

Maths

The programmes of study that we follow are:

Foundation Stage: Early Years Foundation Stage (EYFS) statutory framework. (Mathematics)

Key Stage 1: National Curriculum 2014

Subject Leader: Mrs L Mason

Early Years Foundation Stage Leader: Miss Simper

At Blossomfield Infant School we endeavour to provide an engaging mathematics education that enables our children to:

- Become fluent mathematicians who are confident to recall and apply knowledge rapidly.
- Acquire the mathematical vocabulary needed in order to effectively communicate their understanding and develop their ability to reason mathematically.
- Become independent problem solvers who take risks and persevere with challenges.
- Make connections across mathematical concepts and apply their mathematical knowledge to other subjects. e.g. Science
- Enjoy Maths and experience success.

[PRIMARY national curriculum - Mathematics 220714.pdf](#)

Maths Policy

- [Maths Policy](#)

Parents Maths Guide and Calculation Policy

- [Blossomfield Parent Guide](#)
- [Blossomfield Maths Calculation](#)

Mastering Number Fluency Overview

- [mastering-number-overview-year-1.pdf](#)
- [mastering-number-overview-year-2.pdf](#)

Number Formation

- [Number Formation at Blossomfield](#)
- [0-10 formation practice](#)
- [0-20 formation practice](#)

Maths Vocabulary

- [Blossomfield Maths Vocabulary Guide](#)
- [Twinkl primary-maths-glossary-parent-and-carer-information-sheet](#)
- [Primary Maths Dictionary TSL](#)

Useful Maths Resources

- [Blank-10-by-10-Number-Square.pdf](#)
- [blank-ten-frame.pdf](#)
- [part-part-whole template.pdf](#)
- [tens-and-ones-place-value-grid.pdf](#)
- [square-hundred-square](#)
- [0-20-number-line](#)
- [number-track-0-10](#)



MATHS OVERVIEW FROM NURSERY TO YEAR 2

TERM	NURSERY	RECEPTION	YEAR 1	YEAR 2
autumn 1	<ul style="list-style-type: none"> Number rhymes & songs Exploring and matching objects Sorting collections into sets 	<ul style="list-style-type: none"> Subitising objects and sounds Counting - ordinality and cardinality Composition of numbers to 4 Develop spatial understanding using prepositional language and gestures Compare sets - more than, fewer than 	<ul style="list-style-type: none"> Number: Place Value (within 10) Number: Addition (within 10) 	<ul style="list-style-type: none"> Number: Place Value (100) Number: Addition and Subtraction (three 1 digit numbers, 2 digit and 1 digit numbers)
autumn 2	<ul style="list-style-type: none"> Comparing amounts - equal more, fewer Exploring capacity, mass and size. Exploring patterns - talk about the patterns around them using informal language e.g. spotty, stripy etc. 	<ul style="list-style-type: none"> Counting, ordinality and cardinality to 5 Compare sets by matching - more than, fewer than, equal number Composition - explore the concept of 'whole' and 'part' Composition of 3,4 and 5 Matching numerals to quantities Verbal counting beyond 20 	<ul style="list-style-type: none"> Number: Addition and Subtraction (within 10) Geometry: Shape (naming 2D and 3D shape) 	<ul style="list-style-type: none"> Number: Addition and Subtraction - (two 2 digit numbers) Number Bonds (100) Geometry: Naming, comparing and describing properties of shape
spring 1	<ul style="list-style-type: none"> Number of the Week Identify representations of 1,2,3. Finger gnosis to 3 Subitise to 3 Count sets of objects with 1:1 correspondence Begin to match quantity to corresponding number Compare mass of objects - heavy, heavier, light, lighter 	<ul style="list-style-type: none"> Subitising within 5 - focusing on die patterns Match numerals to quantities within 5 Counting - ordinality and the 'staircase pattern' Composition of numbers to 7 - '5 and a bit pattern' 3D shape construction Explore difference and equivalence 	<ul style="list-style-type: none"> Number: Place Value (within 20) Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (Multiples of 2,5 and 10 to be included) 	<ul style="list-style-type: none"> Measurement: Money Arrays - Number: Multiplication (2's,3's, 5's & 10's- introduce signs) Arrays - Number: Division (divide by grouping and sharing)

	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Compare sets making unequal sets equal 		
spring 2	<ul style="list-style-type: none"> Identify representations of 1,2,3,4 Make collections of 1,2,3, 4 Explore the composition of numbers to 4 Subitise to 4 Finger gnosis to 4 Match quantities to numerals Continue cardinality Compare sets more' and 'fewer' Ordering by height/length 	<ul style="list-style-type: none"> Ordering numbers to 8 Sort and classify 2D shapes Compose pictures with shapes Doubles Sort numbers according to attributes - odd and even numbers 	<ul style="list-style-type: none"> Continue - Number: Place Value (within 50) (Multiples of 2,5 and 10 to be included) Measurement: Height and length Measurement: Mass and Volume 	<ul style="list-style-type: none"> Measurement: Height and length (cm and m) Measurement: Mass (g, kg), Capacity (ml and l) and Temperature (°C)
summer 1	<ul style="list-style-type: none"> Name and describe shapes using informal and mathematical language - sides, corners, straight, flat etc. Select shapes for particular purpose e.g. construction - flat surfaces for building etc. Combine shapes to make new shapes. Subitise to 5 Finger gnosis to 5 Build on perceptual subitising skills. Count forwards and backwards to 5 Represent numbers to 5 on a five frame 1 more and 1 less - practically change the quantity of a group using first, then, now structure. Exploring addition using practical resources including numicon 	<ul style="list-style-type: none"> Pattern - copying, continuing and creating Counting larger sets and things that can not be seen Subitising including structured arrangements Composition of 10 	<ul style="list-style-type: none"> Number: Multiplication and Division (2's, 5's & 10's) (concrete objects, pictorial representations and arrays) Number: Fractions (half and quarters of objects, shape of quantity) Geometry: Position and Direction (including half, quarter and three-quarter turns). 	<ul style="list-style-type: none"> Measurement: Time (quarter past/to, tell and write the time to 5 minutes) Statistics (tally charts, pictograms, block diagrams) Position and Direction (describe movement and turns including right angles) Consolidation

	<ul style="list-style-type: none"> Experiment representing quantities with symbols, marks and numerals. 			
summer 2	<ul style="list-style-type: none"> The passing of time/ routines/day/night. Positional language Describe a familiar route Explore and compare capacity - full, empty, half full. 	<ul style="list-style-type: none"> Measure Subitising using rekenreks Number bonds to 5 and 10 	<ul style="list-style-type: none"> Number: Place Value (within 100) Measurement: Money (recognise value of different coins/notes, addition and subtraction) Time (hour and half past, language of days, weeks, months and years) 	<ul style="list-style-type: none"> Number: Fractions (recognise, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$) <p>Problem solving</p> <ul style="list-style-type: none"> Consolidation of time

What does 'Adaptive Teaching' look like in Maths?



We adapt our teaching to ensure children reach age-appropriate milestones.

Here are some examples of how we adapt our pedagogy:

- Anchor tasks have a low threshold and high ceiling
- Targeted, tailored support
- Additional practice
- Breaking down components into smaller parts
- Acting on information from AFL
- Mixed prior attainment pairs
- Well chosen resources and scaffolding
- Retrieval tasks
- Regular fluency practice

Varied representations:

Bar models

Number lines

Arrays

Part-whole models

Hungarian number frames

Tens frames



Concrete -> Pictorial -> Abstract (CPA)

- Start with hands-on resources. Using manipulatives such as, counters, cubes, bead strings, Numicon, dienes, rekenreks. Concrete resources available throughout the lesson.
- Move onto drawings and diagrams
- Then progress to numbers and symbols.

Vocabulary

- Prepare children for new learning by pre-teaching key words (e.g. subtract, estimate and factor)
- Introduce and explain key vocabulary
- Display vocabulary and stem sentences on the maths working wall
- Stem sentences support and reinforce new vocabulary

Prompts through questioning:

What do you notice about ..?

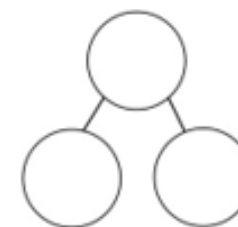
How do you know?

What's the same and different?

Can you show it another way?

Use visual scaffolds

- Bar models
- Hundred squares
- Number lines
- Part whole model



Use of small steps and clear modelling:

- Visual explanation
- Modelling the thought process, decision making and mistakes
- Guided practice: I do -> We do -> You do

Use of visuals:

- Diagrams
- Pictures
- Songs, rhymes and videos** to reinforce new concepts.



Sentences scaffolds:

I know the answer because _____

The pattern is _____