

The Flourish Federation—Knowledge Organiser

Brookfield Infant and Junior Schools



Subject Focus:

Maths

EYFS

Number (Term 4, 5 & 6)

What? (Key Knowledge)

End of Year Expectations (Early Learning Goals)

Count reliably with numbers from 1 - 10.

Can place number 1 - 10 in order.

Can say which number is one more or one less than any given number up to 20.

Using objects, can add and subtract two single digit numbers.

Count on or back to find the answer.

Solve problems involving doubling, halving and sharing.

What? (Key Vocabulary)

Vocab

Comments

Add

Two or more numbers combined together

Subtract/take away/minus

Expose children to all

More/Fewer (bigger/smaller)

Use this language when comparing and ordering numbers.

Digit

Any numeral from 0-9.

Count on

Counting on order to find an answer (the numbers will be getting bigger)

Count back

Counting back to find an answer (the numbers will be getting smaller)

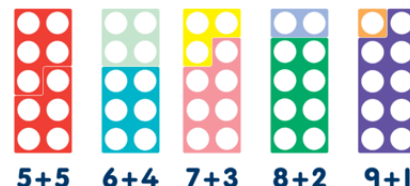
Number Sentence

Or calculation. It is NOT a sum. Sum is used to describe the addition of two or more numbers.

Visuals/Diagrams

Children will use lots of real life objects and contexts as well as different manipulatives/resources (counters, cubes, numicon, number line etc).

Numicon:



$$5 + 1 = 6$$

Cubes:

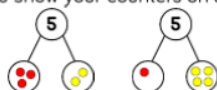


$$2 + 2 = 4$$

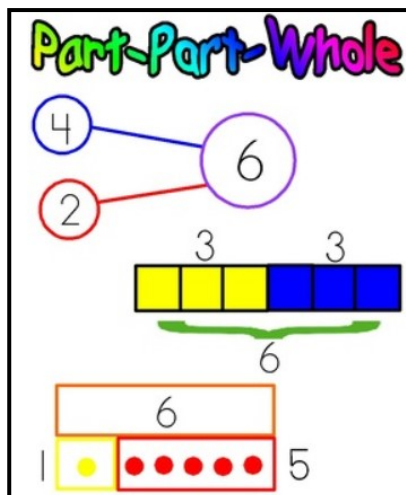
Ask the children to count out 5 double-sided counters.

- Shake and drop them onto the table.
- How many are red, How many are yellow?
- Look at your partners. Is it the same?
- Drop them again. What has changed?

Could you show your counters on a part-whole model or a 5 frame?



If you had 5 red counters, how many yellow would there be?



Part-Part Whole Model:

Knowing that a whole can be made from 2 or more parts.

Examples of Reasoning

Reasoning at this level involves lots of discussions and checking using reliable counting. Use of real objects alongside these pictorial visuals will help children understanding.

Ask the children to count out 9 or 10 small objects.
Can they find different ways to arrange their items?
What do they notice?



Show me 10 fingers. Now show me 9. Did you need to count? Can we count back from 10?

Show me 10 beads on the bead string. Show me 9.
Show me 10 cubes on the 10 frame. What do you notice?

Show me 9 cubes. What do you notice?

Could you put 9 or 10 buttons on the 10 frame without counting them?



Jack rolled 2 dice and scored 10



Amir scored less than Jack.
One of Amir's dice showed 5.



Guess my rule

Begin with a large pile of items such as buttons.

Tell children you have a sorting rule but they need to guess what it is.



Examples of Problem Solving

The children will play lots of practical games, which involve them exploring, identifying, counting and comparing different numbers. These will be inside and outside of the classroom for children to use during Child-Initiated Time.

Number shapes

Use the number shapes to investigate which smaller numbers combine to make exactly 2, 3, 4, or 5
Check by sitting them on top of the whole number.



Is there more than one combination?
Which number has the most combinations?

Dice magic



Give each child a dice.

Ask the children to roll the dice.

Explain that you have a secret way to work out what number is on the bottom of each dice without looking.

Tell the children what is on the bottom of all the dice and ask them to check.

Record the pairs of numbers on the top and bottom.

Can anyone see a pattern?

Can anyone work out how you do the trick?

ICT Opportunities

Purple Mash:

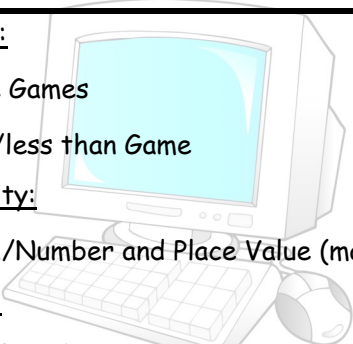
- Place Value Games
- More than/less than Game

Education City:

- Maths/KS1/Number and Place Value (many games)

Manga High:

- A wealth of maths games, activities and competitions



Daily Maths

- Questioning during the register (How many people are absent? How many children are here? How many more children have school dinners than packed lunch).
- Lining up games - counting on/back, Which number have I missed?
- Days of the week/months of the year/Birthdays

