

Robin Class Maths MTP Spring One



Week Commencing		White Rose Planning	
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 NCETM 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	Provision Ideas
05/01/26	<p>Alive in 5</p> <p>Children begin to understand the value of 0, they will work with numbers to 5 counting, representing and subitising.</p> <p>We will be looking at one more and one less and making 5 in different ways.</p> <p>We will explore numbers to 5 in practical methods, supported by the resources in our maths area.</p>	<ul style="list-style-type: none"> Number 0 Numberblocks - The Number 0 Learn to Count - YouTube Look at 'I Spy Numbers' - Can we understand the value of 0? Number Blocks - focusing on number 5 Look at the number 5 tray - what can you see? Is there anything there that shouldn't be? (Some resources: 5p, number shape, dice, domino, 5 o'clock) Can the children find their own object or create their own drawing to show 5? Number 5 - children to make this number in different ways Can the children make collections of 5 in different ways? (objects or drawings) Different images and representations of 1- draw 1 in the air, do 1 clap, 1 hop, 1 head tap etc. Draw an alien with 1 eye, 1 leg, 1 ear, 1 hat etc. Introduce 0 	<ul style="list-style-type: none"> Matching Numicon to numbers Number formation - sand trays numbers 0-5 Natural resources make 5 in different ways 0-5 targets Number car tracks Dice snap - to 5
12/01/26	<p>Alive in 5</p> <p>Children begin to understand the value of 0, they will work with numbers to 5 counting, representing and subitising.</p> <p>We will be looking at one more and one less and making 5 in different ways.</p> <p>We will explore numbers to 5 in practical methods, supported by the resources in our maths area.</p>	<ul style="list-style-type: none"> Sort objects into objects that show 1 -5. Give out two cards (representing amounts 1 - 5) 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 - 5. Show children dominoes (with max total of 5) quickly and ask them to hold up the appropriate amount of fingers. Play memory card matching game to match up number pictures with appropriate numerals. 	<ul style="list-style-type: none"> Matching Numicon to numbers Number formation - sand trays numbers 0-5 Natural resources make 5 in different ways 0-5 targets Number car tracks Dice snap - to 5 10 pin bowling

		<p>Count items out of a container on to a 5 frame then match with numeral.</p> <ul style="list-style-type: none"> • Children to make 5 in different ways. • Children to match the picture of the number with the card. • Children to count objects and find one more and one less. • Play bowling and count the pins that get knocked down. 	
19/01/26	<p>Mass and Capacity The children will be focusing on using the language heavier and lighter. We will be comparing the weight of different objects. We will be using balance scales to help us compare. We will explore capacity by filling jars of water, we will be using the language full and overflow.</p>	<ul style="list-style-type: none"> • Use balance scales to sort items that are heavier and lighter. • Children to make star biscuits weighing out the ingredients. • Children to decide what items will float and sink. • We will be making predictions over which objects are heavier and lighter. • Children will be filling different containers with cubes, how many cubes do they need to fill these? 	<p>Children to weigh items, to follow a recipe in the home corner. Children to compare the weight of different objects using balance scales. Children to test what floats and sinks in the water tray. The sand tray will be filled with lots of different sized containers. Potion bottles – children to fill matching the labels.</p>
26/01/26	<p>Growing 6,7,8 I can spot patterns in the numbers 6, 7, 8 children learn to write these numbers and spot them on a number track. Children will be able to count 6, 7, and 8 objects by pointing to them. We will be looking at one more and one less. We will be spotting dice patterns making the numbers 6, 7 and 8 as well as finding ways to make these numbers, using language part and whole.</p>	<ul style="list-style-type: none"> • Children to use egg boxes to make numbers. • Children to learn different ways to make 6 using a ten frame. • Read stories involving counting with the children. • Spin the number and then make that number tower. • Create our own one more and one less number stories. • Children to learn the nursery rhyme '10 in a bed'. Can they match the teddies to the rhyme. • Call out a number and the children to find the number of objects to match. • Match the ladybird spots either side. • Children to play games of dominoes. • Children to throw 6, 7, 8 beanbags into the bucket. • Children to make pairs looking at the language odd and even. • 8 Children to make doubles of a number • Children to make numbers 6, 7 and 8 using different resources. 	<p>Children to make 6, 7, and 8 houses. Play simple board games Children to make matching pairs of socks Children to double the animals Children to paint matching spots on the ladybirds.</p>
2/02/26	<p>Growing 6,7,8 I can spot patterns in the numbers 6, 7, 8 children learn to write these numbers and spot them on a number track. Children will be able to count 6, 7, and 8 objects by pointing to them. We will be looking at one more and one less. We will be spotting dice patterns making the numbers 6, 7 and 8 as well as finding ways to make these numbers, using language part and whole.</p>	<ul style="list-style-type: none"> • Children to use egg boxes to make numbers. • Children to learn different ways to make 6 using a ten frame. • Read stories involving counting with the children. • Spin the number and then make that number tower. • Create our own one more and one less number stories. • Children to learn the nursery rhyme '10 in a bed'. Can they match the teddies to the rhyme. 	<p>Children to make 6, 7, and 8 houses. Play simple board games Children to make matching pairs of socks Children to double the animals Children to paint matching spots on the ladybirds.</p>

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8/12/25	<p>Length, height and time</p> <p>Explore different lengths using the language longer and shorter. We will compare the lengths of 2 objects discussing how they can compare. We will explore the height of the children in the class, and make a chart comparing heights in the class.</p> <p>We will also begin to sequence events and routines in a morning. We will be using language before and after.</p>	<ul style="list-style-type: none"> • Counting 'interesting things' out onto 5 frames • Circle game - child that says 4 is out • Big board interactive games • Explore number formation in greater detail • Online matching games - numeral to representation • Number hunt • Numberblocks episode 	<p>Peg sorting activity</p> <p>Washing line - various prompts</p> <p>Parking bays</p>
15/02/26	<p>Five</p> <p>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"> • Compare the length of different items. • Get the children to measure items in cubes. • We will be comparing the snakes length. • Children will be cutting different lengths. • We will be sequencing events and times, singing the days of the week song. • 	<p>Tower building different sizes</p> <p>Washing line - various prompts</p> <p>Comparing the teddy sizes.</p> <p>Order the story events</p> <p>Make different lengths of ribbon.</p>