

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.

Term	Detail:
Autumn	<p><u>Number:</u></p> <ul style="list-style-type: none"> ◇ Place value of 2-digit numbers (tens, ones) ◇ Count on and back within 40, but do not always start at 1, along a number track (vertical and horizontal) ◇ Number bonds within ten ◇ Double and half of numbers within 10 <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> ◇ Name 2-D and 3-D shapes <p><u>Measures:</u></p> <ul style="list-style-type: none"> ◇ Comparison and ordering of capacities, lengths and weights <p><u>Time:</u></p> <ul style="list-style-type: none"> ◇ O'clock and half past times ◇ Begin to measure and record the time <p><u>Money:</u></p> <ul style="list-style-type: none"> ◇ Recognition of all coins and £5 and £10 notes
Spring	<p><u>Number:</u></p> <ul style="list-style-type: none"> ◇ Number bonds to 20 ◇ Using inverse to find missing numbers in equations ◇ Applying known calculation strategies in addition and subtraction ◇ Recognising patterns that increase and decrease in steps of 2, 5 and 10 ◇ Half and double within 20 ◇ Grouping and sharing within 20 <p><u>Measures:</u></p> <ul style="list-style-type: none"> ◇ Comparison and ordering of containers using vocabulary: full, empty, more than, less than, half full, quarter full <p><u>Time:</u></p> <ul style="list-style-type: none"> ◇ Tell the time one or two hours before and after a time ◇ Match activities to different times of the day <p><u>Money:</u></p> <ul style="list-style-type: none"> ◇ Recognition of all coins and notes
Summer	<p><u>Number:</u></p> <ul style="list-style-type: none"> ◇ Addition and subtraction within 100 using a range of calculation strategies and exploring which is most efficient ◇ Partitioning 2-digit numbers into tens and ones ◇ Exploring repeated addition and the part-part whole model and how it links with multiplication and division <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> ◇ Use mathematical language to describe size and position using vocabulary whole, half, quarter, three quarter turns, clockwise and anti-clockwise ◇ Identify and describe 2-D and 3-D shapes using vocabulary side, edge, face and vertices

Other areas to include in Maths Meetings

	Areas to include	Suggested ideas
Calendar maths	<p>Autumn 1, 2, spring & summer:</p> <ul style="list-style-type: none"> • Days of the week • Today is, yesterday was, tomorrow will be • Months of the year • This month is, last month was, next month will be • Seasons of the year • This season is, last season was, next season will be • Date and year • Weather • Use ordinal number 1st, 2nd, 3rd, last. • Sequencing the days and months in order 	<p>⇒ <i>Days of the Week</i> song (Adams family tune) http://www.youtube.com/watch?v=HtQcnZ2JWsY</p> <p>⇒ <i>Months of the Year</i> song (found on YouTube) http://www.youtube.com/watch?v=5enDRrWyXaw</p> <p>⇒ <i>Seasons of the Year</i> song (several versions are available on YouTube)</p> <p>⇒ <i>What's the Weather</i> song (several versions are available on YouTube)</p> <p>⇒ Use calendar to show: Today's date is the 12th, therefore yesterday was the... [11th] and tomorrow will be the... [13th]</p> <p>⇒ Pictograph with weather—add a coloured square to the chart each day</p>
Sets	<p>Autumn 1, 2, spring & summer:</p> <ul style="list-style-type: none"> • Partition sets for sharing • Combine sets for grouping 	<p>⇒ The pupils could be used for partitioning; all the boys are the main set and then partition with certain criteria, e.g. black hair, brown shoes, etc.</p> <p>⇒ Reverse this idea and start with the subsets. Combine these to make a collective group of boys.</p> <p>⇒ Large hula hoops or circles marked on the ground are a resource to show the full set.</p>
Data handling and pattern	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Sort using a Venn diagram with two separate criteria • Use manipulatives for data handling • Represent data using a place value chart <p>Autumn 2, spring & summer:</p> <ul style="list-style-type: none"> • Use pictograms and a tally to represent data 	<p>⇒ Large hula hoops or circles represent a Venn diagram.</p> <p>⇒ Straws or single Dienes block can be used to show the number of Maths Meetings or days in school and should be kept in the 'ones' column of the place value chart—build to ten days and regroup.</p> <p>⇒ Pictogram to record daily weather, transport, etc.</p>

	Areas to include	Suggested ideas
Number	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Say cardinal number names in order within 40 • Patterns of numbers within 20 including multiples of 2 • Count in steps of two and five • Count on and back within 20, but do not always start at 1, along number track (vertical and horizontal) • Order numbers within 20 on a number line (vertical and horizontal) • Addition and subtraction within 20 • Number bonds within ten • Double and half within 20 <p>Autumn 2:</p> <ul style="list-style-type: none"> • One more or less than a given number within 40 • Ordinal numbers 1st, 2nd ... • Place value of 2-digit numbers within 40 • Number bonds within 20 <p>Spring:</p> <ul style="list-style-type: none"> • Skip counting in 2s, 5s and 10s • Missing number equations including the addition and subtraction of zero • Using inverse to find missing numbers in equations • Applying known calculation strategies in addition and subtraction • Count to 100, forwards and backwards, from any given number • Number patterns that increase and decrease in steps of 2, 5 and 10. <p>Summer:</p> <ul style="list-style-type: none"> • One more, one fewer, ten more and ten fewer within 100 • Addition and subtraction within 100 using a range of calculation strategies and exploring which is most efficient • Explore partitioning of any 2-digit number • Reading and writing numbers in numerals and words • Placing numbers on a number line within 100 • Exploring repeated addition and the part-part whole model and how it links with multiplication and division 	<p>⇒ Number song, or counting – do not always start at 1</p> <p>⇒ Number songs to highlight subtraction e.g. 10 green bottles</p> <p>⇒ Number patterns within 20 using ten frames, pegs and peg boards and Dienes blocks</p> <p>⇒ Number of the week: Count on and back from the number. Is it greater or less than 10? What is the total of the digits? Etc.</p> <p>⇒ Guess my number – it is less than 16, it has no tens, it is half of 8, etc....</p> <p>⇒ Missing or secret number e.g. 6 and 3 make...show using fingers. Record answers on Maths Meetings board</p> <p>⇒ Use concrete manipulatives and pictures for addition and subtraction scenarios.</p> <p>⇒ Show images of sets of objects and question pupils about what ten more or ten fewer would be. These objects can be represented with Dienes blocks or a bead string.</p> <p>⇒ The whole is 37. The parts are 0 and ___? The parts are 10 and ___? The parts are 20 and ___? The parts are 30 and ___.</p> <p>⇒ Finding half of a shape: are the parts equal? Is this half or not half? Finding half of one group of children – what would double this group be?</p> <p>⇒ Display a blank number line with multiples of ten marked. Write numbers on small post-it notes. Invite pupils to add these appropriately to the number line.</p>

