Mathletics White Rose Maths (WRM) Summer Scheme of Learning, 2018 Alignment with Mathletics

	Year 1	I – Year	ly Overv	iew
--	--------	----------	----------	-----

_		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Autumn	Number: Place Value Number (within 10)		er: Addition and Subtraction (within 10)			Geometry: Shape	Numbe Va (with	er: Place Ilue iin 20)	Consolidation			
	Spring	Number	r: Additio (with	n and Sub in 20)	traction	Number: Place V (within 50) (Multiples of 2, 5 to be include		Value) and 10 ed)	Measurement: Length and Height		Measu Weig Vol	rement: ht and ume	Consolidation
	Summer	Numbe a (Reinfor 5 and 1	er: Multip nd Divisio rce multip 0 to be in	lication on lles of 2, cluded)	Number: Fractions		Geometry: position and direction	Numbe Va (withi	r: Place lue n 100)	Measurement : money	Ti	me	Consolidation

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







Summer Scheme of Learning, 2018



Alignment with Mathletics

Contents

Examples of alignment to Mathletics

Block 1 (Weeks 1–3) Number: Multiplication and Division	01
Block 2 (Weeks 4–5) Number: Fractions	06
Block 3 (Week 6) Geometry: Position & Direction	09
Block 4 (Weeks 7–8) Number: Place Value	11
Block 5 (Week 9) Measurement: Money	15
Block 6 (Weeks 10–11) Measurement: Time	16

Purpose:

The aim of this document is to support Mathletics teachers, who use the WRM 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 WRM 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 gives pupils further opportunities to practise their learning online.

Course selection:

A specific Mathletics course has been created in alignment with the WRM Summer scheme of learning. You may wish to set this course for your class/groups.

England Yr 01 WRM Aligned



Data-Driven Teaching and Learning



Differentiation



Feedback and Reflection



Student Growth



Blended Learning

Summer Scheme of Learning, 2018



Alignment with Mathletics

Small step: Count in 10s

Examples of alignment to Mathletics Block 1 (Weeks 1–3) Number: Multiplication and Division

National Curriculum Objectives	WRM Small Steps
 Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	 Count in 10s Making Equal Groups Add Equal Groups Make Arrays Making Doubles Make Equal Groups – Grouping Sharing Equally

Skip counting – in 10s 1 Count in 10s to find how many. 10 20 60 10 20 60 2 Count in 10s to help the puppy find the path home. Colour the squares. 10 10 2 3 25 32 17 19	eBook, B series: Numbers, page 68 Ten frames are used as a representation to support pupils in counting in 10s. Exercise 3 involves pupils labelling craft sticks with multiples of 10 and then mixing them up and sorting them into order as they count.
Cassowary count by 10s.	Rainforest Maths – Level B – Count by 10s Pupils count in 10s as they click to add another group of 10 Cassowaries. Clicking the 'subtract' symbol removes a group of 10 and pupils can count backwards in multiples of 10 using the visual for support.
Small step: Making Equal Groups	
Are the groups equal?	
Yes No	Topic: Multiplication and Division Activity: <i>Groups</i> There are 3 types of questions in this activity: identifying equal groups, finding the number of objects in each group and finding the number of groups.

Summer Scheme of Learning, 2018

Alignment with Mathletics



Summer Scheme of Learning, 2018

Alignment with Mathletics



Summer Scheme of Learning, 2018





Summer Scheme of Learning, 2018





Summer Scheme of Learning, 2018

Alignment with Mathletics

Examples of alignment to Mathletics Block 2 (Weeks 4–5) Number: Fractions

National Curriculum Objectiv	ves	WRM Small Steps		
 Recognise, find and name a half as o equal parts of an object, shape or quist of four equal parts of an object, shap quantity. Compare, describe and solve practing problems for: lengths and heights (example, long/short, longer/shorter, double/half). Compare, describe and solve practing the solve	ne of two antity. as one e or cal for tall/short,	 Halving shapes or objects Halving a quantity Find a quarter of a shape or object Find a quarter of a quantity 		
problems for: mass/weight [for exa heavy/light, heavier than, lighter than capacity and volume [for example, fu more than, less than, half, half full, qu	mple,]; ull/empty, uarter].			
Small step: Halving shapes or ob	jects			
Fill half the shape. 1 2 Half is one part of two equal parts. Equal means the same. Topic: Fill Activity: Pupils cli reinforce		ctions <i>lalves</i> k to shade 1 half of a shape. The support area halves as 2 equal parts.		
2 Tick the shapes that have 1 half shaded. Remember, halves must be equal or the same. Pupils are whole and that have		series: Numbers, pages 38–41 introduced to fractions and the language of I parts. Pupils are then asked to identify shapes I equal half shaded.		
Fractions - halves of shapes When we divide a whole into 2 equal parts, we call each part a half. This is one whole apple. The apple is now cut into halves. image: whole whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple. The apple is now cut into halves. image: whole apple is now cut into halves. The apple is now cut into halves. image: whole apple is now cut into halves. The ap	eBook, B s Halving an 2 equal po a shape. T themselve	series: Numbers, pages 81–83 n object or shape is explained as dividing it into arts. Pupils are first asked to shade in half of They are then challenged to halve the shapes es before shading them in.		
• S f g h Page 83 is ways to for		a practical exercise where pupils find different old squares of paper in half.		

Summer Scheme of Learning, 2018

Alignment with Mathletics



Summer Scheme of Learning, 2018

Alignment with Mathletics

Mathletics



Rainforest Maths – Level B – Fractions – quarters

Initially pupils are shown shapes divided into quarters and must click on I quarter of the shape. They are then shown pairs of shapes, where one is split into quarters with I quarter shaded and the other shows a different fraction. Pupils click to select the shape divided into quarters.

Small step: Find a quarter of a quantity



Summer Scheme of Learning, 2018



Alignment with Mathletics

Examples of alignment to Mathletics Block 3 (Week 6) Geometry: Position & Direction

National Curriculum Objectives	WRM Small Steps
Describe position, direction and movement, including whole, half, quarter and three quarter turns.	 Describe Turns Describe Positions (1) Describe Positions (2)

Small step: Describe Turns			
Position - making turns	eBook, B series: Geometry, page 33 Pupils explore turns by turning through a quarter, half, three quarter turn and a full turn.		
Small step: Describe Positions (1)			
Click to move the object. The teaspoon is right of the apple.	Topic: Position Activity: <i>Left or Right?</i> In this activity pupils decide whether an object is to the left or right of another object.		
Make each move	Topic: Position Activity: <i>Following Directions</i> Pupils follow directions including 'up', 'down', 'left' and 'right' to make a pathway on a grid.		
Position – describing position Left and right are terms we often use when we are talking about position. 1 Colour: a the left hand blue b the right hand green c the left hose yellow d the right flower pink f the left flower pink f the left flower pink	eBook, C series: Geometry, page 23 On this page the terms 'left' and 'right' are introduced and pupils colour objects using instructions which include 'left' and 'right'.		

Summer Scheme of Learning, 2018





Summer Scheme of Learning, 2018



Mathletics

Examples of alignment to Mathletics Block 4 (Weeks 7–8) Number: Place Value

National Curriculum Objectives	WRM Small Steps
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Counting to 100
Count, read and write numbers to 100 in numerals.	 Partitioning Numbers Comparing Numbers (1)
Given a number, identify one more and one less.	Comparing Numbers (1) Comparing Numbers (2) Ordering Numbers
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.	 One More, One Less

Small step: Counting to 100

three numbers come after 65? 66,_,_ **Topic: Place Value** Activity: Going Up Pupils count forwards to enter the next number, or next 2 or 3 numbers, up to 100. Back 🛞 🛛 🗭 N What three numbers come before 84? ,82,83,8 **Topic: Place Value** Activity: Going Down Pupils count backwards to enter the numbers that come before a given number within 100. ck 📢 You will need: 👹 a partner 🔊 a lolly stick with B on 1 side and F on the other What to do: eBook, B series: Numbers, page 53 Decide who will go first. Player 1, choose a number between 0 and 100 and write it in the first box below. In this paired activity, pupils start at a number between 0 Now flip the lolly stick. If it lands on F, count **forwards** from that number to 100. If it lands on B, count **backwards** from that number to 0. Player 2, check and help if needed. If Player1 and 100 and then count forwards or backwards from it. gets it right, give them a tick. Pages 51 and 52 also have exercises that support pupils in Swap jobs. Play the game 3 times each practising to count to 100.

Summer Scheme of Learning, 2018

Alignment with Mathletics



Summer Scheme of Learning, 2018

Alignment with Mathletics



Summer Scheme of Learning, 2018





Summer Scheme of Learning, 2018

Alignment with Mathletics

Examples of alignment to Mathletics Block 5 (Week 9) Measurement: Money

National Curriculum Objectives	WRM Small Steps
Recognise and know the value of different denominations of coins and notes.	 Recognising Coins Recognising Notes Counting in Coins

Small step: Recognising Coins Small step: Recognising Notes



Topic: Money and Time Activity: *Identify Everyday Money (GBP)*

Pupils select the correct image for the given amount in either pounds or pence, for example, 'Click on £10.' *Note: We are aware that the £5 and £10 notes have been changed and we will update these as soon as possible.*

Mathletics

You will need: 🛞 plastic coins

- What to do:
 a What coins do we use in the United Kingdom? Sort through your plastic coins and find one of each.
- b Use the coins you found to help you fill in the missing values on the coins below.



eBook, B series: Time and Money, page 25

Pupils use plastic or real coins and sort through them to match up with the illustrations of coins. They label the coins with their values.

Small step: Counting in Coins



Knowing how to count by 5s and 10s is really useful when we are working with money.

1 Fill in the missing amounts on the trails.



Topic: Money and Time Activity: *Skip Counting with Coins*

Pupils drag coins into a ten frame to create the total shown. Pupils are required to count in 1s, 2s, 5s, 10s and 20s.

eBook, B series: Time and Money, page 27

Pupils use coins to practise counting in 10s and 5s. On page 28 is a collaborative exercise where pupils work with a partner and count coins, using a ten frame.

Summer Scheme of Learning, 2018

Alignment with Mathletics

Examples of alignment to Mathletics Block 6 (Weeks 10–11) Measurement: Time

National Curriculum Objectives	WRM Small Steps
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	▶ Before and After
Recognise and use language relating to dates, including days of the week, weeks, months and years.	DatesTime to the Hour
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	 Time to the Half Hour Writing Time
Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].	Comparing Time
Measure and begin to record time (hours, minutes, seconds).	



Summer Scheme of Learning, 2018

Alignment with Mathletics



Summer Scheme of Learning, 2018





Summer Scheme of Learning, 2018

Alignment with Mathletics

Mathletics



Rainforest Maths – Level B – Time – half past

An analogue clock shows the time at half past the hour. Pupils identify the hour and complete the analogue and digital time for half past.

Small step: Writing Time

Time - duration



imers ... you have 10 seconds

eBook, B series: Time and Money, page 19

Pupils are encouraged to get a sense of time and then compare the time that different things take. They think about what can be done in a second, a minute and an hour and begin to compare the units of time.

Rainforest Maths - Level C - Time - timer

Pupils can click on the beetle to view a timer. Passing seconds are counted and pupils are instructed to click on the beetle as many times as they can in either 10 or 60 seconds. The timers can be used in the classroom and pupils can be given other tasks to perform, giving them an idea of what can be done in 10 seconds, compared to 1 minute.

Small step: Comparing Time



eBook, C series: Time and Money, page 7

Pupils are asked to think about how long a particular activity would take and then compare that activity to one that would take more time or less time.



For more information about Mathletics, contact our friendly team.

www.mathletics.com/contact

