

At Woodhouse Primary School we encourage our pupils to be confident, resilient mathematicians with a love of learning and no fear of ‘grappling’ with difficult concepts and those expressed in an unfamiliar way. In our school, children are scaffolded, extended and supported through rapid teacher intervention, use of equipment and choice of strategies e.g. jottings/mental/resources. As such, teaching is both enabling and extending.

Term :	Lesson Design : Curriculum Objectives	Any adjustments/comments
Autumn	<p>Daily reference to days of week, months of year, yesterday, tomorrow, today.</p> <p>Number: (Using numbers 1 – 5)</p> <ul style="list-style-type: none"> • Children count reliably with numbers from 1 to 5 Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 5 objects. • Counts an irregular arrangement of up to 5 objects. <p>Shape, space and measures (Children explore characteristics of everyday objects and shapes and use mathematical language to describe them).</p> <ul style="list-style-type: none"> • Recognise, create and describe patterns. • Beginning to use mathematical names for ‘flat’ 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Use familiar objects and common shapes to create and recreate patterns and build models <p>Shape, space and measures (Children use everyday language to talk about money)</p> <ul style="list-style-type: none"> • Beginning to use everyday language related to money. <p>Numbers (Securing numbers 1-5)</p> <ul style="list-style-type: none"> • Place them in order and say which number is one more or one less than a given number. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects. • In practical activities and discussion, begin to use the vocabulary 	

Spring**Numbers (Using numbers 1 – 10)**

- Children count reliably with numbers from 1 to 10 Recognises numerals 1 to 10.
- Counts out up to 10 objects from a larger group.
- Count actions or objects which cannot be moved.
- Selects the correct numeral to represent 1 to 10 objects.
- Counts objects to 10.
- Counts an irregular arrangement of up to 10 objects.

Shape, space and measures

- Children use everyday language to talk about **size, weight and capacity** to compare quantities and objects and to solve problems.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.

Numbers (Securing numbers 1-10)

- Place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to 10 objects.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- Estimates how many objects they can see and checks by counting them.

Shape, space and measures

- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
- Recognise, create and describe patterns.
- Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.
- Selects a particular named shape
- Use familiar objects and common shapes to create and recreate patterns and build models.

Shape, space and measures

- Children use everyday language to talk about **time** to compare quantities and to solve problems.
- Uses everyday language related to time.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

<p>Summer</p>	<p><u>Numbers</u> (Using numbers 1 – 20)</p> <ul style="list-style-type: none"> • Children count reliably with numbers from 1 to 20 • Recognises numerals 1 to 20. Counts out up to 20 objects from a larger group. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 20 objects. • Counts objects to 20. • Counts an irregular arrangement of up to 20 objects. <p><u>Numbers</u> (Securing numbers 1-20)</p> <ul style="list-style-type: none"> • Place them in order and say which number is one more or one less than a given number. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to 20 objects. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • Estimates how many objects they can see and checks by counting them. <p><u>Numbers</u></p> <ul style="list-style-type: none"> • Solve problems including doubling, halving and sharing In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems. • Can describe their relative position such as ‘behind’ or ‘next to’. 	
	<p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	

We aim that all pupils:

- Become **fluent in the fundamentals** of mathematics so that they develop the **conceptual** as well as **procedural** understanding that underpins a concept and the ability to recall and apply knowledge rapidly and accurately.
- Can **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Can **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including unfamiliar contexts and real-life scenarios.
- Can use the **language of mathematics** accurately discussing their learning with confidence and precision.

In mathematics lessons you will see:

- Teachers and children having fun and demonstrating positive 'can do' attitudes.
- **Children practising mathematical skills through play across a range of areas of provision.**
- Children completing both independent and group maths challenges to develop concepts taught
- High expectations of learning where ALL children are challenged and 'grappling' with concepts; they will be beginning to demonstrate resilience and increasing independence.
- Children beginning to use mathematical terminology and begin to explain learning and understanding
- Children accessing resources from around the classroom to support their learning
- Well-designed lessons to build upon previous learning to help learners to remember in the long term.
- Timely feedback and rapid interventions to address misconceptions.
- Effective questioning where teachers adapt learning within the lesson to support the progress of all learners.
- Application of skills to non-standard situations including the use of non-examples to challenge thinking.
- **Children practising mathematical skills during outdoor play e.g. measuring, pouring, filling, large number formation, outdoor numicon etc.**

Helpful Resources:**Numeracy Generic : Curriculum 2019**

- ❖ **Bespoke Woodhouse Progression Documents** : Number Fluency; Shape Dictionary; Measurement Charts
- ❖ **White Rose Maths Documents** : Small Steps ; Maths Glossary; Maths Questions
- ❖ **Mastery**: Staff Training; WR Mastery Documents; Quigley Mastery Examples
- ❖ **Quigley Milestones**: B A D examples