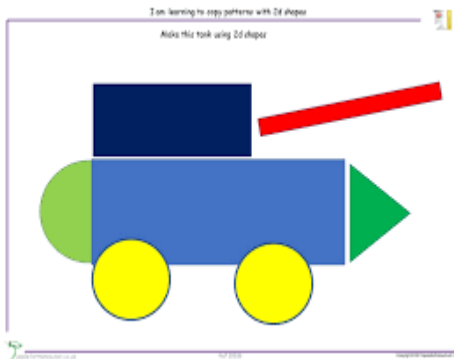


# Maths Medium Term Planning Foundation 1



Autumn	1	2	3	4	5	6	7	8	9	10	11	12	13
Counting	Uses some number names spontaneously in play, Begins to join in with number rhymes familiar and new, Begin to anticipate specific time based events – snack time/home time, Begin to show an interest in representing number – tracing numbers with fingers etc Begin to show an interest in numerals in the environment, Begin to recite numbers in order to 5												
<b>Transition &amp; Baseline</b>	<b>SSM</b>	<b>Number 1</b>	<b>Number 2</b>	<b>SSM</b>	<b>Number 3</b>	<b>SSM</b>	<b>SSM</b>	<b>SSM</b>					
	<p>Sorting – Organise and categorise objects identifying those that are the same</p> <p>Sort a group of 2 different objects</p> <p>Match</p> <p>Sort/match objects and label</p> <p>Colour 2 weeks</p> <p>Recognising, naming, matching Colours</p> <p>Use language of ‘same’ when matching objects</p> <p>Begin to understand different</p> <p>Begin to recite Numbers in order to 5 – through singing songs</p>	<p>Counting to 1 recognising the numeral</p> <p>Manipulate objects to begin to develop an understanding of number</p> <p>Begin to explore 1-1 correspondence by movement of objects – 1 spoon for each teddy etc</p> <p>Select a small number of objects from a group – Please give me one</p> <p>Begin to represent numbers using fingers</p> <p>Circle shape</p>	<p>Counting to 2, recognising the numeral,</p> <p>Begin to represent numbers using fingers</p> <p>Select a small number of objects from a group – give me two</p> <p>Begins to notice different patterns (In the environment, within resources, etc)</p> <p>Begin to make arrangements with objects</p> <p>Begin to talk about an arrangement making a pattern – leaf/conker/leaf</p> <p>Can copy a pattern using ABABAB using</p>	<p>Begin to compare objects using appropriate vocabulary according to space, size, big/little/small</p> <p>Develop an understanding of Size</p> <p>Categorise objects big/large Little/small</p> <p>Find the odd one out</p> <p>Sort a group of objects by size and name each set</p>	<p>Begin to recognise that there is an order to counting</p> <p>Begin to assign one counting word to each object 1-3</p> <p>Begin to know that numbers identify how many are in a set</p> <p>Begin to understand how many are left from number rhyme experience</p> <p>Begin to use language of quantities</p> <p>Knows that a group of things changes in quantity when</p>	<p>Positional language – developing an understanding of</p> <p>Begin to follow some instructions using positional language</p>	<p>Begin to talk about shapes</p> <p>Describe some shape properties</p> <p>Begin to make arrangements using shapes</p> <p>Show an interest in shapes in the environment</p> <p>Point to shapes that they notice</p> <p>Use language of same and different</p>						

				<p>everyday objects pine cones, leaves, Name the pattern</p> <p>Begin to make repeating patterns using 2 objects Begin to represent numbers using fingers</p>		<p>something is added or taken away.</p> <p>Make comparisons between quantities which has more/fewer</p> <p>Know that a group of objects changes when something is taken away or added</p> <p>Begin to understand how many are left from number rhyme experiences</p> <p>Explore 1-1 correspondence by movement of objects</p> <p>Triangle Shape</p>	
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Spring	1	2	3	4	5	6	7	8	9	10	11	12	13
Counting	Recite numbers in order with accuracy, uses some numbers names accurately in play, shows interest in numerals in the environment, show curiosity about numbers, begin to recognise numbers of personal significance – I am 3 or 4, begin to realise that not only objects can be counted, recognise that there is a stable order to counting												
	<b>Number</b>	<b>Number 4</b>	<b>SSM</b>	<b>Number 5</b>	<b>SSM</b>	<b>Number</b>	<b>SSM</b>	<b>Number</b>	<b>SSM</b>	<b>Number</b>	<b>SSM</b>	<b>Number</b>	<b>SSM</b>
	Review number 1,2,3 Show curiosity about numbers – offering comments, asking questions  Know that numbers identify how many are in a set  Select a small num, enr of objects from a larger group – give me one, two or three	Begin to count 3/4 objects by saying one number for each item  Begin to separate a group of 3/4 objects in different ways  Recognise and match some number patterns Subitising 1, 2  Begin to match numeral	Find the odd one out  Sort and match objects and label and begin to talk about What is the same and different?	Recite numbers in order to 5  Know that numbers identify how many are in a set  Sometimes match numeral and quantity correctly  Count up to 3/4 objects saying one number for each object to be counted  Realise that not only objects can be counted  Recognise and match some number patterns	Copy a pattern With one attribute  Begin to continue a pattern ABABA  Explore pattern using actions  Notice pattern in the environment  Show an interest in shapes and space by playing with shapes or making arrangements with objects	Use language of same and different when comparing small sets – dominoes, rolling 2 dice with spots  Recognise and match some number patterns  Compare 2 groups saying when they have the same/different number  Use the language of more than and fewer than  With support begin to use full sentences	Take part in a shape treasure hunt  Show an awareness of similarities of shapes in the environment  Shows an interest in shape by sustained construction  Begin to use shapes appropriately for task	Shows an interest in Number problems  Separates a group of 3/4/5 objects in different ways Use language of the same when matching objects/numerals  Use language such as more/ 'a lot'  Begin to compare 2 groups of obejcts saying when they have the same number Begin to find One more/one less Than a number to 5  Use the word less when asked to	Continue to develop an understanding of measure  Begin to develop an understanding of capacity Explore filling and pouring and using associated language - full, empty, half				

		and quantity  Square shape		Understand how many are left from number		when comparing sets		find one less than a given number	
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