


Mathematics – Mathematics (Specific Area)

Maths is learning about numbers, shapes, patterns, quantity and space

Links to Aspiration 4

To confidently use a range of tools and skills to create something out of wood.

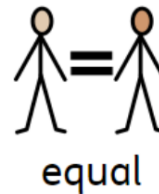
Early Learning Goal	What this looks like a Weeke Primary	Future learning in Year 1
<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number</p>	<p>Teacher Inputs</p> <ul style="list-style-type: none"> Daily maths inputs using 'Mastering Number' programme Weekly small group input once session has been taught, e.g.-making fruit kebabs – the children can put 5 pieces of fruit onto their kebab and then say a sentence - "I have 3 strawberries and 2 bananas."  <p>Strategies, routine and resources</p> <ul style="list-style-type: none"> Speaking frames – 5 is made of 2 and 3, 3 and 2 make 5 Part, part, whole – "The whole is 4 and the parts are 3 and 1. The parts are 3 and 1 and the whole is 4". Hungarian 5 frame – Spring term children self-register on the 5 frame Using hands and fingers to show compositions of number, e.g. 5 and a bit strategy Tens frame – Summer term children self-register on 10s frame Foam tens frames Rekenreks – 5 and a bit strategy, 1 push 7 (Children need to know 7 is made of 5 and 2) Double sided counters with 5 frame and 10s frame 	<p>Year 1 National Curriculum:</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - given a number, identify one more and one less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words. <p>Addition and subtraction</p> <ul style="list-style-type: none"> - read, write and interpret mathematical statements

- Number blocks



Continuous Provision

- Self-registration
- Maths shelves (resources are added to shelves as we teach the children how to use them) – 5 frames, hand picture (represent 5), 10s frames, double sided counters, dice, Rekenreks
- Key vocab display in maths area using widgits



involving addition (+), subtraction (-) and equals (=) signs

- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \dots - 9$.

Multiplication and Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity \square
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

ELG: Number

Subitise (recognise quantities without counting) up to 5

Teacher Inputs

- Daily maths inputs using 'Mastering Number' programme
- Weekly small group input once session has been taught, e.g. snap subitising games, covering a small collection of counting bear and getting the children to use fast eyes to say how many there are.
- Slow, structured approach – start by subitising 1 then 2 gradually building so all children are confident - "I know that's 3 because I can see 2 and 1."

Strategies, routine and resources

- Fast fingers – children look at a collection of dots and show how many they see on their fingers.
- Flash cards – different groups of objects as well as dot arrangements.
- Thumbs up, thumbs down – 3 or not 3.
- Challenging children with – "How do you know it's?"
- Show same amount of dots but in different arrangements, asking the children what is the same and what is different.

Teacher Inputs, strategies and resources

Daily maths sessions following White Rose

Daily 'Mastering Number' sessions in addition to maths sessions

- We show the children dot pattern with different dots, still asking them how many they see and how do you know.
- Number blocks
- Key vocab display in maths area using widgits

Continuous Provision

- White Rose 1 minute maths
- Track games using dice. Dice not always traditional dot arrangement
- Dominos game
- Skittles – children have to quick say how many they have knocked down
- Subitising/number hunts in the outside area



Stem sentences/ speaking frames used

10s frame forms basis of curriculum plus '5 and a bit' strategy

Teen numbers introduced – '10 and a bit' strategy

Subitising games used within sessions

Rekenreks continued to be used as resource and visual

Use of fingers

Foam 10s frame and counters

Number blocks

ELG: Number

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubles facts.

Teacher Inputs

- Stem sentences taught through composition sessions – The whole is 5 and the parts are 3 and 2. 5 is made of 3 and 2 and 3 and 2 make 5.
- Stem sentence for double – I know 8 is a double because 4 and 4 make 8 and 8 is made of 4 and 4. Use hand actions when saying sentence.
- Use of number blocks through teaching sessions.
- Using Hungarian frame (5 dice) to look at composition to 5 until fluent
- Using Rekenreks to practise until fluent

Strategies, routine and resources

- **Tidying away resources** – I have utp 3 pencils away how many more do I need to make 5?
- In PE get into groups of 5, the children make 4, ask how many more do you need to make 5?
- Sing songs about 5 until they are fluent

Continuous Provision

- Dominos – recognising doubles when playing
- Using Number blocks
- Playing track games

Numicon

Number lines

Compare bears

ELG: Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system

Teacher Inputs

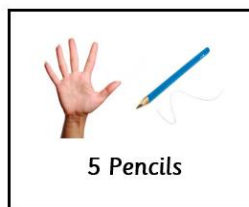
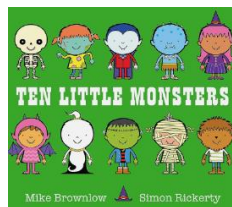
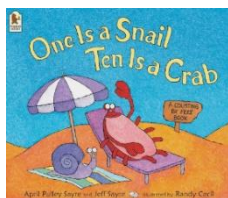
- Daily maths inputs using 'Mastering Number' programme
- Weekly small group input once session has been taught, e.g. put a collection of objects out and ask the children to count how many. Ask them to think about where that number is in the number system, e.g. what is next 3?
- Discrete teaching on teens and ty – 13 and 30.
- Counting how many sounds you can hear. How many beat on the drum?

Strategies, routine and resources

- Number blocks
- Count how many children are here each day
- Count the school lunches – How many reds? How many greens?
- Singing – 1, 2, 3, 4, 5 once I caught a fish alive, zero, zero superhero
- Counting how many children are in the line at the end of playtime
- During guided reading – Can you turn to pages 6 and 7?
- PE – Can you get into a group of 4?
- Daily calendar – what's the next date?
- Tidying up – Can you pick up 5 blocks and put them away?

Continuous Provision

- Maths shelves – counters, cubes, counting bears, Numicon, ice trays for 1:1 counting, track games
- Key vocab display in maths area using widgeits
- Book corner – 10 Little Superhero's, 10 Little Pirates, One is a Crab, How many legs?, Dogs love counting
- Labelled pots of shelves of quantities of resources – 5 pencils, 3 ruler. Numbers are displayed in a variety of ways – Numicon, numeral, number blocks
- Make own number lines with felt and wooden numbers
- Looking at the numbers on the clock
- Rulers

**ELG: Numerical Patterns**

Compare quantities up to 10 in different contexts, recognising when one quantity is greater

Teacher Inputs

- Daily maths inputs using 'Mastering Number' programme
- Weekly small group input once session has been taught, e.g. two children take a handful of cubes. Who has more? Who has fewer? – "Rapha has more than Lily." "Isla has fewer than Zoe."

<p>than, less than or the same as the other quantity</p>	<ul style="list-style-type: none"> • Science/Maths pictograms – comparing eye colour or favourite ice cream. • Games in PE – are there more saucers or mountains <p>Strategies, routine and resources</p> <ul style="list-style-type: none"> • Compare lunches each day – “There are more reds than green”, “There are fewer greens than red.” <p>Continuous Provision</p> <ul style="list-style-type: none"> • Key vocab displayed in maths area using widgeits • Skittles – who has knocked over more? • When playing games and recording results using tally charts, children can compare who has more/fewer. 	
<p>ELG: Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>Teacher Inputs</p> <ul style="list-style-type: none"> • Daily maths inputs using 'Mastering Number' programme • Use of Number blocks for odds and evens – flat tops and chimneys • Use of fingers and stem sentences as well as Rekenreks for doubling facts • Physically modelling sharing items equally – have they been fairly distributed? E.g. setting up a picnic • <p>Strategies, routine and resources</p> <ul style="list-style-type: none"> • Giving out resources/fruit/stickers to groups of children – is there enough? Does everyone have the same? How can we make it fair? • In PE when getting into pairs – does everyone have a partner? IS there an even or odd number of children? <p>Continuous Provision</p> <ul style="list-style-type: none"> • Picnic blanket in the role play area • Numicon and Number blocks on maths shelves • Pairs of socks in role play area 