



Robin Class - Maths Medium Term Planning

Autumn one



Week Commencing:	<i>White Rose Phase</i>		
EVERY WEEK	<p>Throughout the classroom environment, children are given opportunities to practice, embed and deepen their mathematical understanding as part of daily practice. Mathematical resources and challenges are constant within continuous provision, seeking to promote a love of mathematics and a genuine interest in mathematical exploration.</p> <p>We follow the White Rose Maths Scheme of learning, which divides learning into areas of focus in order for learning to delve deeply into specific skills, with clear progression throughout the year. In accordance with this, there are constant opportunities to gain an understanding of: the one-one principle, the stable-order principle, the cardinal principle, the abstraction principle and the order-irrelevance principle. The BBC Series 'Number Blocks' is used to support early number understanding; it is a fun favourite of the children!</p>		
	<i>WRM Focus:</i>	<i>Teacher Directed Input Ideas:</i>	<i>Continuous Provision Ideas:</i>
	<i>Getting to Know You</i>		
02.09.2020 - 07.09.2020 <i>Getting to Know You</i>	<ul style="list-style-type: none"> • Key times of the day, class routines, positional language (where do things belong?) • Assess counting principles: one to one, stable order, cardinal, abstraction, order irrelevance 	BASELINE	<ul style="list-style-type: none"> • Provision that allows opportunity to gauge children's understanding: basic mathematical number, shape and pattern activities
EMERGENCY HOME LEARNING LINKS	Not appropriate.		

<p>14.09.2020 Just Like Me!</p>	<p>ELG 12: Find and match objects that are the same and recognise those that are different</p> <ul style="list-style-type: none"> • Provide opportunities for the children to find and match objects which are the same? • Can you find one exactly like mine? • How do you know it's the same? • Can you find one that is different to mine? • Why is this one not like mine? • Which one is missing? 	<p style="text-align: center;">Just Like Me!</p> <ul style="list-style-type: none"> • Read Noah's Ark - have images for children to pair. Which ones go together? Have some animals that are similar but slightly different (e.g tiger/leopard/cat) why aren't they the same? What is the same about them? • Read Monkey Puzzle by Julia Donaldson • Children to find others in the group with matching number, numicon, card, paired sock, animal, compare bear etc. • Selection of children line up. Who is the tallest? Who is the shortest? Can you find someone who is the same height as you? • Real socks or visual- socks are muddled can you help sort them? Have some similar- these both have stripes why don't they match? 	<ul style="list-style-type: none"> • Noah's Ark toys and images • Draw a large Noah's Ark for display and have children cut out paired animals to add • Snap • Shape/Pattern matching activities • Pairs of socks for children to match and peg up • Compare Bears - What is the same? What is different? • Comparing height using different objects- can children build a tower that is the same? Can they build one that is the same height but with different blocks? • Sheet with outlines of objects (or numicon) for children to match the outline to the object • Height chart in the classroom
<p>EMERGENCY HOME LEARNING LINKS</p>	<p>This week's emergency home learning will follow the Oak Academy EYFS unit: Early Mathematical experiences & teacher directed activities.</p> <ol style="list-style-type: none"> 1. Matching pairs of identical objects: https://classroom.thenational.academy/lessons/matching-pairs-of-identical-objects-6ljk6d 2. Matching pairs of related objects: https://classroom.thenational.academy/lessons/matching-pairs-of-related-objects-c8v68t 3. Matching objects in to equal sets: https://classroom.thenational.academy/lessons/matching-objects-in-to-equal-sets-68rp2t 4. Matching objects in to unequal sets: https://classroom.thenational.academy/lessons/matching-objects-in-to-unequal-sets-6muk6d 5. Teacher directed consolidation activity. 		

21.09.2020
Just Like Me!

ELG 12: Sort objects in different ways by creating their own criteria

- What is the same about all the items in my set?
- Can you find a button which belongs in my set?
- Can you find one that doesn't belong in my set?
- Why doesn't it belong?
- Can you think of a different sorting rule?

- Read The Button Box by M. Reid
- Read Frog and Toad - A lost Button
- Sort real objects into sets- colour, size, texture, 3D properties, and 2D properties. Can we sort the objects in a different way?
- Get children to stand up if they have brown hair, like sweets, have a pet
- Guess my rule
- Which one doesn't belong: <https://wodb.ca/>
- Odd one out

- Loose parts to sort
- Buttons to sort
- Numicon to sort
- Sort crockery and cutlery in the home corner- cutlery tray, labelled shelf etc.
- Senses display: soft, hard, scratchy, nice smell, horrible smell etc.
- Sorting leaves- leaves/not leaves, round/not round/ red/not red
- Labelling areas- big bricks, small bricks, cars etc.
- 3D shapes to explore and sort- stack, roll, shape, large, small etc.

EMERGENCY
HOME LEARNING
LINKS

This week's emergency home learning will follow the Oak Academy EYFS unit: Early Mathematical experiences.

1. Sorting a collection of objects based on one attribute:

<https://classroom.thenationalacademy/lessons/sorting-a-collection-of-objects-based-on-one-attribute-70r32t>

2. Sorting a collection of objects in different ways:

<https://classroom.thenationalacademy/lessons/sorting-a-collection-of-objects-in-different-ways-cguk0r>

3. Sorting concrete objects to form sets:

<https://classroom.thenationalacademy/lessons/sorting-concrete-objects-to-form-sets-6crk8e>

4. Sorting pictures to form a set:

<https://classroom.thenationalacademy/lessons/sorting-pictures-to-form-a-set-c5j6cc>

5. Sorting shapes based on name or colour:

<https://classroom.thenationalacademy/lessons/sorting-shapes-based-on-name-or-colour-68rp8d>

28.09.2020
Just Like Me!

ELG 11: Compare and order sets of objects (in terms of quantity)

Once children can confidently sort collections into sets, they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more items, fewer items or the same amount of items as another set. They recognise that the number of a set can be changed by adding to it or taking from it.

Stories:

- A Squash and a Squeeze by Julia Donaldson – enact with a box or hoop to represent the house. How does the house 'feel' as the story progresses? Why do they think the story is called A Squash and a Squeeze? How does the house feel at the end of the story?
- Read The Enormous Turnip
- Seaweed Soup by Stuart J Murphy

- Have objects on IWB or real objects. How many have I got of each? Which do I have more of? Or fewer of? Have 5 frames on IWB and line-up items using 1-1 correspondence.
- Introduce 'equal' and equal symbol and body sign. Are these sets equal or not equal? Have I got the same/more or fewer?
- Ask a child to come up to the front. Each grab a handful of cubes, beads or conkers. How many can you hold? Who has the most? Who has the fewest? Have you got the same amount? Use 5 frames to compare and check.
- Compare smaller quantities of large items with larger quantities of smaller items e.g 2 large balls with 5 small balls to help children make the distinction between size and quantity. Which set has more? Which set has fewer?

- Dough area- Provide one large ball of dough. Ask the children to share it equally. What happens if someone else wants some?
- In the role-play area - do we have a bowl, spoon, cup for all the dolls/chn? How can we share the play food equally? What if someone else joins?
- Build a tower from crates, cushions or large outdoor blocks. Challenge the children to make one that is taller, shorter or the same height. How many crates or blocks did they use?

EMERGENCY
HOME LEARNING
LINKS

This week's emergency home learning will follow the Oak Academy EYFS unit: Early Mathematical experiences & teacher directed activities.

1. Comparing sets without counting:

<https://classroom.thenational.academy/lessons/comparing-sets-without-counting-cgvpac>

2. Ordering sets without counting:

<https://classroom.thenational.academy/lessons/ordering-sets-without-counting-crt34r>

3, 4 & 5. Activity choice grid to choose from with activities to consolidate learning.

05.10.2020
Just Like Me!

ELG 12: Compare size, mass and capacity

Children learn that objects can be compared and ordered according to their size.

Language focus- large/small, big/little, short/tall, tallest/shortest

Stories to read:

- Where's my Teddy by Jez Alborough
- It's the Bear by Jez Alborough
- Dear Zoo by Rod Campbell
- A New House for Mouse by Petr Horacek
- My Big by Ed Vere
- My Cat Likes to Hide in Boxes by Eve Sutton
- Three Billy Goats Gruff

Goldilocks and the Three Bears

- Compare quantities of different sizes- 2 bowls are larger than 5 spoons and take up more space but 5 is more than 2. (Size v.s quantity)
- Have a mystery box- What could be inside? What would fit? What wouldn't fit? (Dear Zoo)
- Put a selection of numicon into a feely bag. Show a number shape and challenge them to find one that is larger, smaller or exactly the same. Can you find more than one which is larger? Can you find more than one which is smaller? Ask the children to sort ones that are larger, smaller or the same as yours.
- Goldilocks and the Three Bears song- size ordering- big/medium/small

- Have a teddy bear's picnic with a large bear and a small bear- which size item would be better for which bear?
- Use boxes to make homes for different toys/animals - which box would be best which toy? (Dear Zoo)
- Sand and water - have different containers and scoops to explore capacity
- Construction - talk about the long and short blocks
- Add a balance to the dough area- can they use the scales to create two equal balls of dough? Which ball has more dough? How do they know? Can you balance this ball of dough? What else weighs the same?
- Dominoes
- Different size balls in the OA
- Draw around your foot. Whose is the longest? Whose is the shortest? Can you find something the same length/longer/shorter than your foot?

EMERGENCY HOME LEARNING LINKS

This week's emergency home learning will follow the Oak Academy EYFS unit: Early Mathematical experiences & teacher directed activities.

1. Comparing similar objects by size:

<https://classroom.thenationalacademy/lessons/comparing-similar-objects-by-size-c8rk2r>

2. Comparing similar objects that are equal in size:

<https://classroom.thenationalacademy/lessons/comparing-similar-objects-that-are-equal-in-size-64t34t>

3. Ordering objects according to size:

<https://classroom.thenationalacademy/lessons/ordering-objects-according-to-size-cdjk0r>

4. A lesson to consolidate classifying, matching, comparing and ordering skills:

<https://classroom.thenationalacademy/lessons/a-lesson-to-consolidate-classifying-matching-comparing-and-ordering-skills-6grkqc>

5. Teacher directed consolidation activities.

<p>12.10.2020 Just Like Me!</p>	<p>ELG 12: Copy, continue and create simple repeating patterns</p> <p>Children copy, continue and create their own simple repeating patterns. It is important to provide patterns with at least full units of repeat. Encourage the children to say the pattern aloud as this helps them to identify the part which repeats and supports them to continue the pattern.</p> <p>The children should be given opportunities to explore AB patterns in a range of contexts including shapes, colours, sizes, actions and sounds. Encourage them to build patterns both vertically and horizontally.</p>	<ul style="list-style-type: none"> • Demonstrate simple AB action patterns • Word or sound patterns can be chanted together, opposites are good for this. • Create simple patterns such as red brick, green brick, red brick, green brick • In and out the dusty bluebells circle game. • Tongue twisters: red lorry, yellow lorry • Clap your hands and wiggle your fingers song 	<ul style="list-style-type: none"> • Edible repeating pattern fruit snacks • Provide a range of maths manipulatives for the children to create patterns with: numicon, bears, cubes, counters etc. • Outdoor natural materials to create own patterns • Make own Lego towers/construction towers incorporating their own repeating patterns
<p>EMERGENCY HOME LEARNING LINKS</p>	<p>This week's emergency home learning will follow the Oak Academy EYFS unit: Early Mathematical experiences & teacher directed activities.</p> <ol style="list-style-type: none"> 1. Recognise, describe and copy colour and size patterns: https://classroom.thenational.academy/lessons/recognise-describe-and-copy-colour-and-size-patterns-6cuk0t 2. Recognise, describe and copy and extend colour and size patterns: https://classroom.thenational.academy/lessons/recognise-describe-and-copy-and-extend-colour-and-size-patterns-ccukcd 3. Create and describe colour and size patterns: https://classroom.thenational.academy/lessons/create-and-describe-colour-and-size-patterns-64rk2d 4. Create colour or size patterns: https://classroom.thenational.academy/lessons/create-colour-or-size-patterns-6xhk2r 5. Teacher directed consolidation activity. 		

