

Dereham Church of England Infant and Nursery Academy- Mathematics



Year group: Reception

Area/topic: Mathematics-match, sort and compare

Birth to 5 Matters - Range 6 - Spots patterns in the environment, beginning to identify the pattern "rule"

Development Matters - Reception - Compare numbers.

Birth to 5 Matters - Range 5 - Compares two small groups of up to five objects, saying when there are the same number of objects in each group.

Prior learning	Future learning
Children may have had opportunities to play with sorting toys in nursey settings and at home	These skills will be used frequently when tidying up after activities; at home time etc., the skills will also be used and applied when playing a selection of games during school time and at home.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Match objects	Photos of children experimenting with blocks and building towers to match their friend's or an adults.
Match pictures and objects	Children experience playing a game similar to snap with an adult where they match pictures on a card

Identify a set	Photos of children experimenting with a range of buttons in a tuff tray. Can they all make the same set of buttons? Who has and has not been successful? Photos of children sorting items of loose parts. Photos of children sorting themselves into different groups- e.g. if you are wearing a jumper, if you have your hair tied up or if you are wearing glasses. Opportunities to play the odd one out game Provide regular opportunities to compare a range of manipulatives
Sort objects to a type	
Explore sorting techniques	
Create sorting rules	
Compare amounts	
Key vocabulary	
Groups, shorter, taller, More, fewer, same,	
Common misconceptions	
It is important to introduce children to other types of sorting, such as shape and size, so that they do not think that colour is the only way to sort.	Books linking to this area
	A Pair of Socks by Stuart J. Murphy
	Seaweed Soup by Stuart J. Murphy

<i>It is important to model to children that the same set of objects can be sorted in lots of different ways and by different attributes.</i> <i>It is easier for children to make comparisons when the difference between the sets is greater. Start by asking children to compare sets of 5 and 2 objects rather than sets of 5 and 6 objects.</i>	<i>The Button Box by Margarett S. Reid</i> <i>Beep Beep, Vroom Vroom! by Stuart J. Murphy</i>
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<i>A large array of activities using manipulatives, loose parts, natural objects etc.</i>	<i>Ask and discuss the key questions provided by White Rose</i> <i>Discuss, share and repeat the sentence stems provided by White Rose</i>

DCINA Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i> <i>Use a range of visual aids</i> <i>Give clear instructions one at a time</i> <i>Repetition</i> <i>Provide simple instructions</i> <i>Pre teach vocabulary</i> <i>Use working wall where modelling is displayed</i> <i>Give children thinking time</i> <i>Model task</i>	<i>Cognition and Learning</i> <i>Check understanding regularly</i> <i>Allow rest breaks</i> <i>Give thinking time</i> <i>Colour code signs that could be confusing</i> <i>Work checklists</i> <i>Break down tasks into small steps</i> <i>Give opportunities for over-learning</i>
<i>Social, Emotional and Mental health</i> <i>Allow access to a quiet and calm space</i> <i>Give child a special role to increase self esteem</i> <i>Provide a visual support- what to do if you are stuck</i> <i>Provide a movement break</i> <i>Seat pupil by more confident peer</i> <i>Now and next board</i> <i>Sand timers</i> <i>Movement breaks</i> <i>Break down tasks into small steps</i>	<i>Sensory and Physical</i> <i>Consider carpet space position</i> <i>Reduce background noise</i> <i>Provide a range of manipulatives- dienes may be too small</i> <i>Appropriate seating</i> <i>Wobble boards</i> <i>Writing slope</i> <i>Enlarge text</i> <i>Variety of writing tools available</i>