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|  lovelovaCute Aurora |
| 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: |
| 20.2.23 | **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?
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| 27.2.23 | **Making Pairs**Children build on their earlier work on matching to find and make pairs. They begin to understand that a pair is two. Provide collections of items which come in pairs. Encourage the children to arrange small quantities into pairs and notice that some quantities will have an odd one left over with no partner. Teach the children to play games which involve matching pairs for example snap or memory games. | Session One: Matching 6, 7 and 8 (MTC)Session Two: One More and One Less (MTC)Session Three: Matching 6, 7, 8 (MTC)Session Four: Making Pairs (MTC)Session Five: Spring ‘pairs’ walk – what pairs do you notice? | * Provide a set of cards with different representations of the numbers to 8. Teach the children how to play pair games such as snap and memory matching games. Add some blank cards and encourage the children to create their own sets of cards in pairs to use.
* Provide collections of items that can be arranged into pairs. Encourage the children to notice which quantities make even pairs and which have an odd one left over. Do they notice a pattern?
* Socks pairing activity with a washing line and pegs.
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| 6.3.23 | **Combining 2 Groups**Children begin to combine 2 groups to find how many altogether. They should be given opportunities to do this in many contexts using real objects. E.g. There are 3 frogs on the log and 4 in the pool. How many frogs altogether? Encourage the children to subitise where possible although they may need to count in ones to find how many altogether. The interactive whiteboard files can also be used to create pictorial scenes for the children to discuss. | Session One: Combining Two Groups (MTC)Session Two: Combining Two Groups (MTC)Session Three: Spread a set of dominoes out face down. Ask the children to pick a domino and tell their partner how many spots there are on each side. Can their partner tell them how many spots on the domino altogether? What if my domino has 6 spots? How many could be on each side? Session Four: Adding more (MTC)Session Five: Provide an assortment of 1-5 number shapes. Ask the children to choose a number shape. Next, find a friend and combine their shapes to see what number they can make altogether? Repeat by moving to different friends. | * Provide a coat hanger and a basket of pegs. Ask the children to put the pegs onto the hanger and to explore how their numbers can be partitioned in different ways and recombined to see how many altogether
* 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?
* 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!
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| 13.3.23 | **Length and Height**Children begin by using language to describe length and height, e.g. the tree is tall, and the pencil is short. When making direct comparisons, they may initially say something is bigger than something else. Encourage them to use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower). Encourage the children to make indirect comparisons using objects such as blocks or cubes to measure items. E.g. The sand tray is 4 blocks long. The table is 5 blocks long. The sand tray is shorter than the table. | Session One: Comparing Height (MTC)Session Two: Comparing Length (MTC)Session Three: Support each child to make a paper ‘footprint’. Can they find items which are longer than their foot, shorter, about the same size? Can a small group arrange their footprints in size order by making direct comparisons?Session Four: Measure Height (MTC)Session Five: Children should draw around each other on the playground. Give the children a range of resources to explore measuring height. | * Build a tower or a road. Challenge the children to build a tower the same height as yours, a shorter tower, and a taller tower. A longer road, a shorter road. How tall is the tallest tower they can build?
* Provide materials for the children to construct bridges for the cars. They will need to consider how long, how wide and how high they want their bridges to be and select which blocks to use. They could also investigate who can push their car the furthest? Provide a variety of ribbon, lace, string. Ask the children to cut pieces and make direct comparisons with a given length (E.g. a piece of ribbon taped to the table)
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| 20.3.23 | **Time**Children continue to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. They begin to recognise that regular events happen on the same day each week and use the vocabulary ‘yesterday’, ‘today’ and ‘tomorrow’ to describe when events happen. Children are able to describe significant events in their lives and talk about events they are looking forward to. They learn through their own experience and the stories they read that some processes such as growing vegetables, take a longer time. | Session One: Days of the Week (MTC)Session Two: Look back over the year so far with the children – use pictures or learning journeys to help them remember. What have been their favourite times in Reception? What key events can they remember?Session Three: Ask the children to bring in a photograph of themselves when they were small. Can the children guess whose picture is who? How have they changed?Session Four: Measuring Time (MTC)Session Five: Challenge the children to see how many tasks they can complete in one minute. For example how many times can they write their name in one minute? How high can they count in one minute? How many star jumps can they do in one minute? | * Provide a range of timers that measure different lengths of time. Children can choose a timer and then see what they can do in that period of time. E.g. how many star jumps can you do in 30 seconds? How many bean bags can you throw into the hoop in one minute?
* Set up a circuit of different activities around the outdoor area. Challenge the children to see how many of each activity they can do in one minute. E.g. How many bean bags can they throw into the hoop? How many skittles can they knock down? How many bricks can they build into the tower? Provide minute timers for the children to use.
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| 27.3.23 | **9 and 10**Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards) They represent 9 and 10 in different ways. Arranging 9 or 10 items into small groups will support the children to conceptually subitise these larger numbers and explore their composition. (E.g. I know it is 9 because I see 3, 3 and 3) Children notice that a 10 frame is full when there is 10. They can use 10 frames, fingers and bead strings to subitise groups of 9 and 10. | Session One: Representing 9 and 10 (MTC)Session Two: Sorting 9 and 10 in different ways (MTC)Session Three: Ordering numbers to 10 (MTC)Session Four: Composition of 9 and 10 (MTC)Session Five: Bingo (MTC) | * Provide a starting line. Ask the children to take 9 giant steps, 9 tiny steps, 9 jumps, 9 tiptoes etc. How far do they travel each time? Who can travel the furthest in 9 giant steps? Who can travel the shortest distance with 9 tiny steps?
* Ask the children to build a wall and set up 10 green bottles. Each time a bottle ‘accidently falls’ ask the children how many have fallen and how many are standing. Do they always have 10 in total?
* Provide a selection of bricks in different sizes and shapes. Ask the children to make the tallest possible tower using 10 bricks. Which bricks will they choose? How will they place their bricks to make the tower as tall as possible
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