



Robin Class - Maths Medium Term Planning

SUMMER 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 Ideas:</u>	<u>Continuous Provision Ideas:</u>
<p>Week 1 W/C: 5.6.23 Sharing and Grouping</p>	<p>Sharing and Grouping</p> <p>In this topic the children will explore grouping and sharing, they will be able to explain what sharing is and show an adult how to do this fairly.</p> <p>We will expose the children to the concept of sharing and grouping, sharing objects equally and grouping in different ways.</p>	<p>Session One: Explore sharing (MTC)</p> <p>Session Two: Practically share objects (MTC)</p> <p>Session Three: Explore grouping asking questions such as why have they grouped that way? Can they explain their groups to another person?</p> <p>Session Four: Find different groups (MTC)</p> <p>Session Five: Understand the language odd and even and use the resources to show this.</p>	<ul style="list-style-type: none"> • Provide a trellis or tape a grid onto the playground. Each player has one column to fill. Children roll a dice and fill their column with the corresponding number of small items (beanbags, pebbles etc.) The first one to fill their column wins. • The children take turn to roll a 1-3 dice and collect 1, 2 or 3 cubes to add to their tower. If they are ready, encourage them to count on as they add their cubes. How high can they build their towers before they topple?
<p>Week 2 W/C 12.6.24 Visualise, Build and Map</p>	<p>Visualise, Build and Map</p> <p>This topic will focus on repeated patterns, children will deepen their understanding of repeated patterns and begin to understand the rules of these. Children will use the provision to create their own patterns and copy others, ensuring they understand the next steps in those patterns.</p> <p>Children will understand the terminology of repeated patterns and use this themselves with song, rhyme and props.</p>	<p>Session One: Children will identify repeated patterns.</p> <p>Session Two: Children will work in pairs and create their own repeated patterns.</p> <p>Session Three: Children will explore their own pattern rules and use the resources in the provision to support this,</p> <p>Session Four: Children will replicate and build scenes using repeated patterns, they will then present this to a partner explaining the patterns they have used.</p> <p>Session Five: Children will visualise their patterns from different perspectives and make simple changes to them.</p>	<ul style="list-style-type: none"> • Children to use the 'loose parts' to create different patterns. • Children to recreate the story 'We're Going on a Bear Hunt' to spot patterns can they then draw the patterns they spot? • Children to follow and extend patterns from pattern cards provided. • Children to use the creative area to make their own pattern pieces.

<p>Week 3 W/C 19.6.24 Visualise, Build and Map</p>	<p>Visualise, Build and Map</p> <p>This topic will focus on repeated patterns, children will deepen their understanding of repeated patterns and begin to understand the rules of these. Children will use the provision to create their own patterns and copy others, ensuring they understand the next steps in those patterns.</p> <p>Children will understand the terminology of repeated patterns and use this themselves with song, rhyme and props.</p>	<p>Session Six: Children to describe the positions of shape patterns.</p> <p>Session Seven: Children will develop their communication and language to instruct a friend on how to build something.</p> <p>Session Eight: Children will explore mapping/</p> <p>Session Nine: Children will create their own maps on large pieces of paper and explain how to use their map.</p> <p>Session Ten: Children to create their own story map using inspiration from 'We are Going on a Bear Hunt'.</p>	<ul style="list-style-type: none"> • Each child starts with 6 cubes. They roll a 1-3 dice and pass the corresponding number of cubes to the person on their left. The winner is the first person to give away all of their cubes. Encourage the children to count how many they have left as they pass on their cubes. • A game for 2 children. Ask the children to line up 10 pebbles or shells. The children take turns to choose whether they take 1, 2 or 3 pebbles. The winner is the player who avoids taking the last pebble. • Each child collects 20 items which can be arranged to fill two 10 frames. They take turns to roll a dice and remove the corresponding number of items. They must reach exactly zero to win the game. • Encourage the children the children to adapt and re-enact favourite rhymes such as 10 Green Bottles by making 1, 2, or 3 fall each time. Similarly, they could have 10 Currant Buns and choose to buy 1, 2, or 3 buns. Prompt the children to say how many are left after each verse.
<p>Week 4 W/C 26.6.24 Make Connections</p>	<p>Making Connections</p> <p>Children will be able to understand the connections between all aspects of Maths. Children will begin to focus on problem solving, not only understanding the correct answers but acknowledging how they go there.</p>	<p>Session One: Explore patterns in numbers</p> <p>Session Two: Explore patterns in adding one more</p> <p>Session Three: Explore patterns in one less</p> <p>Session Four: Problem solve with adding one more</p> <p>Session Five: Problem solve with one less</p>	<ul style="list-style-type: none"> • Provide a set of Cuisenaire rods. How many different ways can the children arrange to the rods to build a square? Can they make another square the same size using different rods? How do they know they are square? What do you notice about the rods as they build? • Ask each of the children to design one square using different shapes. Put all of the individual squares together to make a new quilt for Grandpa. Can we arrange the squares to make a long thin rectangle, a short fat rectangle? • Provide some paper rectangles, squares and triangles. Encourage the children to predict which new shapes will be made if the shapes are folded or cut in different ways and then investigate to see. • Provide an outline of a 6 by 6 square for each child and some number shapes. Children take turns to roll a dice and

			<p><i>select the corresponding number shape which they place in their square. The winner is the first player to fill their square exactly.</i></p>
<p>Week 5 W/C 3.7.24 Consolidation</p>	<p>Doubling</p> <p><i>The children will learn that double means twice as many. They should be given opportunities to build doubles using real objects and mathematical equipment. Building numbers using the pairwise patterns on ten frames helps the children to see the doubles. Mirrors and barrier games are a fun way for children to see doubles as they build and to explore early symmetry.</i></p>	<ul style="list-style-type: none"> • Doubles (MTC) • Doubles (MTC) • Double Dice Game (MTC) • Double Barrier Game (MTC) • Double Dominoes Game (MTC) • Allow the children to explore different ways to build doubles using real objects and practical equipment. Provide set of dominoes and ask the children to find doubles Show the children how to play dominoes and look at the doubles they make as they play. • Play doubles - the children take turns to roll 2 dice. They score a point each time they roll a double. The first to reach 3 points wins the game. • Provide ladybird/ butterfly templates and ask the children to use the tweezers to make doubles by adding the same number of pompoms to each side? How many different doubles can they make? Can they make one which is not a double and tell you why? 	<ul style="list-style-type: none"> • Play snap or matching pairs games using pictorial playing cards or dot cards. Encourage the children to say the doubles as they make them. The person with the most doubles or pairs of cards at the end wins the game. • Provide large paper with a fold down the middle. Encourage the children to make doubles by adding blobs of paint to one side of the paper only. Then fold the paper over to make the double. Can they predict how many blobs of paint there will be altogether if they start with 3 blobs? • Have number shapes hidden around the outdoor area. Give each child a number shape and ask them to find another one the same to make a double. Encourage them to say the double they have found, e.g. Double 5 is 10 • Provide ladybird or butterfly templates and ask the children to use the tweezers to make doubles by adding the same number of pompoms to each side. How many different doubles can they make? Can they make one which is not a double and tell you why?
<p>Week 6 W/C 10.7.24 Consolidation</p>	<p>Sharing and Grouping</p> <p><i>The children will probably already have some experience of sharing and will be quick to point out when items are not shared fairly. During snack time or group activities, encourage them to check that the items are shared equally and that everyone has the same. The children should also be given opportunities to recognise and make equal groups.</i></p>	<ul style="list-style-type: none"> • Sharing (MTC) • Sharing (MTC) • Sharing (MTC) • Grouping (MTC) • Grouping (MTC) 	<ul style="list-style-type: none"> • Ask the children to make groups using the small world animals. Can they make groups of 2? What happens if they make groups of 3? Can they make more groups of 2 or more groups of 3? • Provide some threading beads or coloured pasta and encourage the children to thread the items in groups to create a necklace. Do all of the necklaces have equal groups? Compare the necklaces. What's the same? What's different? • Provide teddy bears, plates and small quantities of loose parts for representing different food items. Ask the children to share out the loose parts fairly so that each teddy gets the same. Are there any

			<p>items left over? What will happen if another teddy joins the picnic?</p>
<p>Week 7 17.7.24 Consolidation</p>	<p>Even and Odd</p> <p>The children begin to understand that some quantities will share equally into 2 groups and some won't. They may also notice that some quantities can be grouped into pairs and some will have one left over. Provide opportunities for them to explore these ideas in different contexts as they play and talk about what they notice.</p>	<ul style="list-style-type: none"> • Odd and Even (MTC) • One Odd Day (MTC) • Even and Odd (MTC) • Match (MTC) • How Many Cubes (MTC) • • Ask 5 children to come to the front. Can we group the children into pairs? Does everyone have a partner? Why not? What could we do to solve this problem? • Investigate with other quantities of children. Encourage the children to notice that sometimes we can make even pairs and sometimes there is an odd one left out. • Encourage the children to investigate whether small quantities are odd or even by sharing into 2 groups and by making pairs. Prompt them to recognise that sometimes there is one left over. • Ask the children to build pair - wise patterns on the 10 frames and sort them into those which have two equal groups (even numbers) and those which have two unequal groups (odd numbers). 	<ul style="list-style-type: none"> • Provide pots of items containing quantities from 1 to 10. Ask the children to count the items in each pot and decide if there is an odd or even quantity. How could they check? They could also make odd and even collections. • Ask the children to get into pairs ready for a game. Are they able to do this? Does that mean that there are an even number or an odd number of players? If there are an odd number of players, how could the problem be solved?