

Using the scheme - FAQs

How do we use the scheme to plan?

The aim of the scheme is to provide suggestions for introducing new concepts. The first page in each small step provides prompts for adult-led focused teaching. The second page suggests how these ideas can be further explored through the areas of provision either independently or with adult support. The beauty of early number skills is that they can be applied to almost anything so feel free to adapt the activities to match your current theme or the interests of your children as you plan for their next steps.

Do we need to follow the steps in order?

The **Number** steps do follow a progression of skills. Links to shape, space and measure have been included within these where appropriate.

The **Shape, Space and Measure** steps can be taught at any time to best fit your themes.

Some of the steps such as **My Day** may become part of your classroom routine and revisited regularly.

What should our maths timetable look like?

This is largely up to you to decide as a school.

We recommend that time is built in daily for short adult-led focused inputs which can either be for the whole class or groups. This doesn't have to be formal and can include number rhymes, songs, and games as well as the suggested prompts for learning. The children should also have regular opportunities to practice their counting and subitising skills and revisit prior learning.

These inputs can be followed up with short teacher led activities. We recommend 2-3 each week. Opportunities to practice new skills through play should also be encouraged in the different areas of provision either independently or with adult support.

How long should we spend on each small step?

We haven't allocated any timings to the scheme as this will depend on the needs of your children. Use your professional judgement to move children on when you feel they are ready.

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Why is there such a big focus on the early numbers?

We want to ensure that the children develop a really strong sense of numbers to 10. This will stand them in good stead for the maths that follows as they move through school.

This includes:

- Understanding the link between numbers and quantity (representing numbers in many ways)
- Investigating how quantities are composed of smaller parts (6 can be two 3s or three 2s or 4 and two ones or 5 and 1 etc)
- Knowing how the numbers relate to one another and being able to compare and order them
- Exploring how quantities change when you add more items or take items away.

The children may already be able to recite the number names to twenty and beyond but a sense of what those numbers mean develops gradually with repeated experiences in different contexts.

Some of my children are already confident with numbers to 5. How can I ensure they are being challenged?

Provide opportunities for the children to apply their understanding to reason and problem solve. Can they work out how many items are hidden if they know there are 5 altogether?

Encourage them to invent their own games and use mathematical jottings to record and compare their scores.

Although your inputs are focused on exploring smaller numbers in depth, this doesn't mean that the children will only count to 5. Many children love to explore larger numbers during their play and this should be encouraged and celebrated.

Need more support?

White Rose Maths in conjunction with the EEF and NFER are currently recruiting schools from **Yorkshire and Colchester and their surrounding areas** to participate in a large-scale trial of our Reception CPD. The trial will start in **September 2020** For more information visit the EEF trial page on our website.