


Reception Maths Planning at Emscote

Intent	Implementation	Impact
<p>Planning and Progression of Learning Mathematics is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and areas of provision.</p> <p>-</p> <p>During the planning process careful consideration is given to the next steps in learning.</p> <p>-</p> <p>We 'Teach for Mastery' using the NCETM guidance relating to the use of Numberblocks and White Rose schemes. We agree that children need to develop a deep, long-term, secure and adaptable understanding of mathematical procedures and concepts. Then they will be able to move on to more advanced material.</p> <p>-</p> <p>Reasoning and Problem Solving form an integral part of the Mathematic Curriculum from Early Years onwards. Therefore, we plan a focus based on Gareth Metcalfe's 'I see Reasoning' work. We plan for a</p> <p>Do it: (All children can do) Reasoning: (Reason about it) Problem Solving: (Problem solve)</p>	<p>All planning is created knowing the cohort of the children. It is based on planning and progression & adapting lessons / resources to suit the children, creating differentiated weekly Teacher Led activities that are carried out 1:1 with each child or in small groups, during continuous provision time.</p> <p>-</p> <p>We also plan for a Maths table which displays 'Number of the Week' resources for the children to access. For example, objects to count, the formation of the number, examples of the number used in different places (front doors, buses, football t-shirts), number lines, five and ten frames, numicon, dice, etc.</p> <p>-</p> <p>We have a Maths Area in each classroom, where the children are taught to self resource and to explore maths with their friends. We sometimes put resources from our teaching on this table, for the children to recreate what we have been learning.</p> <p>-</p> <p>There is a lot of practical maths taking place in both the Shared Area and Outside Area during continuous provision. Also, as part of many of our Wonderful Wellies sessions outside.</p>	<p>The maths curriculum provides parity for all groups of pupils, allowing for differentiation as required to ensure progress is made.</p> <p>-</p> <p>Showing that maths is successfully implemented ensuring pupils' progression in knowledge – pupils successfully 'learn the curriculum' and it is <i>adapted</i> based upon how the pupils access the lessons.</p> <p>-</p> <p>Variation on how maths is delivered to suit learning styles of all pupils.</p> <p>-</p> <p>Enables teachers to evaluate the teaching and to understand individual pupil knowledge so changes to teaching can be made.</p> <p>-</p> <p>Have a clear picture that progress of children is being made through internal monitoring and tracking.</p> <div data-bbox="1518 1102 2092 1465"> <p>By the end of Foundation Stage I can...</p>  <ul style="list-style-type: none"> Sort and match Read and write numbers Estimate Recall number bonds to 10 Identify and talk about number patterns Add and subtract numbers Calculate Talk about shape, space and measure using mathematical language Recognise an amount in different arrangements Give reasons for my answers Solve problems Recognise an amount without counting Compare quantities Sequence numbers Count Partition numbers </div>

Assessment

We carry out the NfER baseline assessment in September in Maths to gauge the children's attainment on entry.

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We assess according to the Early Learning Goals

0-3	B	JA	At	Ab
3&4	B	JA	At	Ab
Reception	B	JA	At	Ab

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At the end of each term we carry out number recognition and formation assessments. We use this information to give 'intervention' to those that need it.

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On-going assessment is carried out through our observations of the children during teaching inputs, during observations in continuous provision time (which we often record on Tapestry) and through our Teacher Led work with the children each week.

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We use o-track at the end of teacher term, to formally record the progress of the children.

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Adults capitalise on every opportunity to present mathematical problems for children to think about and solve. They support children in practising and applying their mathematical knowledge and skills by encouraging them to talk about their thinking, provide explanations and give reasons for their answers.

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Assessments are recorded as and when we observe the children fulfilling that objective. In their Maths books, we highlight the objectives they have achieved during our Teacher Led work and write 'Next Steps'.

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This information then helps update internal data through o-track.

Moderation

The Reception Lead, Mrs Fawbert was externally moderated in Summer 2019 with accurate evaluations made. This also supports ongoing teacher assessment and teachers use moderated examples to support judgements.

Teachers attend local authority and cluster moderation to maintain standards and knowledge levels.

Peer-to-peer moderation reviewing previously moderated books and current work in books in different Reception classes.

Enables teachers to make comparisons to carry out improvements / changes to own judgements and planning.

Developing Further Challenge Higher attaining children believed to be able to work 'Above' require further challenge to develop their learning and skills in maths – particularly by reasoning and problem solving.	Reception teachers ensure that during teaching inputs, they use effective questioning to stretch their more able children. Then during Teacher Led activities, a greater expectation is put upon such children to produce work of a higher standard. More discussion and reasoning is expected too.	Ensure a wide and balanced curriculum so that all children can progress to their full potential. - Ensure that parents have a say in supporting their children's learning.
Mathletics Online Resource Greater use and focus of maths learning using the online Mathletics resource that children can access from home with their unique log-ins.	Bronze certificates are celebrated in class. Silver & Gold certificates are celebrated in weekly school assemblies. Annual school-wide mathletics competitions to encourage greater access to this learning tool.	Allow further maths-based work outside of the classroom to support a greater learning opportunity for as many children as possible. - Provide a sense of competition and achievement for individuals.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Au1, 2021	Home visits	Part time	Match & Sort	Making comparisons & Exploring Pattern	Number 1	Number 2	Number 3
Au2, 2021	Number 4	Number 5	Numbers to 5	One More	One Less	Geometry & Spatial Thinking	Measurement - Time
Sp1, 2022	Introduce 0	Number 6	Number 7	Number 8	Combining 2 Groups (Addition)	Length & Height	Comparing Mass & Capacity
Sp2, 2022	Number 9	Number 10	Comparing numbers to 10	Number bonds to 10	3D Shape	Pattern	
Su1, 2022	Building numbers beyond 10	Building numbers beyond 10	Counting patterns beyond 10	Counting patterns beyond 10	Adding more		
Su2, 2022	Taking away	Doubling	Sharing & Grouping	Even and Odd	Patterns & Relationships	Spatial Reasoning	Digging Deeper