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| **Date** | **Declarative facts to revisit**  **(focus groups )** | **Teacher focus for groups** | **Examples of how to support this (Development matters)** | **Maths in Continuous Provision** |
| **17.4** | Consolodating key skills -counting | **Building number beyond 10** | Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them. | **Consolodating key skills (counting, subitising, sort, match, compare, order)** |
| **24.1** | Consolodating key skills -subitising | **Counting patterns beyond 10** | Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Model conceptual subitising: “Well, there are three here and three here, so there must be six.” Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched.” Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t?  Do this for numbers beyond 10 | **Building number beyond 10** |
| **1.5** | Consolodating key skills –sort numbers | **Spatial Reasoning (1)-Match, rotate, manipulate** | Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: “I bet you can’t add an arch to that,” or “Maybe tomorrow someone will build a staircase.” Teach children to solve a range of jigsaws of increasing challenge.  including through printing or shadow play. | **Counting patterns beyond 10** |
| **8.5** | Consolodating key skills –match number | **Adding more** | Have a sustained focus on each number to and within 5. Make visual and practical displays in the classroom showing the different ways of making numbers to 5 so that children can refer to these. Help children to learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns. Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: “6 went in the tent and 3 came out. I wonder how many are still in there?” Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. “I’ve only got 1 seed, I need 3 more.” Spot and use opportunities for children to apply number bonds: “There are 5 of us but only 2 clipboards. How many more do we need?” Place objects into a five frame and talk about how many spaces are filled and unfilled.  Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well. Distribute items evenly, for example: “Put 3 in each bag,” or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. Provide ‘staircase’ patterns which show that the next counting number includes the previous number plus one | **Spatial Reasoning (1)- Match, rotate, manipulate** |
| **15.5** | Consolodating key skills –compare number | **Taking away** | FOCUS ON LESS/SUBTRACTION ASPECTS Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well. Distribute items evenly, for example: “Put 3 in each bag,” or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. Provide ‘staircase’ patterns which show that the next counting number includes the previous number plus one. | **Adding more** |
| **22.5** | Consolodating key skills –order numbers | **Spatial reasoning (2)-Compose and decompose** | Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many ways there are to make a hexagon with pattern blocks. Find 2D shapes within 3D shapes, including through printing or shadow play. | **Taking away** |
| **HT** | Half-Term | **Half-Term** | **Half-Term** | **Half-Term** |
| **5.6** | Consolodating key skills –compare/order number | **Doubling** | FOCUS ON DOUBLING ASPECTS- Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well. Distribute items evenly, for example: “Put 3 in each bag,” or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same  Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Model conceptual subitising: “Well, there are three here and three here, so there must be six.” Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched.” Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t?  -Ideas on White Rose | **-Spatial reasoning (2)- Compose and decompose** |
| **12.6** | Consolodating key skills -1 more /1 less | **Sharing and grouping** | Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well. Distribute items evenly, for example: “Put 3 in each bag,” or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same.  -Ideas on White Rose | **Doubling** |
| **19.6** | Consolodating key skills -adding | **-Even and odd** | -Ideas on White Rose | **Sharing and grouping** |
| **26.6** | Consolodating key skills –subtraction | **Spatial reasoning (3)-Visualise and build** | -Ideas on White Rose (positional language) | **Even and odd** |
| **3.7** | Consolodating key skills –2D shape | **Patterns and relationships** | Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Make a deliberate mistake and discuss how to fix it. | **Spatial reasoning(3)-Visualise and build** |
| **10.7** | Consolodating key skills -3D shape | **Spatial reasoning (4)- Maps** | Positional language in relation to maps (positional language)  -Ideas on White Rose | **Patterns and relationships** |
| **17.7** |  | **MATHS FUN WEEK**  **(recap skills)** |  | **Spatial reasoning (4)** |