Every maths moment will start with;

Adult: I love maths, yes I do! I love maths, how about you?

Children: We love maths, yes we do! We love maths, just like you!

Maths Moments coverage FS1

Autumn	Spring	Summer
Calendar introduced – days of the week and months of the year What's my number? 5 frame with counters Finish the pattern (AB colour) Subitising to 3 – bunny ears, dice face, counters on the 5 frame etc. Songs and rhymes used throughout to support learning.	Calendar introduced – days of the week and months of the year What's my number? 5 frame with counters in Spr1, then 10 frame with counters in Spr2. Finish the pattern (AB shape) Finding one more/one less than a given number. Use ladybird number track to support the understanding of jumping forwards and backwards. Subitise to 3/4 Racetrack with ordinal numbers 1st – 3rd. Who was the winner? Who came in last place? Songs and rhymes used throughout to support learning.	Continue with calendar and extending with questioning. What's my number? Counters on 10 frame in different configurations. Introduce the idea of the whole number after 'What's my number?', and write this into the part/whole model. When children are secure, incidentally also begin to talk about the parts. Finding one more/one less than a given number. Use ladybird number track to support the understanding of jumping forwards and backwards. Subitise to 4. Songs and rhymes used throughout to support learning.

Maths Moments coverage FS2

Autumn	Spring	Summer
Calendar introduced – days of the week and months of the year What's my number? 5 frame with counters Finish the pattern (AB, ABC, and ABB colour and shape) Subitising to 3 – bunny ears, dice face, counters on the 5 frame etc. Racetrack with ordinal numbers 1st – 4th How many maths moments have we had? When we reach 10, we model making a group of ten using straws/cubes. Leave these as a group, and continue adding ones. Songs and rhymes used throughout to support learning.	Continue with calendar – extend with questioning. Which day is it tomorrow/the day before yesterday/two days after Wednesday etc. What's my number? 10 frame with counters Introduce combining groups to create a whole – different coloured counters on the 10 frame, and then move onto part/whole model. Subitise to 5/6. Racetrack with ordinal numbers 1st – 4th. Additional challenge: who came in second to last place? Which character is two places behind the winner? How many maths moments have we had? Songs and rhymes used throughout to support learning.	Continue with calendar and extending with questioning. What's my number? 10 frame with two different coloured counters. Part/whole model. Move the counters from the 10 frame onto the part whole model and combine to find the total. Record equation for part whole model (addition and subtraction). Introduce the language 'If I know that one part is 6, then I know that the other is….' Subitise to 5/6. How many maths moments have we had? Songs and rhymes used throughout to support learning.

Maths Moments coverage - Year 1

Autumn	Spring	Summer
Continue with calendar and extending with questioning. Tally the weather and extend with questioning. What's my number? 10 frame with two different coloured counters. Part/whole model. Use the same whole as when you made 'What's my number?' Discuss what the different parts could be. Record equation for part whole model (addition and subtraction). Introduce the language 'If I know that one part is 6, then I know that the other is….' How many maths moments have we had? Bundle into groups of 10 (TBC) Number patterns counting in 1s and 2s. One more/one less within 10 Recall of number bonds to 10. Greater than/less than within 10. Songs and rhymes used throughout to support learning.	Continue with calendar and extending with questioning. Tally the weather and extend with questioning. What's my number? Two 10 frames from now on. Part/whole model. Introducing partitioning using the number from 'What's my number?' How many maths moments have we had? Bundle into groups of 10. One more/one less within 20 Recall of number bonds to 10. Greater than/less than within 20. Number patterns counting in 5s. Introduce o'clock using teacher clock. Songs and rhymes used throughout to support learning.	Part/whole model. Continue partitioning using the place value grid. Bar model (colour coordinated) to model how this can be represented. Introduce fact families within 10. Half of my number is…. A quarter of my number is… One more/one less within 50 and then 100 Greater than/less than within 50 and then 100 How many maths moments have we had? Bundle into groups of 10. Continue o'clock and introduce half past using teacher clock. Number patterns counting in 10s. Songs and rhymes used throughout to support learning.

Sentence Stems:

The number with the greatest/least value is….

If I know … then I know….

I know this because….

Yellow – Focus for transitions between table and carpet, or lining up times etc.

The expectation is that children should articulate their learning in full sentences

Maths Moments coverage - Year 2

Autumn	Spring	Summer
Part/whole model. Partitioning using the place value grid. Bar model to model how this can be represented. Develop fluency with fact families within 10. One more/one less within 100 Recap o'clock and half past using teacher clock. Number patterns counting in 2s, 5s or 10s How many maths moments have we had? Bundle into groups of 10. Songs and rhymes used throughout to support learning.	Greater than/less than within 100 2D and 3D shapes recognition. Money: recognise coins Introduce quarter to and quarter past using the teacher clock. Part/whole model. Partitioning using the place value grid. Bar model to model how this can be represented. Develop fluency with fact families within 10. Find half, quarter, and third of an amount (children to explain working out) Counting forwards and backwards from any number How many maths moments have we had? Bundle into groups of 10. Songs and rhymes used throughout to support learning.	Money: making an amount with coins Introduce five to and five past using the teacher clock. Find three quarters of an amount (children to explain working out) Multiplication and division fact families. Times tables (2, 5, 10) from memory Symmetry of regular shapes, how many lines, finish the shape using your knowledge of symmetry How many maths moments have we had? Bundle into groups of 10. Songs and rhymes used throughout to support learning.

Sentence Stems:

The number with the greatest/least value is….

If I know … then I know….

I know this because….

Yellow – Focus for transitions between table and carpet, or lining up times etc.

The expectation is that children should articulate their learning in full sentences