Kennel Lane School
Valuing Achievement
Encouraging Independence

	Topic	Number Focus	Measure, Shape and Spatial Thinking	Notes
Pre-Stage 1	Waldron Approach – Functioning mainly at Level 1 – Movement abilities	Early Movement abilities		
Pre-Stage 2	Waldron Approach – Functioning mainly at Level 2- Continuant Capacity	The ability to think and plan sequences of movements of objects		
Pre-Stage 3	Waldron Approach – Functioning mainly at Level 3 – Learning to Learn capacities	The mental processes for organising and using experiences. Waldron defined six capacities: Matching, Sorting, Seriation, Drawing, Brick Building, Coding Each capacity is subdivided into three stages, early, active and mature		
Complete very Autumn Term, First three weeks	Getting to Know You	Opportunities for settling in, Introduce the areas of provision and getting to know the learners	Key Times of day, Class routines. Explore classroom inside and out, where do things belong? Positional Language	Repeated every academic Year Autumn Term
Stage 1	Just Like Me	Match and Sort Compare Amounts	Compare Size, Mass and Capacity Exploring Pattern	WRM
Stage 2	It's Me 1 2 3	Representing 1 2 3 Comparing 1 2 3 Composition 1 2 3	Circles and Triangles Positional Language	WRM
Stage 3	Light and Dark	Representing Numbers to 5 One More and less	Shape with 4 sides Time	WRM
Stage 4	Alive in 5!	Introducing zero Comparing Numbers to 5 Composition 4 and 5	Compare Mass Compare Capacity	WRM
Stage 5	Growing 6, 7, 8	6, 7 and 8 Making Pairs Combining 2 groups	Length and Height Time	WRM

Stage 6	Building 9 and 10	9 and 10 Comparing numbers to 10 Bonds to 10	3D shapes Pattern	WRM
Stage 7	To 20 and beyond	Building Numbers Beyond 10 Counting Patterns Beyond 10	Spatial Reasoning (1) Match, Rotate, Manipulate	WRM
Stage 8	First Then Now	Adding More Taking Away	Spatial Reasoning (2) Compose and decompose	WRM
Stage 9	Find My Pattern	Doubling Sharing and Grouping Even and Odd	Spatial Reasoning (3) Visualise and Build	WRM
Stage 10	On the Move	Deepening Understanding Patterns and Relationships	Spatial Reasoning (4) Mapping	WRM
Next Stage – Milestone 1	Numicon Handbook 1			See Numicon Scheme of Work

The great thing about Number Skills is that is can be applied to almost anything. This gives teachers the flexibility to adapt activities to match the topic theme or the interest of the learner/ learners.

Pre-Stage 1 – 3 – Please refer to 'Learning to Learn' Book by Merete Hawkins (For resources and plans)

Stage 1 - 10

What should Maths Sessions look like?

Time should be built in for short adult led focused input which can be individual or small groups. This doesn't have to be formal and should include number rhymes, songs and games as well as the suggested prompts for learning. The concepts introduced can be taken further with short teacher led activities. Opportunities to practice new skills through play should be encouraged, either independently or with adult support. Learners should have regular opportunities to practice counting and subitising skills and revisit prior learning.

The guidance provides a bank of ideas to support the teaching of mathematics and provides developmental progression of skills and teachers should judge at what stage learners are working at.

Number skills should be taught in a specific order as these build over time and follow a developmental progression, so please teach the stages in order. At the end of each section, there is a digging deeper page with suggestions for exploring concepts more deeply and providing opportunities for further challenge.

It is important learner develop a strong sense of numbers to 10. This includes

- Understanding the link between numbers and quantity (Representing numbers in many ways)
- Investigating how quantities are composed of smaller parts (6 can be two 3s or three 2s or 4 and two ones or 5 and 1 etc)
- Knowing how the numbers relate to one another and being able to compare and order them
- Exploring how quantities change when you add more items or take items away

Money is a difficult concept for learners to understand that one coin can be worth 2p, 5p or 10p. Although money is not included as a teaching focus, you may still want to provide some coins for learners to explore within provision.

Key Language for Teachers

Cardinal – The number that indicates how many there in a set.

Classification – The identification of an object by specific attributes, such as colour, texture, shape or size.

Conservation – The recognition that the number stays the same if none have been added or taken away.

Numeral – The written symbol for a number, e.g., 3, 2, 1

Ordinal – A number denoting the position in a sequence e.g., 1st, 2nd, 3rd etc. or page 1, page 2

Partition – Separate a set into two or more subsets e.g., Partition a set of socks into plain or patterned.

Subitise – Instantly recognise a small quantity, without having to count how many there are.

Number – Number can be:

- A count of collection of items e.g., three boxes

- A measure e.g., of length or weight or
- A label e.g., the number 17 bus

Quantity – The amount you have of something e.g., a cup of flour, three boxes, half an hour