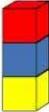
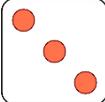


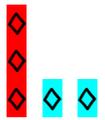
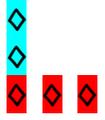
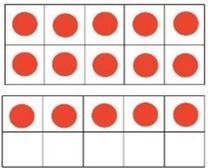
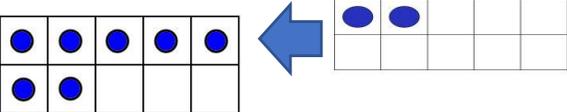
	Term 1 (September to October) 1-5	Term 2 (October to December) 6-10
Subitising	<p><u>Dice patterns</u></p> <ul style="list-style-type: none"> ❖ Assess children's ability to instantly recognise standard dice patterns 1 - 6. ❖ Ensure that children can recognise dice patterns 1 - 6 without counting (focus on 4 - 6 if children know 1 - 3 on entry). ❖ Ensure that children understand that they can "use their eyes and subitise" to find out how many. ❖ "I know it is 5 because I counted / subitised it." 	<p><u>Non-standard dot patterns</u></p> <ul style="list-style-type: none"> ❖ Work on the children's ability to subitise non-standard dot patterns (sets of 1 - 6 dots in different arrangements). <p><u>Dominoes</u></p> <ul style="list-style-type: none"> ❖ Encourage children to play with dominoes and to recognise the total number of dots where possible (and where there are between 1 and 6 dots).
<p>5 Frames/ 10 Frames Horizontal and Vertical</p>	<p><u>5 Frames</u></p> <ul style="list-style-type: none"> ❖ Build up to children being able to instantly recognise 1 - 5 dots on 5 frames (use the 5 frame flashcards). ❖ Ensure that children can say "I can see ... counters and ... spaces". ❖ Work on random spacing of the counters when children are ready ("it's still ... because we haven't added any counters and we haven't taken any away"). ❖ Match numerals to the 5 frames. ❖ Play '5 Nice Things'. ❖ Do 1 more and 1 fewer (up to 5) using 5 frames. 	<p><u>10 Frames</u></p> <ul style="list-style-type: none"> ❖ Introduce 10 frames through using 2 5 frames (6 is 5 and 1, 7 is 5 and 2, etc.) ❖ Build up to children being able to instantly recognise 1 - 10 dots on a 10 frame (in 'pair wise' / '2' wise and '5' wise patterns). Use flashcards. ❖ '5 Wise' first ❖ '2 Wise' same as Numicon ❖ Ensure that children can say "I can see ... counters and ... spaces". Work on random spacing of the counters when children are ready ("it's still ... because we haven't added any counters and we haven't taken any away"). ❖ Do 1 more and 1 fewer (up to 10) using 10 frames. ❖ Recognise numbers 'hiding' in other numbers (e.g. recognise that the numbers 5 and 1 are 'hiding' in the number 6 or that the numbers 3 and 3 are 'hiding' in the number 6). ❖ Match numerals to the 10 frames. ❖ Use talk pictures with 10 frames (see below). ❖ Play 'Race to 10'.
Fingers	<p><u>Finger patterns 1 - 5</u></p> <ul style="list-style-type: none"> ❖ Teach children to 'grow' (put one finger up at a time) numbers from 1 - 5 on one hand and 'show' (put the entire quantity of fingers up in one go) numbers 1 - 5. Ensure that children find a comfortable way to use their fingers. 	<p><u>Finger patterns 1 - 10</u></p> <ul style="list-style-type: none"> ❖ Teach children to 'grow' (put one finger up at a time) numbers from 6 - 10 and 'show' (put the entire quantity of fingers up in one go) numbers 6 - 10. Ensure that children find a comfortable way to use their fingers. ❖ Also explore making numbers to 5 on two hands (3 can be 3 and 0, 2 and 1, etc.).

	Term 1 (September to October)	Term 2 (October to December)
Numberblocks - Refer to Handouts	<ul style="list-style-type: none"> ❖ Watch Series 1 Episodes 1 - 15 before October $\frac{1}{2}$ term (this is about 2 episodes a week if you start early enough). ❖ Re-watch some episodes (e.g. Episodes 1 - 7) to provide a provocation for children's play/ to explore in depth. 	<ul style="list-style-type: none"> ❖ Watch Series 2 Episodes 1 - 7 to provide a provocation for children's play/ to explore in depth. (Ep 16-22) ❖ Revisit some episodes from Series 1 (e.g. Episode 10 'How to Count', Episode 11 'Stampolines' and Episode 12 'The Whole of Me') to provide a provocation for children's play/ to explore in depth.
Number (Understanding number symbols and what they mean ('the fiveness' of 5 etc.)	<p>Numbers 1 - 5</p> <ul style="list-style-type: none"> ❖ Focus on developing number sense - e.g. that children will understand how '2', '3' etc. can look in numerals, words, Numicon, dice patterns, finger patterns, Numberblocks, on 5 frames, with big items, with small items, etc. Ensure children have opportunities to reason - e.g. to spot an incorrect representation of a number. When counting, count and then say "1, 2, 3, there are 3 cars/ dots etc." ❖ Compare small and big objects i.e. 3 books and 3 jewels ❖ Use sandwich / carrier bags to see how the same number of objects fill the bags - still both ---- objects even though the bags have been filled differently <p>Which one isn't 3?    Reasoning</p>	<p>Numbers 6 - 10</p> <ul style="list-style-type: none"> ❖ Focus on developing number sense - e.g. that children will understand how '6', '7' etc. can look in numerals, words, Numicon, dice patterns, finger patterns, Numberblocks, on 10 frames, with big items, with small items, etc. Ensure children have opportunities to reason - e.g. to spot an incorrect representation of a number. When counting, count and then say "1, 2, 3, there are 3 cars/ dots/ etc."
Numicon	<ul style="list-style-type: none"> ❖ Ensure that children can instantly recognise the Numicon shapes 1 - 5. ❖ Fill the holes in Numicon shapes 1 - 5 with small objects/ play dough/ etc. ❖ Teach children to make the Numicon shapes 1 - 5 with objects ((1) fill the holes, (2) copy a shape, (3) create a shape from memory) - use of pegs, buttons ❖ Use Numicon to explore 1 more/ 1 fewer than numbers from 1 - 4. Can use peg boards. ❖ Fewer - when you can individually count something - Number track 	<ul style="list-style-type: none"> ❖ Ensure that children can instantly recognise the Numicon shapes 1 - 10 (focus 6 - 10). ❖ Teach children to make the Numicon shapes 6 - 10 with objects ((1) fill the holes, (2) copy a shape, (3) create a shape from memory) ❖ Use Numicon to explore 1 more/ 1 fewer than numbers from 1 - 9 (focus 6 - 10).

	<ul style="list-style-type: none"> ❖ 1 less - abstract / numerals - "Which is less, 3 or 5?" - Number  <p>line</p> <ul style="list-style-type: none"> ❖ Feely bag 	
Comparing and ordering numbers	<ul style="list-style-type: none"> ❖ Use various resources to help children to understand the concepts of "more" and "fewer". ❖ Use resources such as Numicon and 5 frames to help children to understand the relative size of numbers to 5 "5 is bigger than 1"/ "1 is fewer than 5"/ "1 is less than 5", etc. ❖ Order the Numicon shapes from 1 - 5 and 5 - 1. ❖ Order the 5 frame flashcards from 1 - 5 and 5 - 1. 	<ul style="list-style-type: none"> ❖ Use resources such as Numicon and 5 frames to help children to understand the relative size of numbers to 10 "8 is bigger than 6"/ "6 is fewer than 8"/ "6 is less than 8", etc. ❖ Order the Numicon shapes from 1 - 10 and 10 - 1. ❖ Order the 10 frame flashcards from 1 - 10 and 10 - 1.

	Term 1 (September to October)	Term 2 (October to December)
Oral counting	<ul style="list-style-type: none"> ❖ Count in 1s from 1 - 20. ❖ Count back in 1s from 10 - 0. ❖ Play counting 'ping pong' (where children say every other number and the adult says every other number, e.g. adult "1", class "2", adult "3", class "4", etc.). ❖ Sing songs and say rhymes with numbers to 5 (perhaps using BBC Nursery Rhymes). ❖ Thirteen - make 'n' Jolly Phonics sound and action ❖ Twenty - "Cup of tea" action 	<ul style="list-style-type: none"> ❖ Count in 1s from 1 - 20. ❖ Build up to children being able to count back in 1s from 20 - 0. ❖ Play counting 'ping pong' (where children say every other number and the adult says every other number, e.g. adult "1", class "2", adult "3", class "4", etc.). ❖ Start counting from different numbers when counting forwards in 1s. ❖ Sing songs and say rhymes with numbers to 10 (perhaps using BBC Nursery Rhymes).
Talk pictures	<ul style="list-style-type: none"> ❖ Use pictures such as the Twinkl I-Spy picture of the toy shop to see what children notice. ❖ Later use the same picture with 5 frames - e.g. ask children to show the number of cars/ balls/ etc. on a 5 frame. ❖ Use the sentence stem "My ... counters represent the" (e.g. "my 3 counters represent the 3 cars"). 	<ul style="list-style-type: none"> ❖ Use talk pictures and ask children to show the number of cars/ balls/ etc. on a 10 frame. ❖ Use the sentence stem "My ... counters represent the" (e.g. "my 7 counters represent the 7 teddies").

	Term 3 (January to February) 10-20 (not counting on)	Term 4 (February to April)
Subitising	<p><u>Non-standard dot patterns</u></p> <ul style="list-style-type: none"> ❖ Work on the children's ability to subitise and describe non-standard patterns (sets of 1 - 6 dots/ other pictures in different arrangements). 	

	<p>Original:</p>  <p>"I saw 5 diamonds. 3 going up and down and 2 at the bottom."</p>  <p>"I saw 5 diamonds. 3 going across and 2 more."</p>  <p>Dominoes</p> <ul style="list-style-type: none"> ❖ Encourage children to play with dominoes and to recognise the total number of dots where possible (and where there are between 1 and 6 dots). 	
<p>5 Frames/ 10 Frames Horizontal and Vertical</p>	<p>Two 10 frames</p> <ul style="list-style-type: none"> ❖ Make numbers from 11 - 20 using two 10 frames (in 'pair wise'/'2' wise and '5' wise patterns).  <p>= 15</p> <ul style="list-style-type: none"> ❖ Use flashcards. Build up to children being able to recognise that 10 and ... is (11, 12, 13, 14, etc.). ❖ Use arrow cards (place value cards) with the 10 frames. Digits! ❖ Use two 10 frames to add and subtract single-digit numbers.  <ul style="list-style-type: none"> ❖ Do 1 more and 1 fewer (up to 20) using two 10 frames 	<p>Two 10 frames</p> <ul style="list-style-type: none"> ❖ Use flashcards. Ensure that children can recognise that 10 and ... is (11, 12, 13, 14, etc.). Use 'pair wise'/'2' wise and '5' wise patterns in different orientations. ❖ Order images of 10 frames (1 - 20). ❖ Use two 10 frames to add and subtract single-digit numbers. Explore how the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 can be partitioned (use double-sided counters). ❖ Use talk pictures with two 10 frames (see below). ❖ Ensure that children have opportunities to deepen their learning through using resources such as 10 frame buses, 10 frame car parks, etc. in adult-led activities and in their play.
<p>Fingers</p>	<p>Finger patterns 1 - 20</p>	<p>Finger patterns 1 - 20</p>

	<ul style="list-style-type: none"> ❖ Continue to ask children to 'show' (rather than 'grow') numbers from 0 - 10 on one and two hands and to show numbers in different ways (8 can be 5 and 3, 4 and 4, etc.). ❖ Ask children to work in pairs to show numbers from 10 - 20 (11 as 10 and 1, 12 as 10 and 2, etc.). 	<ul style="list-style-type: none"> ❖ Continue to ask children to 'show' (rather than 'grow') numbers from 0 - 10 on one and two hands and to show numbers in different ways (8 can be 5 and 3, 4 and 4, etc.). ❖ Ask children to work in pairs to show numbers from 10 - 20 (11 as 10 and 1, 12 as 10 and 2, etc.). ❖ 'Throw' numbers for children (e.g. 'throw' the number 16 by flashing the children 10 fingers followed by 6 fingers). What number did the children see? How was it shown?
Numberblocks	<ul style="list-style-type: none"> ❖ Watch Series 2 Episodes 8 - 15 to provide a provocation for children's play/ to explore in depth. ❖ Revisit some episodes from Series 1/ Series 2 to provide a provocation for children's play/ to explore in depth. ❖ Use the NCETM's Numberblocks Support Materials. 	<ul style="list-style-type: none"> ❖ Revisit some episodes from Series 1 and 2 (e.g. Series 2 Episode 9 'Double Trouble') to provide a provocation for children's play/ to explore in depth. ❖ Watch Series 3 Episode 5 ('Zero') to provide a provocation for children's play/ to explore in depth. ❖ Watch other episodes from Series 3 as appropriate. ❖ Use the NCETM's Numberblocks Support Materials.
Number (Understanding number symbols and what they mean ('the fiveness' of 5 etc.)	<ul style="list-style-type: none"> ❖ Make number posters/ collections. Compare 1 and 11, 2 and 12, etc. ❖ Use straws/ lolly sticks. Count in 1s. ❖ Ask the children to count out 10 straws/ 10 lolly sticks and put them into bundles of 10. ❖ Use the bundles of straws/ lolly sticks + loom bands and single straws/ lolly sticks to make numbers from 1 - 20. Provide children with lots of opportunity to count ("1, 2, 10, 11, 12, 13..."). Children are likely to find counting on from 10 (in 1s) difficult at first. ❖ 10, 1 10, 2 10, 3 etc. <p>Use the sentence stem "The number ... has ... ten(s) and ... one(s)".</p>	

Numicon	<ul style="list-style-type: none"> ❖ Make numbers from 11 to 20 using Numicon.  <p>= "10 and 1 is 11" etc.</p> <ul style="list-style-type: none"> ❖ Use arrow cards (place value cards) with the Numicon. ❖ Order the Numicon shapes from 1 - 20 and 20 - 1. ❖ Use Numicon and Numicon pegs to explore 1 more/ 1 fewer than numbers from 10 - 20. ❖ Use Numicon to add and subtract single-digit numbers (teach children to 'see' a total rather than counting the holes. For totals 10 and under, lay the corresponding Numicon shape on top (e.g. when adding 6 and 2, show that 6 add 2 is equal to 8/ the same value as 8 by laying an 8 shape on top of the 6 and 2. For totals over 10, lay a 10 shape and a ... shape on top (e.g. when adding 8 and 6, show that 8 add 6 is equal to 14/ the same value as 14 by laying a 10 shape and a 4 shape on top of the 8 and 6). ❖ Use Numicon and balances to show children how, for example, that 6 is equal to 5 and 1, 4 and 2, etc. ❖ Explore how the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 can be split into parts 	
Comparing and ordering numbers	<ul style="list-style-type: none"> ❖ Use resources such as Numicon and 10 frames to help children to understand the relative size of numbers to 20 "18 is bigger than 6"/ "16 is fewer than 20"/ "5 is less than 19", etc. ❖ Order the Numicon shapes from 1 - 20 and 20 - 1. ❖ Order the 10 frame flashcards from 1 - 20 and 20 - 1. 	
Oral counting	<ul style="list-style-type: none"> ❖ Count in 1s from 0 - 30. ❖ Count back in 1s from 20 - 0. ❖ Play counting 'ping pong' (where children say every other number and the adult says every other number, e.g. adult "1", class "2", adult "3", class "4", etc.). ❖ Start counting from different numbers when counting forwards and backwards in 1s. ❖ Sing songs and say rhymes with numbers to 20 (perhaps using BBC Nursery Rhymes). ❖ Count in 10s from 0 to 100 using Numicon, 10 frames, bundles of straws, bead strings, etc. 	<ul style="list-style-type: none"> ❖ Count in 1s from 0 - 50. ❖ Count back in 1s from 20 - 0. ❖ Play counting 'ping pong' (where children say every other number and the adult says every other number, e.g. adult "1", class "2", adult "3", class "4", etc.). ❖ Start and stop counting at different numbers when counting forwards and backwards in 1s. ❖ Sing songs and say rhymes with numbers to 20 (perhaps using BBC Nursery Rhymes). ❖ Count in 10s from 0 to 100 using Numicon, 10 frames, bundles of straws, bead strings, etc. ❖ Count in 2s from 0 to 20 using Numicon and 10 frames. ('pair-wise'/ '2- wise' arrangements).
Talk pictures	<ul style="list-style-type: none"> ❖ Use talk pictures and ask children to show the number of cars/ balls/ etc. on one or two 10 frames. ❖ Use the sentence stem "My ... counters represent the" (e.g. "my 15 counters represent the 15 teddies"). 	

Object Counting	<ul style="list-style-type: none"> ❖ Count sets of objects 0 - 20. Ensure that the children count sets of the same object and sets of different objects. ❖ Create sets of objects 0 - 20 items by counting out the correct number of objects from a larger set. ❖ Count sets of pictures 0 - 10 and explore different ways to keep track of what has been counted. ❖ Encourage children to find their own ways to keep track of what they have counted by, for example, lining objects up, counting objects out from a container, counting objects into a container, etc. When counting for example, 12 balls, encourage the children to say "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. There are 12 balls."
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	Term 3 (January to February)	Term 4 (February to April)
Addition and Subtraction	<ul style="list-style-type: none"> ❖ Explore the concept of 'wholes' and 'parts' using the approach suggested in the NCETM's Mastery Professional Development Materials 1.2 'Introducing 'Wholes' and 'Parts': Part-Part-Whole' (Steps in Learning 1.1. to 2.2) and through watching Number Blocks 'The Whole of Me'. ❖ "This is not a whole carrot because I do not have all of it." ❖ "This is a whole because I have all of it." ❖ Parts are never bigger than the whole. ❖ Explore the concept of 'equal' and 'not equal'. ❖ $4 = 4$ "4 is equals to 4" - use balance scales to show this - "5 is not equals to 4" ❖ Add and subtract using 10 frames (see above) 	
Doubling and Halving	N/A	<ul style="list-style-type: none"> ❖ Explore the concept of doubling using the what 'it' is, what 'it' also is and what 'it' is not teaching sequence. ❖ Use dice, Numicon and 10 frames to double 1, 2, 3, 4, 5, 6, 7, 8, 9. Explore the concept of halving using the what 'it' is, what 'it' also is and what 'it' is not teaching sequence. ❖ Use Numicon and 10 frames to halve 2, 4, 6, 8 and 10.

	Term 5 (April to May)	Term 6 (May to July)
Subitising	<ul style="list-style-type: none"> ❖ Dice patterns ❖ Re-assess children's ability to instantly recognise standard dice patterns 1 - 6. Ensure that ALL children can recognise dice patterns 1 - 6 without counting. ❖ Also see Terms 3 and 4 for work on subitising and describing nonstandard arrangements of dots/ other pictures. 	<ul style="list-style-type: none"> ❖ See Terms 3 and 4 for work on subitising and describing non-standard arrangements of dots/ other pictures.
5 Frames / 10 Frames	<ul style="list-style-type: none"> ❖ Show the children 5 counters - keep this as a visual reminder of what 5 counters looks like. Ask the children to estimate how many counters there are in sets of between 0 and 10 counters. 	<ul style="list-style-type: none"> ❖ Consolidate and deepen children's understanding through reasoning and problem-solving activities.

	<p>Are there more than 5 counters? Fewer than 5 counters? 5 counters? Put the counters onto a 10 frame to see how many counters there are.</p> <ul style="list-style-type: none"> ❖ Compare the children's estimates to the actual amounts. Repeat with 10 counters. Are there more than 10 counters? Fewer than 10 counters? 10 counters? ❖ Using no more than 20 counters, ask the children to estimate how many counters there are in a set. Put the counters on one or two 10 frames to see how many counters there are. Compare the children's estimates to the actual amounts. ❖ Use pennies on 10 frames. ❖ Give children 10 frames and double-sided counters. Explore how 2, 4, 6, 8 and 10 can be made into 2 equal groups and how 1, 3, 5, 7 and 9 cannot be made into 2 equal groups. Use the sentence stem "... can be made into 2 equal groups"/ "... cannot be made into 2 equal groups". ❖ Also see Term 4. 	
Fingers	See Term 4	
Numberblocks	See Term 4	
Number (Understanding number symbols and what they mean ('the fiveness' of 5 etc.))	See Term 4	<ul style="list-style-type: none"> ❖ Consolidate and deepen children's understanding through reasoning and problem-solving activities, for example can the children spot the 'odd one out' when shown representations of 12, 12 and 16 or correct mistakes.
Numicon	See Term 4	<ul style="list-style-type: none"> ❖ Consolidate and deepen children's understanding through reasoning and problem-solving activities
Comparing and Ordering Numbers	See Term 4 <ul style="list-style-type: none"> ❖ Deepen children's ability to compare and order numbers by presenting children with images to order (e.g. when asking children to order numbers 1 - 20 provide each child with a set of numerals in different fonts, pictures of Numicon, pictures of 10 frames, etc. - one representation for each number). ❖ Provide opportunities for children to order numerals to 20 in their play (Profile). ❖ Provide additional challenge by asking children to put numerals in order from smallest to biggest and biggest to smallest (when all of the numbers in a sequence are present (e.g. 11, 12, 13, 14, 15, etc.) and when they are not (e.g. 4, 7, 9, 11 and 17)). 	

Oral Counting	<ul style="list-style-type: none"> ❖ Count in 1s from 0 - 50. ❖ Count back in 1s from 20 - 0. ❖ Play counting 'ping pong' (where children say every other number and the adult says every other number, e.g. adult "1", class "2", adult "3", class "4", etc.). ❖ Start and stop counting at different numbers when counting forwards and backwards in 1s. ❖ Sing songs and say rhymes with numbers to 20 (perhaps using BBC Nursery Rhymes). Count in 10s from 0 to 100 using Numicon, 10 frames, bundles of straws, bead strings, etc. ❖ Count in 2s from 0 to 20 using Numicon and 10 frames. ('pair-wise'/ '2- wise' arrangements). ❖ Count in 5s from 0 to 20 using Numicon and 10 frames. ('five-wise' arrangements). 	<ul style="list-style-type: none"> ❖ Count in 1s from 0 - 100. ❖ Count back in 1s from 20 - 0. ❖ Play counting 'ping pong' (where children say every other number and the adult says every other number, e.g. adult "1", class "2", adult "3", class "4", etc.). ❖ Start and stop counting at different numbers when counting forwards and backwards in 1s. ❖ Sing songs and say rhymes with numbers to 20 (perhaps using BBC Nursery Rhymes). ❖ Count in 10s from 0 to 100 using Numicon, 10 frames, bundles of straws, bead strings, etc. ❖ Count in 2s from 0 to 20 using Numicon and 10 frames. ('pair-wise'/ '2- wise' arrangements). ❖ Count in 5s from 0 to 20 using Numicon and 10 frames. ('five-wise' arrangements). ❖ Solve problems involving combining sets of 2, 5 and 10 objects.
Object Counting	<p>See Term 4</p> <ul style="list-style-type: none"> ❖ Provide opportunities for children to estimate a number of objects and check quantities by counting up to 20 in their play (Profile). ❖ Provide opportunities for children to solve practical problems that involve combining groups of 2, 5 or 10, or sharing in their play (Profile). 	
Reading and Writing Numerals	<ul style="list-style-type: none"> ❖ Ensure that children can read numerals 0 - 20 when in order and when out of order. ❖ Begin to teach children to write numerals 0 - 10. 	<ul style="list-style-type: none"> ❖ Begin to teach children to write numerals 0 - 20.
Talk Pictures	<ul style="list-style-type: none"> ❖ Use talk pictures and ask children to compare different sets, find the total of different sets, etc. 	
Addition and Subtraction	<ul style="list-style-type: none"> ❖ Add and subtract using 10 frames and Numicon (see above). Use sentence stems such as "... add ... equals ...", "... add ... is the same value as ...", "... is equal to ... add ...", "if ... is the whole, ... is a part and ... is a part". ❖ Ask the children verbal addition and subtraction word problems. Encourage the children to represent the problems using Numicon, 10 frames, etc. and/ or pictures. ❖ Ensure that children can recall one more and one less than a given number to 20. 	<ul style="list-style-type: none"> ❖ Provide opportunities for children to recall one more and one less than a given number in their play (Profile). ❖ Add and subtract using 10 frames and Numicon (see above). Use sentence stems such as "... add ... equals ...", "... add ... is the same value as ...", "... is equal to ... add ...", "if ... is the whole, ... is a part and ... is a part". ❖ Ask the children verbal addition and subtraction word problems. Encourage the children to represent the problems using Numicon, 10 frames, etc. and/ or pictures. ❖ Provide opportunities for children to add and subtract single digit numbers in their play (Profile). ❖ Model writing number sentences when adding and subtracting using practical resources/ images.

Doubling and Halving	<ul style="list-style-type: none">❖ Build on the children's understanding of halving as making two equal groups and explore ways to share numbers such as 12 into equal and unequal groups (e.g. we can make equal groups of 1, 2, 3, 4, 6 and 12 with 12 objects).❖ Provide opportunities for children to solve problems involving doubling, halving and sharing in their play (Profile).	<ul style="list-style-type: none">❖ Consolidate and deepen children's understanding through reasoning and problem-solving activities.
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