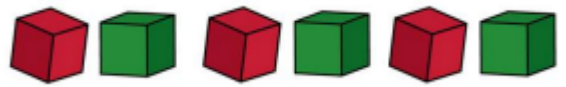
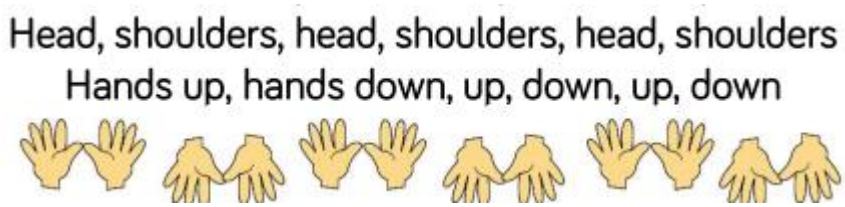
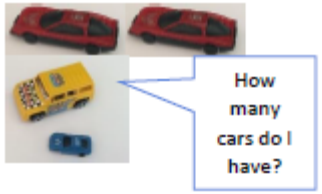
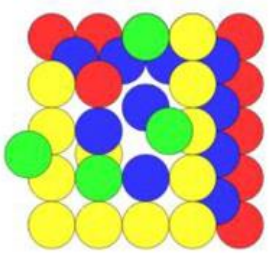
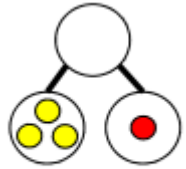
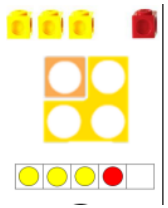
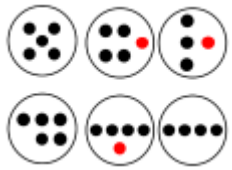
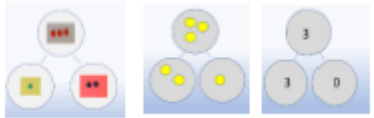
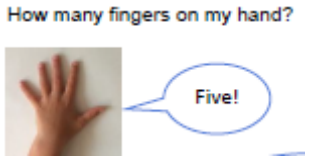
Captain Webb Primary School medium term plan. 4 and 5 Jump & Jive.

Year R

Autumn 2	Strand	Number of weeks	Key knowledge (from the Birth to 5)	Learning intentions	Resources and methods (Calculation policy)
	Pattern.	1	• I know how to continue, copy and create repeating patterns.	• I know that my pattern will continue. • I know what will come next in my pattern. • I know AB patterns and beyond.	 

	Representing numbers 4 and 5.	2	• I know number structures to 5. • I know how to match the numeral with a group of objects. • I know how to count out a given number up to 5 from a larger group of objects. • I know the last number I say is my total.	• I know that a number can be represented in different forms. • I know how to recognise small amounts without counting. • I know what digits 1-5 look like. • I know the amount is my total.	   **Counters/cubes to 5.** "I have 5 cubes, you have 3. What will you do so you have the same as me?" I have 5 bananas. Arrange them so that you can see 5. Convince me that this numeral matches this quantity. 
	Composition of numbers 4 and 5. One more, one less.	3	• I am beginning to know that numbers are made up of smaller numbers. • I know the language of more and fewer to compare two sets of objects. • I know how to add and subtract 1 with numbers up to 5.	• I know that larger numbers are made up of smaller numbers. • I know a variety of ways to make the numbers 4 and 5. • I know how to begin to explain my mathematical reasoning. • I know that when I add one more	 

			• I know the date and month of my birthday. • I know characteristics of everyday objects and shapes and use mathematical language to describe them.	my total gets bigger. • I know that when I subtract one the number is less. • I know that one more is the next number when I count • I know that one less is the number before when I count. • I know I have a birthday once a year. • I know when my birthday is. • I know some names of shapes. • I know some language to describe shapes.