

### Maths Meetings non-negotiables term-by-term

The topics below must be included each term as some of the areas are **not** covered in the Mathematics mastery units of work.

Teachers should also consult the more detailed guidelines in this document for suggested activities and other areas to include.

<b>Term</b>	<b>Detail</b>
<b>Autumn</b>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>◇ Counting on and back within ten along a number line (vertical and horizontal)</li> <li>◇ One more and one fewer within 3, 6 and then within 10</li> </ul> <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> <li>◇ Recognise, create and describe two-criteria patterns of colour or size</li> <li>◇ Matching shapes that are the same</li> </ul> <p><u>Measures:</u></p> <ul style="list-style-type: none"> <li>◇ Introduce comparative long, longer, longest, short, shorter, shortest, tall, taller, tallest, big, bigger, biggest and small, smaller, smallest</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>◇ Sequencing daily timetable</li> <li>◇ Days of the week</li> <li>◇ Months of the year</li> </ul> <p><u>Money:</u></p> <ul style="list-style-type: none"> <li>◇ Introduce coins 1 p, 2 p, 5 p and 10 p</li> </ul>
<b>Spring</b>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>◇ Counting on and back within 20</li> <li>◇ One greater or one less than a given number within 20</li> <li>◇ Representing addition and subtraction within 10 on a ten frame</li> <li>◇ Identifying the number of groups, how many in each group and how many altogether (within 20)</li> </ul> <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> <li>◇ Naming 3-D and 2-D shapes and matching shapes that are the same.</li> <li>◇ Ordering lengths</li> <li>◇ Introduce comparative vocabulary related to weight, capacity and volume</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>◇ Days of the week; today, tomorrow and yesterday</li> <li>◇ Months of the year</li> <li>◇ Introduce the clock and talk about familiar times of the day such as the time to start school, for lunch, for the end of the school day etc.</li> </ul> <p><u>Money:</u></p> <ul style="list-style-type: none"> <li>◇ Introduce 20 p coin</li> </ul>
<b>Summer</b>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>◇ Double and half numbers (within 10)</li> <li>◇ Represent addition and subtraction within 20 using a bead string</li> <li>◇ Counting in twos, fives and tens</li> <li>◇ Comparing two numbers using vocabulary greater and less</li> </ul> <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> <li>◇ Describing the properties of 3-D and 2-D shapes using the vocabulary face, edge, side, vertices</li> </ul> <p><u>Measures:</u></p> <ul style="list-style-type: none"> <li>◇ Comparing two or more lengths, weights and capacities</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>◇ Introduce the clock and o'clock times</li> </ul>

	Areas to include	Suggested ideas
<b>Shape and Pattern</b>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>Matching shapes that are the same</li> <li>Recognise, create and describe two-criteria patterns of colour, shape or size</li> <li><b>Rhythm patterns, e.g. clapping, tapping</b></li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>Two-criteria patterns of shape, size or colour</li> <li>Naming 2-D shapes: rectangle, square, circle and triangle</li> <li>Positions and directions – use vocabulary such as: next to, behind, under, in front of, top, back, bottom, forwards</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>Positions and directions – use vocabulary: first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, bottom, side, on, in, next to, behind, under, in front of, top, backwards, forwards, across, between, up, down, left, right, towards, away from</li> <li>Naming and describing 2-D shapes: rectangle, square, circle and triangle</li> <li><b>Increasingly more difficult rhythm patterns, e.g. clapping, drumming</b></li> <li>Three-criteria patterns of shape, size or colour</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>Describing the properties of 3-D shapes using vocabulary such as edge, face, vertex and vertices</li> </ul>	<p>⇒ <b>Finish the pattern: clap, clap, clap</b></p> <p>⇒ <b>Shape songs (several available on YouTube)</b></p> <p>⇒ Pattern of the day – one child is responsible for making a pattern and displaying it on the maths board. The pattern made is then discussed and continued during the Maths Meeting.</p> <p>⇒ What number comes next in this pattern (increasing and decreasing)? E.g. 12, 13, __, 15; 15, 14, __, 12.</p> <p>⇒ Take a photo of the class seating arrangement and question children on their positions, e.g. who sits in front of the teacher's desk?</p> <p>⇒ Base your questions on the Big Picture from current and previous units.</p> <p>⇒ Show the shapes and ask 'how are these shapes different? How are they the same?'</p> <p>⇒ Show three shapes and ask pupils which one is the odd one out. There should be several possible answers and the focus of the question should be pupils' reasoning</p>
<b>Capacity, volume, length and weight</b>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>Discuss size, weight, capacity and length using everyday language: full, empty, long, short, heavy, light, big, and small</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>Comparison of equivalent and inequivalent weights, lengths and volumes</li> <li>Use vocabulary such as: longest, shortest, heaviest, lightest, more, less</li> </ul> <p><b>Spring &amp; summer:</b></p> <ul style="list-style-type: none"> <li>Ordering lengths</li> <li>Introduce vocabulary: tall, thin, wide, narrow and bigger</li> <li>Comparing two or more lengths, weights and capacities</li> </ul>	<p>⇒ Use objects and pupils from the classroom for comparisons, e.g. books, tables, chairs and pencils for heavy and light; pencils, colours and rulers for long and short</p> <p>⇒ Use the pupils' drink containers to compare heaviest, lightest; more, less</p>

	Areas to include	Suggested ideas
<b>Time</b>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>Events associated with time</li> <li>Vocabulary: night, day, today, tomorrow, yesterday, days of the week</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>Discuss everyday events using vocabulary: after, soon, before, always, late, early, later</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>Introduce vocabulary: tall, thin, wide, narrow and bigger</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>Introduction to the clock – discuss the numbers around the clock, the hands of the clock and o'clock times</li> <li>Talking about day time and night time</li> </ul>	<p>⇒ Discussion of events that happened or will happen using specific vocabulary e.g. PE will happen on Wednesday, art was yesterday</p> <p>⇒ Time song: <i>"Ticker, ticker, ticker, tick. What time is it? Aha! Ticker, ticker, ticker, tock. What time is it? Aha! Stop!"</i></p> <p>⇒ Recognise familiar times of the day on the clock</p> <p>⇒ Relating events that happen every day to day time or night time</p>
<b>Money</b>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>Coin recognition: 1p, 2p and 5p</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>Coin recognition 1p to 10p</li> <li>Discuss uses of money</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>Coin recognition 1 p to 50 p</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>Coin recognition £1 and how it is the same as 100 pennies</li> <li>Addition and subtraction problems</li> </ul>	<p>⇒ Show each coin to the class until they are familiar with each one</p> <p>⇒ Allow the children to experiment and play with real money when possible, e.g. role play in the shop</p> <p>⇒ Use Dienes blocks alongside each coin to show their value, for example, a 20p coin is the same as two ten sticks; a 50p coin is the same as five ten sticks, etc.</p>

