

# Phase 3 – Book list

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

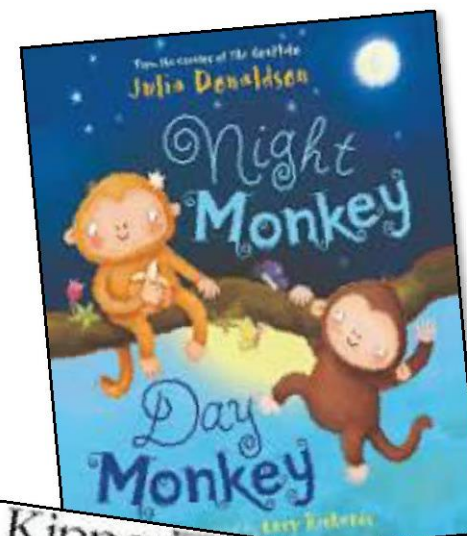
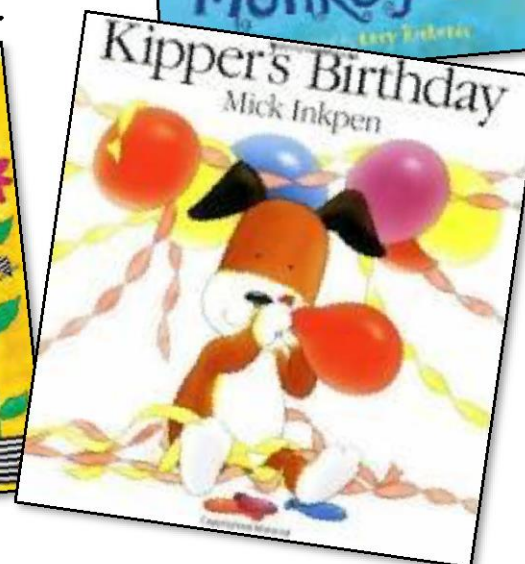
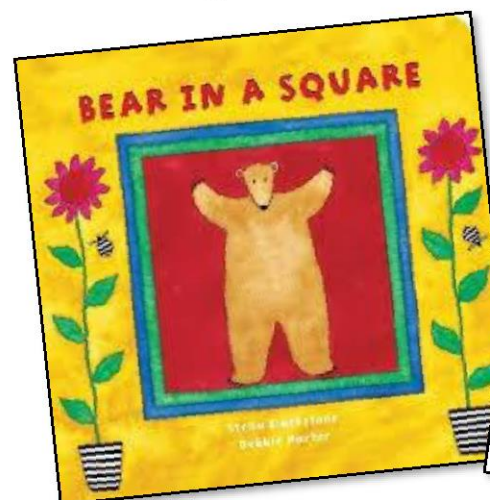
Kipper's Monster – Mick Inkpen

Day Monkey, Night Monkey – Julia Donaldson

The Dark, Dark Tale – Ruth Brown

Funnybones – Janet & Allen Allberg

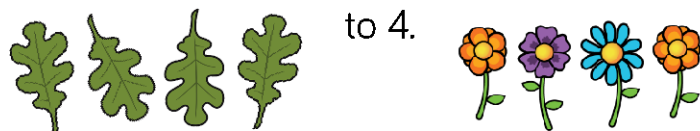
Reading to children is an essential part of their development. Any of these books would be useful during the phase 'Night and Day' alongside traditional tales such as The Enormous Turnip and The Gingerbread Man.





## 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



## 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?

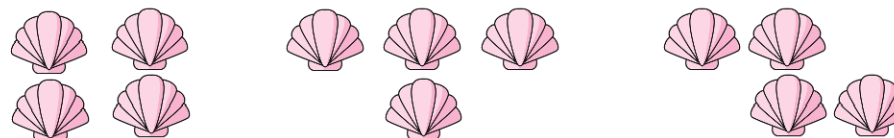
Does your 4 look the same as mine?

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.

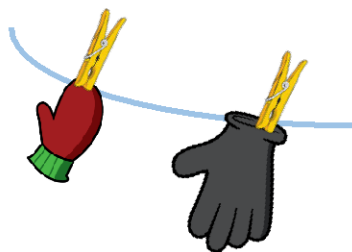


Circle game. Everybody stand up. Count round the circle 1, 2, 3, 4 1, 2, 3, 4 1, 2, 3, 4, etc. The person who says 4 sits down each time. Continue to count round the circle until there is only one person remaining. You can also count back 4, 3, 2, 1 and sit down on 1.



### 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?



**Enhancements to areas of learning**



### 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?



### 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 **1234**

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.



## 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?





### 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.



**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.

### 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?



### 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

## 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?

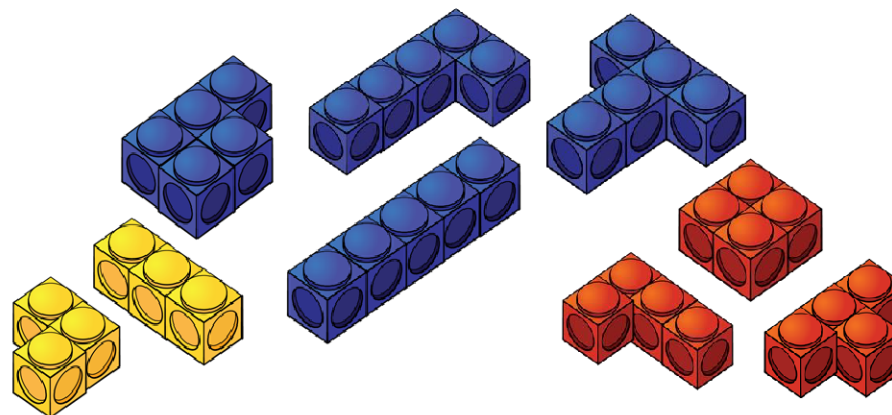
Can you make a shape different to all the others?

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

## 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.

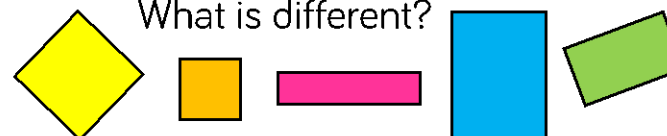
Choose one of the shapes. Ask the children to tell you what they notice.

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?

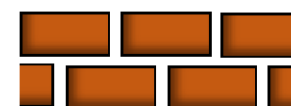
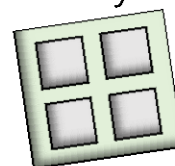


Show the children pictures of buildings or street scenes.

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?



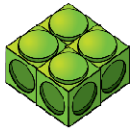
Go on a shape hunt. Where do you see squares and rectangles on everyday objects?

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

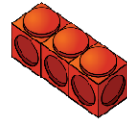
# Shapes with 4 sides

## 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.



## Maths area

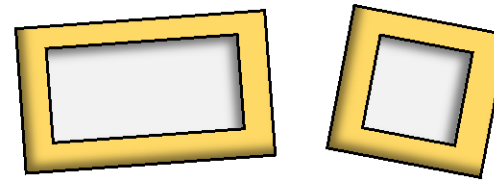


Show the children how 4 multilink cubes can be joined to build a square face. Can they build squares using 4 cubes? What other quantities of cubes will build a square face? How many different rectangles faces can they build using the cubes?

## Enhancements to areas of learning

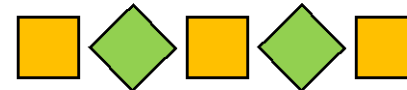
## Loose parts

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.



## 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?

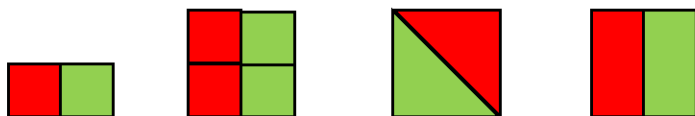




# Digging Deeper

## 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?

# To be able to follow simple rules and expectations

Date: Wed 25th

1. Good listening



2. Good sitting



3. Good looking



4. Wait for your turn to speak/ answer



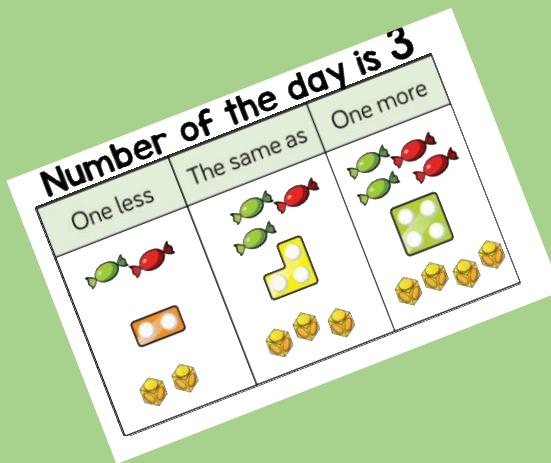
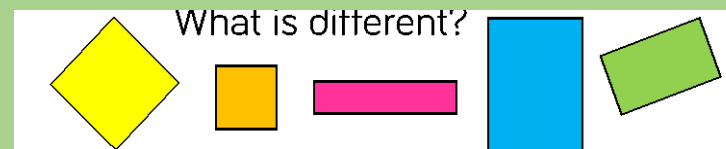
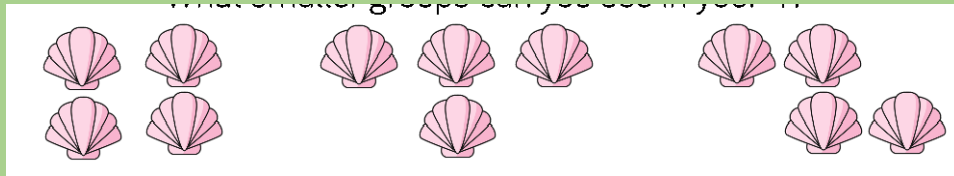
5. Hands to your self



**Word bank**

## Phase 3 – Light and Dark

Date: Wed 25th



4  
5



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.

Word bank

Phase 3 – Light and Dark  
Recap

Date: Wed 25th

What number did we  
focus on?



4 5  
four five

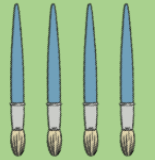
Word bank

## Phase 3 – Light and Dark Recap

Date: Wed 25th

4

four



five



5

Word bank

Help me sort the objects – use the 4-5 worksheet. Chn can cut and stick them in the correct place



## Phase 3 – Light and Dark Recap

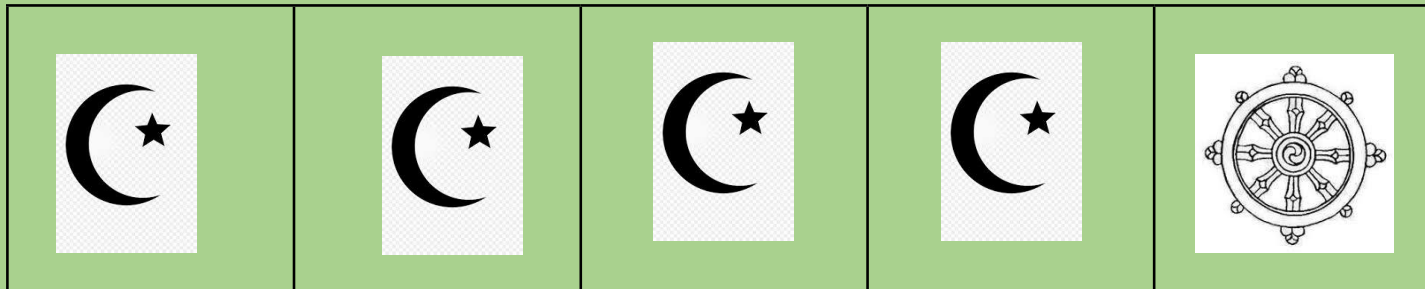
Date: Wed 25th

This is a 5 frame.  
It has 5 boxes.

Yesterday we  
added 4 counters.

### Key Questions:

- How can I make it into 5?
- How many do I need to add?
- How do I write the matching number sentence?



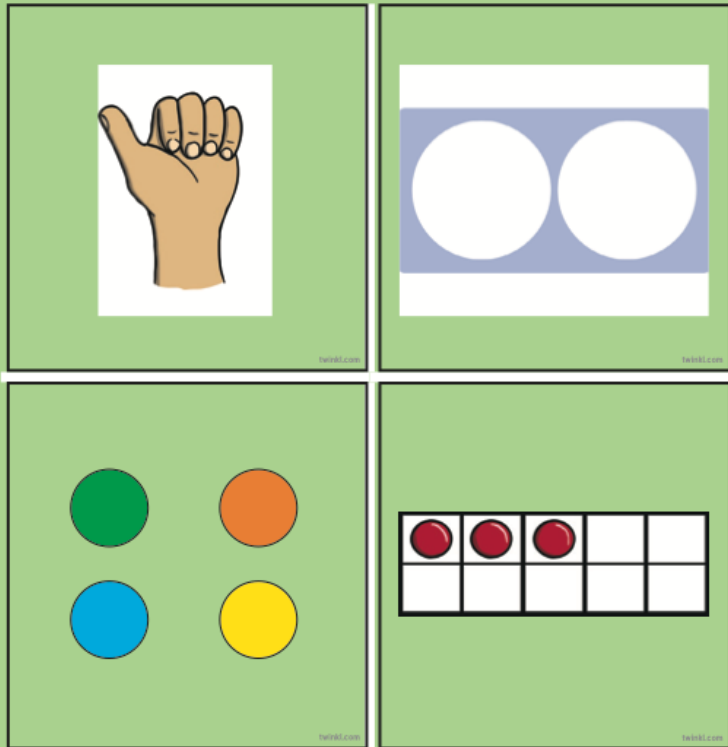
## Word bank

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

Light and Dark

LO: To match number to quantity

Date: Wednesday



1

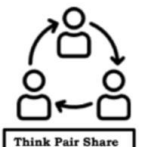
2

3

4

5

Word bank  
**Altogether**  
**Quantity**  
**Amount**  
**number**



Sort pictures with the correct numeral (activity sheet attached) – this can be done with house hold items

Extend: find one more and one less

Chn to have wbs  
and pen before  
the lesson

Light and Dark

LO: To match number to quantity

Date: Wednesday



1

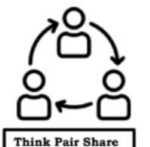
2

3

4

5

**Word bank**  
**Altogether**  
**Quantity**  
**Amount**  
**number**



Provide partners with cup with counters.

Adult calls out a number, chn to work in partners to count out the correct amount of cubes  
Is your child able to match number to quantity? Or the quantity to number?  
extend to find one more or one less (write a matching number sentence)

Chn to have wbs  
and pen before  
the lesson

Date: Wednesday

<https://www.youtube.com/watch?v=aowUthHmXUM>



Virtue and values: