

Numicon at Mayfield



What we aim to do

What we aim to do

- Provide practical, hands-on experiences of using, comparing and calculating with numbers and quantities.



What we aim to do

- Develop understanding of place value, fluency in mental methods, and good recall of number facts.

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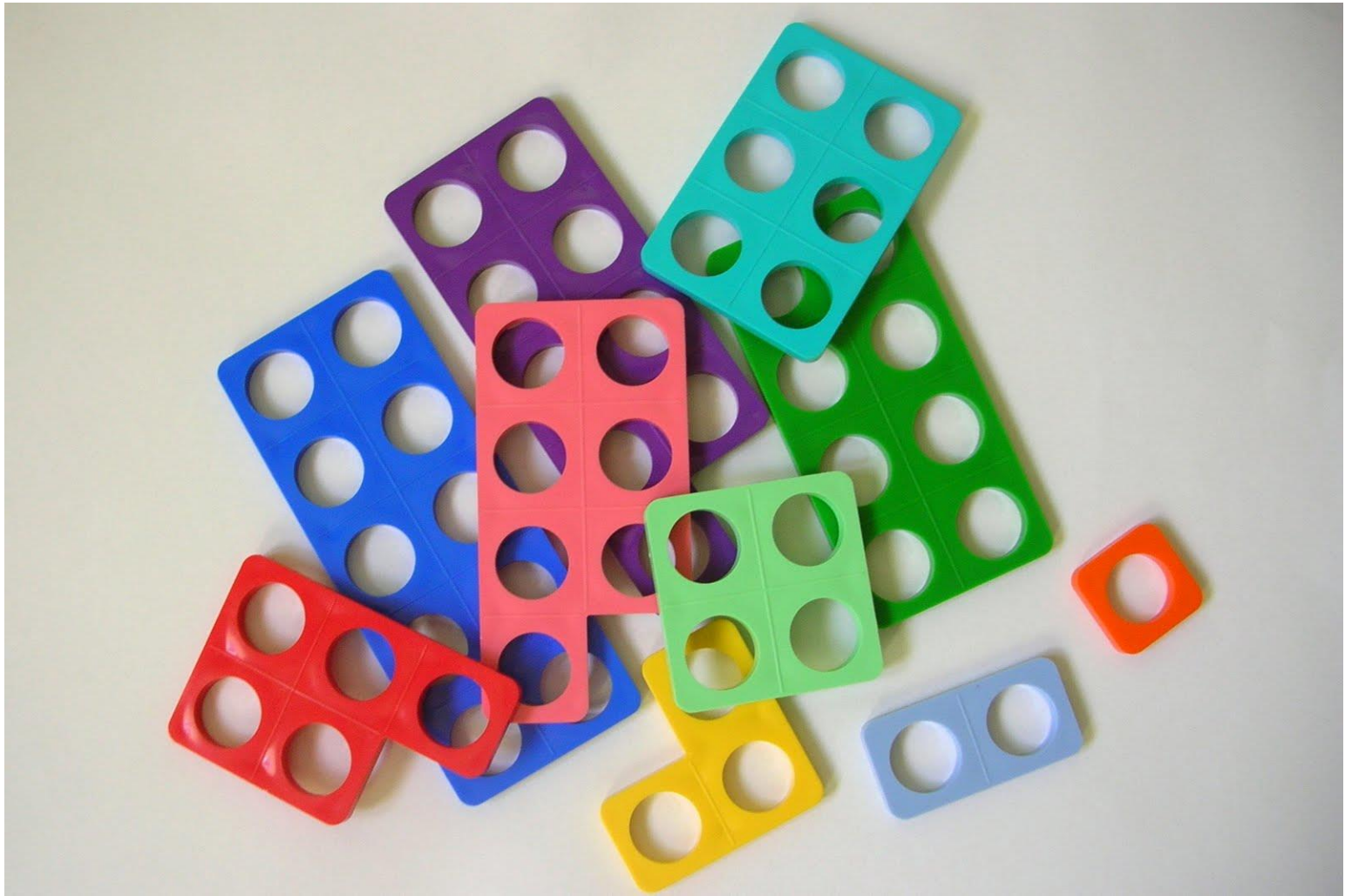
- Nurture pupils' confidence, fluency and versatility through a strong emphasis on problem solving as an integral part of learning within each topic.

What we aim to do

- To be quick to recognise and intervene in a focused way when pupils encounter difficulties in order that misconceptions do not impede the next steps in learning.

What we aim to do

- Provide clear, coherent calculation policies and guidance, ensuring consistent approaches through the use of visual images and models that secure progression in pupils' skills and knowledge lesson by lesson and year by year.



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Cuisenaire

Number

ELG He/she counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, he/she adds and subtracts two single-digit numbers and count on or back to find the answer. He/she solves problems, including doubling, halving and sharing.

Explanatory note: Within play and other practical situations, the child counts and orders numbers from 1-20 and finds one more or one fewer than a given number. Using every day and play objects, the child applies a range of strategies to add and subtract quantities involving two single-digit numbers such as counting on to add and counting back to subtract. In a range of practical and play contexts the child explores and solves problems involving doubling, halving and sharing, utilising his or her own methods.

Exceeding: Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. (This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor following the Tickell review.)

Space, Shape and Measure

ELG He/she uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. He/she recognises, creates and describes patterns. He/she explores characteristics of everyday objects and shapes and uses mathematical language to describe them.

Explanatory note: The child uses everyday language to share their thinking about size, weight, capacity, position, distance, time and money. The child demonstrates that they understand that one quantity is different to another even if they do not know the correct comparative term. The child is able to recognise and describe patterns and notices them in the environment. The child makes patterns using a range of media and resources. The child notices and describes everyday objects and shapes using appropriate mathematical language.

Exceeding: Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.



26/02/2015



27/02/2015



27/02/2015



