

Lister Infants Recovery Curriculum for Maths

A Recovery Curriculum Statement for Maths

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

Maths is a crucial subject because it is the building blocks for children to understand the economical world around them. Basic maths skills are crucial to all areas of life and children must have the opportunity to make up for lost learning. Fluency in maths and its mastery will prepare the learner for independent learning, most aspects of everyday life, and eventually for the world of work. Therefore maths will be a key focus for all year groups.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Reception	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
Year 1	Number – 20 Odd/ Even Capacity Doubling / Halving 3D Shape	ELG Number Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. ELG Space, Shape and Measure Children use everyday language to talk about size, weight, capacity, position, distance, time and money to	I can count reliably with numbers from 1-20, place them in order and say which number is one more or less than a given number. I can use quantities and objects. I can add and subtract two single- digit numbers and count on or back to find the answer. I can say if something is empty, full, half full. I can solve problems, including doubling,	At Lister Infants we are a mastery maths school which ensures all children are secure with the prior learning before any new learning it taught. Objectives are continually revisited to ensure our children have mastery of the skills. Formative and summative assessments will be used to ensure children have the

		<p>compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>halving and sharing.</p> <p>I can recognise and name 3D shapes</p>	<p>necessary skills on board before deepening learning.</p> <p>Children to count forwards and backwards, using manipulatives daily. Year one also cover one more and one less in term one so this skill will be revisited and secured.</p> <p>Year 1 teachers will place a greater emphasis on the teaching of number in the Autumn term prioritising numbers to ten and 20 and using part whole model.</p> <p>Practical resources and images will be used to support the children with counting quantities and objects.</p> <p>Teachers will teach adding and subtracting a single digit number and count on or back to find the answer during autumn one in order to prepare the children for adding a one digit number to a ten.</p> <p>The continuous provision area will used to address missed learning. The water and sand area focus will be capacity with a focus on capacity (empty, full</p>
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				<p>and half full). This will also be revisited during the summer term when capacity and volume are taught.</p> <p>Teachers will also provide lots of opportunities in continuous provision to do practical number work involving doubling and halving. This skill will also be taught in term two.</p> <p>Shape will be covered in autumn two so all missed learning will be built into these lessons. This will also be supported by a high quality learning environment that provides the children with plenty of opportunity to revisit knowledge, understanding and skills. Teacher will have a shape of the week to revise the shape names.</p> <p>White Rose workbooks have been purchased to revise learning taught in lessons throughout the year.</p> <p>Computing resources such as Times Tables Rock Stars, Seesaw, Education City and Purple Mash will also support the pupils with securing missed</p>
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				learning objectives.
Year 2	<p>Fractions</p> <p>Place Value within 100</p> <p>Measurement length and height</p> <p>Measurement: Weight and volume</p> <p>Measurement: Time Number:</p> <p>Geometry: position and direction</p> <p>Problem Solving</p>	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p>Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter</p> <p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning and afternoon. Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>I can recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p>I can record and compare lengths and heights.</p> <p>I can record and compare mass/ weight.</p> <p>I can sequence events in chronological order,</p> <p>I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>I can compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later)</p> <p>I can measure and begin to record time (hours, minutes, seconds)</p> <p>I can describe position, direction and</p>	<p>At Lister we are a mastery maths school which ensures all children are secure with the prior learning before any new learning it taught. Objectives are continually revisited to ensure our children have mastery of the skills.</p> <p>Formative and summative assessments will be used to ensure children have the necessary skills on board before deepening learning.</p> <p>Teachers will build in a recap week in the spring term before the Year 2 curriculum for fractions is taught. In preparation the language of half is used in number work.</p> <p>Teachers will spend autumn 1 and 2 addressing the place value for numbers between 1-100 to plug gaps and ensure a secure beginning for teaching the rest of the curriculum with a particular emphasis on numbers above 50</p> <p>Measurement will be recapped</p>

		<p>Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later)</p> <p>Measure and begin to record time (hours, minutes, seconds)</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>movement, including whole, half, quarter and three quarter turns</p>	<p>before teaching of the Year 2 curriculum unit.</p> <p>Mass will be recapped before the teaching of the Year 2 curriculum unit.</p> <p>Chronology is covered in English, History and daily in the class. Teachers are using the language daily such as days of the week, months of the year.</p> <p>Time is highlighted daily in the classroom and O' Clock and Half- past will be recapped before the Year 2 unit on time is taught.</p> <p>Position and direction will be covered in Geography units and will also be recapped 2.2 before it is taught in Yr2.</p> <p>Maths textbooks have been purchased to support pupil homework and consolidate work taught in school.</p> <p>White Rose workbooks have been purchased to revise learning taught in lessons throughout the year.</p> <p>Computing resources such as</p>
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