At Meon Infant and Moorings Way we become Mathematicians by finding out how…

Number

EYFS

Count confidently up to 10 and be able to subitise and see patterns in these numbers.
Recognise these numbers in the environment around them.
Use different manipulatives to organise counting and use mathematical vocabulary to enhance their developing language.
Use their number knowledge to assist them playing games and sing songs and nursery rhymes.
To count beyond 20 and recognise patterns
To begin to add and subtract a given amount from any number to 10 and up to 20, using manipulatives.

Measurement

EYFS

To use their knowledge of number when learning about space and measure. This will also be done through outdoor learning opportunities.
To demonstrate their number knowledge when measuring everyday objects; through identifying odd and even numbers, and doubles. Games, rhymes, songs will be used to embed measure in everyday learning. (This is Me, Mighty and Mini-beasts, Sea, woods and summer fun)

Geometry

EYFS

To talk about shapes in the environment and identify simple 2D shapes and some 3D shapes. (Megastructures; Mighty and mini- beasts; Sea, woods and summer fun)

Statistics

EYFS

It has been a very exciting morning at Meon Infant School today! We have seen the arrival of 4 (soon to be 5) ducklings! 2 of them have already fluffed up and been transferred to their brooding cage, while 2 are still drying out! The children are so excited to get a better look at them! (And so are the grown-ups)

Year 1	***Year 1***	***Year 1***	***Year 1***
To count, read and write numbers up to 100 with confidence, starting at any number. To identify one more and one less and compare numbers using the appropriate symbols. To use manipulatives to help add and subtract two numbers and to be able to demonstrate this as part part whole and bar models. To identify fact families and number bonds within 10. To become familiar with the + and – signs and develop a deep understanding of using them through varied activities, giving opportunities for children to demonstrate their fluency. To become familiar with counting in steps of 2, 5 and 10's; and link this to arrays, grouping and sharing. To be able to find half and a quarter of a shape, object or quantity.	To become confident to use appropriate vocabulary when measuring length, height, weight/mass and volume. **(This is Me, Who Are We?)** To be able to compare objects/people using language such as taller, shorter, heavier, etc.. Children will begin to identify coins and notes; and recognise their value. **(Our Amazing Planet)** They will use this knowledge to demonstrate their understanding of money by solving simple problems and using role play as a way of developing their learning. Children will use language to describe times of the day. To identify days of the week and months of the year They will begin to identify times on a clock; specifically, half past and O'clock. **(Long Long Ago; Back in time)**	Children will recognise the common 2D and 3D shapes and be able to describe their properties using correct vocabulary such as sides, edges, corners, and curves. They will be able to sort the shapes by using different criteria and talk about it. Children will learn to use positional language and demonstrate this using objects or shapes. **(Healthy Schools Week)**	

Year 2	Year 2	Year 2	Year 2
To compare and order numbers to 100, using the appropriate symbols, <, > and =. To recognise the value of digits by using terminology such as tens and ones. To count in steps of 2, 5 and 10 from any number both forwards and backwards Use place value and number facts to solve problems Children will be using manipulatives and pictorial representations to solve addition and subtraction problems. To recall fact families and number bonds to 20 fluently. To add and subtract two numbers: 2 digits and 1 digit; 2 digits and 2 digits; two digits and 10's; and adding 3 one digit numbers Children will know that addition and multiplication is commutative while subtraction and division is the inverse of this. To recall multiplication and division facts for 2, 5 and 10 times tables. To solve mathematical statements using the symbols X and ÷, whilst demonstrating a	To estimate and measure length, weight, height, and mass. **(Space)** To compare and order lengths, weights, heights and mass by measuring objects, and containers**(Space)** To use money and find different combinations of coins and notes that equal the same amounts. To solve simple problems using money Recognise the hour and minute hand on a clock To know minutes in an hour, and hours in a day	To identify and describe the properties of 2D and 3D shapes using vertical lines of symmetry Identify 2D shapes on the surface of 3D shapes Use language like vertices, edges, sides Children will be using shapes to identify vertices, edges, sides. Playdough will be used as a material for children to explore faces on shapes.	To use simple tally charts, bar graphs, pictograms and tables to find information from. To ask and answer questions about comparing data found. Children will be creating bar graphs of favourite fruits and collecting/interpreting data**(Healthy Schools Week)**

sound understanding of odd and even numbers.
To use a range of manipulatives and concrete objects to solve a variety of problems.
To recognise ½, ¼, 1/3, ¾, 2/4 and equivalence of objects, shapes and quantities and how to write these fractions

At Moorings Way and Meon Infant Schools, Maths will have consistent structures to support positive learning habits. Key concepts will be taught by first, using resources such as, Flashback 4, Knowledge Organisers and quizzes to ascertain what children have retained and what needs to be revised. All children, when learning maths will have the opportunity to use manipulatives while being problem solvers and becoming fluent in their mathematical knowledge. The National Curriculum states that all pupils become fluent in the fundamentals of maths through varied and frequent practise; and we aim to start our lessons by providing these opportunities. As the children progress through the school, they will be presented with a number of different opportunities to reason mathematically and give proof about their judgements. The children will also be given a variety of opportunities to show their understanding of concepts taught; by applying this to the ability to solve problems and break them down into simpler steps. Children will also have opportunities to apply their mathematical knowledge to other subjects. Thinking maps are used to help children with steps they may need to solve problems or links with other concepts too. Children are encouraged to use these hats to celebrate their achievements, identify their next steps, action needed and how they will achieve this. They are always encourage to be independent thinkers.

Some of these concepts can be covered within specific topics: the linked topic is shown in brackets.