



# Robin Class Maths MTP

## Spring Two



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. 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>		
	<u>WRM Guidance:</u>	<u>Teacher Directed Input:</u>	<u>Continuous Provision Ideas:</u>
<p style="text-align: center;">Week 1 W/C: 19.02.2024</p> <p style="background-color: #e0ffe0; padding: 2px;"><b>Comparing Mass</b></p>	<p><b>Comparing Mass</b></p> <p>Children will be provided with different types of balance scales, to explore mass in their play and investigate objects in different ways.</p> <p>The children will take their learning outside using equipment such as buttering to balance cars along.</p> <p>We will explore capacity of spaces using cardboard boxes and hoops. Can we fit in the hoop/box?</p>	<p><u>Session One:</u> Compare mass.</p> <p><u>Session Two:</u> Find the balance.</p> <p><u>Session Three:</u> Explore capacity.</p> <p><u>Session Four:</u> Compare capacity</p> <p><u>Session Five:</u> Shape revision - squares and rectangles.</p>	<ul style="list-style-type: none"> <li>• Get the children to use cups and lollypop sticks, can they balance the bears?</li> <li>• Provide collections of items that they can weigh using the balance scales. They can use tins, beanbags, pencils, animals, cubes. Using clipboards they can record what they observe drawing the balance scales.</li> <li>• In the sand area put spoons, tubs, cups, etc for the children to fill.</li> </ul>
<p style="text-align: center;">Week 2 W/C: 26.02.2024</p> <p style="background-color: #e0ffe0; padding: 2px;"><b>Growing 6,7,8</b></p>	<p><b>Growing 6, 7, 8</b></p> <p>Children will explore different representations of the numbers 6, 7, 8. We will be matching the number and quantities together. Children should be able to use previously taught methods to count confidently to 8 and recognise these numbers can be represented in different ways.</p> <p>Opportunities will be provided for the children to do one to one correspondence with their counting and to know when to stop counting the objects.</p>	<p><u>Session One:</u> Find 6, 7, 8</p> <p><u>Session Two:</u> Represent 6, 7, 8</p> <p><u>Session Three:</u> 1 more with 6, 7, 8</p> <p><u>Session Four:</u> 1 less with 6, 7, 8.</p> <p><u>Session Five:</u> Revision session - making 5 in different ways.</p>	<ul style="list-style-type: none"> <li>• Read the story Handa's Surprise, provide the children with a fruit basket, can they count out the fruit?</li> <li>• Provide simple board games and pairs of dice. The children roll 2 dice and move the required number of spaces on the board. Ask: What numbers did you roll? How many altogether? How many do you need to win the game?</li> <li>• Provide a set of dominoes and a large 'parking area' with numbered garages. Ask the children to find the total amount of spots on the dominoes and park them into the correct garage!</li> </ul>

<p>Week 3 W/C: 04.03.2024</p> <p><b>Growing 6,7,8</b></p>	<p><b>Growing 6, 7, 8</b></p> <p>Children will explore different representations of the numbers 6, 7, 8. We will be matching the number and quantities together. Children should be able to use previously taught methods to count confidently to 8 and recognise these numbers can be represented in different ways.</p> <p>Opportunities will be provided for the children to do one to one correspondence with their counting and to know when to stop counting the objects.</p>	<p>Session One: Composition 6, 7, 8.</p> <p>Session Two: Making pairs</p> <p>Session Three: Doubles to 8</p> <p>Session Four: Doubles to 8</p> <p>Session Five: Revision session - circles and triangles.</p>	<ul style="list-style-type: none"> <li>• Provide children with cards to play the game pairs with, the cards should show 6, 7, 8 represented in different ways.</li> <li>• Provide children with number pots 6, 7, 8 can they fill the bowls with different ways to make those numbers using the resources on our maths shelf.</li> <li>• Get the children to roll the dice, they can then take that number of cubes. The winner is the child with the most cubes.</li> <li>• Put out some socks, can the children sort the socks into matching pairs?</li> </ul>
<p>Week 4 W/C: 11.03.2024</p> <p><b>Growing 6,7,8</b></p>	<p><b>Growing 6, 7, 8</b></p> <p>Children will explore different representations of the numbers 6, 7, 8. We will be matching the number and quantities together. Children should be able to use previously taught methods to count confidently to 8 and recognise these numbers can be represented in different ways.</p> <p>Opportunities will be provided for the children to do one to one correspondence with their counting and to know when to stop counting the objects.</p>	<p>Session One: Combine two groups.</p> <p>Session Two: Subitising with 6, 7, 8</p> <p>Session Three: Representing 6, 7, 8 in different ways.</p> <p>Session Four: Representing 6, 7, 8 in different ways.</p> <p>Session Five: Revision session - number bonds to 6.</p>	<ul style="list-style-type: none"> <li>• Provide children with a butterfly template, get the children to make doubles using paint, tweezers and cotton balls. Can they use numbers to 8?</li> <li>• Get the children to throw the beanbags to the hoops numbered 6, 7, 8. Can they reach hoop number 8?</li> <li>• Children to use the Numicon pieces to make 8 in different ways, can they record this using paper and pencils?</li> <li>• Children to thread the right amount of beads on each piece of string.</li> </ul>
<p>Week 5 W/C: 18.03.2024</p> <p><b>Length, height and time</b></p>	<p><b>Length, height and time</b></p> <p>Children are encouraged to explore objects and begin to use the language of length to describe them. They will begin to compare two objects exploring which is longer/shorter. We will encourage the children to physically move the objects so they can compare.</p> <p>The children will use materials such as dough to see that they can stretch to make things longer.</p>	<p>Session One: Explore length.</p> <p>Session Two: Compare length.</p> <p>Session Three: Explore height.</p> <p>Session Four: Compare height</p> <p>Session Five: Revision session - children to play bingo linked to subitising.</p>	<ul style="list-style-type: none"> <li>• Provide children with sticks of different shapes and sizes, can they order them appropriately? Get the children to explain why they have ordered them in this way using the language long and short.</li> <li>• Get the children to use the worms and playdough, can they make their own worms the same length? Encourage the children to compare.</li> <li>• Provide a selection of bricks in different sizes and shapes. Ask the children to make the tallest possible tower using 8 bricks. Which bricks will they choose? How will they place their bricks to make the tower as tall as possible</li> </ul>

<p>Week 6 W/C: 25.03.2024</p> <p><b>Length, height and time</b></p>	<p><b>Length, height and time</b></p> <p>Children are encouraged to explore objects and begin to use the language of length to describe them. They will begin to compare two objects exploring which is longer/shorter. We will encourage the children to physically move the objects so they can compare.</p> <p>The children will use materials such as dough to see that they can stretch to make things longer.</p>	<p>Session One: Talk about time.</p> <p>Session Two: Order and sequence.</p> <p>Session Three: Order and sequence</p> <p>Session Four: When do we do certain things?</p> <p>Session Five: Revision - Comparing heights in our class.</p>	<ul style="list-style-type: none"> <li>• Provide children with a set of photos of the human life cycle, can they order the events from baby, toddler, childhood, teenager, adult and elderly?</li> <li>• Get the children to draw a picture of themselves today and one as a baby, can they compare the 2 pictures?</li> <li>• Children to be able to sequence the days of the week.</li> <li>• Children to use timers, what can they build with the Lego in one minute?</li> </ul>
---	---	--	---