

| <b>Mathematics</b><br>Foundation  | Children will learn to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |
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| Term/Year group                                                                                                    | F2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | F1 N2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | F1 N1 |
| Autumn 1<br><br>Me and my family                                                                                   | <ul style="list-style-type: none"> <li>- Match objects and numbers to make a pair</li> <li>- Sort objects independently by colour</li> <li>- Sort objects independently by shape</li> <li>- Sort objects independently by size</li> <li>- Sort objects independently using their own rules for sorting.</li> <li>- Compare groups to say what is more and what is less</li> <li>- Recognise and discuss the number 1</li> <li>- Explore the composition of 2</li> <li>- Explore the composition of 3</li> </ul> | <ul style="list-style-type: none"> <li>- Identify when two things are the same.</li> <li>- Sort objects into 2 groups of different colour.</li> <li>- Identify who has the most, or which group has more.</li> <li>- Know how to count objects carefully, using fingers to point to/touch each object 1 at a time.</li> <li>- Identify 1 object.</li> <li>- Count 2 objects carefully using 1:1 correspondence.</li> <li>- Count 3 objects carefully using 1:1 correspondence.</li> </ul> |       |
| Autumn 2<br><br>Travel and transport                                                                               | <ul style="list-style-type: none"> <li>- Know what a 2D shape is</li> <li>- Know and recognise square, rectangle, circle, triangle, oval</li> <li>- Know the features of these 2D shapes, such as how many sides and corners they have and describe using words 'straight' and 'curved'.</li> <li>- Count 4 or 5 objects accurately from larger group</li> <li>- Explore composition of 4</li> <li>- Explore composition of 5</li> <li>- Know some number bonds to 5</li> </ul>                                 | <ul style="list-style-type: none"> <li>- Notice some 2d shapes in the environment.</li> <li>- Know the name of a circle, square and triangle.</li> <li>- Make 2d shapes using different resources.</li> <li>- Estimate how many objects there are up to 5.</li> <li>- Be able to say if there is enough of something for each person to have 1.</li> </ul>                                                                                                                                |       |

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| <p>Spring 1</p> <p>Once upon a time</p>      | <ul style="list-style-type: none"> <li>- Count 6, 7 and 8 objects accurately from a larger group</li> <li>- Explore composition of 6</li> <li>- Explore composition of 7</li> <li>- Explore composition of 8</li> <li>- Explore composition of 9</li> <li>- Know 1 more or 1 less than 6, 7, 8 and 9.</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- Copy an AB pattern</li> <li>- Continue an AB pattern</li> <li>- Recognise and say what is repeating</li> <li>- Spot errors within AB patterns</li> <li>- Continue an ABC or ABB pattern</li> <li>- Make their own ABC or ABB pattern</li> <li>- Recognise numerals 1 – 5</li> <li>- Carefully count objects 1-5 using 1:1 correspondence</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>- Recognise when shapes are the same.</li> <li>- Complete and continue some ab patterns with support of a teacher, in a whole group setting.</li> <li>- Count in everyday contexts, sometimes may miss numbers.</li> </ul>                                                           |
| <p>Spring 2</p> <p>Royalty</p>               | <ul style="list-style-type: none"> <li>- Explore composition of 10</li> <li>- Know some number bonds to 10</li> <li>- Know groups of numbers within 10</li> <li>- Know what is meant by add and subtract</li> <li>- Solve addition problems using manipulatives up to 10</li> <li>- Solve subtraction problems using manipulatives up to 10</li> <li>- Show that they can 'count them all' to find a total amount.</li> <li>- Subitise groups of objects 1 – 6 that are not always in typical pattern.</li> </ul> | <ul style="list-style-type: none"> <li>- Match numeral to amount 1 – 5</li> <li>- Notice when an amount is matched to an incorrect numeral.</li> <li>- Know that the length of something tells us how long or short it is.</li> <li>- Compare objects saying which is the longest and which is the shortest.</li> <li>- Compare objects saying which is the biggest and the smallest.</li> <li>- Using balance scales, say which object is the heaviest.</li> </ul> | <ul style="list-style-type: none"> <li>- Recite numbers to 10 in the correct order.</li> <li>- Join in counting songs.</li> <li>- Recognise that groups are getting smaller when participating in counting songs with physical resources such as 5 little ducks.</li> </ul>                                                 |
| <p>Summer 1</p> <p>My place in the world</p> | <ul style="list-style-type: none"> <li>- Recognise teen numerals</li> <li>- Know that numbers between 10 and 20 are made of 1 group 10 and some more.</li> <li>- Compose teen numbers using manipulatives.</li> <li>- Carefully count objects to 20.</li> <li>- Be able to count beyond 20, recognising the repeating pattern of numbers.</li> <li>- Estimate how many there are in a groups larger than 20.</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>- Sequence events that they complete regularly e.g. school day.</li> <li>- Understand and use direction vocabulary – forward backwards to the side, straight ahead</li> <li>- Understand and use prepositions – behind, in front, underneath, on top, next to</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>- Count small groups of objects in provision.</li> <li>- Match objects based on size – e.g. the big dress for the big bear, the big plate for the mummy and the small plate for the baby.</li> <li>- Understand prepositions when directed by an adult to move an object.</li> </ul> |
| <p>Summer 2</p>                              | <ul style="list-style-type: none"> <li>- Know that doubling a number means adding it to itself.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- Solve number problems using a range of resources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- subitise groups of objects 1- 3.</li> </ul>                                                                                                                                                                                                                                        |

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| <p><i>Growing</i></p> | <ul style="list-style-type: none"> <li>- Solve doubling patterns using manipulatives.</li> <li>- Know the double of some numbers without the use of manipulatives.</li> <li>- Share resources equally between 2 or more groups.</li> <li>- Recognise when a number cannot be shared equally.</li> <li>- Understand why a number is odd or even.</li> <li>- Identify if a number is odd or even.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Understand that groups of objects can be combined to make larger groups.</li> <li>- Know that when numbers/groups are partitioned the whole number remains the same.</li> <li>- Subitise typical patterns 1 – 5</li> </ul> | <ul style="list-style-type: none"> <li>- Use manipulatives to action a story or rhyme e.g. have 10 green bottles and taking one away at each stage of the song.</li> <li>- Begin to count small groups of objects using 1:1 correspondence.</li> </ul> |
|                       | <p><b>Early Learning Goals</b><br/> <b>Mathematics</b><br/> <u>Number Early Learning Goal:</u><br/> <u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><u>Numerical Pattern Early Learning Goal:</u><br/> <u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                        |

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