

Maths Sense & Number Pattern

- Planned sequential progressive White Rose maths scheme (linked to the new ELGs)
- Use of NCETM and Numberblocks videos and resources for deeper thinking
- Numberblocks land and maths area open for the children's interests at all times. Maths displays, number grids and tracks on view.
- Daily maths teaching, modelled activities and guided learning
- Observations of children's mathematical thinking in the provision
- Use of progression map to build on previous skills and revisit learning
- Number of the week to focus more on subitising, more and less, number bonds and patterns
- Shape is taught in a meaningful way alongside the number of the week- e.g. Triangle is taught when we learn about the number 3, 4 sided shapes when we teach the number 4 etc.
- Provision of manipulatives and resources daily such as Numicon, large Numberblocks toys, number frames, counters, number tracks, dot plates etc- see progression of resources
- Daily maths songs, rhymes and action rhymes throughout the day
- Video resource shared with parents to explain new deeper way of teaching
- Planned activities which link to interests and extend vocabulary
- Mathematical challenges in the provision
- High quality story books which talk about or illustrate number/patterns to make our learning meaningful
- Provide good quality construction/pattern and building sets
- Focus on composition of smaller numbers before moving on
- Sustained focus on each number
- Assessment through observation/questioning

What do we use in the Federation?

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.