



# Meadow View Primary School

## Foundation 0: Long Term Maths Plan

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	N/A	N/A	<p>Literacy Book: Goldilocks</p> <p>Number song: When Goldilocks went to the house of the bears.</p> <p>QFL: What is big, medium and small?</p> <p>Comparing Sizes – Goldilocks bears, bowl. Goldilocks small world. Share the story whilst asking the children to find the small, medium, big items (bears, bowls, chairs, beds). Reinforce vocabulary and match items to the bears.</p> <p>Vocabulary: small(est), medium, big, little, large(est)</p> <p><b>Stem Sentences: This is the (big/medium/small) bear.</b></p>	<p>Literacy Book: Elves and the Shoemaker</p> <p>Number Song: 5 currant buns</p> <p>QFL: Is my tower tall or short?</p> <p>Use Duplo to build a tower. Who can build a tower like mine? Make comparisons as children build and model vocab. Whose is the tallest? Is mine shorter than yours? Can we build one the same as this?</p> <p>Vocabulary: tall/short/ tallest/shortest taller/shorter, more, less, same, lots</p> <p><b>Stem Sentences: My tower is.... Tall/short</b></p>	<p>Literacy Book: Jack and the Beanstalk</p> <p>Number Song: 5 green bottles</p> <p>QFL: What is big, medium and small?</p> <p>Comparing Sizes – Jack and the Beanstalk small world. Share the story whilst asking the children to find the small, medium, big items (beanstalk, golden, egg, hen, castle, giant, Jack). Reinforce vocabulary and order into big, medium, small.</p> <p>Vocabulary: small(est), medium, big, little, large(est)</p> <p><b>Stem Sentences: This is (big/medium/small).</b></p>	<p>Literacy Book: The Hare and the Tortoise</p> <p>Number Song: 5 little ducks</p> <p>QFL: Is my tower tall or short?</p> <p>Use Duplo to build a tower. Who can build a tower like mine? Make comparisons as children build and model vocab. Whose is the tallest? Is mine shorter than yours? Can we build one the same as this?</p> <p>Vocabulary: tall/short/ tallest/shortest taller/shorter, more, less, same, lots</p> <p><b>Stem Sentences: My tower is.... Tall/short</b></p>
2	N/A	N/A	<p>Literacy Book: Goldilocks</p> <p>Number Song: 1 2 3 4 5 once I caught a fish alive</p> <p>QFL: How can I match things by colour?</p> <p>Naming and Matching Colours – lay the table for the three bears matching the colours of the plates and cutlery.</p> <p>Vocabulary: colours, match, same, group</p> <p><b>Stem Sentences: The (plate/bowl) is _____.</b></p>	<p>Literacy Book: Elves and the Shoemaker</p> <p>Number Song: 10 fat sausages</p> <p>Number game: Subitising images to 3. Which is more/ which has fewer?</p> <p>QFL: How do I match shapes on a puzzle?</p> <p>Inset puzzles – simple shapes. Complete the jigsaw, matching the shapes (circle, square, triangle, star)</p> <p>Vocabulary: fits, jigsaw, shape, circle, square, triangle, star, turn, spin</p> <p><b>Stem Sentences: The (shape) fits here.</b></p>	<p>Literacy Book: Jack and the Beanstalk</p> <p>Number Song: 1 2 3 4 5 once I caught a fish alive</p> <p>QFL: How can I match things by colour?</p> <p>Naming and Matching Colours – lay the table in the home corner matching the colours of the plates and cutlery.</p> <p>Vocabulary: colours, match, same, group</p> <p><b>Stem Sentences: The (plate/bowl) is _____.</b></p>	<p>Literacy Book: The Hare and the Tortoise</p> <p>Number Song: Here is the beehive</p> <p>QFL: How do I match shapes on a puzzle?</p> <p>Inset puzzles – simple shapes. Complete the jigsaw, matching the shapes (circle, square, triangle, star)</p> <p>Vocabulary: fits, jigsaw, shape, circle, square, triangle, star, turn, spin</p> <p><b>Stem Sentences: The (shape) fits here.</b></p>
3	N/A	N/A	<p>Literacy Book: Tree Seasons come and go</p> <p>Number Song: 5 Little Flowers</p> <p>QFL: How can I stack the blocks?</p> <p>Stacking blocks and stacking cups focus on language of size and position. Start with 3 then 5 and work up to 10 as appropriate.</p> <p>Vocabulary: on top, next to, colours, tall, short, stack.</p> <p><b>Stem sentence: The tower is tall.</b></p>	<p>Literacy Book: Baby Goes to market</p> <p>Number Song: 10 in the bed</p> <p>QFL: How do I match the shapes to the shadows?</p> <p>Show shapes to the children and name. My turn/your turn. Use large paper on floor and draw around a shape. Lift off and name shape. Repeat for others ensuring the shapes are displayed at different angles. Ask children to match the shapes to the shadows and name.</p> <p>Vocabulary: circle, triangle, square, star, match, turn, shadow</p> <p><b>Stem Sentences: This shape fits here.</b></p>	<p>Literacy Book: Noisy Farm</p> <p>Number Song: 5 little men in a flying saucer.</p> <p>Positional word game: Hide the Teddy. Use positional words to find the teddy. Under, above, beside, in, next to.</p> <p>QFL: How can I stack the blocks?</p> <p>Stacking blocks and stacking cups focus on language of size and position. Start with 3 then 5 and work up to 10 as appropriate.</p> <p>Vocabulary: on top, next to, colours, tall, short, stack, biggest, smallest.</p> <p><b>Stem sentence: The tower is tall.</b></p>	<p>Literacy Book: The Train Ride</p> <p>Number Song: Pattern song with body movements.</p> <p>QFL: How do I match the shapes to the shadows?</p> <p>Show shapes to the children and name. My turn/your turn. Use large paper on floor and draw around a shape. Lift off and name shape. Repeat for others ensuring the shapes are displayed at different angles. Ask children to match the shapes to the shadows and name.</p> <p>Vocabulary: circle, triangle, square, star, match, turn, shadow</p> <p><b>Stem Sentences: This shape fits here.</b></p>
4	N/A	N/A	<p>Literacy Book: Tree Seasons come and go</p> <p>Number Song: 5 little monkeys jumping on the bed</p> <p>Number game: Collections of up to 3. Comparing. Which is the same/not the same?</p> <p>QFL: How can I fit the cups/blocks inside each other?</p> <p>Nesting cups and blocks inside of each other. Start with 3 then 5 and work up to 10 if necessary.</p> <p>Vocabulary: inside, next to, colours, nesting, biggest, smallest.</p>	<p>Literacy Book: Baby Goes to market</p> <p>Number Song: 10 little monkeys swinging in a tree</p> <p>QFL: What is heavy and light?</p> <p>Show children a variety of objects such as small toys, rocks, feathers, leaves, small containers, and foam balls. Introduce vocab 'heavy/light'. Model holding the objects and use gestures to demonstrate when something is heavy or light. Pass objects around and discuss.</p>	<p>Literacy Book: Noisy Farm</p> <p>Number Song: The farmer plants his seeds (to 5)</p> <p>QFL: How can I fit the cups/blocks inside each other?</p> <p>Nesting cups and blocks inside of each other. Start with 3 then 5 and work up to 10 if necessary.</p> <p>Vocabulary: inside, next to, colours, nesting, biggest, smallest.</p> <p><b>Stem Sentence: I can put them inside</b></p>	<p>Literacy Book: The Train Ride</p> <p>Number Song: 10 little monkeys jumping on the bed</p> <p>QFL: What is heavy and light?</p> <p>Show children a variety of objects such as small toys, rocks, feathers, leaves, small containers, and foam balls. Introduce vocab 'heavy/light'. Model holding the objects and use gestures to demonstrate when something is heavy or light. Pass objects around and discuss.</p>

			<p>Stem Sentence: I can put them inside</p>	<p>Sand pit – Teacher to show two containers. One large, one small (for the weight). Fill the large container and pass around. Repeat the sentence, this bucket is heavy. Repeat with small bucket and model 'This bucket is light'. Children to practise with their own containers.</p> <p>Vocabulary: heavy, light</p> <p>Stem Sentences: This bucket is heavy. This bucket is light.</p>		<p>Sand pit – Teacher to show two containers. One large, one small (for the weight). Fill the large container and pass around. Repeat the sentence, this bucket is heavy. Repeat with small bucket and model 'This bucket is light'. Children to practise with their own containers.</p> <p>Vocabulary: heavy, light</p> <p>Stem Sentences: This bucket is heavy. This bucket is light.</p>
5	N/A	N/A	<p>Literacy Book: We're going on a bear hunt Number Song: 5 little bears (to the tune of 5 little ducks) Twinkl song</p> <p>QFL: How can I count my movements?</p> <p>Share Bear Hunt and encourage the children to count actions as we act out the story. Stumble, trip, swish, swish, tiptoe, squelch.</p> <p>Vocabulary: count, how many, one, two, three, four, five</p> <p>Stem Sentences: 1,2,3. 3 (trips).</p>	<p>Literacy Book: Say hello to the jungle animals Number Song: 10 little lions</p> <p>QFL: Which animals are short and which are tall?</p> <p>Recap vocabulary tall/short. Ask the children to reach up tall and crouch down short. Repeat calling out the actions.</p> <p>Show toy jungle animals from the story. Talk about which animal is the tallest? The giraffe has a tall neck. Practise the stem sentence. Order the animals from the book discussing which animals are short(er/est) and which are tall(er/est).</p> <p>Vocabulary: tall, taller, tallest, short, shorter, shortest.</p> <p>Stem Sentences: The (animal) is tall. The (animal) is short.</p>	<p>Literacy Book: Mad about Minibeasts Number Song: 5 buzzy bees</p> <p>QFL: How can I count my movements?</p> <p>Share Mad about Minibeasts and encourage the children to count actions to the minibeasts as we read. (flutter like a butterfly, wriggle like a worm) Encourage children to count as we join in with the actions.</p> <p>Vocabulary: count, how many, one, two, three, four, five</p> <p>Stem Sentences: 1,2,3. 3 (wriggles).</p>	<p>Literacy Book: The Wide Wide Sea Number Song: 10 little Starfish</p> <p>QFL: Which objects are short and which are tall?</p> <p>Recap vocabulary tall/short. Ask the children to reach up tall and crouch down short. Repeat calling out the actions.</p> <p>Show selection of objects from around the room. Work with the children to decide which objects are tall and which are short.</p> <p>Vocabulary: tall, taller, tallest, short, shorter, shortest.</p> <p>Stem Sentences: The (object) is tall. The (object) is short.</p>
6	N/A	N/A	<p>Literacy Book: We're going on a bear hunt Number Song: 5 little speckled frogs</p> <p>QFL: What is high and low?</p> <p>Introduce vocab 'high/low' using a bear. Model high in the air and low to the ground. Pass children their own bear and ask the children to put the bear high /low. Model stretching up high on our toes and hold the bear up. Children to repeat. Model low to the floor, crouched down. Children repeat. Collect bears and hand out balls. Children to throw the ball up high and then low. Teacher to say high/low. Children to toss ball in the air.</p> <p>Vocabulary: high, low</p> <p>Stem Sentences: The bear is high/low.</p>	<p>Literacy Book: Say hello to the jungle animals Number Song: 10 elephants went out to play</p> <p>QFL: What patterns can I see on the animals?</p> <p>Introduce vocabulary 'pattern'. Show pattern cards showing different patterns and describe. (stripey, spotty, polka dot, gingham) Ask children to go on a pattern hunt around the room and describe the patterns they find.</p> <p>Invite the children to look closely at the animals. Describe the animals' patterns (stripey zebra, spotty leopard) and discuss.</p> <p>Vocabulary: pattern, spotty, stripey, gingham)</p> <p>Stem Sentences: This pattern is stripey/spotty.</p>	<p>Literacy Book: Mad about Minibeasts Number Song: 5 little caterpillars</p> <p>QFL: What is high and low?</p> <p>Introduce vocab 'high/low' using a bear. Model high in the air and low to the ground. Pass children their own bear and ask the children to put the bear high /low. Model stretching up high on our toes and hold the bear up. Children to repeat. Model low to the floor, crouched down. Children repeat. Collect bears and hand out balls. Children to throw the ball up high and then low. Teacher to say high/low. Children to toss ball in the air.</p> <p>Vocabulary: high, low</p> <p>Stem Sentences: The bear is high/low.</p>	<p>Literacy Book: The Wide Wide Sea Number Song: One two buckle my shoe</p> <p>QFL: What patterns can I see on the animals?</p> <p>Introduce/recap vocabulary 'pattern'. Show pattern cards showing different patterns and describe. (stripey, spotty, polka dot, gingham) Ask children to go on a pattern hunt around the room and describe the patterns they find.</p> <p>Invite the children to look closely at the sea animals. Describe the animals' patterns (stripey fish, spotty stingray) and discuss.</p> <p>Vocabulary: pattern, spotty, stripey, gingham)</p> <p>Stem Sentences: This pattern is stripey/spotty.</p>
7	N/A	N/A				
8	N/A					