the number 5
LO: To find shapes with 5 sides

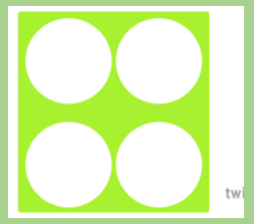
Date: Tuesday

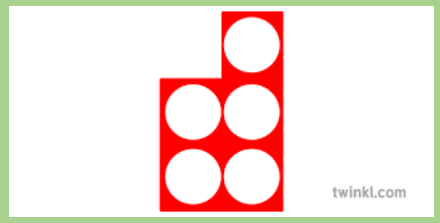
Can you help me find the number 5 or objects that represent 5?





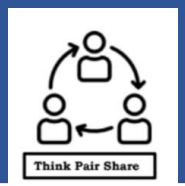






Word bank
five
5
Number
Represent
Sides
shapes

Have a set of objects or pictures for this part of the activity. Present children a set of objects/ pictures. In TP children to discuss which object/ pict represents 5.

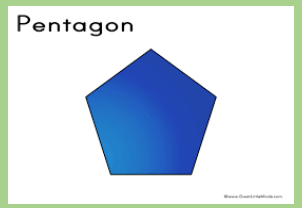


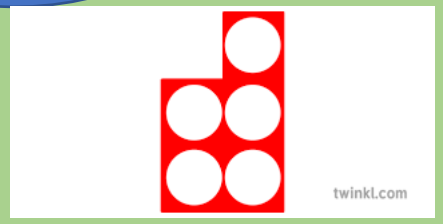
Virtue and values:
Autonomy

LO: To find different ways of representing the number 5
LO: To find shapes with 5 sides

Date: Tuesday

Can you work independently to use pictorial method to represent the number 5?





5 five

Word bank
five
5
Number
Represent
Sides
shapes

Virtue and values:
Autonomy

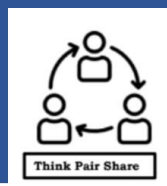
IT’S ME 123!
LO: To find different ways of representing the number 4
LO: To find shapes with 4 sides

Date: Tuesday

Can you find the shapes with 5 sides?

Word bank
four
4
Number
Represent
Sides
shapes

In partners can you identify 5 sides shapes?

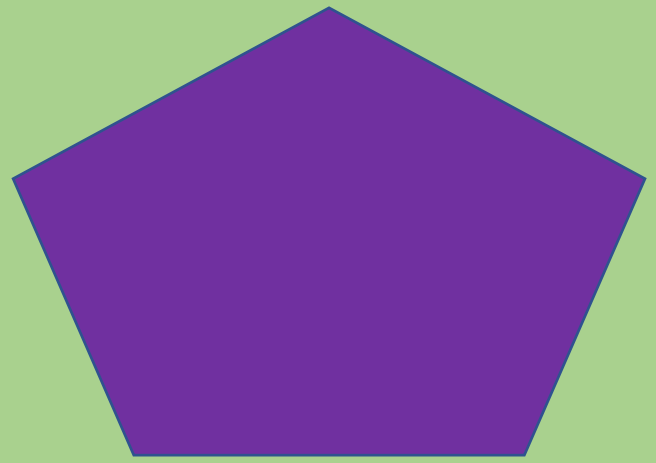


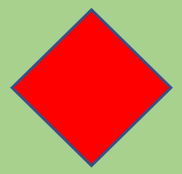
Virtue and values: team work

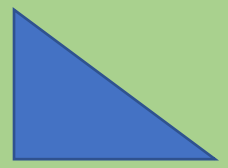
IT'S ME 123!
LO: To find different ways of representing the number 4
LO: To find shapes with 4 sides

Date: Tuesday

This is called a pentagon.

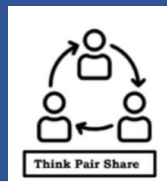






Word bank
four
4
Number
Represent
Sides
shapes

Model how many sides a pentagon has and model describing it



Virtue and values: team work

Date: Tuesday

https://www.youtube.com/watch?v=YksPaqJ5Gwg

https://www.youtube.com/watch?v=YpH2W3fgUJs

Virtue and values: