

Maths Overview: Implement

EYFS Learning Objectives: Number

Birth to Three Little Grangers

Combine objects like stacking blocks and cups.

Put objects inside others and take them out again.

Take part in finger rhymes with numbers.

React to changes of amount in a group of up to three items.

Compare amounts, saying 'lots', 'more' or 'same'.

Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.

Three and Four Year Olds – Nursery

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Reception

Count objects, actions, and sounds.

Subitise

Link the number symbol (numeral) with its cardinal number value

Count beyond ten.

Compare numbers.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0–5 and some to 10

EYFS Learning Objectives: Numerical Patterns

Birth to Three Little Grangers

Climb and squeeze themselves into different types of spaces.

Build with a range of resources.

Complete inset puzzles.

Notice patterns and arrange things in patterns.

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'

Three and Four Year Olds Nursery

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Maths Overview: Implement

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

Use informal language like 'pointy', 'spotty', 'blobs', etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Reception:

Select, rotate, and manipulate shapes to develop spatial reasoning skills

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can

Continue, copy, and create repeating patterns.

Compare length, weight, and capacity

Key Stage One National Curriculum Objective: Year 1	Strand	Units
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Number	Place Value
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	Number	Place Value
given a number, identify one more and one less	Number	Place Value
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	Number	Place Value
Read and write numbers from 1 to 20 in numerals and words	Number	Place Value
Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	Number	Addition and Subtraction
Represent and use number bonds and related subtraction facts within 20	Number	Addition and Subtraction
Add and subtract one-digit and two-digit numbers to 20, including zero	Number	Addition and Subtraction
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	Number	Addition and Subtraction
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.	Number	Multiplication and Division
Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Number	Fractions
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Number	Fractions
Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later] 	Measurement	Measures
Measure and begin to record the following: <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) 	Measurement	Measures

Maths Overview: Implement

Recognise and know the value of different denominations of coins and notes	Measurement	Money
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Measurement	Time
Recognise and use language relating to dates, including days of the week, weeks, months and years	Measurement	Time
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Measurement	Time
Recognise and name common 2-D and 3-D shapes	Geometry	Properties of Shape
Describe position, direction and movement, including whole, half, quarter and three quarter turns.	Geometry	Position and Direction

Key Stage One National Curriculum Objective: Year 2	Strand	Units
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Number	Place Value
Recognise the place value of each digit in a two-digit number (tens, ones)	Number	Place Value
Identify, represent and estimate numbers using different representations, including the number line	Number	Place Value
Compare and order numbers from 0 up to 100; use and = signs	Number	Place Value
Read and write numbers to at least 100 in numerals and in words	Number	Place Value
Use place value and number facts to solve problems.	Number	Place Value
Solve problems with addition and subtraction: <ul style="list-style-type: none"> • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written method 	Number	Addition and Subtraction
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Number	Addition and Subtraction
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers 	Number	Addition and Subtraction
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Number	Addition and Subtraction
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Number	Addition and Subtraction
	Number	Multiplication and Division
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Number	Multiplication and Division
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Number	Multiplication and Division
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Number	Multiplication and Division
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Number	Multiplication and Division
Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Number	Fractions

Maths Overview: Implement

Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Number	Fractions
Choose and use appropriate standard units to estimate and measure <ul style="list-style-type: none"> • length/height in any direction (m/cm) • mass (kg/g) • temperature (°C) • capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels 	Measurement	Measures
Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Measurement	Measures
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	Measurement	Money
Find different combinations of coins that equal the same amounts of money	Measurement	Money
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Measurement	Money
Compare and sequence intervals of time	Measurement	Time
Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	Measurement	Time
Know the number of minutes in an hour and the number of hours in a day.	Measurement	Time
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Geometry	Shape
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	Geometry	Shape
Identify 2-D shapes on the surface of 3-D shapes	Geometry	Shape
Compare and sort common 2-D and 3-D shapes and everyday objects	Geometry	Shape
Order and arrange combinations of mathematical objects in patterns and sequences	Geometry	Position and Direction
Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	Geometry	Position and Direction
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Statistics	
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Statistics	
Ask and answer questions about totalling and comparing categorical data.	Statistics	

Long Term Plan

Early Years

Term 1: Little Grangers
Number rhymes to 5 (N) Combining objects (NP)
Term 2: Little Grangers
Use fingers in a counting rhyme (N) Inset Puzzles (NP)
Term 3 Little Grangers
Compare amounts using vocabulary lots, more and same. (N) Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (NP) Notices patterns and arrange things in patterns. (NP)

Maths Overview: Implement

Term 1: FS1

(N)

Recites numbers past 5.

Subitise to 2.

To show an understanding of 1:1 counting to 5.

Show finger numbers up to 5.

Count out a group of up to 5 objects.

Cardinal Number

(NP)

Match and sort colours.

Make comparisons between objects relating to size

Extend and create an ABAB pattern.

Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat

Term 2: FS1

(N)

Recognise a set of one, two and three.

Subitise to 3.

Touch count to 5.

Link numerals and amounts up to 5.

(NP)

Make comparisons between objects relating to height and length.

Make comparisons between objects relating to weight.

Make comparisons between objects relating to capacity

Term 3 FS1

(N)

Pictorial representation of a number.

Compare quantities using language: 'more than', 'fewer than'

Practical problem solving with numbers up to 5.

Use relevant mathematical vocabulary when talking about learning.

Explore the composition of numbers to 5.

Develop fast recognition of numbers.

To show an awareness of how numerals are formed and to experiment with own mathematical mark making.

(NP)

Follow instructions based on positional language.

Combine shapes to make new ones.

To select shapes for a task talking about their properties

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Discuss routes and locations, using words like 'in front of' and 'behind.'

Describe a familiar route

Term 1: FS2

I can count objects/ actions and sounds knowing the cardinal number. (N)

Link the number symbol (numeral) with its cardinal number (N)

Can identify squares and rectangles from a variety of shapes they have already learnt. (NP)

Recognise when objects match and explain why (NP)

Can explain why some objects are the same/different and can sort them in more than one way.(NP)

Term 2: FS2

I can subitise to 5. (N)

Maths Overview: Implement

Counts beyond 10. (N)

Understands the 'one more than/less than' relationship between consecutive numbers. (N)

Explores the composition of numbers to 10. (N)

Can visually see heavier and lighter on a balance scale and complete their own balance scales to show heavier and lighter. (NP)

Can recognise and show/create full, empty, nearly full and nearly empty. (NP)

Can match pot sizes to the amount that they should hold, based on the understanding that the smallest pot holds the least and the biggest holds the most. (NP)

Use whole numbers and begin to use halves as they recognise the quantity of ingredients needed. (NP)

Compare the height and length of 3 objects. (NP)

Can say the days of the week in the correct order. (NP)

Can measure an object using cubes. (NP)

Estimates how many actions they can perform in each time limit. (NP)

Term 3 FS2

I can compare numbers. (N)

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. (N)

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than (N)

Continue, copy, and create repeating patterns (NP)

Selects, rotates, and manipulates shapes in order to develop spatial reasoning skills, (NP)

Composes and decomposes shapes so that they recognise a shape can have other shapes within it, just as numbers can same as the other quantity (NP)

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (NP)

Verbally count beyond 20, recognising the pattern of the counting system (NP)

Year 1

Term 1

Number: place value within 10 eg 1.1 link to deeper knowledge emerging etc

Number: addition and subtraction within 10

Geometry: Shape

Number: Place Value within 20

Consolidation

Term 2

Number : Addition and Subtraction within 20

Number: Place value (within 50)

Measurement: Length and Height

Measurement: Weight and Volume

Consolidation

Term 3

Number: Multiplication and Division

Number: Fractions

Geometry: Position and Direction

Number: Place Value within 100

Measurement: Money

Measurement: Time

Maths Overview: Implement

Year 2

<u>Term 1</u>	
	Number and place value Addition and subtraction Shape
<u>Term 2</u>	
	Money Multiplication and Division Length and Height Mass, capacity and temperature
<u>Term 3</u>	
	Fractions Time Statistics Position and Direction Consolidation
SATs	

Language Plan

<u>Key Vocab</u>	<u>Concepts</u>	<u>Speaking and Listening</u>
<p>EARLY YEARS:</p> <p>Number One, two, three to twenty and beyond. None Count on/up/to/from/down Before, after More, less, many, few, fewer, fewest, smaller, smallest Equal to, the same as Odd, even Digit Numeral Compare Order Size Value Between, halfway</p> <p>Number line Add, more, plus, make, sum, total, altogether Double Half, halve Equals, is the same (including equals sign) How</p>	<p>Number – Place Value</p> <p>Number Addition and Subtraction</p>	<p>Listen, join in Say, think, imagine, remember Start from Look at, point to Put What comes next? Find, use, make, build Tell me, describe, pick out, talk about, explain, show me Read, write Tick, draw a line, ring Cost Count, work out How much? How many? Total Counters, cubes, blocks, die, dice, dominoes, pegs, peg board Same way, different way In order, in a different order</p>

Maths Overview: Implement

<p>many more to make...? How many more is,,, then,,,? How much more is...? Subtract, take away, minus.</p> <p>Odd, even Double, halve Share, share equally Group in pairs Equal groups of Divide</p> <p>Sort Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Solid Corner Face, side Make, build, draw</p> <p>Full, half, empty Holds Container Weigh, weighs, balance Heavy, heavier, heaviest, light, lighter, lightest Scales Time Days of the week: Monday, Tuesday etc. Seasons: Spring, Summer, Autumn, Winter Days, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night Bedtime, Over, under, underneath, above, below, top, bottom, side On, in, outside, inside In front, behind Front, back Before, after Beside, next to Middle Up, down, forwards, backwards. Sideways Close, far Through Towards, away from Side, roll, turn Sort Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Solid Corner Face, side Make, build, draw Whole Equal One half Listen, join in Say, think, imagine, remember Start from Look at, point to Put What comes next? Find, use, make, build Tell me,</p>	<p>Number Multiplication and Division</p> <p>Measure - shape</p> <p>Measure – length, weight, time, money</p>	
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Maths Overview: Implement

<p>describe, pick out, talk about, explain, show me Read, write Tick, draw a line, ring Cost Count, work out Number line, number track, number square, number cards dinnertime, playtime Today, yesterday, tomorrow Before, after, next, last Quickest, fastest, slowest Clock Once First, second, third Estimate Too many, too few Length, height Longer, longest, shorter, shortest, taller, tallest, higher, highest Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change How much? How many? Total</p> <p>Over, under, underneath, above, below, top, bottom, side On, in, outside, inside In front, behind Front, back Before, after Beside, next to Middle Up, down, forwards, backwards. Sideways Close, far Through Towards, away from Side, roll, turn</p> <p>Whole Equal One half</p>	<p>Measure – position and direction</p> <p>Fractions</p>	
<p>YEAR 1 Greater, lesser Pair Units, ones, tens Ten more/less Figure (s) In order/ A different order Above, below</p> <p>Number bonds Inverse Near doubles Difference between How many fewer is...than...? How much less is...?</p>	<p>Number and place value</p> <p>Addition and Subtraction</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maths Overview: Implement

<p>Once, twice, three times. Five times. Count in tens (forwards from/ backwards from) How many times? Lots of, groups of Multiple of, times, multiply, multiply by Repeated addition Array, row, column Group in twos, threes, etc Divided by, left, left over</p> <p>Midnight Now, soon, early, late Quick, quicker, quickly, fast, slow, slower Old, older, oldest, new, newer, newest Takes longer, takes less time Hour, o'clock, half past Watch, hands How long ago? How long will it be to...? How long will it take to...? How often? Always, never, often, sometimes, usually Once, Twice... First, second, third, etc Close to, about the same as, just over, just under Enough, not enough Width, depth Long, short, tall, high Low, wide, narrow, deep, shallow, thick, thin Far, near, close Metre, ruler, metre stick Costs more, costs less, dear(er), cheaper, costs the same as</p> <p>Position Around Opposite Apart Between, edge, centre Corner Direction Journey Left, right Across Near Along To, from Movement Whole turn, half turn Stretch, bend</p> <p>Group Hollow Point, pointed Edge</p> <p>Equal parts, four equal parts Two halves A quarter, two quarters</p>	<p>Multiplication and Division</p> <p>Measure</p> <p>Position and Direction</p> <p>Properties of shape</p> <p>Fractions</p>	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication
<p>YEAR 2</p>	<p>Number and place value</p>	<p>Listen and respond appropriately to adults and peers</p>

Maths Overview: Implement

<p>Numbers to one hundred, hundreds, partition, recombine, hundred more/less</p> <p>Quarter past/ to, m, km, g, kg, ml, l, temp degrees</p> <p>Rotation, clockwise, anti clockwise, straight line, ninety degree turn, right angle</p> <p>Size, bigger, larger, smaller, symmetrical line of symmetry, fold, match, mirror line, reflection, pattern, repeating pattern</p> <p>Three quarters, one, third, a third, equivalence, equivalent</p> <p>Count, tally, sort, vote, graph, block graphs, pictogram, represent, group, set, list, table, label, title, most popular, least common least popular</p>	<p>Measure</p> <p>Measure -position and direction</p> <p>Geometry – properties of shapes</p> <p>Fractions</p> <p>Data/ Statistics</p>	<ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication
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Sequence of Teaching and Learning - Progression

Early Years:

Little Grangers

Term	Learning Objective	Activities
Autumn	<p>I know a number rhyme to 5 (N)</p> <p>Combine objects like stacking blocks and cups. (NP)</p>	<p>Children to learn nursery rhymes that are number rhymes to 5.</p> <ul style="list-style-type: none"> - 1,2,3,4,5 once I caught a fish alive. - Five currant buns - Five little ducks. - Five little men in a flying saucer. <p>Finger puppets will be provided, and actions will be modelled by staff.</p> <p>Children will continue to learn number rhymes to 5. This term being encouraged to join in with actions and words.</p> <p>Children will learn to stack by being provided with a wide range of stackable objects such as building blocks, cups.</p>

Maths Overview: Implement

		<p>Children will learn that you can combine objects in different ways, such as using building blocks to build a tower, or make a line.</p> <p>Children will learn how to use shape sorters, posting items in the correctly shaped hole, having to organise and find the correct shaped hole first.</p>
Spring	<p>I can use my fingers in a counting rhyme</p> <p>Complete inset puzzles</p>	<p>Children will join in with holding up fingers to the number in the songs. "We have 2 currant buns left, can you show me 2" Staff will model how many fingers to hold up, encouraging children to copy and join in.</p> <p>Children will learn to use finger counting in rhymes and whilst looking at our story of the week, such as the three little pigs.</p> <p>Children will revisit the story 10 Little Fingers, they will be able to show you 10 fingers, and count using finger during song time.</p> <p>Children will learn to use inset puzzles with some support from adult when needed. Staff will demonstrate how to use the inset puzzle and talk to children about the different shapes of the pieces, and how we look at where it might fit.</p> <p>Children will learn to use insert puzzles independently, finding the correct shaped piece to fit.</p>
Summer	<p>I can compare amounts using vocabulary lots, more and same</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notices patterns and arrange things in patterns.</p>	<p>Children will learn to compare amounts such as lots, more and same by staff drawing attention to amounts. For example, when exploring the song 5 currant buns, "we had 5 currant buns and then one was eaten, do we have more or less now?"</p> <p>Staff will point out thing in the environment, such as adding more blocks to the pile.</p> <p>Children will learn to compare amounts by playing with compare bears.</p> <p>Adult led compare bear activities comparing amounts in each bowl.</p> <p>Children will learn new mathematical language and explore differences in items. Such as, small cup/big cup, high table/ low table.</p> <p>Staff will use language of size and weight in everyday context feeding children new language, pointing out differences in the items they are playing with.</p> <p>Children will learn to compare sizes from items they see around the environment.</p> <p>Children will learn to notice patterns begin with matching one-to-one with objects, pictures, or numbers.</p>

Maths Overview: Implement

Early Years FS1

Term	Topic	Learning Objectives	Activities/ Lessons
Autumn	All About Me Celebrations	<p>N)</p> <p>Recites numbers past 5.</p> <p>Subitise to 2.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Show finger numbers up to 5.</p> <p>Count out a group of up to 5 objects.</p> <p>Cardinal Number (NP)</p> <p>Match and sort colours.</p> <p>Make comparisons between objects relating to size</p> <p>Extend and create an ABAB pattern.</p> <p>Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat</p>	
Term	Topic	Learning Objectives	Activities
Spring	We Are Rossington New Life	<p>N)</p> <p>Recognise a set of one, two and three.</p> <p>Subitise to 3.</p> <p>Touch count to 5.</p> <p>Link numerals and amounts up to 5.</p> <p>(NP)</p> <p>Make comparisons between objects relating to height and length.</p> <p>Make comparisons between objects relating to weight.</p> <p>Make comparisons between objects relating to capacity</p>	
Term	Topic	Learning Objectives	Activities
Summer	Change For Life Seaside	<p>N)</p> <p>Pictorial representation of a number.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Practical problem solving with numbers up to 5.</p> <p>Use relevant mathematical vocabulary when talking about learning.</p> <p>Explore the composition of numbers to 5.</p> <p>Develop fast recognition of numbers.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>(NP)</p> <p>Follow instructions based on positional language.</p> <p>Combine shapes to make new ones.</p>	

Maths Overview: Implement

		<p>To select shapes for a task talking about their properties Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Discuss routes and locations, using words like 'in front of' and 'behind.'</p> <p style="text-align: center;">Describe a familiar route</p>	
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Early Years FS2/ Reception

Term	Topic	Learning Objectives	Activities
Autum	Me and My Community And Celebrations	<p>I can count objects/ actions and sounds knowing the cardinal number. (N)</p> <p>Link the number symbol (numeral) with its cardinal number (N)</p> <p>Can identify squares and rectangles from a variety of shapes they have already learnt. (NP)</p> <p>Recognise when objects match and explain why (NP)</p> <p>Can explain why some objects are the same/different and can sort them in more than one way.(NP)</p>	<p>WRM Week 1 – 3 Getting to know me</p> <p>WRM WEEK 4-6 – Just like me</p> <p>WRM WEEK 7-9 Its Me 1, 2, 3</p> <p>WRM WEEK 10-12 Light and Dark</p>

Maths Overview: Implement

Term	Topic	What are we learning?	Activities
Spring	Traditional Tales/ Farm	<p>I can subitise to 5. (N)</p> <p>Counts beyond 10. (N)</p> <p>Understands the 'one more than/less than' relationship between consecutive numbers. (N)</p> <p>Explores the composition of numbers to 10. (N)</p> <p>Can visually see heavier and lighter on a balance scale and complete their own balance scales to show heavier and lighter. (NP)</p> <p>Can recognise and show/create full, empty, nearly full and nearly empty. (NP)</p> <p>Can match pot sizes to the amount that they should hold, based on the understanding that the smallest pot holds the least and the biggest holds the most. (NP)</p> <p>Use whole numbers and begin to use halves as they recognise the quantity of ingredients needed. (NP)</p> <p>Compare the height and length of 3 objects. (NP)</p> <p>Can say the days of the week in the correct order. (NP)</p> <p>Can measure an object using cubes. (NP)</p> <p>Estimates how many actions they can perform in each time limit. (NP)</p>	<p>WRM WEEK 1-3 Alive in 5</p> <p>WRM WEEK 4-6 Growing 6, 7, 8</p> <p>WRM WEEK 7-9 Building 9, 10</p> <p>WRM weeks 9-10</p> <p>Consolidation/ review</p>

Maths Overview: Implement

Summer	Africa/ Oceans	<p>I can compare numbers. (N)</p> <p>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. (N)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than (N)</p> <p>Continue, copy, and create repeating patterns (NP)</p> <p>Selects, rotates, and manipulates shapes in order to develop spatial reasoning skills, (NP)</p> <p>Composes and decomposes shapes so that they recognise a shape can have other shapes within it, just as numbers can same as the other quantity (NP)</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (NP)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system (NP)</p>	<p>WRM Weeks 1-3 20 and Beyond</p> <p>WRM Weeks 4-6 First, Then Now</p> <p>WRM Weeks 7-9 Find my Pattern</p> <p>WRM Week 10-12 On the Move</p>
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Maths Overview: Implement

Key Stage 1: Year 1

TERM	TOPIC	What are we learning?	Activities/ Learning	
Autumn 1	Traditional Tales	<p>Number and Place Value (within 10)</p> <ul style="list-style-type: none"> - sort objects into groups - to count objects within a larger group - 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, recognise, read and write numbers to 10 in numerals and words - count to 10 forwards and backwards with 0 and 1, or from any given numbers. - given a number, identify 1 more and 1 less - 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 - compare numbers to 10 using inequality symbols $>$, $<$ and $=$. - to order objects and numbers using language of 'greatest' and 'smallest' - use a number line to represent and compare numbers <p>Place Value within 10</p> <ul style="list-style-type: none"> - Sort objects - count objects 	WRM AUTUMN TERM	

Maths Overview: Implement

		<ul style="list-style-type: none"> -represent objects -count, read and write forwards -count, read and write backwards -count one more -count one less -compare groups using language -introduce greater than less than equal to symbols -compare numbers -order groups of objects -order numbers -ordinal numbers 1st 2nd 3rd -The number line <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> -part-whole model -addition symbol -fact families-addition facts -find bonds within 10 -systematic methods for bonds within 10 -number bonds to 10 -compare number bonds -addition adding together -addition adding more -finding a part -subtraction taking away crossing out -subtraction taking away subtraction symbol -subtraction finding a part, breaking a part -fact families the 8 facts -subtraction counting back -subtraction finding the difference -compare addition and subtraction statements 		
Autumn 2	Traditional Tales and Celebrations	<p>Addition and subtraction (within 10)</p> <ul style="list-style-type: none"> - 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) - read, write and interpret mathematical statements involving addition, subtraction and equals symbols + - = - represent and use number bonds and related subtraction facts within 10. - add and subtract 1-digit and 2-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $4 = ? - 3$ <p>Geometry shapes</p> <ul style="list-style-type: none"> - recognise and name common 2D shapes including rectangles, squares, triangles and circles. 	WRM AUTUMN TERM	

Maths Overview: Implement

		<p>-recognise and name common 3D shapes including cuboids, cubes pyramids and spheres</p> <p>Geometry shapes Identifying and naming 2D shapes in the Three Little Pig's houses.</p> <p>Identify and name 3D shapes to make the three little pig's houses.</p> <p>Place Value within 20</p> <ul style="list-style-type: none"> -Count forwards and backwards and write numbers to 20 in numerals -numbers from 11 to 20 -tens and ones -count one more and one less -compare groups of objects -compare numbers -order groups of objects <p>-order numbers.</p>		
Spring 1	<u>We Are Rossington</u>	<p>SPRING WILL BE UPDATED IN LINE WITH THE RELEASE OF THE WRM UPDATES IN NOVEMBER 2022</p> <p>Place value (within 20)</p> <ul style="list-style-type: none"> - count to 20 forwards and backwards with 0 and 1, or from any given 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 (fewer), most, least - count to 20 forwards and backwards with 0 and 1, or from any given numbers. - compare numbers to 20 using inequality symbols $>$, $<$ and $=$. <p>Addition and subtraction (within 20)</p> <ul style="list-style-type: none"> - represent and use number bonds and related subtraction facts within 20. -read, write and interpret mathematical statements involving addition, subtraction and equals symbols $+$ $-$ $=$ - add and subtract one digit numbers to 20, including zero. - add and subtract 1-digit and 2-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete 	WRM SPRING TERM	

Maths Overview: Implement

		<p>objects and pictorial representations, and missing number problems such as $17 = ? - 9$</p> <p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> -Add by counting on -find and make number bonds -add by making 10 first -subtraction not cross 10 -subtraction crossing 10 -related facts -compare number sentences. <p>Place Value within 50</p> <ul style="list-style-type: none"> -Numbers to 50 -Tens and ones -represent numbers to 50 -one more and one less -compare objects to 50 -compare numbers to 50 -order numbers to 50 -count in 2s -count in 5s. 		
Spring 2	Superheroes	<p>. Place value (within 50)</p> <ul style="list-style-type: none"> - count to 50, forwards and backwards, beginning with 0 or 1, from any number. - count, read and write numbers to 50 in numerals. - given a number, identify one more or one less. - 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 in multiples of twos, fives and tens. <p>Measurement- Length and height</p> <ul style="list-style-type: none"> - compare, describe and solve practical problems for length and heights for example long/short, longer/ shorter, tall/short, double/half <p>Measurement: Weight and Volume</p>	- WRM SPRING TERM	

Maths Overview: Implement

		<p>- measure and begin to record mass/weight, capacity and volume</p> <p>- compare, describe and solve practical problems for mass/weight for example</p> <p>heavy, light, heavier than, lighter than,</p> <p>- compare, describe and solve practical problems for capacity and volume for example full, empty, more than, less than, half full, quarter.</p> <p>Measurement Length height -compare superheroes using shorter taller -compare superworms using longer shorter -measure superheroes using cubes -measure superworm- begin to use a ruler</p> <p>Measurement -weight- hold two objects heavier lighter -weight- using balancing scales to compare the weight of two objects. Heavier, lighter equal to. -use a balancing scale to find the heaviest object out of a group of objects. -measure the weight of an object using balancing scales and non-standard unit of cubes.</p> <p>-volume and capacity- describe the volume of a container saying if it is full, empty or nearly empty -compare containers- which has the most liquid in? which is full? -non standard unit eg spoons. Cups to measure how many it takes to fill a given container. -compare capacity of containers using non-standard unit of measure. Which will hold the most/ least?</p>		
Summer 1	All Around The World	<p>SUMMER WILL BE UPDATED IN LINE WITH THE RELEASE OF THE WRM UPDATES IN MARCH2023</p> <p>Multiplication and Division</p> <p>- count in multiples of twos, fives and tens.</p> <p>-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.</p>	WRM SUMMER TERM	

Maths Overview: Implement

		<p>Fractions</p> <ul style="list-style-type: none"> - recognise, find and name a half as one of two equal parts of an object, shapes or quantity. - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. - compare, describe and solve practical problems for lengths and heights for example double/half. - compare, describe and solve practical problems for mass/weight for example half full, quarter <p>Geometry Position and direction</p> <ul style="list-style-type: none"> - describe position, direction and movement, including whole, half, quarter and three quarter turns <p>Multiplication and division</p> <ul style="list-style-type: none"> -count in 10s make equal groups -add equal groups -make arrays -make doubles -make equal groups-grouping -make equal groups-sharing <p>Fractions</p> <ul style="list-style-type: none"> -Finding half of shapes and an object -find half of sets of objects and quantities -Find a quarter of shapes and an object -Find a quarter of sets of objects and quantities. <p>Geometry Position and direction</p> <ul style="list-style-type: none"> -use language of full turn, half, quarter and three-quarter turns to describe turns made by shapes. -use beetbots to move left right forwards backwards. -describe the position of objects using left right on top in between above below -Giving directions and positions to locate animals on a grid. 		
Summer 2	Seaside	<p>Place Value within 100</p> <ul style="list-style-type: none"> - count to 100, forwards and backwards, beginning with 0 or 1, from any number. - count, read and write numbers to 100 in numerals. - given a number, identify one more or one less. 	WRM SUMMER TERM	

Maths Overview: Implement

	<p>- 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</p> <p>Measurement Money</p> <p>- recognise and know the value of different denominations of coins and notes.</p> <p>Measurement Time</p> <p>- sequence events in chronological order using language for example before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.</p> <p>- recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>- compare, describe and solve practical problems for time, quicker, slower, earlier, later.</p> <p>- measure and begin to record time in hours, minutes and seconds.</p> <p>Place value within 100</p> <p>-Counting to 100 -Partitioning numbers Tens and Ones -Compare numbers using concrete equipment -Compare numbers using symbols -Ordering numbers -One more and one less</p> <p>Money</p> <p>-recognising coins -recognising notes -counting in coins 2s 5s 10s</p> <p>Time</p> <p>-before and after -days of the week -months of the years -time to the hour -time to the half hour -writing time -comparing time faster slower earlier later</p>		
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Key Stage 1: Year 2

Term	Topic	What are we learning?	Activity/ Lesson	Links
Autumn 1	What Makes London Special?	Numbers to 20	WRM AUTMUN TERM	

Maths Overview: Implement

Autumn 2	Great Fire Of London	<p>Count objects to 100 by making 10s</p> <p>Recognise tens and ones</p> <p>Use a place value chart</p> <p>Partition numbers to 100</p> <p>Write numbers to 100 in words</p> <p>Flexibly partition numbers to 100</p> <p>Write numbers to 100 in expanded form</p> <p>10s on the number line to 100</p> <p>10s and 1s on the number line to 100</p> <p>Estimate numbers on a number line</p> <p>Compare objects</p> <p>Compare numbers</p> <p>Order objects and numbers</p> <p>Count in 2s, 5s and 10s</p> <p>Count in 3s</p> <p>Bonds to 10</p> <p>Fact families - addition and subtraction bonds within 20</p> <p>Related facts</p> <p>Bonds to 100 (tens)</p> <p>Add and subtract 1s</p> <p>Add by making 10</p> <p>Add three 1-digit numbers</p> <p>Add to the next 10</p> <p>Add across a 10</p> <p>Subtract across 10</p> <p>Subtract from a 10</p> <p>Subtract a 1-digit number from a 2-digit number (across a 10)</p> <p>10 more, 10 less</p> <p>Add and subtract 10s</p> <p>Add two 2-digit numbers (not across a 10)</p> <p>Add two 2-digit numbers (across a 10)</p> <p>Subtract two 2-digit numbers (not across a 10)</p> <p>Subtract two 2-digit numbers (across a 10)</p> <p>Mixed addition and subtraction</p> <p>Compare number sentences</p> <p>Missing number problem</p>	WRM MATHS AUTUMN TERM	
Spring 1	Rossington	<p>SPRING WILL BE UPDATED IN LINE WITH THE</p> <p>RELEASE OF THE WRM UPDATES IN NOVEMBER 2022</p>	WRM SPRING TERM	
Spring 2	Off We Go To Mexico	<p>Continue with place Value, measurement, multiplication and division objectives.</p> <p>Statistics</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and tables.</p>	WRM SPRING TERM	

Maths Overview: Implement

		<p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask-and-answer questions about totalling and comparing categorical data.</p> <p>Geometry - properties of shapes</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Number – fractions</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>		
Summer 1	Victorian Children	SUMMER WILL BE UPDATED INLINE WITH WRM IN MARCH 2023	WRM SUMMER TERM	
Summer 2	Victorian Railway	<p>Continue to consolidate all 4 operations.</p> <p>Geometry - position and direction</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	WRM SUMMER TERM	