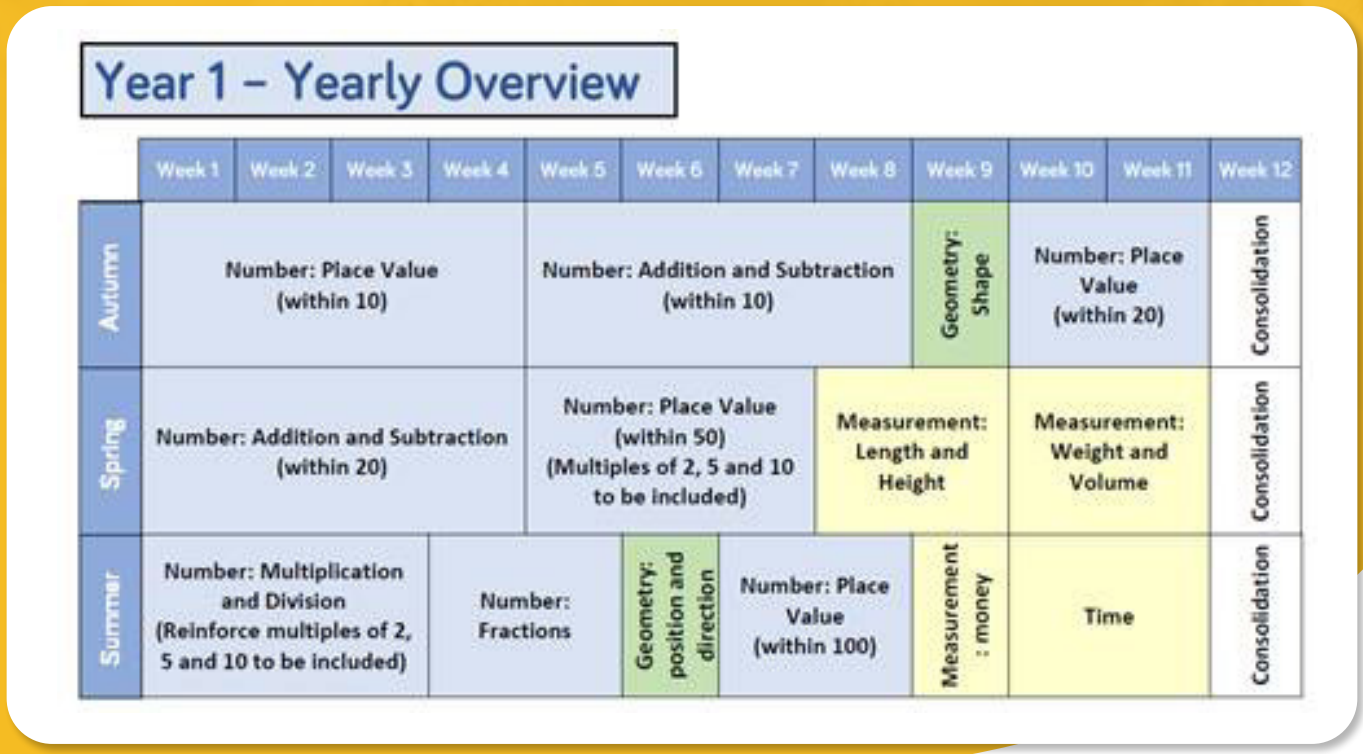
# Mathletics

## White Rose Maths (WRM) Autumn Scheme of Learning, 2017

### Alignment with Mathletics




This alignment document has been based on the White Rose Maths Hub scheme of learning available on the TES website.

www.tes.com/teaching-resource/wrm-schemes-of-learningyears-1-to-6-block-1-place-value-11652624

White Rose Maths

**Year 1**

Mathletics

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

Alignment with Mathletics

## Contents

### Examples of alignment to Mathletics



## Purpose:

The aim of this document is to support Mathletics teachers, who use the WRMH scheme of learning, to make full use of the resources available within Mathletics. Whenever possible, activities, pages from the eBooks or learning experiences on Rainforest Maths have been matched to each of the small steps on the WRMH scheme of learning.

In Mathletics, many eBooks are available in the student interface, however all eBooks are available to teachers through the teacher console. These topic-based eBooks contain practice and fluency exercises, along with application questions and games. Only a small selection of the relevant pages has been added to the document.

Links to Rainforest Maths, which can be found in the 'Play' area in the Mathletics student interface, have also been included as this resource has great visuals which work well on interactive whiteboards and give pupils further opportunities to practise their learning online.

**Course selection:**
A specific Mathletics course has been created in alignment with the WRMH scheme of learning. You may wish to set this course for your class/groups.

**England Yr 01 WRMH Autumn Aligned**

Data-Driven Teaching and Learning

Differentiation

Feedback and Reflection

Student Growth

Blended Learning

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

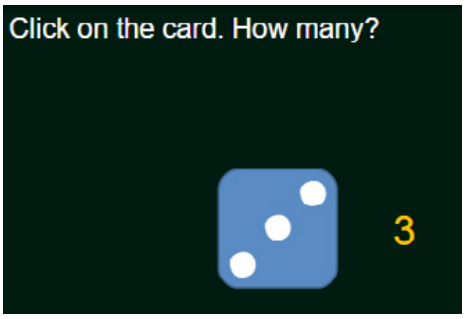
Alignment with Mathletics

## Examples of alignment to Mathletics

## Weeks 1-4 Number: Place Value

| National Curriculum Objectives | WRMH Small Steps |
|---|---|
| ▸ Count to **ten**, forwards and backwards, beginning with 0 or 1, or from any given number.<br>▸ Count, read and write numbers to **10** in numerals and words.<br>▸ Given a number, identify one more or one less.<br>▸ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. | ▸ Sort objects<br>▸ Count objects<br>▸ Represent objects<br>▸ Count, read and write forwards from any number 0 to 10<br>▸ Count, read and write backwards from any number 0 to 10<br>▸ Count one more<br>▸ Count one less<br>▸ One to one correspondence to start to compare groups<br>▸ Compare groups using language such as equal, more/greater, less/fewer<br>▸ Introduce =, > and < symbols<br>▸ Compare numbers<br>▸ Order groups of objects<br>▸ Order numbers<br>▸ Ordinal numbers (1st, 2nd, 3rd ...)<br>▸ The number line |

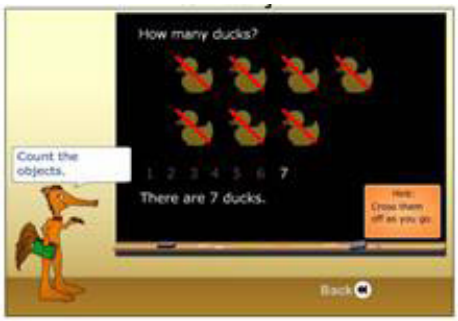
### Small step: Count objects




**Topic:** Number and Place Value within 10

**Activity:** *Dot Display*

Pupils click on the card and see the dots briefly then record the number they saw. They can click on the card again and again to check.




**Topic:** Number and Place Value within 10

**Activity:** *How Many?*

Pupils count the objects (up to 10 objects).

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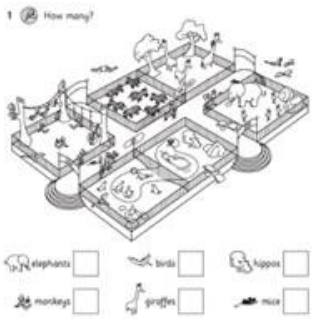
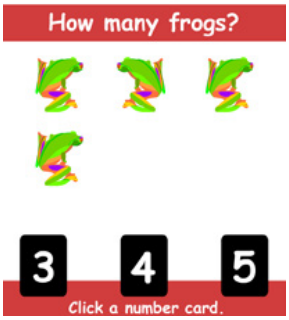
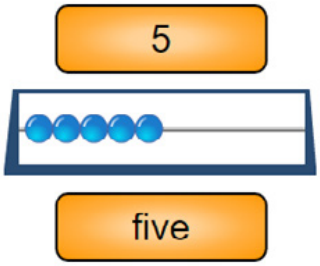
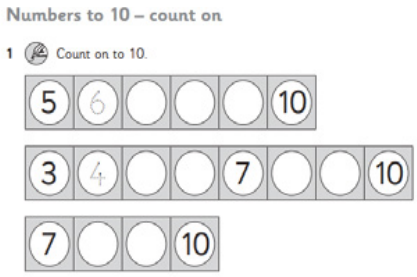
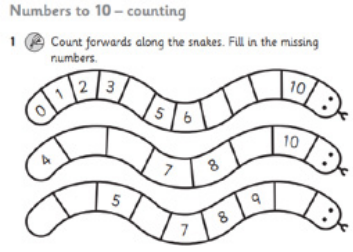
| | |
|---|---|
|  | eBook, A series: Numbers and patterns, page 20<br>Count the various animals and record the number (up to 10). |
|  | Rainforest Maths — Level A — How many frogs?<br>Pupils match the number of frogs to the number on a card (up to 10). |
| **Small step: Represent objects** | |
|  | Topic: Number and Place Value within 10<br>Activity: *Matching Numbers to 10*<br>Pupils match the number of beads shown (between 1 and 10) with the matching numeral and word. |
| **Small step: Count, read and write forwards from any number 0 to 10** | |
|  | eBook, A series: Numbers and patterns, page 17<br>Count forwards to 10 from any number. |
|  | eBook, B series: Numbers, page 4<br>Count forwards to 10 from any number. |

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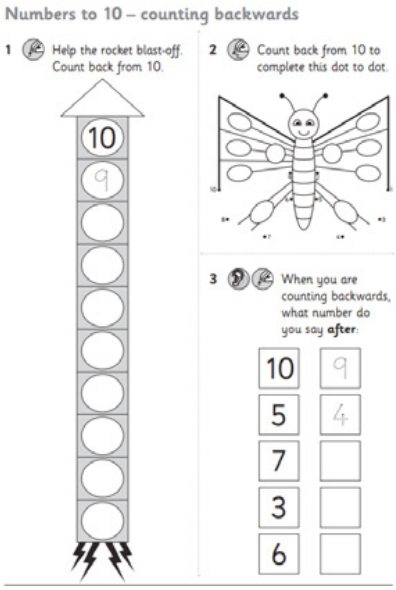
Alignment with Mathletics

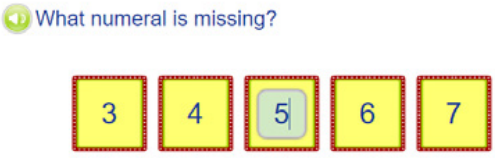
### Small step: Count, read and write backwards from any number 0 to 10




eBook, A series: Numbers and patterns, page 18

Count backwards from 10 and find the number before a given number.

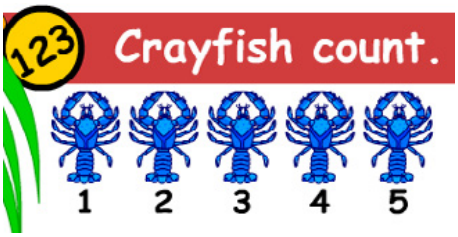
### Small step: Count one more




Topic: Number and Place Value within 10

Activity: *Order Numbers to 10*

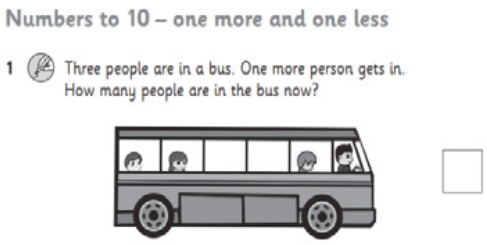
Pupils practise counting one more by entering the missing number. Counting back one (or finding one less) can also be highlighted as a strategy to check the answer.




Rainforest Maths — Level A — Count crayfish

Click to add or subtract one — counting one more or one less. Also models 1:1 correspondence.

### Small step: Count one less



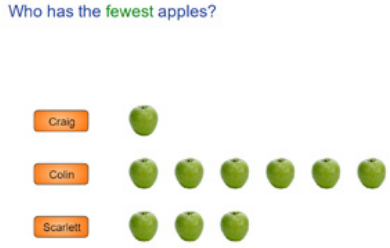
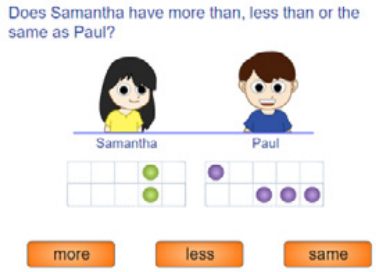

eBook, A series: Number and patterns, page 16

Questions use visual support to help pupils find one more or one less.

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

Alignment with Mathletics

| Small steps:<br>• One to one correspondence to start to compare groups<br>• Compare groups using language such as equal, more/greater, less/fewer | |
|---|---|
|  | Topic: Number and Place Value within 10<br>Activity: *Picture Graphs: More or Less*<br>Pupils compare two groups using one-to-one counting. They decide who has more or less. |
|  | Topic: Number and Place Value within 10<br>Activity: *Pictograms: Who has the Goods?*<br>Pupils compare three groups of objects. They decide who has the most, the fewest or a particular number of objects. |
|  | Topic: Number and Place Value within 10<br>Activity: *More, Less or the Same to 10*<br>In this activity, pupils can move the counters to help them compare the amounts. When they submit the answer, the counters are lined up to show the comparison more easily if needed. |
| **Small step: Ordinal numbers (1st, 2nd, 3rd ….)** | |
|  | Topic: Number and Place Value within 10<br>Activity: *Ordinal Numbers*<br>Pupils count the objects and select the object in the correct position. |

# Year 1 White Rose Maths (WRM)

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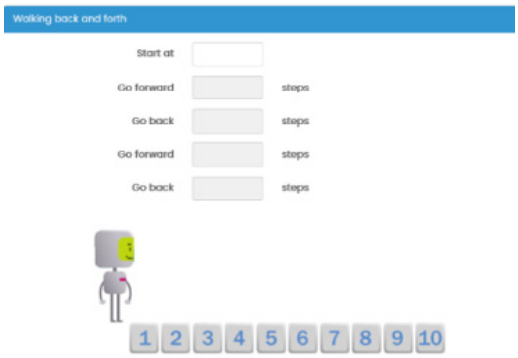
Alignment with Mathletics

| Small step: The number line | |
|---|---|
|  | eBook, A series: Walking Back and Forth (rich task)<br>This rich task provides pupils with an opportunity to practise the counting sequence on a number line. Included is an interactive, as well as printable sheets. |

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

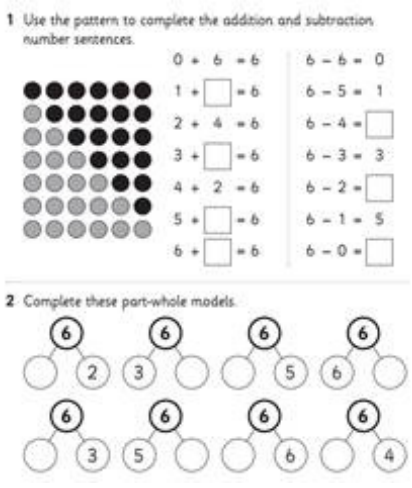
Alignment with Mathletics

## Examples of alignment to Mathletics

## Weeks 5-8 Number: Addition and Subtraction

| National Curriculum Objectives | WRMH Small Steps |
|---|---|
| ▸ Represent and use number bonds and related subtraction facts **within 10**<br>▸ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.<br>▸ Add and subtract one digit numbers **to 10**, including zero.<br>▸ Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. | ▸ Part whole model<br>▸ Addition symbol<br>▸ Fact families – Addition facts<br>▸ Find number bonds for numbers within 10<br>▸ Systematic methods for number bonds within 10<br>▸ Number bonds to 10<br>▸ Compare number bonds<br>▸ Addition: Adding together<br>▸ Addition: Adding more<br>▸ Finding a part<br>▸ Subtraction: Taking away, how many left? Crossing out<br>▸ Subtraction: Taking away, how many left? Introducing the subtraction symbol<br>▸ Subtraction: Finding a part, breaking apart<br>▸ Fact families – The 8 facts<br>▸ Subtraction: Counting back<br>▸ Subtraction: Finding the difference<br>▸ Comparing addition and subtraction statements a + b > c<br>▸ Comparing addition and subtraction statements a + b > c + d |

**Small step:**
- **Part whole model**
- **Systematic methods for number bonds within 10**




**eBook, B series: Operations with Number, page 4**

Find bonds for numbers within 10 using patterns.
Complete number bonds within 10 using a part-whole model.

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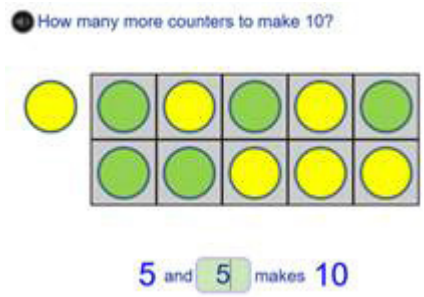
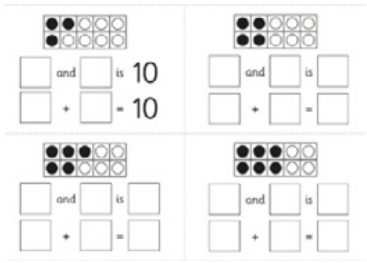
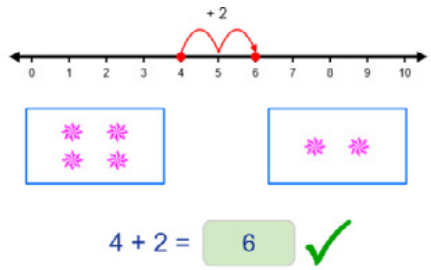
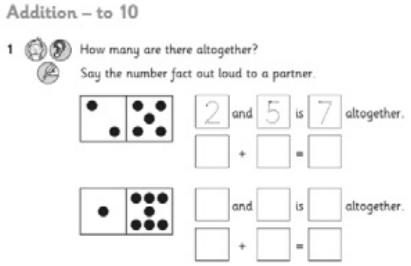
Alignment with Mathletics

| Small steps:<br>• Number bonds to 10<br>• Addition symbol | |
|---|---|
|  | Topic: Addition and Subtraction within 10<br>Activity: *Adding to make 5 and 10*<br>Pupils use a tens frame and move counters to find out how many more counters are needed to make 5 or 10. |
|  | eBook, A series: Operations with numbers, page 7<br>Pupils practise counting two groups that add to ten using counters on a tens frame. Introduction to the addition symbol. |
| **Small step: Addition: Adding together** | |
|  | Topic: Addition and Subtraction within 10<br>Activity: *Model Addition*<br>The support shows pupils how adding two groups together relates to moving along a number line. |
|  | Rainforest Maths — Level A — Add bugs<br>Add two groups of objects together and select the correct answer card. |
|  | eBook, A series: Operations with numbers, page 14<br>Add two groups of objects together and record the number sentence with and without the addition symbol. |

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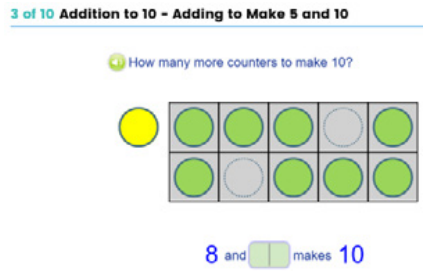
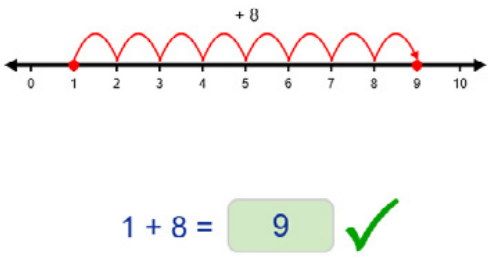
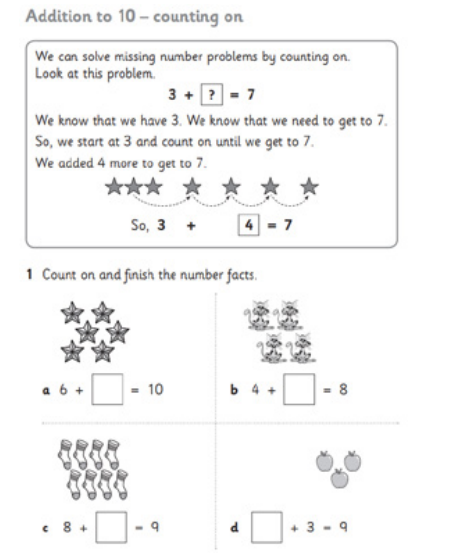
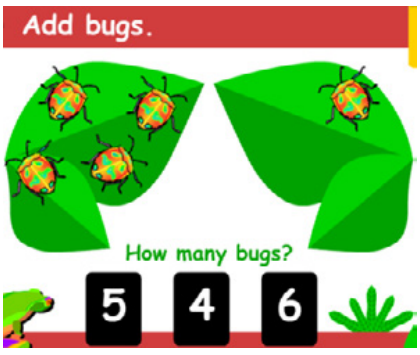
## Autumn Scheme of Learning, 2017

Alignment with Mathletics

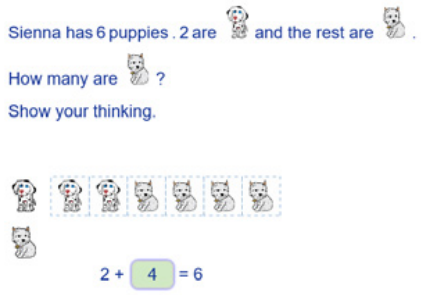
| Small step: Addition: Adding more | |
|---|---|
|  | Topic: Addition and Subtraction within 10<br>Activity: *Adding to make 5 and 10*<br>Pupils can move the counters to add more. |
|  | Topic: Addition and Subtraction within 10<br>Activity: *Adding to Ten*<br>This activity shows the addition as jumps on a number line. |
|  | eBook, B series: Operations with Number, page 15<br>Count on to add more to a given group of objects. |
|  | Rainforest Maths — Level A – Add bugs<br>Models addition as adding groups together. Pupils count the bugs on 2 leaves and click the card with the correct answer. |

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

Alignment with Mathletics

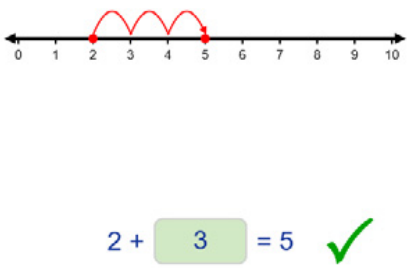
### Small step: Finding a part




Topic: Addition and Subtraction within 10

Activity: *Adding to 10 Word Problems*

This activity includes questions that require pupils to find the total or find the part (change or start unknown). Objects are able to be dragged to help with counting/ addition.

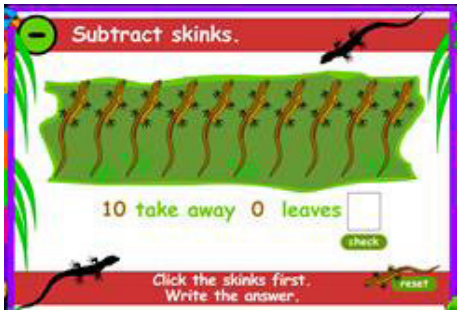



Topic: Addition and Subtraction within 10

Activity: *All about Ten*

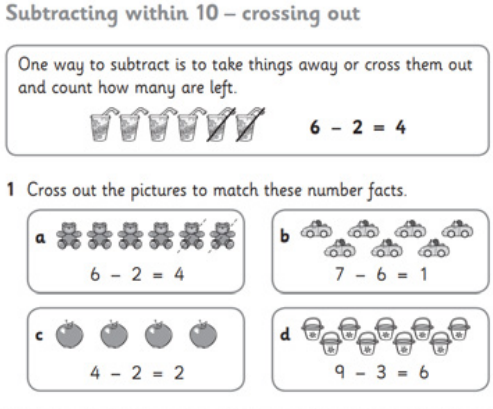
This activity includes questions that require pupils to find the missing part in a number sentence.

### Small steps:
- Subtraction: Taking away, how many left? Crossing out
- Subtraction: Taking away, how many left? Introducing the subtraction symbol




Rainforest Maths — Level A — Subtract Skinks

Pupils click to subtract the skinks and count how many are left.




eBook, B series: Operations with Number, page 47

Subtraction within 10 by crossing out objects and counting how many are left. Subtraction symbol used.

# Year 1 White Rose Maths (WRM)

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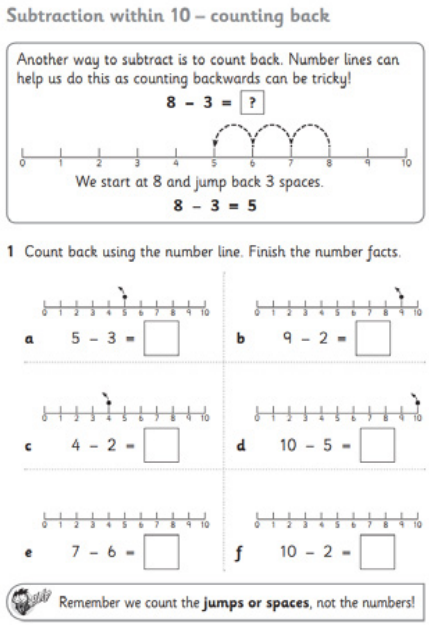
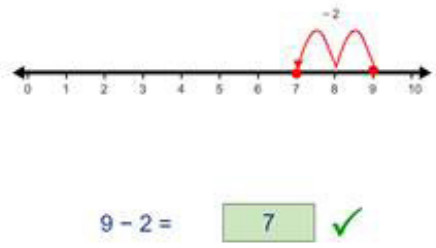
Alignment with Mathletics

### Small step: Subtraction: Counting back




eBook, B series: Operations with Number, page 48

Subtraction within 10 by counting back using a number line.

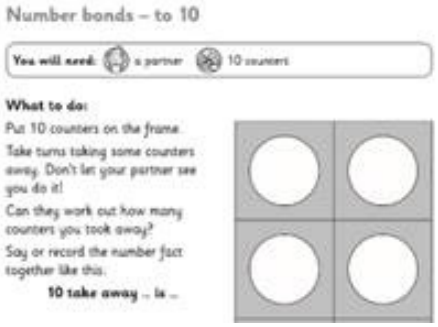



Topic: Addition and Subtraction within 10

Activity: *Subtracting from Ten*

Count back along a number line to subtract within 10.

### Small step: Subtraction: Finding a part, breaking apart




eBook, A series: Operations with numbers, page 8

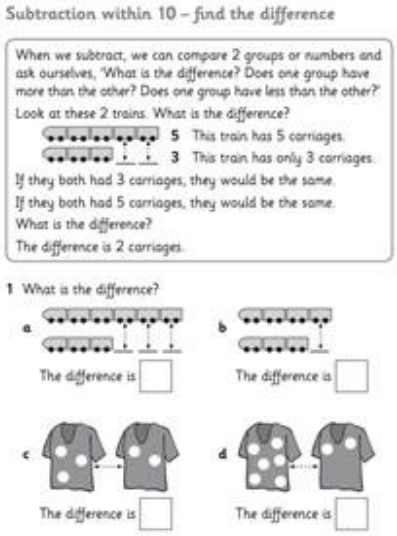
This game requires pupils to find the amount that was taken away from 10 using counters and a tens frame.

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

Alignment with Mathletics

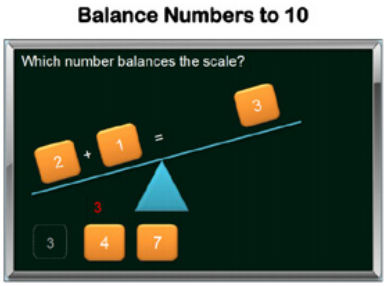
### Small step: Subtraction: Finding the difference




eBook, B series: Operations with numbers, page 49

Find the difference between two amounts using visual supports.

### Small step: Comparing addition and subtraction statements a + b > c + d




Topic: Addition and Subtraction within 10

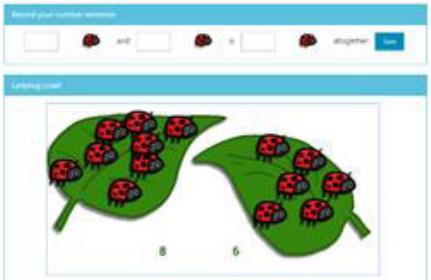
Activity: *Balance Numbers to 10*

Add the missing numbers to create two equal (balanced) number sentences.

### Possible extension activities


Live Mathletics – Level 1

Timed activities for students who are ready to develop fluency in addition and subtraction up to 10. Teachers can access Live Mathletics, through the student view and the play area. Many teachers use this resource with the whole class or small groups, and have pupils either calling out answers or recording on whiteboards. If they do access the game independently, pupils can select to play against their peers, the computer, or with other pupils from around the world.



eBook, B series: Lady Bug Crawl (rich task)

The interactive uses 14 lady bugs, but shows pupils how these lady bugs can be moved across the 2 leaves to create different addition and subtraction number sentences. The printable problem for pupils could be adapted to give pupils 10 ladybirds, supporting the learning of numbers to 10.

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

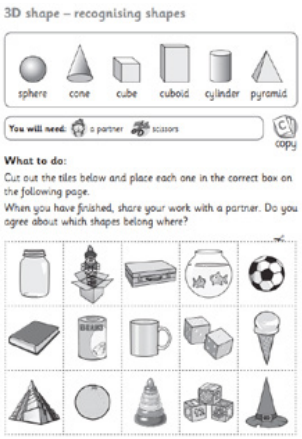
Alignment with Mathletics

## Examples of alignment to Mathletics

### Week 9 Geometry: Shape

| National Curriculum Objectives | WRMH Small Steps |
|---|---|
| ▸ Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles).<br>▸ Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres). | ▸ Recognise and name 3D shapes<br>▸ Sort 3D shapes<br>▸ Recognise and name 2D shapes<br>▸ Sort 2D shapes<br>▸ Patterns with 3D and 2D shapes |

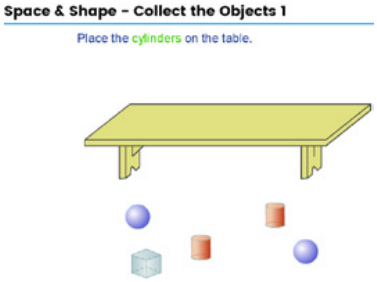
#### Small step: Recognise and name 3D shapes




eBook, B series: Geometry, pages 17–20
Recognising and sorting 3D shapes.


Topic: Shape
Activity: *Match the Solid 1*
Match a 3D object to a 3D shape. The support area provides names for the 3D shapes and looks at attributes such as rolling and stacking.

#### Small step: Sort 3D shapes

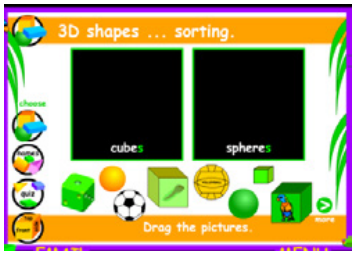
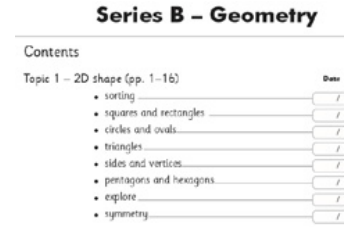
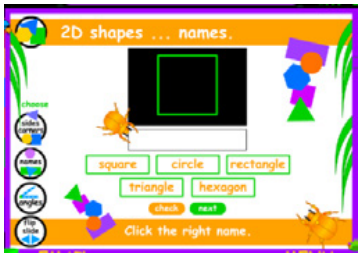
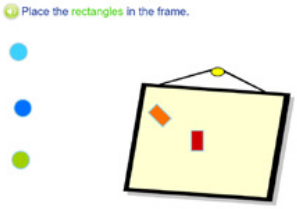
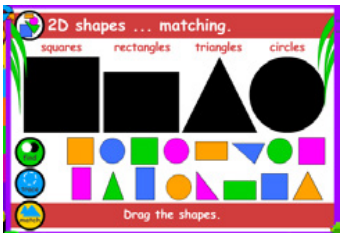
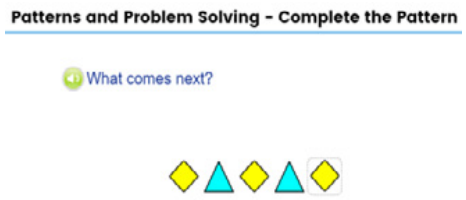



Topic: Shape
Activity: *Collect the Objects 1*
Pupils identify and place the named 3D shapes on a table.

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

Alignment with Mathletics

| | |
|---|---|
|  | Rainforest Maths — Level B — 3D shapes: sorting<br>Drag the correct 3D shapes into the boxes eg, cubes or spheres, cones or cylinders. |
| **Small step: Recognise and name 2D shapes** | |
|  | eBook, B series: Geometry, page 1–16<br>Recognise, draw, trace, compare and sort common 2D shapes. |
|  | Rainforest Maths — Level B — 2D shapes: names<br>Name the 2D shape shown. |
| **Small step: Sort 2D shapes** | |
|  | Topic: Shape<br>Activity: *Collect Simple Shapes*<br>Drag the named 2D shape into the frame. The support compares the 2D shape with a real-life example. |
|  | Rainforest Maths — Level A — 2D shapes: matching<br>Sort different colours and orientations of 2D shapes into their correct categories. |
| **Small step: Patterns with 3D and 2D shapes** | |
|  | Topic: Shape<br>Activity: *Complete the Pattern*<br>This activity supports conversations about what shapes are in the pattern, and also how pupils know which shape to select next. |

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

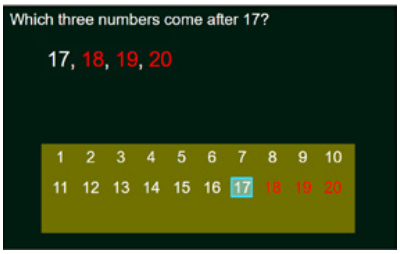
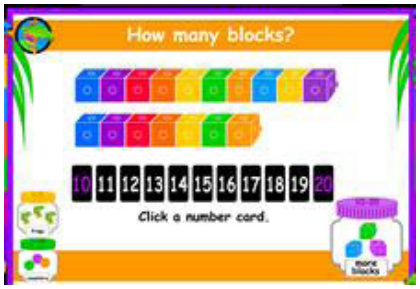
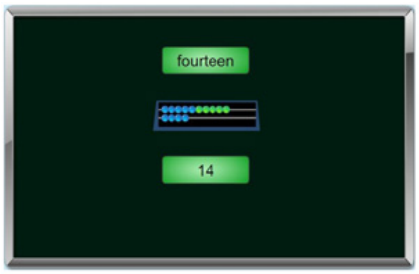
Alignment with Mathletics

### Examples of alignment to Mathletics

### Weeks 10 and 11 Number: Place Value

| National Curriculum Objectives | WRMH Small Steps |
|---|---|
| ▸ Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.<br>▸ Count, read and write numbers to 20 in numerals and words.<br>▸ Given a number, identify one more or one less.<br>▸ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. | ▸ Count forwards and backwards and write numbers to 20 in numerals and words<br>▸ Numbers from 11 to 20<br>▸ Tens and ones<br>▸ Count one more and one less<br>▸ Compare groups of objects<br>▸ Compare numbers<br>▸ Order groups of objects<br>▸ Order numbers |

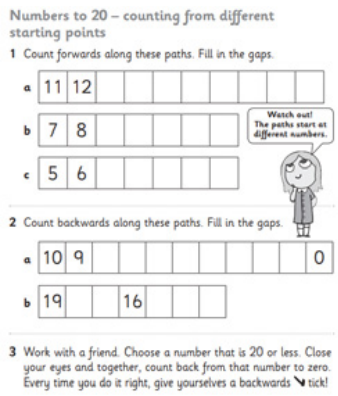
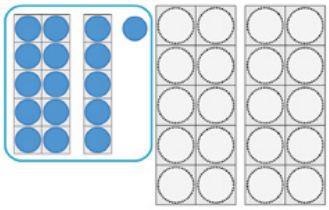
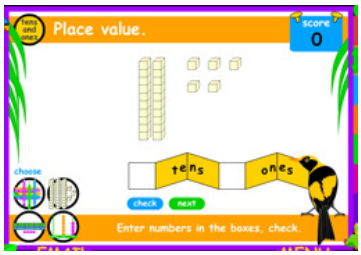
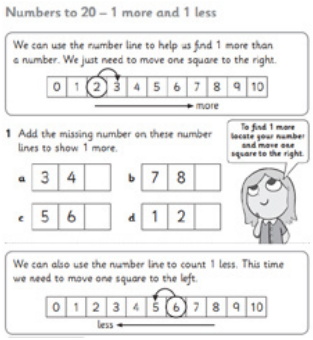
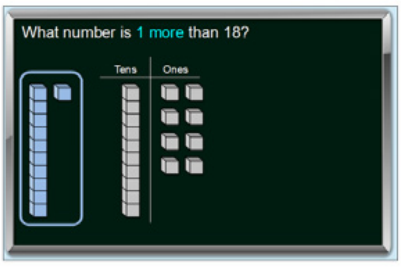
**Small steps:**
- **Count forwards and backwards and write numbers to 20 in numerals and words**
- **Numbers from 11 to 20**

| | |
|---|---|
|  | Topic: Number and Place Value within 20<br>Activity: *Counting Up to 20*<br>Identify (count) the three numbers that come after a given number up to 20. |
|  | Rainforest Maths — Level B — Count to 20, 50, 100: blocks<br>Count the blocks and identify the correct number up to 20. |
|  | Topic: Number and Place Value within 20<br>Activity: *Matching Numbers to 20*<br>Identify the matching numeral and word for a given number of beads up to 20. |

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

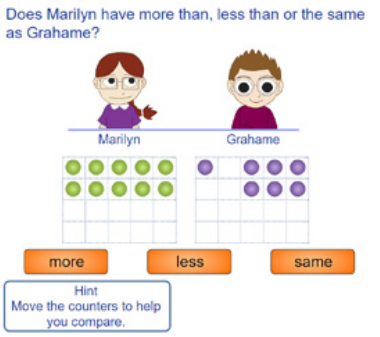
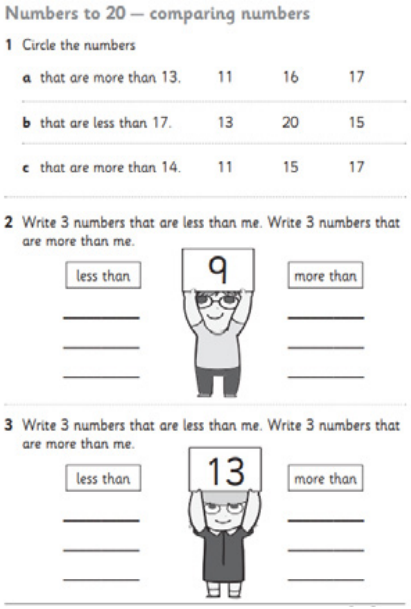
Alignment with Mathletics

| | |
|---|---|
|  | eBook, B series: Numbers, pages 8–20<br>Various exercises for counting forwards and backwards to 20. |
| **Small step: Tens and ones** | |
|  | Topic: Number and Place Value within 20<br>Activity: *Making Teen Numbers*<br>Make teen numbers by selecting a whole group of ten and then the extra ones needed. |
|  | Rainforest Maths — Level B — Place value<br>Identify the number of tens and ones modelled using sticks, place value blocks, cubes or on an abacus. |
| **Small step: Count one more and one less** | |
|  | eBook, B series: Numbers, page 28<br>Identify the number 1 more or 1 less using a number line for support. |
|  | Topic: Number and Place Value within 20<br>Activity: *1 More, 2 Less*<br>Identify the number 1 more or 2 less than a number modelled using place value blocks. Pupils can drag the blocks to make the new number. |

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

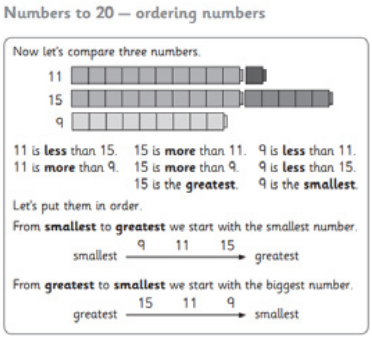
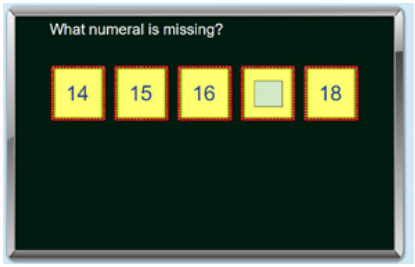
Alignment with Mathletics

| Small steps:<br>• Compare groups of objects<br>• Compare numbers | |
|---|---|
|  | Topic: Number and Place Value within 20<br>Activity: *More, Less or the Same to 20*<br>Use the visual representations to compare two numbers. Counters can be moved to make the comparison easier. Decide if one person has more, less or the same as the other person. |
|  | Topic: Number and Place Value within 20<br>Activity: *Compare Numbers to 20*<br>Compare two numbers and two groups of objects. A great activity for moving pupils from comparing groups of objects to comparing numbers. Greater than and less than symbols are used. |
|  | eBook, B series: Numbers, page 25<br>Find the numbers that are more than or less than a given number. |

# Year 1 White Rose Maths (WRM)

## Autumn Scheme of Learning, 2017

Alignment with Mathletics

| Small steps:<br>• Order groups of objects<br>• Order numbers | |
|---|---|
|  <br>Numbers to 20 — ordering numbers<br>Now let's compare three numbers.<br>11<br>15<br>9<br>11 is **less** than 15. 15 is **more** than 11. 9 is **less** than 11.<br>11 is **more** than 9. 15 is **more** than 9. 9 is **less** than 15.<br>15 is the **greatest**. 9 is the **smallest**.<br>Let's put them in order.<br>From **smallest** to **greatest** we start with the smallest number.<br>smallest 9 11 15 greatest<br>From **greatest** to **smallest** we start with the biggest number.<br>greatest 15 11 9 smallest | eBook, B series: Numbers, page 26<br>Order numbers up to 20. The exercise helps to develop the transitivity concept. |
|  <br>What numeral is missing?<br>14 15 16 18 | Topic: Number and Place Value within 20<br>Activity: *Order Numbers to 20*<br>In this activity, pupils use the order of numbers up to 20 to find a missing number. |

Mathletics

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