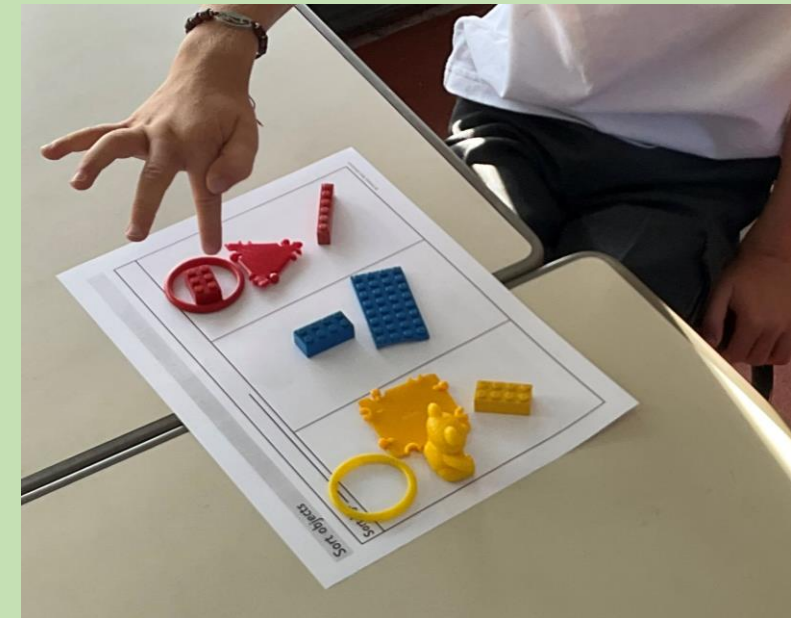




Maths at Great Moor Infant School

Learning in the Moment, Looking to the Future.

- At Great Moor Infant School, we value maths as a foundational skill and essential aspect of our school curriculum for our early learners.
- We strive to ensure our children enjoy their learning of maths and become confident mathematicians.
- Children are taught key skills and concepts and are then given the opportunity to apply these within real life contexts through problem solving and reasoning.

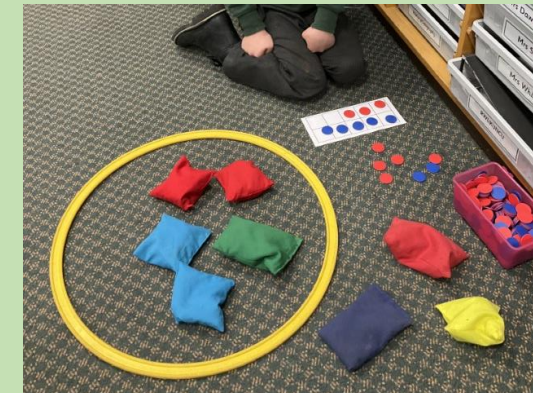
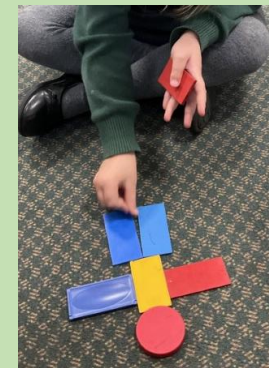
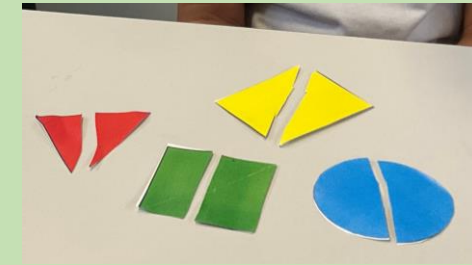


- We believe it should be fully inclusive for all our children, so seek to provide opportunities for challenge and deeper understanding.
- Maths is adapted to cater for all children, ensuring it is accessible, allowing all children to make good progress.
- We view maths as an interactive and collaborative subject with an emphasis on talk, through questioning and modelling of technical vocabulary.
- Lessons are child-friendly and engaging, and model and embed a 'growth mindset' approach to maths learning.



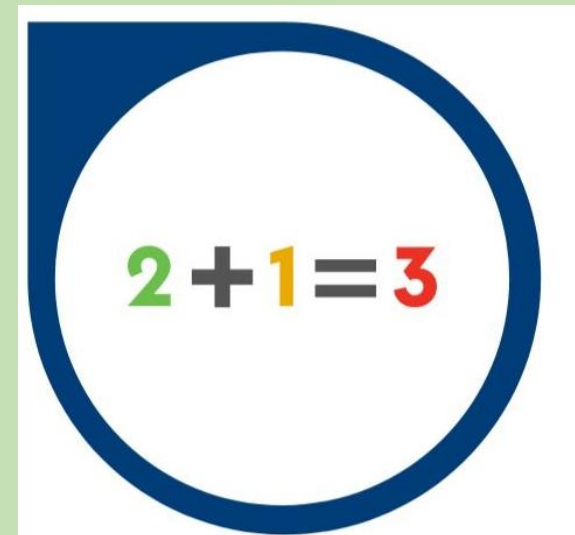
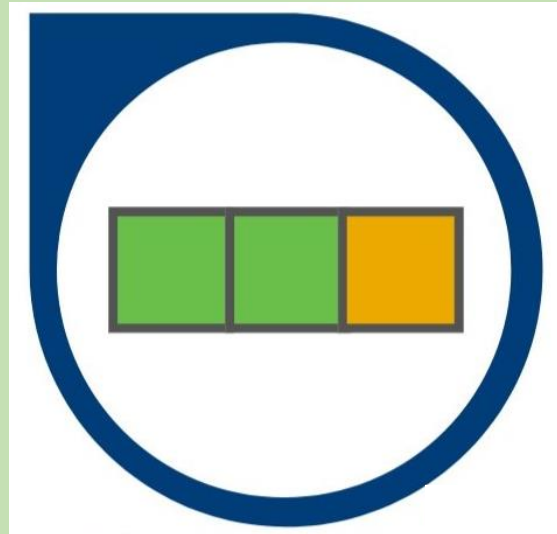
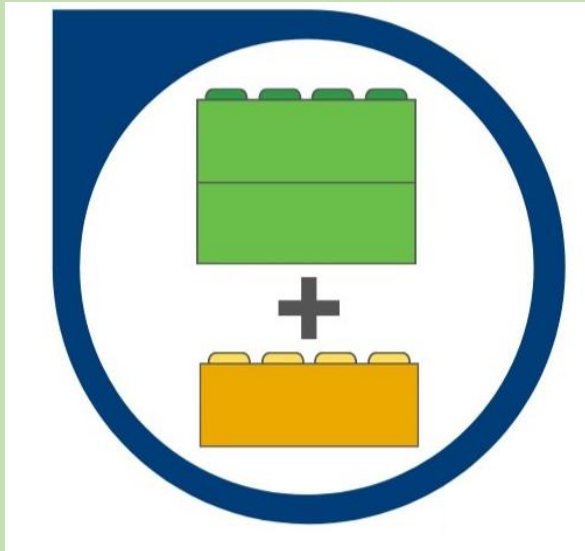
What is Maths Mastery?

- Maths mastery ensures that all children are given the opportunity to acquire a **deepened understanding** of the subject.
- A strong emphasis is put on **problem solving** and **reasoning** which results in understanding the concepts in greater depth.
- Before this can be achieved, children need to have a solid enough understanding of the concepts and procedures before they can move on to more advanced material.
- This can be achieved by using a **CPA** (concrete, pictorial, abstract) approach to maths giving all children the opportunity to work towards **mastery**.



We aim to promote the understanding of mathematical concepts through a rich and broad range of learning experiences, using concrete, pictorial and abstract methods.

Concrete	Pictorial	Abstract
The “doing” stage. Using physical objects to solve maths problems.	The “seeing” stage. Using drawings and representations to solve maths problems.	The “symbolic” stage. Using only numbers to solve maths problems.



Maths across the school

Nursery	Reception	KS1 (Year 1 and Year 2)
Master the Curriculum	White Rose Maths	Primary Stars
		

- As a school, all our math's schemes come under the umbrella of White Rose Maths, which is a Government approved resource in line with the National Curriculum.
- They align with White Rose Maths but we have chosen to use the other schemes which allow us to deliver the learning with more flexibility, tailoring the lessons to the needs of our school.

Reception Long Term Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10			Explore 3D shapes	
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map			Make connections	Consolidation

	Number
	Measurement
	Geometry
	Statistics

Year 1 Long Term Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value (within 10)					Addition and Subtraction (within 10)					Shape	Consolidation
Spring	Place Value (within 20)			Addition and Subtraction (within 20)			Place Value (within 50)		Length and Height		Weight and Volume	
Summer	Multiplication and Division			Fractions		Position and Direction	Place Value (within 100)		Money	Time		Consolidation

	Number
	Measurement
	Geometry
	Statistics

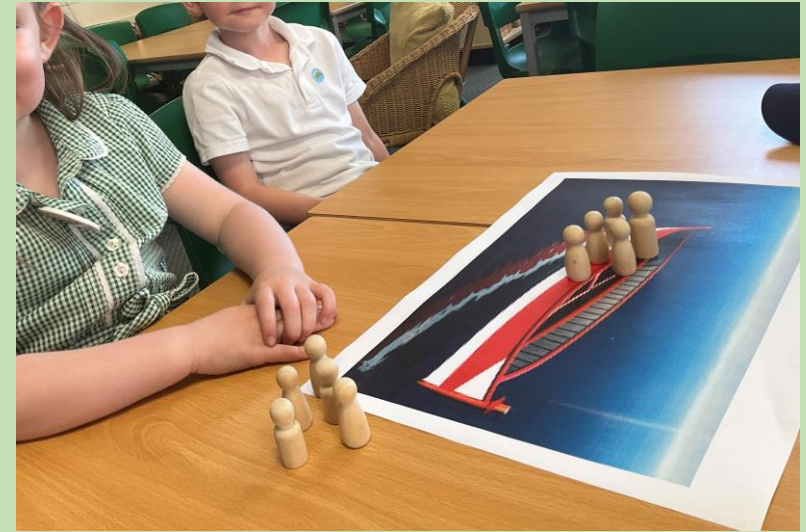
Year 2 Long Term Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value				Addition and Subtraction			Shape			Multiplication and Division	
Spring	Money		Addition and Subtraction		Length and Height		Multiplication and Division			Fractions		
Summer	Mass, Capacity and Temperature			Time			Statistics		Position and Direction		Consolidation	

	Number
	Measurement
	Geometry
	Statistics

Maths in Reception

- In reception, there is a whole class daily maths lesson, 20 minutes.
- This lesson is an opportunity for teachers to teach a key skill using practical resources.
- There is then a follow up activity which could be in small groups or with a learning partner. This is an opportunity for the children to embed the skills taught.
- Throughout the reception unit, there are resources and activities set up within the provision, for children to access and apply their learning through a more play-based approach.



subtracting



using positional
language



capacity

Assessment in Reception

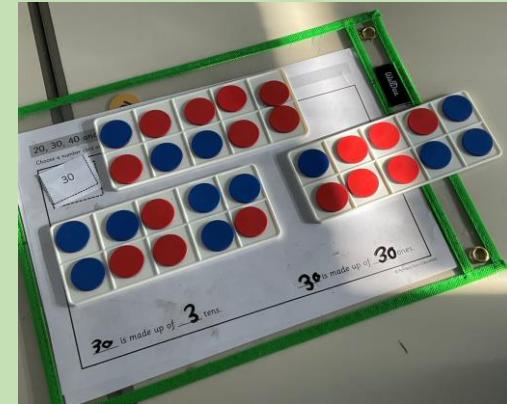
Autumn	Spring	Summer
Count objects, actions and sounds	Compare numbers.	Subitise.
Explore the composition of numbers to 10.	Understand the 'one more than/one less than' relationship between consecutive numbers.	Link the number symbol (numeral) with its cardinal number value.
Continue, copy and create repeating patterns.	Select, rotate and manipulate shapes to develop spatial reasoning skills.	Count beyond ten.
Compare length, weight and capacity.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Automatically recall number bonds for numbers 0–5 and some to 10.

Maths in Year 1

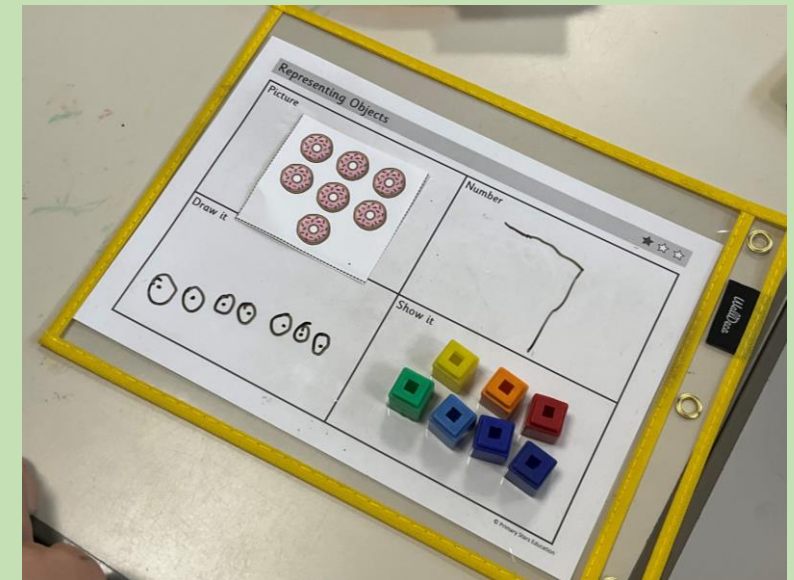
- In Year 1, there is a whole class daily maths lesson, 50 minutes.
- This lesson is an opportunity for teachers to teach a key skill, fluency.
- There is then a follow up activity which could look like:
 - A practical activity with a partner or small group using physical objects.
 - Worksheet based activity (pictorial / abstract) with a partner or independently.
 - Activities are adapted to meet the needs of the children, ensuring they are accessible and provide the appropriate challenge.
- Year 1 lessons finish with a reasoning and / or problem solving task which is completed whole class, modelling the skills / language needed to solve them.



sharing



counting in 10s



representing numbers

Assessment in Year 1

Year 1 Maths Tracking 2025 - 2026		
Working <i>Towards</i> The Expected Standard		
Read and write numbers in numerals and words (to 10).	Count to 50, forwards and backwards, beginning with 0 or 1 or from any given number.	Identify and represent numbers using objects and pictorial representations.
Given a number, identify one more and one less.	Recall at least four of the six numbers bonds to 10 and reason about associated facts.	Begin to read, write and interpret mathematical statements involving addition, subtraction and equals signs.
	Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.	
Working <i>At</i> The Expected Standard		
Read and write numbers in numerals (to 50).	Count to 100, forwards and backwards, beginning with 0 or 1 or from any given number.	Partition a two digit number into tens and ones and demonstrate an understanding of place value, using structured resources to support them.
Add and subtract (one digit and two digit numbers) explaining their method verbally, in pictures or using apparatus.	Recall all number bonds to and within 10, and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	Count in 2s, 5s and 10s from 0 and use this to solve problems.
Identify $\frac{1}{2}$ and $\frac{1}{4}$ of a number or shape and know that all parts must be equal parts of the whole.	Know the value of different coins.	Read the time to o'clock and half past.
Working <i>At Greater Depth</i>		
Read scales where not all numbers are given and estimate points in between	Solve unfamiliar word problems that involves more than one step.	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.
	Describe the similarities and differences of 2D and 3d shapes, using their properties.	

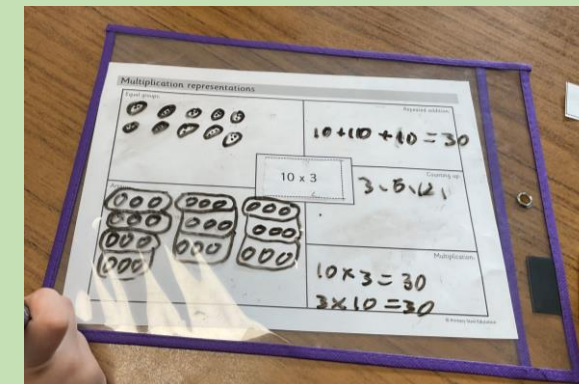
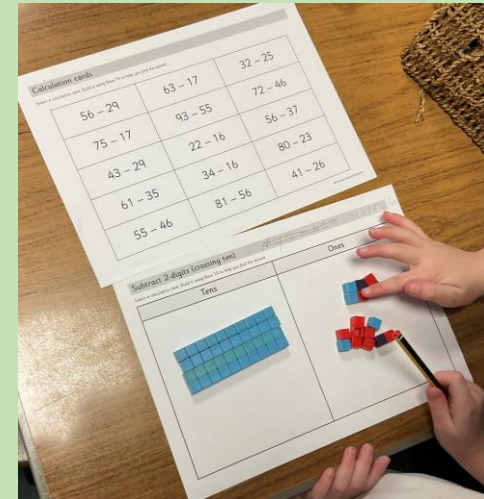
Maths in Year 2

- In Year 2 there is a whole class daily maths lesson, 1 hour.
- This lesson is an opportunity for teachers to teach a key skill, fluency.
- There is then a follow up activity which could look like:
 - A practical activity with a partner or small group using physical objects.
 - Worksheet based activity (pictorial / abstract) with a partner or independently.
 - Activities are adapted to meet the needs of the children, ensuring they are accessible and provide the appropriate challenge.
- Year 2's independent tasks also include a reasoning and problem solving element, allowing them to apply these skills. These are then discussed whole class.



making shapes

add and subtract multiples of 10



counting in multiples

Assessment in Year 2

Year 2 Maths Tracking 2025 - 2026		
Working Towards The Expected Standard		
Read and write numbers in numerals up to 100.	Partition two numbers into tens and ones, may use equipment to support them.	Add and subtract two-digit numbers and ones and a two-digit number and tens where no regrouping is required, explaining their method verbally, in pictures or using apparatus.
Recall at least four of the six number bonds to 10 and reason about related facts.	Count in twos, fives and tens from 0 and use counting strategies to solve problems.	Know the values of different coins.
	Recognise and name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.	
Working At The Expected Standard		
Read scales in divisions of ones, two, fives and tens.	Partition any two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	Add and subtract any two-digit numbers using an efficient strategy, explaining their thinking verbally, in pictures or using apparatus.
Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20.	Recall $\times$ & $\div$ facts for 2, 5, 10 times tables and use them to solve simple problems and show an understanding of commutativity as necessary.	Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of number or shape and know that all parts must be equal parts of the whole.
Use different coins to make the same amount.	Read the time on a clock to the nearest fifteen minutes.	Name and describe the properties of 2-D and 3-D shapes - sides, vertices, edges, faces and lines of symmetry.
Working At Greater Depth		
Read scales (number lines, practical, graph) where not all numbers are given and estimate points in between.	Recall and use $\times$ & $\div$ facts for 2, 5, 10 and make deductions outside known multiplication facts.	Reason about numbers and relationships to solve more complex problems and explain their thinking.
Solve unfamiliar word problems that involve more than one step.	Read the time on the clock to the nearest 5 minutes.	The pupil can describe similarities and differences of shape properties

Maths Working Walls

Maths working walls have recently been redeveloped to show progression and continuity throughout school:

Nursery	Reception	Year 1	Year 2
• Maths vocabulary • Number line 1 – 5	• Maths vocabulary • Number 1 – 10 • Number bonds to 10	• Maths vocabulary • Number line 1 – 20 (words words) • Number bonds to 10 • Number bonds to 20 • Hundred square	• Maths vocabulary • Number line 1 – 20 (words words) • Number bonds to 10 • Number bonds to 100 • Hundred square

You will see the working walls as you move into the classrooms.

How can you help your child at home?

Reception	Year 1	Year 2
- Counting at any opportunity - One to one correspondence - Nursery rhymes - Number bonds to 5 - Number bonds to 10	- Number formation - Writing numbers as words (1 – 10) - Counting in multiples of 2, 5 and 10 - Numbers bonds to 10 - Number bonds to 20	- Write numbers up to 100 - Times tables 2x, 5x, 10x - Counting in multiples of 3 - Number bonds to 20 - Number bonds to 100 - Telling the time to fifteen minute intervals

Help Your Child with Maths

Counting

Practice counting out objects, such as buttons, toys or sticks collected on a walk. Encourage your child to point to each object as they say the number name.

Cooking

Measure ingredients and bake something yummy together and set the timer for it to cook.

Ordering Numbers

Once your child has become familiar with counting then they can start ordering numbers. You could label blocks, cars or dinosaurs with numbers 1-5 then 1-10 and enjoy putting them in the 'correct' order, muddling them up and starting again.

Number Spotting

Try and spot numbers wherever you go – on a menu at a café, on the bus, at the shops or people's front doors on a walk.

Every Day

Do maths every day! You might not think it but you will be doing maths every day. Helping your child get dressed, going to the shops, singing counting songs, counting the steps on the stairs, following a daily routine – most activities we do with our child involve maths.

Shapes

Understanding shape helps us to make sense of the world around us. Go on a shape hunt around your house. See if you can find circles, squares, rectangles or triangles.

Sorting

Anything can be sorted into groups! Sorting objects into sets of things with similar characteristics is important for beginning to understand what things have in common. This could be snacks, buttons or toys and can be extended to talk about how many are in each group. You could ask, 'Which has more? Which has less? Let's count and check!'

Matching

Dominoes can be a great way to understand that a number refers to an amount of objects. Matching games can also help your child to understand 1:1 correspondence.

Talk

Talk to children about the different uses of numbers. For example, 'Look, there are three cats on the wall' or 'Can you see the number 5 on the gate?' Play games and talk about the numbers on the dice (board games are great for this).

Songs and Rhymes

Songs and rhymes are great for helping young children learn to count. Focus on numbers 1-5 and then 1-10. Try 'Five Little Ducks Went Swimming One Day' and '1, 2, 3, 4, 5, Once I Caught a Fish Alive'.

Help Your Child with Maths

Counting household objects

Practice counting out objects, such as buttons, toys or sticks collected on a walk. Encourage your child to place objects in a row and point to the object as they say the number name.

If counting more than 10 objects, you can practise grouping into tens. For example, 24 is 2 tens and 4 ones.

You can also practise counting in twos, fives or tens using, for example, pairs of shoes, 5p and 10p coins etc.

Roll two or more dice and find the total, using household objects to count practically. Or start with a number of objects laid out in front of you (up to 20), roll a dice and then subtract the number on the dice to find how many objects are left.

Use children's toys

Begin to explore fractions using some of your child's favourite toys, such as toy cars or building blocks. You and your child can practise halving or quartering their toys by splitting them into two or four equal amounts.

Go online

Look online and in app stores for appropriate number and problem-solving games.

Baking something simple with your child is a great way to talk about measurements. You could also talk about time when setting the timer for it to cook.

Talk

Ask questions comparing real life things. For example, 'Which do you think is... the tallest, the smallest, the heaviest, the longest, the fastest, the most expensive?'

Try and spot numbers wherever you go – on a menu at a café, on the bus, at the shops or front doors on a walk.

Most of the activities that we do with our children involve maths – even simply going to the shops. Try to do a small amount of maths every day! This could include singing, counting songs such as 'Ten Green Bottles', counting the steps on the stairs, following a daily routine.

Year 2 Help Your Child with Maths Poster for Parents

Count household objects

Practice counting out objects such as buttons, toys or sticks collected on a walk. Encourage your child to place objects into groups; for example, you might make groups of 2s, 3s, 5s or 10s.

Make two different groups of objects and compare them using language such as 'greater than', 'less than' and 'equal to'.

Roll two dice to make a 2-digit number. Roll them again to make another 2-digit number. Now, add them together to find the total, or subtract the smaller number from the larger.

You could also roll two dice and find the total (up to 12) then multiply that number by 2, 5 or 10.

Children's toys are great visualisers when it comes to fractions. Your child might already be confident in finding $\frac{1}{2}$ and $\frac{1}{4}$, so you can challenge them to find $\frac{1}{2}$ and $\frac{1}{4}$ by arranging the toys into equal piles. You can encourage them to write down their answer, e.g. $\frac{1}{2}$ of 12 toy cars = 6 toy cars.

There are plenty of online games and videos that you can use to help your child flex their maths skills without feeling like they are doing homework.

Your child can practise their number recognition, fractions and many more skills in the kitchen. They can help to wash and measure ingredients, learning about grams and kilograms as well as millilitres and litres. It's also a good opportunity to talk about intervals of time.

Talk!

Talking about maths in everyday life is vital for helping your child to become familiar with mathematical language. It's useful to ask questions such as 'How many?', 'Which is larger?' and 'What will we have left over?'.

Try to spot numbers out and about – particularly 2-digit numbers. Look at front doors, buses, price tags... numbers are everywhere! Encourage your child to think about place value too. What is that number made up of?

How many tens? How many ones?

There are plenty of online games and videos that you can use to help your child flex their maths skills without feeling like they are doing homework.

Just like numbers, shapes are everywhere! Ask your child to describe any shapes they find. How many faces? How many edges? How many vertices? If you can find examples of 3D shapes at home, try grouping them, ordering them based on their properties or comparing them.

Put your child in charge of alerting you when it is something o'clock, quarter past, half past or quarter to. You can tell them, "Dinner will be ready at quarter past 12", rather than saying "It'll be ready soon". Try to relate their understanding of time with their understanding of fractions. Help your child to count in 5s around the face of the clock – this helps their times tables too!

Let your child help when you are shopping. Can they help you find 95p for a bottle of milk? How much change would they get if they used a pound coin to buy it? Try to keep either below £1 and work with pence or work with pounds-only values rather than mixed pounds and pence.



Learning in the Moment, Looking to the Future.

Thank you for listening!