

Dereham Church of England Infant and Nursery School- Mathematics

	Year group: Reception	Area/topic: Mathematics- Make connections
	Consolidation block	

Prior learning	Future learning
All previous blocks will help and support the reasoning and problem solving activities that will appear in this block	Children will apply this knowledge during daily maths meetings

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Deepen understanding	Provide children with materials such as tin foil or modelling clay to make boats. How many marbles will their boat hold while staying afloat? Whose boat will hold the most marbles? Encourage children to adapt their design so that their boat holds more marbles. Read stories such as How Many Legs? by Kes Gray which provide starting points for exploring counting problems. Ask children to work out how

Patterns and relationships

many legs there are in the different scenarios described in the story. The children will need to consider a wide variety of animals, including those with no legs. The first child to fill their ten frame is the winner. Encourage children to discuss what animal they need to win. This can be extended by having to fill two ten frames. Encourage the children to create their own nonsense scenarios in the style of the story and calculate how many legs there would be. These could be collated and made into a class How Many? book.

Read stories such as Billy's Bucket by Kes Gray to use as a starting point for looking at comparison and number stories. Set up a small-world scene in a tuff tray and ask children to talk about what they can see. What number stories can they make using different combinations? Prompt children to create their own scene and make up their own number stories.

Allow children to plan (with adult support if needed) the last day of school. Encourage children to think about fun activities that they enjoy or something that they would like to do, for example, making slime. Once children have made a plan, ask "What resources do you need to do these tasks? How long will each task take? Do we all need to work together or in small groups?"

	In the outdoor area, challenge children to solve problems on a large scale. For example, say “The playground is a crocodile-infested swamp! How can we rescue teddy without putting our feet on the ground?” Other ideas could be building a shelter to keep everyone dry, choosing a vessel to fill with water, or keeping water in a vessel with holes in it. Show children a set of number rods. Ask children questions such as, “How many yellow blocks measure the same as one purple block?” What other relationships can they find? Can they find a block which is double the length of another block? How could they check? Encourage children to challenge a partner to work out the length of a given rod by experimenting with the remaining rods.	
Key vocabulary		
Because, I know...		
Common misconceptions	Books linking to this area	

Ensure children are asked a range of open ended questions. Support children to enact scenarios where they have to think of more than just one answer, for example, if we all make slime, what do we need to do in order to take it home safely? Allowing children to make decisions about what they would like to do and planning it out loud with supported scribing helps their planning and independence skills. Allow children time to discuss their plans and decisions and to think of all the possibilities.	Billy's Bucket by Kes Gray Mr Gumpy's Outing by John Burningham How Many Legs? by Kes Gray Ants Rule: The Long and Short of it by Bob Barner Mr Archimedes' Bath by Pamela Allen Who Sank the Boat? by Pamela Allen You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck
Memorable first hand experiences	Opportunities for communication
Many opportunities to play games. Regular use of a range of manipulatives, loose parts, natural objects etc.	Ask and discuss the key questions provided by White Rose Discuss, share and repeat the sentence stems provided by White Rose

DCINA Reasonable adjustments for pupils with SEND

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