

# MATHEMATICS

## WHAT DO WE OFFER

- Use of NCETM and Numberblocks videos and resources for deeper thinking
- Maths area open for the children's interests at all times. Maths displays on view
- Daily maths teaching, modelled activities and guided learning
- Observations of children's mathematical thinking in the provision
- Number of the week to focus more on subitising, more and less, number bonds and patterns
- Shape is taught in a meaningful way alongside number of the week e.g triangle is taught when we learn about the number 3
- Daily maths songs, rhymes and action rhymes throughout the day
- Video resources shared with parents to explain new deeper way of teaching
- Planned activities which link to interests and extend vocabulary
- Mathematical challenge in the provision
- High quality story books which talk about or illustrate number/patterns to make our learning meaningful
- Provide good quality construction and building sets
- Focus on composition of smaller numbers before moving on
- Assessments through observation/questioning



## Mathematics

### ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- 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 double facts.

### ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Number</b>	<p><u>Count objects, actions and sounds</u> Daily number rhymes sung with corresponding finger representing, visuals and opportunities for subitising.</p> <p>Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.</p>	<p><u>Subitise</u> Quick recognition of symbols and amounts to represent the number. Lots of opportunities to play games with dice, picture cards and 'show me' fingers.</p>	<p><u>Link numeral with number quantity</u> Children can match the correct amount to its numerical. For example, there are 5 ducks and the child can pick the correct numeral to represent the amount.</p> <p>Lots of resources available within the environment.</p>	<p><u>Explore the composition of numbers to 10</u> Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.</p>	<p><u>Automatic recall of number bonds to 10</u> Lots of hands on experiences of finding number bonds. Visual representations</p>	<p><u>Double Facts</u> Children recall double facts to 10. Children have lots of opportunities to double objects, food, pictures.</p>
<b>Numerical Pattern</b>	<p><u>Count to 10</u> Lots of opportunities of counting to 10 within the school day, lining up, tidy up time. Counting objects, pictures, fingers. Ensuring the correct order of numbers and one-to-one correspondence.</p>	<p><u>Count beyond 10</u> Children can verbally count beyond 20, they look for patterns within numbers. Provide children with 100 number squares, number lines.</p>	<p><u>Compare numbers</u> Children are able to estimate which groups have more and fewer. Provide opportunities for children to understand the concept equal to/same as.</p>	<p><u>Understand 1 more/1 less</u> Children have a strong understanding of the number before and the number after.</p>	<p><u>Odd &amp; Even numbers</u> Children develop an understanding of pattern within numbers, odd and even numbers.</p>	<p><u>Sharing numbers/objects</u> Children physically share items, understand how to share fairly and equally.</p>
<b>New vocabulary</b>	<p>Bigger than Smaller than Same as</p>	<p>Total Amount Next Before</p>	<p>Equal to Fewer than More than</p>	<p>One more/ less Whole Part</p>	<p>Odd numbers Even numbers</p>	<p>Double Half Sharing</p>