



Robin Class Maths MTP

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. 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 Guidance:</i>	<i>Teacher Directed Input Ideas:</i>	<i>Continuous Provision Ideas:</i>	
Week 1 W/C: 04.09.2023 Getting to Know You	<p>The children engage with opportunities for settling in, introducing the areas of provision and getting to know the children. The children are introduced to key times of the day, class routines, positional language (where do things belong?)</p> <p>Adults will use this time to assess counting principles: one to one, stable order, cardinal, abstraction, order irrelevance and begin baseline assessments.</p>	<ul style="list-style-type: none"> • Introduce visual timetable • Sing counting songs and show visual on IWB- e.g. five monkeys on the bed, move five monkeys onto a bed, count to check, show one moving off, how many left? (one to one principle and cardinal principle) • Counting to 'blast off', count how many children in the group, having milk, going outside etc. (stable order principle) • Active maths- count how many jumps, claps, wiggles etc. (abstraction principle) • Objects on a screen or children at the front of class- count and then move- is there still the same amount? (order irrelevance principle) 	<p>Basic mathematical activities, which will reinforce areas of provision, independence and getting to know routines.</p>	
Week 2 W/C: 11.09.2023 Getting to Know You				Week 3 W/C: 18.09.2023 Getting to Know You
Week 4 W/C: 25.09.2023 Just Like Me				<p>Match</p> <p>Children will be provided with opportunities 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>

<p>Week 5 W/C: 02.10.2023 Just Like Me</p>	<p>Sort</p> <p>Children learn that objects can be sorted into sets based on attributes such as colour, size or shape. 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?</p>	<ul style="list-style-type: none"> • Session based around 'the Button Box': Look at the different shapes, sizes, colours of buttons. Showing 2 buttons: are they the same (a match?) or different? Explore this concept using the buttons. • Sorting buttons into two different groups. (Selection of buttons/2 plates). Look closely for similarities and differences in shape, colour and size. • Go on an autumn walk and collect a selection of items. What have you found? What do they look/feel like? Sort natural objects into 2 groups (sticks and leaves/ long and short sticks). Sort into 3 groups (leaves, conkers, sticks). • Play a game where the children must stand up if they fit a set criteria: if they have brown hair, like sweets, have a pet.. • Which one doesn't belong: https://wodb.co/ 	<ul style="list-style-type: none"> • Loose parts to sort • Buttons to sort • Numicon to sort • Sort crockery and cutlery in the role play - cutlery tray, labelled shelf etc. • Bead/super sorters to separate with fingers or tweezers- allow children to use their own criteria: colour, size...
<p>Week 6 W/C: 9.10.2023 Just Like Me</p>	<p>Compare</p> <p>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.</p>	<ul style="list-style-type: none"> • Comparing: Look at two teddies (1 big, 1 small). They are having a teddy bear's picnic - the big teddy has a big cup/cake etc). Give the correct sized object to each teddy. (spoon, plate, apple etc) • Comparing amounts: more and fewer / Full and empty. Plates at the teddy bears picnic - one teddy has more and the other fewer. Enable discussion and explore different scenarios. • Comparing: taller and shorter. The teddies have been building towers - frog thinks his tower is taller than hens...is he right? Build some of your own towers, can you build a tower of 3? Can you then build a tower that is shorter and taller than your tower of 3? • Comparing: longer and shorter. Lay out two pieces of string/ribbon (at a start line) Use teddies to show different lengths and question whether the teddies are correct in thinking they have the shortest or longest piece. Sometimes they might be the same length! Explore different lengths. Vocab: Longer than, shorter than, the longest, the shortest, the same. • Compare: The size of boxes and animals. Story: Dear Zoo. Explore a range of box sizes and discuss what animal would fit best in each. 	<ul style="list-style-type: none"> • Dough area- provide plates and tools in order for the children to create food to share and compare. • Teddies with bowls and food (cereal might be a good option). Can they share and compare? • 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? • Can they make cube sticks of different lengths? Which is taller and which is shorter? Which has more cubes and which has less cubes?

<p>Week 7 W/C: 16.10.2023 Just Like Me</p>	<p>Simple Patterns</p> <p>Children copy, continue and create their own simple repeating patterns. It is important to provide patterns with at least three 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"> • Pattern: Use items collected on autumn walk to make a pattern. Set up a two item repeating pattern and ask children to help complete. Children should explore how to make their own repeating patterns using the natural materials available. • Use colours/shapes/different sizes to create repeating patterns. Work together to complete some repeating patterns that have been started. Children can explore this through sponge painting. • Identify mistakes in repeating patterns. • Make fruit skewers - create a repeating pattern of fruit. • Reading the story 'We're Going on a Bear Hunt' - can we notice the patterns? (Swishy swashy / stumble trip stumble trip). Create patterns with body percussion - (clap, tap knees, clap, tap knees) Can the children continue the pattern and identify what action would come next? 	<ul style="list-style-type: none"> • Painting patterns: finger painting and cotton bud painting • 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
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