| Week | Theme       |                                                      |
|------|-------------|------------------------------------------------------|
| 1    | Subitising  | Perceptual subitising to 3                           |
| 2    | Counting    | Counting sequence; 1:1 correspondence, cardinality   |
| 3    | Composition | Composition of 3 and 4                               |
| 4    | Subitising  | Subitising to 4; perceptual and conceptual; making 4 |
| 5    | Comparison  | Focus on language and think about attributes         |

| Week | Theme                    |                                   |
|------|--------------------------|-----------------------------------|
| 6    | Cardinality and counting | Focus on counting to 5            |
| 7    | Comparison               | Comparison by matching            |
| 8    | Composition              | Focus on the concept of a 'whole' |
| 9    | Composition              | Focus on the composition of 5     |
| 10   | Cardinality and counting | Counting beyond 5                 |

| Week | Theme       |                                                                                                 |
|------|-------------|-------------------------------------------------------------------------------------------------|
| 11   | Subitising  | Focus on linking subitising amounts to 5 with numerals                                          |
| 12   | Ordinality  | Ordering numbers to 5. Focus on each number being 1 more than the previous number               |
| 13   | Composition | Focus on the composition of five and considering missing numbers                                |
| 14   | Composition | Beginning to consider '5 and a bit' numbers using fingers and die frames as key representations |
| 15   | Comparison  | Focus on equal and unequal groups                                                               |

#### **NCETM** Mastering Number

| Week | Theme       |                                                                                                                                                                                     |
|------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16   | Counting    | Counting sequence; ordinality of 1 - 5. 1 more and 1 less than within 10.  Linking ordinality and cardinality through use of staircase pattern.                                     |
| 17   | Comparison  | Comparison using knowledge of ordinality rather than comparison by matching of quantities. Children to notice whether a change creates a number which is more or less than another. |
| 18   | Composition | Composition of 7 as 2 groups. Focus on 5 and a bit.                                                                                                                                 |
| 19   | Subitising  | Subitising within 6. Look at doubles; which numbers can be made using doubles and which numbers cannot.                                                                             |
| 20   | Composition | Sort odd and even numbers by looking at their tops; odd blocks and flat tops                                                                                                        |

| Week | Theme                                      |                                                                 |
|------|--------------------------------------------|-----------------------------------------------------------------|
| 21   | Counting,<br>cardinality and<br>ordinality | Counting larger amounts; strategies for counting                |
| 22   | Subitising                                 | Structured arrangements including the 10-frame                  |
| 23   | Composition                                | Focus on representations of numbers using fingers and 10-frames |
| 24   | Composition                                | Focus on doubles using different representations                |
| 25   | Comparison                                 | Focus on ordinality: comparing numbers                          |

