

Strand	Objective	Pre-requisite	WALTs-core of the class	Future application tasks-going deeper
No guidance for R	Counting to 5	Being able to count to 3	WALT count to 5- 4 lessons- Unit 1, week 3, day 1-day 4	Count forwards round in a circle of up to five children. When the teacher shakes a tambourine switch to counting backwards. Challenge children to count up to 5 objects from a larger group. Do they know when to stop counting?
	Counting to 10	Being able to count to 5	Unit 7 WALT count to 6, 7 and 8- 3 lessons WALT count to 9 and 10-4 lessons	Count forwards in a circle of up to 10 children. When the teacher shakes a tambourine switch to counting backwards. Challenge children to count up to 10 objects from a larger group. Do they know when to stop counting?
	Compare numbers within 10	Being able to count to 10	Unit 8 WALT compare groups up to 10-4 lessons	Show children objects that are not aligned properly so the larger objects take up more space or one line is more spread out. Challenge children to explain what is confusing about the layout and to correct it.

				Ask children to compare sets of 4–10 counters by placing them in two horizontal ten frames, filling the top row first. Can they explain how the ten frame shows which group has more or fewer without counting?
	Add numbers to 10	To know what 'add means' To know that when we 'add', we combine 2 groups of numbers Being able to count to 10	Unit 9 Combine 2 groups to find the whole- 4 lessons	Give children sets of numbers or picture cards to put into or draw in a part-whole model. Ask: Does it matter where the numbers go? Where does the largest number go? Children create a set of four part whole models showing the same information but with the whole on the top, the left, the right and on the bottom.
	Number bonds to 10	Being able to count to 10 To know what a number bond is TO understand what addition is To know that to 'add' we combine 2 groups of numbers	Unit 10 WALT use a ten frame-4 lessons WALT use the part-whole model to make 10- 4 lessons	Ask children to identify the whole, given the two parts, or the missing part given the whole and one part Ask children to show the pattern of the bonds to 10, starting with 10 and 0, 9 and 1.

				Can children say or show the related bond, given one, such as 7 and 3? Can children prove that 3 and 7 is the same as 7 and 3?
	Identify and describe 2d and 3d shapes		Unit 11 WALT identify and describe 3d shapes-4 lessons WALT identify and describe 2d shapes-4 lessons	Ask children to find what shapes have in common as well as their differences. They can use everyday language to highlight the similarities and differences.
	Count on and count back	To be able to to count to 10	Unit 13 WALT add by counting on- 4 lessons WALT take away by counting back- 4 lessons	Show a shape and name it, rotate the shape and use a puppet to suggest that the shape has changed and it's not the same anymore. Ask children to explain to the puppet why it is the same shape.