**Rabbits Maths Overview 2022-2023**

**Maths through Stories, themes and continuous provision and a structured practical maths personalised curriculum**

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|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| AutumnNight and Day | Owl Babies | Night MonkeyDay Monkey | Autumn We’re going on a Leaf Hunt | DiwaliPeppa’s Diwali | Bonfire Night and Fire Safety | Room on the Broom |  ChristmasDear SantaNativity Story |
| Attention Autism focus and continuous provision activities. | Number | Length and Height | Spatial awareness | Number | 2D shapes | 2D shapes | Number | Positional Language |
| **Structured Practical Mathematics Personalised Curriculum** | Under research Spring 2023 – to be updated  |  |  |  |  |  |  |  |
| Spring Once Upon a Time | WinterOne Snowy Night | Chinese New Year | Goldilocks and the Three Bears | The Gingerbread Man | The Three Little Pigs | SpringOne Springy Day | EasterSaving Easter |
| Attention Autism focus and continuous provision activities. | PatternShapeTime (Seasons) | Capacity / Mass | Size, build a bed, measuring height, patterns, counting | Number | Number - Subitising | Time (Seasons) Patterns | Capacity – Mass3D shapes |
| **Structured Practical Mathematics Personalised Curriculum** | Colour | Shape | Numerals | Categories | Sequencing and order | Size attributes to compare |
| SummerPirates and the Seaside | Where’s Mr Pirate? | Peppa the Pirate | That’s not my pirate | SummerSeaside Sensory Song | Exploring My World – Sand, waves and Ice-cream | Commotion in the Ocean |
| Attention Autism focus and continuous provision activities. | Spatial awarenessMapping | Number | Number | Patterns and relationships | Number |  |
| **Structured Practical Mathematics Personalised Curriculum** | Under research Spring 2023 – to be updated |  |  |  |  |  |

**Structured Practical Mathematics Personalised Curriculum**

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| --- | --- | --- | --- | --- |
| **Colour** | **Shapes** | **Categories** | **Numerals** | **Sequencing and Order** |
| 1. Basic matching
2. Sorting
3. Find a requested colour.
4. Identify the colour.
 | 1. Basic matching
2. Sorting
3. Find a requested shape.
4. Identify the colour.
 | 1. Basic matching
2. Sorting
3. Find a requested category.
4. Identify the category.
 | 1. Basic matching
2. Sorting
3. Find a requested numeral.
4. Identify the numeral.
 | 1.Teach the order of numerals2.Match numbers on a number line3. Remove some numbers and have the child fill in the missing numerals.4. Use a blank number line - child places the numbers back on in order.5. Give child a pile of numerals and ask them to place them in order.6. Move on to photo sequencing, teaching 1st, 2nd, 3rd.7. With photos in correct sequential order, put the 1st, 2nd, 3rd on to label the order.8. Jumble up the photos so the child has to order the ‘story’ and label the order.9. Do this vertically as well as horizontally. |
| **Numbers** | **Numbers** | **Visual Mathematics Addition** | **Size Attributes to Compare** | **Positions** |
| **Basic Mathematic concepts** **Numbers 1-5**1. Basic matching (Number and configuration / Picture – adapt the type of picture)
2. Sorting the configuration cards into piles.
3. Find a requested number.
4. Identify the number.
* Create opportunities to practice basic maths concepts 1-5

Once mastered move onto basic maths concepts 6-10. | **Basic Mathematic concepts** **Numbers 6-10**1. Basic matching (Number and configuration / Picture – adapt the type of picture)
2. Sorting the configuration cards into piles.
3. Find a requested number.
4. Identify the number.
* Create opportunities to practice basic maths concepts 6-10
 | Teach pupils to use a mathematics addition template.Use numbers 1-5 before moving on to 6-10. | * big/litte
* more/less
* empty/full
* same/different

1.Use two identical items with the difference you are trying to teach. E.g. big cup, little cup. Ask which is big? 2.Use a variety of different sized identical objects to apply this to.3. Move on to different sized piles e.g. big pile of bears, little pile of bears.4.Sort different sized items where the child has to group the items together by whether they are big or little.5. Ask the child to ‘give me a little object’ ‘give me a big object’ from a range of objects.6. Holding two different sized objects, hold up one and ask the child to describe how it is different. Use attribute cards for pre-verbal pupils to communicate.Repeat in the same manner with other size attributes. | Basic positions to teach:On, under, beside, left, right, in front of (front), behind (back)1. Use an object of interest and a chair. Verbalise where the object is, use position concept cards to provide visual support.

E.g. Bear is on the chair.2. Give the child the object and ask them to put it on the chair. Show visual card to support.3. Move on to putting the object in different places. Invite the child to select the correct position card to describe the situation. |
| **Money** | **Create opportunities within continuous provision to practice the elements being discretely taught.**Use everyday situations to teach mathematics – Generalising and making mathematics fun. |
| 1. Matching individual coins.
2. Sorting different coins.
3. Teach instruction: Give me £1, £2, 50p
4. Move on to adding / how much.
5. Extend by adding in 20p, 10p, 5p then notes.
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