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| lovelova  Magic Owl Personal Use | | | |
| 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. The BBC Series ‘Number Blocks’ is used to support early number understanding; it is a fun favourite of the children! | | |
|  | WRM Guidance: | Teacher Directed Input: | Continuous Provision Ideas: |
| Week 1  W/C 05.01.2022  Light and Dark | **Consolidating 4 & 5** | Session One: Exploring 4 and 5 using a five frame. (MTC)  Session Two: Representing 4 and 5 with objects in the classroom. (MTC)  Session Three: Exploring 5 using 5 speckled frogs. | * Green bottles tuff tray set up * Exploring the number 5 table |
| Week 2  W/C 10.01.2022  Light and Dark | **One More, One Less**  Children continue to count, subitise and compare as they explore one more and one less. Encourage children to use a five frame to represent numbers and predict how many there will be if they add one more or take one away. Prompt children to see the link between counting forwards and the one more pattern and counting back and the one less pattern. There are many books and rhymes to support one more and one less. | Session One: finding one more using the rhyme ‘one elephant came out to play’. (MTC/WRM)  Session Two: Explore taking one away using the rhyme ‘5 green bottles’. (MTC/WRM)  Session Three: Explore one more and one less using a bucket/buckets practically. (MTC)  Session Four: One more/one less bus practical activity (half class). (WRM)  Session Five: Place cubes on a 5 frame then place the cubes in a bucket (so cannot be seen). Add 1 more or take 1 out. Children to work out how many cubes are now in the bucket. Check by counting out on to a 5 frame and matching numeral. | * Forwards and backwards counting – rocket tuff tray * One more staircase activity (construction) * Ordering representations on a washing line * Number comparison area |
| Week 3  W/C 17.01.2022  Light and Dark | **Shapes with 4 Sides**  Children learn that squares and rectangles have 4 straight sides and 4 corners. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own squares and rectangles. It is important to show squares and rectangles in a variety of different sizes and orientations. Can they spot any other shapes with 4 straight sides? | Session One: Read ‘Square’ by Mac Barnett & Jon Klassen.  Session Two: <https://www.bbc.co.uk/iplayer/episode/b0bp2qlb/numberblocks-series-3-flatland>  Session Three: Recognising and sorting rectangles and squares. (MTC)  Session Four: Recognising shapes in everyday life by going on a shape hunt using shape finders. (MTC)  Session Five: 2D Shape picture creations. (MTC) | * Printing with, and drawing around, 2D shapes * Building a variety of squares and rectangles - how many cubes can you use to build a square face? How about a rectangle face? * Can you build a small or large square/rectangle? How many matchsticks did you use? |
| Week 4  W/C 24.01.2022  Light and Dark | **Night and Day**  Children talk about night and day and order key events in their daily routines. They use language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow. Children begin to measure time in simple ways e.g. counting the number of sleeps to an important event or using timers to measure durations of events. | Session One: Read ‘Peace at Last’. Explore what they do in the day and night. (MTC)  Session Two: Draw a picture of something they do in the day and something they do at night. (MTC)  Session Three: Sort day and night activities. (MTC)  Session Four: Ordering events – brushing teeth and making a jam sandwich. (MTC)  Session Five: Make the jam sandwich! | * How many bean bags can you throw in…? How many star jumps can you do in..? How many goals…? * Obstacle, what happens first, next, time how long to finish? * \*Positional language – now, before, later, soon, after and next. Yesterday, today, tomorrow |
| Week 5  W/C 31.01.2022  Alive in 5 | **Introducing Zero**  The children will already have some practical understanding of ‘nothing there’ or ‘all gone’. Here, they learn that the number name zero and the numeral 0 can be used to represent this idea. The children should be given opportunities to apply this understanding within the classroom. E.g. There are 0 children playing in the sand. Number songs which count back help to develop the understanding that 0 is one less than one. | Session One: <https://www.bbc.co.uk/iplayer/episode/b0blsx34/numberblocks-series-3-zero?seriesId=b0bls7vy>  Session Two: Read ‘None the Number’ by Oliver Jeffers.  Session Three: Explore counting back to Zero using the rhyme 5 Currant Buns. Represent the buns using a 5 frame. (MTC)  Session Four: Exploring other rhymes which count back to zero. Can they represent using a 5 frame? (WTM)  Session Five: Compare different sets of objects and identify representations of zero. (MTC) | * Provide a bucket or a hoop and 5 beanbags. How many landed in and out. Provide clipboards to record scores. * Create a pond with a log and 5 speckled frogs. Encourage the children to sing the song as they play. Ask them how many frogs are on the log/in the pond at the end of each verse. |
| Week 6  W/C 07.02.2022  Alive in 5 | **Comparing Numbers to 5**  Children continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations. Support the children to make comparisons in different contexts as they play. | Session One: ‘All numbers are made of smaller numbers’ – exploring this concept through hoopla. Who scored most and who scored least? (MTC)  Session Two: Number blocks hunt – which is the biggest number you found? Which is the smallest?  Session Three: Card game – who has more? (MTC)  Session Four: Exploring equal and unequal amounts. (MTC)  Session Five: Making different representations of five – one greater and one fewer. | * Cubes and numeral cards to match and compare quantities. Provide a set of dominoes to explore. Ask the children to compare the number of spots on each side of the domino. Are there the same, more or fewer dots? * Make towers of pebbles. Who can make the tallest tower? How many pebbles are in each tower? Does your tower have more or less pebbles than your friend’s tower? Can you each make a tower using the same number of pebbles? * Provide a set of dot plates with different arrangements of 0-5 dots. Can you find a plate with 4 dots? With more/fewer than 4 dots? Can you put the plates in order? One of the plates is missing. Can you work out which one? |