



# Robin Class Maths MTP



## AUTUMN TWO

Week Commencing:

*White Rose Phase*

EVERY WEEK

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. 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. Our maths is supported by the NCEM scheme of learning to promote fluency in number. The BBC Series 'Number Blocks' is also used to support early number understanding; it is a fun favourite of the children!

WRM Guidance:

Teacher Directed Input Ideas:

Continuous Provision Ideas:

<p>Week 1 W/C: 4/11/2024</p> <p><b>It's Me 1, 2, 3</b></p>	<p>Representing 1, 2, 3 Children identify representations of 1, 2 and 3. They subitise or count to find how many and make their own collections of 1, 2 and 3 objects. They match the number names we say to numerals and quantities. They count up to 3 objects in different arrangements by touching each object as they count and recognise that the final number they say names and the quantity of the set. They use their own mark making to represent 1, 2 and 3 for example record their score during a game.</p>	<ul style="list-style-type: none"> <li>• Number 1 <a href="#">Numberblocks - The Number One   Learn to Count - YouTube</a></li> <li>• Look at 'I Spy Numbers' - What can you see on the page all about number 1?</li> <li>• Number Blocks - one wonderful world</li> <li>• Look at the number 1 tray - what can you see? Is there anything there that shouldn't be? (Some resources: 1p, number shape, dice, domino, 1 o'clock)</li> <li>• Can the children find their own object or create their own drawing to show 1?</li> <li>• Number 2 <a href="#">Numberblocks - The Number Two   Learn to Count - YouTube</a></li> <li>• <a href="#">Numberblocks - Another One   Learn to Count - YouTube</a></li> <li>• Can the children make collections of 2 in different ways? (objects or drawings)</li> <li>• Number 3 <a href="#">Numberblocks - Meet the Number Three   Learn to Count at Home - YouTube</a></li> <li>• <a href="#">CBeebies   Numberblocks   One Two Three - YouTube</a></li> <li>• Different images and representations of 1- draw 1 in the air, do 1 clap, 1 hop, 1 head tap etc.</li> <li>• Draw an alien with 1 eye, 1 leg, 1 ear, 1 hat etc.</li> <li>• Introduce 0</li> </ul>	<ul style="list-style-type: none"> <li>• Number 1, 2 and 3 colouring sheets</li> <li>• Design an alien with different amounts of eyes, legs, ears etc.</li> <li>• Circles activity/circle printing</li> <li>• 1p/2p coins to play with/1p coin rubbing</li> <li>• 1, 2, 3 targets</li> <li>• Number car tracks</li> <li>• Dice snap - to 3</li> </ul>
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<p>Week 2 W/C: 11/11/2024</p> <p><b>It's Me 1, 2, 3</b></p>	<p>Comparing 1, 2, 3 Children begin to understand that as we count, each number is one more than the number before. Similarly as we count back, each number is one less than the previous number. Use a range of representations to support this understanding and encourage the children to represent the one more and one less patterns as they count. Support the children to make comparisons in different contexts as they play.</p>	<ul style="list-style-type: none"> <li>□ Sort objects into objects that show 1, 2 and 3.</li> <li>□ Give out two cards (representing amounts 1, 2 or 3) to two children or teddies - who has more? The person with more keeps all the cards. Who is the winner? Who won the most cards? Children make their own cards showing 1, 2 and 3.</li> <li>□ Show children dominoes (with max total of 3) quickly and ask them to hold up the appropriate amount of fingers.</li> <li>□ Play memory card matching game to match up number pictures with appropriate numerals.</li> <li>□ Count items out of a container on to a 5 frame then match with numeral.</li> <li>□ If we have 2 footballs in a bucket and we add 1 more then how many do you think we will have? Check by counting on to 5 frame. Do the same with finding less.</li> <li>□ Label 3 containers 1, 2, 3 and put the right amount of objects into each container.</li> </ul>	<ul style="list-style-type: none"> <li>□ Teach the children simple number track games and encourage them to create their own roll a dice and collecting 1, 2 or 3 counters to fill their track compare who has the most counters how many more counters do they need to fill their track</li> <li>□ Provide an assortment of loose parts for the children to build their own one more one less patterns the children may like to extend these beyond three</li> </ul>
<p>Week 3 W/C: 18/11/2024</p> <p><b>It's Me 1, 2, 3</b></p>	<p>Composition of 1, 2, 3 Introduce children to the idea that all numbers are made up of smaller numbers. Allow them to explore and notice the different compositions of 2 and 3. For example 3 can be composed of 1 and 1 and 1 or 2 and 1 or 1 and 2. Although we are focusing here on numbers to 2 the children may choose to notice and explore the composition of larger numbers in their play. Encourage them to share what they have noticed.</p>	<ul style="list-style-type: none"> <li>□ Use double sided counters to explore composition. Shake 3 in hands and drop. How many are one colour and how many are another?</li> <li>□ Use numicon to explore which smaller numbers you can use to make 3</li> <li>□ Play bunny ears - which different ways can you make 3 using your fingers? Can you make the same as me? Can you make my number in a different way?</li> </ul>	<ul style="list-style-type: none"> <li>□ Billy goats' gruff tower game - set up a bridge into fields each player built-in 1, 2 and 3 tower to represent this we goats roll of 1 to 3 dice and move the corresponding tower over the bridge the winner is the first player to move all three coats over the bridge and course the children to notice how many goats are on each side of the bridge is they played</li> <li>□ Hoop throwing game outside</li> <li>□ Dominoes - 1-3</li> <li>□ Roll and make using 5 frame</li> </ul>
<p>Week 4 W/C: 25/11/2024</p> <p><b>It's Me 1, 2, 3</b></p>	<p>Circles and Triangles Children learn that circles have one curved side and triangles have 3 straight sides. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own circles and triangles. It is important to show a variety of different sized circles and triangles in different orientations and with sides of different lengths.</p>	<ul style="list-style-type: none"> <li>□ General shape talk - circles and triangles - what do you notice? Straight or curved sides? Can you see any other shapes like this? Show a picture that has been made from shapes - what shapes can you see in the picture? How many triangles/circles can you count?</li> <li>□ Shape hunt - what shapes can you see around you?</li> <li>□ Look at shapes like Kadinsky's concentric circles or stained in triangle, discuss images - how many shapes can they see?</li> </ul>	<ul style="list-style-type: none"> <li>□ Shape printing using the flat faces of 3D shapes - extend by making patterns</li> <li>□ Circle or triangle art</li> <li>□ Outdoor triangles - how can they make large shapes using outdoor objects? Use a range of circular objects to print into playdough (cups, bottle tops, jam jar lids, beads). Which make the best circle shapes? What objects might make a triangular shape?</li> </ul>

<p>Week 5 W/C: 2/12/2024</p> <p>It's Me 1, 2, 3, 4, 5</p>	<p>Spatial Awareness Children hear and begin to use positional language to describe how items are positioned in relation to other items. They build life-sized journeys outdoors and travel through them, exploring them from different perspectives. They begin to represent real places they have visited or places in stories with their models, drawings or maps.</p>	<ul style="list-style-type: none"> <li>□ Modelling positional language through tidy up time ect - as usual practice.</li> <li>□ Read stories with positional language - bear hunt</li> <li>□ Make a positional language story with the children - where could the bear go next? Use a fairy tale map</li> <li>□ I spy in small groups using positional language</li> </ul>	<ul style="list-style-type: none"> <li>□ Obstacle course making</li> <li>□ Bear hunt small world to re-enact the story using positional language</li> </ul>
<p>Week 6 W/C: 09/12/2024</p> <p>1, 2, 3, 4, 5</p>	<p>Four Children count on and back to 4. They count or subitise sets of up to 4 objects to find how many and make their own collections of objects. They match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. When counting, they continue to learn that the final number they say names the quantity of the set. They use their own mark-making to represent numbers to 4.</p>	<ul style="list-style-type: none"> <li>□ Counting 'interesting things' out onto 5 frames</li> <li>□ Circle game - child that says 4 is out</li> <li>□ Big board interactive games</li> <li>□ Explore number formation in greater detail</li> <li>□ Online matching games - numeral to representation</li> <li>□ Number hunt</li> <li>□ Numberblocks episode</li> </ul>	<ul style="list-style-type: none"> <li>□ Leg sorting activity</li> <li>□ Washing line - various prompts</li> <li>□ Parking bays</li> </ul>
<p>Week 7 W/C: 16/12/2024</p> <p>1, 2, 3, 4, 5</p>	<p>Five Children continue to subitise up to 5 items and to count forwards, and backwards, accurately using the counting principles. They represent up to five objects on a five frame and understand that if the frame is full then there are five. This is a good opportunity to link birthdays as the children will soon be five. Five is also the focus of many number songs and rhymes.</p>	<ul style="list-style-type: none"> <li>□ Counting five on fingers, use this to become confident in counting back from 5</li> <li>□ Read Kipper's birthday - how old is he? How do we know? Stand up if you're 4, stand up if you're 5.</li> <li>□ Practice subitising to 5 with dice shapes</li> <li>□ Numberblocks episode</li> </ul>	<ul style="list-style-type: none"> <li>□ Birthday cards with ages up to 5</li> <li>□ Number rhyme table - QR codes</li> <li>□ Outdoor buckets 1-5</li> <li>□ Bucket subitising game</li> </ul>