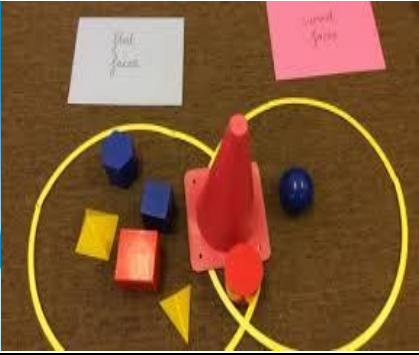
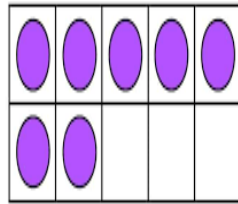


# Maths Medium Term Planning Foundation 2



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Autumn 1

Week	Theme	Progression	Development matters, Birth to 5 Matters And KPI's	Activities
1	Baseline			
2	Subitising	NCETM Cardinality and counting	Recognise amounts without counting Count 1-1 Count actions that can't be moved Subitises 4-5 Having counted says the total Counts upto 10 objects	Sing number rhymes Dot cards Grabber games (handful of objects) Dice games Bingo Bunny Ears (finger patterns) Box games (split box) N-rich <a href="#">Problem</a>
3	1-1 correspondence	NCETM Cardinality and Counting	Match sets of objects to numerals that represent that number of objects Say and use number names in order in familiar contexts Know that numbers identify how many objects are in a set Count reliably up to 10 objects	Baking cup recipes Fruit Salad (1 strawberry, 5 blueberries) Counting games
4	Composition of 1 and 2	NCETM Composition	Recognises numerals 1 to 5. Counts up to three or four objects by saying one Number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, & beginning to count beyond 10. Counts out up to six objects from a larger group. Finds one more or one less from a group of up to Five objects, then ten objects. Show awareness that numbers are made up (composed) of smaller numbers Subitises larger amounts by subitising smaller groups (3 and 3) Partitions in different ways.	Number land 10 friends counting Number blocks Numicon Number treasure hunts Partition (5 frame, part/whole, Hungarian 5) Write the numerals. Sort objects What is 4 not 4 Simon Says + - = symbols
5	Composition of 3 and 4			
6	Composition Of 5			

7	Sorting/ Compare quantities	NCETM Comparison	Uses the language of 'more' or 'fewer' to compare two sets of objects. Begins to organise and sort Recognise and compare colours, shape, and size. Estimates	Sort physical features (Velcro shoes, brown hair etc.) How can they be sorted? What's the same? Or different? Sorting hoops, boxes, colours, size.
8	Time (My Day)	NCETM Measures	Orders and sequences events using everyday language.	Read stories with order (The Very Hungry Caterpillar, Peace at Last) Order pictures from the story. Use Timers to see how many you can do in 1 minute. Obstacle courses (language of order) Baking follow instructions in order.

## Autumn 2

Week	Theme	Progression	Development matters, Birth to 5 Matters and KPI's	Activities
1	Counting (20) and number recognition to 10.	NCETM Cardinality and Counting	Recognise amounts without counting Count 1-1 Count actions that can't be moved Subitises 4-5 Having counted says the total Counts upto 10 objects and selects the correct numeral Put numerals 1-10 in order	Dot cards Grabber games (handful of objects) Dice games Bingo Bunny Ears (finger patterns) Box games (split box) N-rich <a href="#">Problem</a>
2	1 more/1 less to 5	NCETM Composition	Adds 1 and subtracts 1 with numbers to 10 and uses some addition and subtraction vocabulary in practical activities. Knows the number 1 more and 1 less to 10. Uses the language of more and fewer.	Staircases 1-5 Number stories (bus 10s frame) Games involving adding 1 more or subtracting 1. Recap the symbols +1 and -1 = to record. 1 more 1 less grid with objects. Role plays party/picnic. Give 1 more cake or 1 less to the characters.
3	Composition of 1-5 (+)		Recognises numerals 1 to 5. Counts up to three or four objects by saying one Number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, & beginning to count beyond 10.	Number land 10 friends counting Number blocks Numicon Number treasure hunts Partition (5 frame, part/whole, Hungarian 5)

4	Composition of 1 – 5 (-)		Counts out up to six objects from a larger group. Finds one more or one less from a group of up to Five objects, then ten objects. Show awareness that numbers are made up (composed) of smaller numbers Subitises larger amounts by subitising smaller groups (3 and 3) Partitions in different ways. Children begin to explore and work out problems	Write the numerals. Sort objects What is 4 not 4 Simon Says + - = symbols
5	2D Shape	NCETM Shape and Space	Uses informal language as well as mathematical terms (heart shaped/ triangle) Composes and decomposes shapes to make other shapes (triangles to make a square) Makes models, selecting blocks needed and visualising what they will build.	Introduce 2D shapes Compare shapes (same/different) Shape Hunts Shape pictures, Printing shapes Describe and sort shapes (side, vertices, corners)
6	Pattern	NCETM Pattern	Spot patterns in the environment identifying the rule. Create patterns AB extending to ABC and perhaps ABB, ABBC. Make border patterns around a frame.	2 step, 3 step patterns Present patterns Party hats Symmetry
7	Position and direction.	NCETM Shape and Space	Uses spatial awareness, including relative viewpoint. Follows and gives instructions Engages with map-making.	PE- Under, over etc. Hide and Seek Listening skills (draw a circle next to the tree etc.) Following instructions. Read books ( Rosie’s Walk, What the ladybird heard) Obstacle courses, Beebots

### Spring 1

Week	Theme	Progression	Development matters, Birth to 5 matters And KPI’s	Activities
1	Counting, recognition, ordering/ 1 more 1 less	NCETM Cardinality and Counting	Recognise amounts without counting Count 1-1 Count actions that can’t be moved Subitises 4-5	Numicon Unifix Tens frame ! more 1 less grids

			<p>Having counted says the total</p> <p>Counts upto 10 objects and selects the correct numeral</p> <p>Put numerals 1-10 in order</p>	<p>Physical activities for adding 1 more or taking 1 less</p> <p>1 more 1 less bingo</p> <p>Number tracks/lines</p> <p>Physical activity adding 1 more 1 less along number tacks/lines</p>
2	Composition of 6, 7	NCETM Composition	<p>Recognises numerals 1 to 10</p> <p>Counts up to three or four objects by saying one</p> <p>Number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, &amp; beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Finds one more or one less from a group of up to Five objects, then ten objects.</p> <p>Show awareness that numbers are made up (composed) of smaller numbers</p> <p>Subitises larger amounts by subitising smaller groups (3 and 3)</p> <p>Partitions in different ways.</p> <p>Children begin to explore and work out problems</p>	<p>Number land</p> <p>10 friends counting</p> <p>Number blocks</p> <p>Numicon</p> <p>Number treasure hunts</p> <p>Partition (10 frame, part/whole, Hungarian 10)</p> <p>Write the numerals.</p> <p>Sort objects What is 4 not 4</p> <p>Simon Says</p> <p>+ - = symbols</p>
3	Composition of 8, 9			
4	Composition of 10			
5	Length/height	NCTEM Measures	<p>Solves problems involving predictions and discussion of comparisons of length, weight or capacity.</p> <p>Becomes Familiar with measuring tools.</p>	<p>Thread beads onto pipe cleaners – which is the longest?</p> <p>Measure the length or height with blocks.</p> <p>Longer than my foot (cut out foot and compare)</p> <p>Height of children</p> <p>Compare objects and order.</p>
6	Weight/capacity			<p>Stories (Goldilocks, Dr Zoo)</p> <p>Introduce the language (empty, full, half full, nearly full)</p> <p>Use different sized containers (tall, thin)</p> <p>Use water, rice, pom poms sans etc. to compare capacity.</p> <p>Balance Scales</p> <p>Order 2 or 3 objects</p> <p>Baking</p>

Spring 2

Week	Theme	Progression	Development matters, Birth to 5 matters And KPI's	Activities
1	2D	NCETM Shape and Space	Uses informal language as well as mathematical terms (heart shaped/ triangle) Composes and decomposes shapes to make other shapes (triangles to make a square) Makes models, selecting blocks needed and visualising what they will build.	Introduce 2D shapes Compare shapes (same/different) Shape Hunts Shape pictures Printing shapes Describe and sort shapes (side, vertices, corners)
2	3D			Show a collection of shapes introduce and describe. Sort into groups Use Blocks to build in construction. Which shapes are best to build with? Shape hunt Hide shapes under a cover – Guess the shapes. Use the characteristics to describe. (faces, edges, vertices)
3	Composition of upto 10 (+)	NCETM Composition	Recognises numerals 1 to 5. Counts up to three or four objects by saying one Number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, & beginning to count beyond 10. Counts out up to six objects from a larger group. Finds one more or one less from a group of up to Five objects, then ten objects. Show awareness that numbers are made up (composed) of smaller numbers Subitises larger amounts by subitising smaller groups (3 and 3) Partitions in different ways. Children begin to explore and work out problems	Number land 10 friends counting Number blocks Numicon Number treasure hunts Partition (5 frame, part/whole, Hungarian 5) Write the numerals. Sort objects What is 4 not 4 Simon Says + - = symbols
4	Composition of upto 10 (-)			
5	Money	NCETM Composition	Recognise British Coins Use language of money in play. Combine coins to make an amount.	Make a shop Match coins to numicon. Money bingo

			Know how much coins represent.	Money match Counting 1ps to make amounts. Encourage children to buy items in provision. Coin rubbings
6	Revisit/ Review			

### Summer 1

Week	Theme	Progression	Development matters, Birth to 5 matters And KPI's	Activities
1	Counting, Number Recognition and order	NCETM Composition	Show awareness that numbers are made up (composed) of smaller numbers Subitises larger amounts by subitising smaller groups (3 and 3) Partitions in different ways. Children begin to explore and work out problems Counts out upto 20 objects from a larger group	
2	Patterns within 10 Doubles		Explore the composition of numbers to 10 and beyond Recognise double patterns within the environment (dice, dominoes) Recall double facts to 10 Begin to explore mathematical problems, using signs and strategies of their choice. Represent patterns with numbers using resource	Doubles in real life (pair) Hungarian tens Double ladybirds Mirror Paint dots to print onto other side Numicon
3	Patterns within 10 Halves and odd/even	NCETM Composition	Explore the composition of numbers to 10 and beyond Recognise halving patterns within the environment (dice, dominoes) Recall halving facts to 10 Begin to explore mathematical problems, using signs and strategies of their choice.	

			Represent patterns with numbers using resources	
4	Place value 10-20	NCETM Composition	Show awareness that numbers are made up (composed) of smaller numbers Subitises larger amounts by subitising smaller groups (3 and 3) Partitions in different ways. Children begin to explore and work out problems Counts out upto 20 objects from a larger group Begin to describe how 2 digit numbers are made Use the language of tens and ones.	Share the book How many legs Make numbers using bundles of 10s and 1s Number blocks. Numicon Diennes Counting forwards and back to 20 and beyond.
5	Measures (capacity, length, weight, height, distance)	NCETM measures	Solves problems involving predictions and discussion of comparisons of length, weight or capacity. Becomes Familiar with measuring tools. Uses comparative language using than ( heavier than, longer than, shorter than)	Use the language of measures Make prediction of how many cups it takes to fill a container. Explore different size containers Order containers Use ramps to compare how far cars, paint and other liquids can travel. Use language of distance (near, close, faraway) Make estimating Select appropriate unit of measure.
6	2D/3D	NCETM Shape and space	Uses informal language as well as mathematical terms (heart shaped/ triangle) Composes and decomposes shapes to make other shapes (triangles to make a square) Makes models, selecting blocks needed and visualising what they will build. Find 2d shapes within 3d shapes Select rotate and manipulate shapes in order to develop spatial reasoning skills Use language to describe the properties of shape.	Shape printing 2D and 3D shapes. Shape pictures use 2d shapes to make new shapes (two squares = Oblong, Two triangles square) Use picture cards with models for children to recreate with shapes. Jigsaws Tangrams. Shape hunts Loop cards. Use blocks to make famous landmarks and talk about shapes used. Use play dough to form 3D shapes.
7	Time	NCETM measures	Orders and sequences events using everyday language. Uses resources for measuring time Recognises the hands of a clock	Ordering What time is it Mr Wolf 1 minute challenge cards Physical clocks using hoops



			Begins to tell the time O'clock. Use the language of time (before, after, 1 hour later etc.)	Use small clocks to make the time. Provide clocks in the environment and on visual timetables.
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## Summer 2

Week	Theme	Progression	Development matters, Birth to 5 matters And KPI's	Activities
1	Number ordering to 20	NCETM Composition	Show awareness that numbers are made up (composed) of smaller numbers Subitises larger amounts by subitising smaller groups (3 and 3) Partitions in different ways. Children begin to explore and work out problems Counts out up to 20 objects from a larger group	Numicon Number cards Unifix Visual patterns on tens frames, dot and dice patterns Number cards Building amounts with bricks and resources
2	Number bonds to 5		Show awareness that numbers are made up (composed) of smaller numbers Subitises larger amounts by subitising smaller groups (3 and 3) Partitions in different ways Recall addition and subtraction facts to 5	5s frames Part, part whole Numicon Missing number games. ( 5 animals in the tent and 2 came out how many left in the tent) Bead strings Bunny ears Bean bags into hoops how many in how many out. Use + - =
3	Counting in 2s 5s 10s	NCETM Numerical patterns	Groups objects in 2s 5 s and 10s Understands the last number said represents the total	Counting Rhymes Noah's Ark Grouping objects for a picnic. Counting hand patterns, pairs, 10 toes etc. Counting numicon Matching numicon to coins for counting Rote counting.
4	Number bonds to 10	NCETM Composition	Show awareness that numbers are made up (composed) of smaller numbers	10s frame Part, part whole Number stories using amounts upto 10.

			<p>Subitises larger amounts by subitising smaller groups (3 and 3)</p> <p>Partitions in different ways</p> <p>Recall addition and subtraction facts to 10</p>	<p>10 friends counting</p> <p>Missing numbers</p> <p>Concrete resources.</p> <p>Memory games to make a set amount</p> <p>skittles</p>
5	Doubles	Grouping/ sharing	<p>Explore the composition of numbers to 10 and beyond</p> <p>Recognise double patterns within the environment (dice, dominoes)</p> <p>Recall double facts to 10</p> <p>Begin to explore mathematical problems, using signs and strategies of their choice.</p> <p>Represent patterns with numbers using resource</p>	<p>Doubles in real life (pair)</p> <p>Hungarian tens</p> <p>Double ladybirds</p> <p>Mirror</p> <p>Printing</p> <p>Numicon</p> <p>Making doubles using different representations. (cubes ,pegs, numicon)</p>
6	Halves and odd/even	NCETM Composition	<p>Explore the composition of numbers to 10 and beyond</p> <p>Recognise halving patterns within the environment (dice, dominoes)</p> <p>Recall halving facts to 10</p> <p>Begin to explore mathematical problems, using signs and strategies of their choice.</p> <p>Represent patterns with numbers using resources</p>	<p>Sharing real items between 2 (people, animals)</p> <p>Discuss odd and even when sharing amounts and discuss what they notice?</p> <p>Cutting real items in half (cakes, paper, pizza etc.)</p>
7	Revisit/review.			