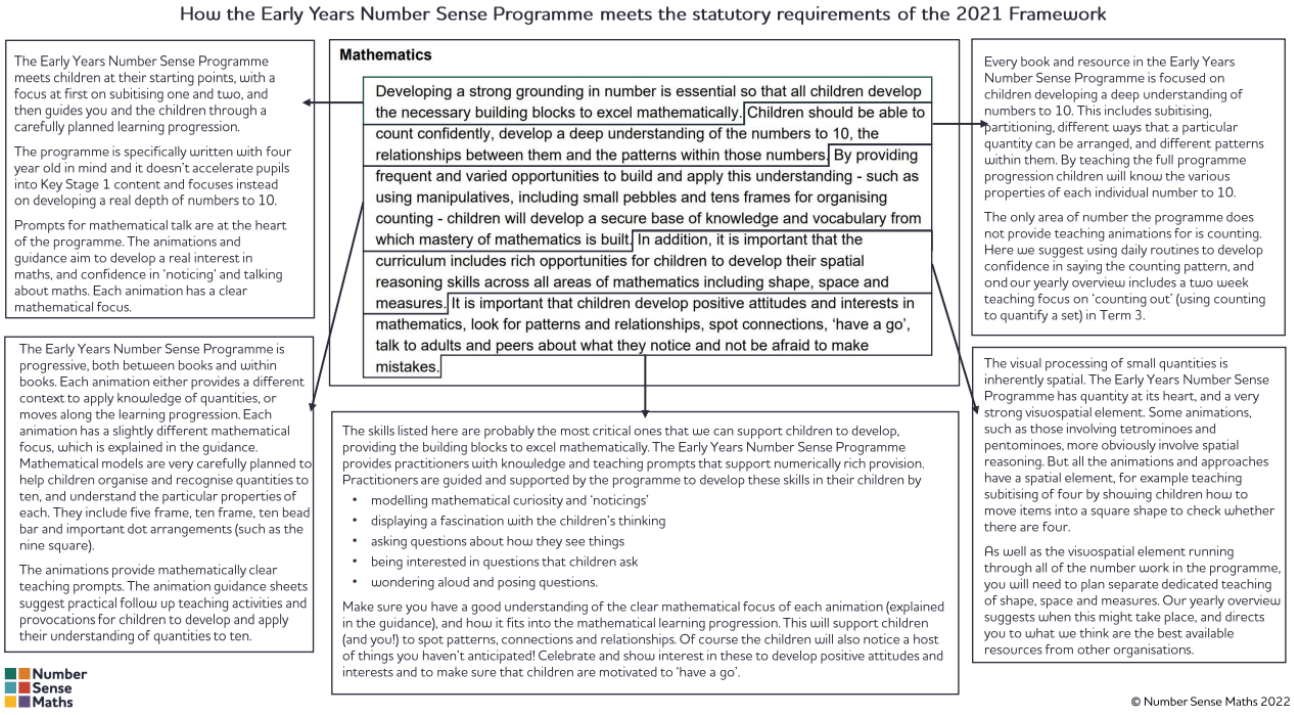
How we plan learning in mathematics.

Early Years Foundation Stage

In EYFS maths is planned with reference to Number Sense and White Rose Scheme of Learning for Reception.

Number Sense Maths

Number Sense happens daily and teachers use the animations with the whole class to build a deep understanding of quantity and numbers to 10. The concepts covered in the Early Years Number Sense Programme are mapped to the 2021 statutory framework for Early Years.

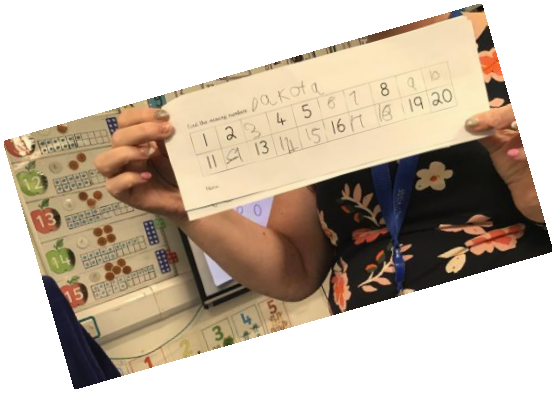


Counting takes place outside of Number Sense sessions and is threading through daily provision. For example, children count the bricks that they collected on their daily run and count how many children are present each day during the register. There are also many opportunities for counting in continuous provision. Children also begin to develop their problem solving and pattern spotting though daily tasks – such as: How many more bricks did you get than yesterday? Who has the most/least? How many children are here today compared to yesterday?

Maths whole class sessions also happen daily – teachers reference and adapt the White Rose Scheme of Learning for Reception. This supports the ethos of EYFS and ensures that children have a mathematically rich curriculum that embeds mathematical thinking and talk. Key concepts are revisited and further developed across the year so that children have a variety of opportunities to develop understanding of number (to 20 and beyond), shape, measure and spatial thinking.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW		Talk about measure and patterns VIEW		It's me 1, 2, 3 VIEW		Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW
Spring term	Alive in 5 VIEW		Mass and capacity VIEW	Growing 6, 7, 8 VIEW		Length, height and time VIEW		Building 9 and 10 VIEW			Explore 3-D shapes VIEW	
Summer term	To 20 and beyond VIEW		How many now? VIEW	Manipulate, compose and decompose VIEW		Sharing and grouping VIEW		Visualise, build and map VIEW			Make connections VIEW	Consolidation

There is a maths area in the class where children have the opportunity to explore the resources and become familiar with using them. Further maths activities and opportunities are provided in continuous provision. There is also a weekly maths challenge which builds, confidence, enthusiasm and helps children with KS1 readiness. Children in EYFS are encouraged to discover the maths element in everything they do and see.



KS1 and 2

Our curriculum is led by the 2014 National Curriculum; the aims are to ensure all children:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- reason mathematically by following a line of enquiry, building relationships and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematical knowledge to a variety of problems with increasing clarity, including breaking down problems into a series of simpler steps and persevering in seeking solutions

The National Curriculum forms the basis for our planning: setting out expectations in year groups. At Summerfields, we focus on teaching maths in line with the Hampshire Schemes of Learning. Medium term planning organises domains and objectives systematically term by term – these are broken down into small steps which support the teaching sequence. Unit plans provide further detail to support and guide planning and teachers shape and design the learning journey to best fit the needs of the children. Links are made across domains to ensure that:

- prior knowledge is secured
- new curriculum content and key skills are introduced
- knowledge and understanding on new curriculum content and key skills are developed and then embedded

Concrete, pictorial and abstract planning are part of our teaching strategies. Concepts are introduced with concrete resources for children to feel and manipulate. As their conceptual understanding develops, they move towards the pictorial and abstract stages. The teacher's role is to:

- demonstrate clear modelling – through worked examples or I do, you do, we do approach
- allow time for discussion and paired work – encouraging use of stem sentences and precise mathematical language
- provide support and challenge – ensuring tasks include progressive questioning and variation to develop mastery
- present challenge through precise questioning