

Maths Meetings

Maths Meetings are a vital part of the Mathematics Mastery programme. Their purpose is to consolidate key areas of mathematics or introduce new topics in your class. To be most effective, it is recommended that Maths Meetings occur daily for 10–15 minutes. A Maths Meeting should cover several curricular areas, broken down into short segments; each segment should take approximately 2–3 minutes. Each meeting should start with a song, rhyme, poem or chant, to ensure full participation and enjoyment.

Maths Meetings should:

- Provide opportunities to develop number sense. This includes exploring conservation of number, ordinality, cardinality and the relationships between numbers (greater than, less than and equal to). Every Maths Meeting should also provide pupils practice of partitioning and recombining numbers within ten (e.g. using a part-whole model), with the goal of achieving fluency by the end of the year.
- Give students repeated practice of basic skills and concepts (fluency, consolidation, mastery of what has been taught)
- Be a whole-class ritual around the Meeting Board or IWB
- Establish a routine for starting mathematical thinking in the day, building classroom culture, and making connections with mathematics in everyday life.

Maths Meetings expectations:

- 100% of the class must be ready to respond
- 100% of the class must look at and listen to the teacher
- Teacher only accepts appropriate responses, including technical vocabulary and full sentences when appropriate.

Teachers should plan their own Maths Meetings ensuring that the non-negotiable content is included. There are also other suggestions of content contained in this document which teachers should refer to. Content that is introduced in an early term should continue to be included in later Maths Meetings where appropriate. Teachers should prioritise key learning areas for their class and also incorporate current learning in the Maths Meetings where necessary. Teachers' assessments will also inform the content of the Maths Meetings.

Throughout Year 1 **time** and **money** should be regularly incorporated into Maths Meetings.

Items in **bold** are suggestions for transitions within the Mathematics Mastery lesson.

Maths Meetings non-negotiables term-by-term

The topics below must be included each term for both fluency and because some key learning will not be revisited until a later term and requires ongoing consolidation.

Teachers should also consult the more detailed guidelines in this document for suggested activities and other areas to include.

Term	Detail:
Autumn	<p><u>Number:</u></p> <ul style="list-style-type: none"> ◇ Count on and back within 20, with a focus on ordinality, cardinality and conservation of number. When counting do not always start at 1 and support conceptual understanding with different representations of the numbers. ◇ Number bonds within ten, for example, identifying all the ways of making 6 (using the part-whole model to represent this) ◇ Double and half of numbers within 10 <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> ◇ Name 2-D and 3-D shapes <p><u>Measures:</u></p> <ul style="list-style-type: none"> ◇ Comparison and ordering of capacities, lengths and weights <p><u>Time:</u></p> <ul style="list-style-type: none"> ◇ O'clock and half past times ◇ Begin to measure and record the time <p><u>Money:</u></p> <ul style="list-style-type: none"> ◇ Recognition of all coins and £5 and £10 notes
Spring	<p><u>Number:</u></p> <ul style="list-style-type: none"> ◇ Number bonds to and within 10 with part-whole representation ◇ Using inverse to find missing numbers in equations ◇ Applying known calculation strategies in addition and subtraction ◇ Recognising patterns that increase and decrease in steps of 2, 5 and 10 ◇ Half and double within 20 ◇ Grouping and sharing within 20 <p><u>Measures:</u></p> <ul style="list-style-type: none"> ◇ Comparison and ordering of containers using vocabulary: full, empty, more than, less than, half full, quarter full <p><u>Time:</u></p> <ul style="list-style-type: none"> ◇ Tell the time one or two hours before and after a time ◇ Match activities to different times of the day <p><u>Money:</u></p> <ul style="list-style-type: none"> ◇ Recognition of all coins and notes
Summer	<p><u>Number:</u></p> <ul style="list-style-type: none"> ◇ Addition and subtraction within 20, drawing attention to strategies (e.g. Make 10, counting on) and structures (e.g. 'first, then, now', combining or partitioning sets, finding difference). ◇ Partitioning 2-digit numbers into tens and ones ◇ Exploring repeated addition and the part-whole model and how it links with multiplication and division <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> ◇ Use mathematical language to describe size and position using vocabulary whole, half, quarter, three quarter turns, clockwise and anti-clockwise ◇ Identify and describe 2-D and 3-D shapes using vocabulary side, edge, face and vertices

Other areas to include in Maths Meetings

	Areas to include	Suggested ideas
Calendar maths	Autumn 1, 2, spring & summer: <ul style="list-style-type: none"> • Days of the week • Today is, yesterday was, tomorrow will be • Months of the year • This month is, last month was, next month will be • Seasons of the year • This season is, last season was, next season will be • Date and year • Weather • Use ordinal number 1st, 2nd, 3rd, last. • Sequencing the days and months in order 	⇒ <i>Days of the Week</i> song (Adams family tune) http://www.youtube.com/watch?v=HtQcnZ2JWsY ⇒ <i>Months of the Year</i> song (found on YouTube) http://www.youtube.com/watch?v=5enDRrWyXaw ⇒ <i>Seasons of the Year</i> song (several versions are available on YouTube) ⇒ <i>What's the Weather</i> song (several versions are available on YouTube) ⇒ Use calendar to show: Today's date is the 12th, therefore yesterday was the... [11th] and tomorrow will be the... [13th] ⇒ Pictograph with weather—add a coloured square to the chart each day
Sets	Autumn 1, 2, spring & summer: <ul style="list-style-type: none"> • Partition a whole into two or more sets • Combine two or more sets into a whole 	⇒ The pupils could be used for partitioning; all the boys are the main set and then partition with certain criteria, e.g. black hair, brown shoes, etc. ⇒ Reverse this idea and start with the subsets. Combine these to make a collective group of boys. ⇒ Large hula hoops or circles marked on the ground are a resource to show the full set.
Data handling	Autumn 1: <ul style="list-style-type: none"> • Sort using a Venn diagram with two separate criteria • Use manipulatives for data handling • Represent data using a place value chart (see Dienes suggestion to right) Autumn 2, spring & summer: <ul style="list-style-type: none"> • Use pictograms and a tally to represent data • 	⇒ Large hula hoops or circles represent a Venn diagram. ⇒ Straws or single Dienes block can be used to show the number of Maths Meetings or days in school and should be kept in the 'ones' column of the place value chart—build to ten days and regroup. ⇒ Pictogram to record daily weather, transport, etc.

	Areas to include	Suggested ideas
Number	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Say cardinal number names in order within 20 • Patterns of numbers within 20 including multiples of two • Count in steps of two and five • Count on and back within 20, but do not always start at 1, along number track (vertical and horizontal) • Order numbers within 20 on a number line (vertical and horizontal) • Addition and subtraction within 10 and then 20 • Number bonds to and within ten • Double and half within 10 <p>Autumn 2:</p> <ul style="list-style-type: none"> • One more or less than a given number within 20 • Ordinal numbers 1st, 2nd ... • Place value of 2-digit numbers within 40 • Number bonds to and within ten <p>Spring:</p> <ul style="list-style-type: none"> • Skip counting in 2s, 5s and 10s • Missing number equations including the addition and subtraction of zero, linked to 'first, then, now' stories • Using inverse to find missing numbers in equations • Applying known calculation strategies in addition and subtraction • Count to 100, forwards and backwards, from any given number • Number patterns that increase and decrease in steps of 2, 5 and 10. <p>Summer:</p> <ul style="list-style-type: none"> • One more, one fewer, ten more and ten fewer within 100 • Addition and subtraction within 100 using a range of calculation strategies and exploring which is most efficient • Exploring partitioning of any 2-digit number • Reading and writing numbers in numerals and words • Placing numbers on a number line within 100 • Exploring repeated addition and the part-whole model and how it links with multiplication and division • Recognising and finding half and a quarter of an object, shape or quantity 	<p>⇒ Number songs, or counting – do not always start at 1</p> <p>⇒ Number songs to highlight subtraction e.g. 10 green bottles</p> <p>⇒ Number patterns within 20 using ten frames, pegs and peg boards and Dienes blocks</p> <p>⇒ Number of the week: Count on and back from the number. Is it greater or less than 10? What is the total of the digits? Etc.</p> <p>⇒ Guess my number – it is less than 16, it has no tens, it is half of 8, etc. ...</p> <p>⇒ Missing or secret number e.g. 6 and 3 make...show using fingers. Record answers on Maths Meetings board.</p> <p>⇒ Use concrete manipulatives and pictures for addition and subtraction scenarios.</p> <p>⇒ Show images of sets of objects and question pupils about what ten more or ten fewer would be. These objects can be represented with Dienes blocks or a bead string.</p> <p>⇒ The whole is 37. The parts are 0 and ___? The parts are 10 and ___? The parts are 20 and ___? The parts are 30 and ___.</p> <p>⇒ Finding half and a quarter of a shape: are the parts equal? Is this half or not half? Why/why not? Finding half of one group of children – what would double this group be? If this is a half, what is the whole? If this is a quarter of the group of apples, how many apples are there altogether? Link to a part-whole representation.</p> <p>⇒ Display a blank number line with multiples of ten marked. Write numbers on small post-it notes. Invite pupils to add these appropriately to the number line.</p>

	Areas to include	Suggested ideas
Shape and Pattern	<p>Autumn 1:</p> <ul style="list-style-type: none"> Use vocabulary related to shape accurately Recognise and name 2-D and 3-D shapes Patterns by colour, shape or size Number patterns Use mathematical language to describe direction and position, including left, right, across, below, next to, row, above Identify half as two equal parts using shapes, objects or quantities <p>Autumn 2:</p> <ul style="list-style-type: none"> Copy, continue and make patterns by colour, shape, size and number Use mathematical language to describe size and position using vocabulary: whole and half turns, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside and outside. <p>Spring:</p> <ul style="list-style-type: none"> Position and language vocabulary: clockwise and anti-clockwise <p>Summer:</p> <ul style="list-style-type: none"> Position and language vocabulary: whole, half, quarter and three-quarter turns clockwise and anti-clockwise. Identify and describe 2-D and 3-D shapes using vocabulary: side, edge, face and vertices 	<p>⇒ Shape songs (several available on YouTube)</p> <p>⇒ Pattern of the day: one child takes ownership of this daily and creates a pattern. The pattern they made is discussed during the Maths Meeting.</p> <p>⇒ Feely bag: child must describe the shape without removing it from the bag.</p> <p>⇒ Take a photo of class seating arrangement and question children on their positions, e.g. who sits to the left or right of ___?</p> <p>⇒ Use the Big Picture from current and previous units as a base for questioning position.</p> <p>⇒ What's the next or missing number in the sequence?</p>
Capacity, volume, length and weight	<p>Autumn 1, 2 and spring:</p> <ul style="list-style-type: none"> Comparison and ordering of containers using vocabulary full and empty; more than, less than, half full Comparison and ordering of lengths and heights using vocabulary: longer and shorter, tall, short, double, half Comparison and ordering of weight using vocabulary: heavy, light, heavier than, lighter than Explore measuring objects using non-standard units <p>Summer:</p> <ul style="list-style-type: none"> Explore measuring objects using non-standard and standard units 	<p>⇒ Use children's own drink containers for comparison purposes, looking at the size and shape of containers.</p> <p>⇒ Use items from around the classroom to compare lengths and weights, with an emphasis on the correct vocabulary.</p>

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Time	<p>Autumn 1:</p> <ul style="list-style-type: none"> Recognise specific times on a clock face, e.g. start of the school day, time for lunch Recognise o'clock times <p>Autumn 2:</p> <ul style="list-style-type: none"> Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Tell the time to the nearest half hour Begin to compare events and solve practical problems using vocabulary: quicker, slower, earlier, later, how often?, always, never, often, sometimes, usually, once, twice Begin to measure and record the time <p>Spring:</p> <ul style="list-style-type: none"> Tell the time one or two hours before and after Match activities to different times of the 	<p>⇒ Using a large clock, pictures could be placed beside certain times e.g. a lunch box beside 12 o'clock, a house beside 3 o'clock to represent home time</p> <p>⇒ Time song: "Ticker, ticker, ticker, tick. What time is it? Aha! Ticker, ticker, ticker, tock. What time is it? Aha! Stop!"</p>
Money	<p>Autumn 1:</p> <ul style="list-style-type: none"> Coin recognition 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 <p>Autumn 2:</p> <ul style="list-style-type: none"> Coin recognition of all coins and notes £5 and £10 <p>Spring and summer:</p> <ul style="list-style-type: none"> Coin recognition of <u>all</u> coins and notes Add together coins to find a total value Solve simple change problems in a 'first, then, now' story context. 	<p>⇒ Hidden coin: one child picks a coin without letting the other children see and describes the attributes of the coin until someone guesses the correct coin.</p> <p>⇒ Missing coin: ask all the children to close their eyes and remove one of the coins. They must then guess which one has been removed.</p> <p>⇒ Making amounts of money using different coins</p> <p>⇒ Blind counting – drop 1 p or 2 p coins into a tin: children must count how much money you drop in by listening.</p> <p>⇒ Simple problems such as 'I had 50p and then I bought a drink for 30p. How much</p>