



Meadow View Primary School

Foundation 1: Long Term Maths Plan

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>-Baselining -Number rhymes to 10 Counting rhymes, counting forwards: 1, 2, 3, 4, 5 once I caught a fish alive. 1, 2, buckle my shoe Here is the beehive, where are the bee's. Pete hammers with 1 hammer.</p> <p>KEY VOCABULARY: numeral, number, count, forward, 1 2 3 4 5,</p>	<p>2D shapes</p> <p>Naming the shapes Matches familiar shapes (circle, triangle, square) with different sizes and orientations.</p> <p>KEY VOCABULARY: shape, 2D, flat, circle, triangle, square, rectangle, big, bigger, smaller, small, turn, flip</p> <p>STEM SENTENCE: It is a circle, it has.....</p>	<p>Shape</p> <p>Recognise and name circle, triangle, rectangle, square. Find shapes in environment Compare and match wider variety of shapes with different sizes and orientation. Place 2D shapes over another and talk about which is bigger.</p> <p>KEY VOCABULARY: shape, triangle, square, rectangle, big, bigger, small, smaller, the same as, turn, flip</p> <p>STEM SENTENCE: This is a _____ This is (bigger/smaller) than the _____</p>	<p>Pattern</p> <p>ABAB patterns</p> <p>Say the pattern Spot the pattern</p> <p>KEY VOCABULARY: pattern, repeat, again, same</p> <p>STEM SENTENCE: The pattern is.... /..... /..... /.....</p>	<p>5-counting and cardinality Watch number blocks number 5. Introduce numeral and rhyme. Grow 5 and flick 5 Count how many-objects chanting: count in order, say one number for each object, stop at the number. Count from a larger group-objects chanting: count in order, say one number for each object, say the total.</p> <p>KEY VOCABULARY: Numeral, number name, count, total.</p> <p>STEM SENTENCES: "1, 2, 3, 4 5, there are 5."</p>	<p>2D shapes</p> <p>Square, circle, triangle Making 2D shape pictures Shapes in different orientations. Sorting 2D shapes Matches combinations of shapes to each other.</p> <p>KEY VOCABULARY: shape, 2D, flat, circle, triangle, square, rectangle, big, bigger, smaller, small, turn, flip, same, different, sort, group.</p> <p>STEM SENTENCE: This is a _____. It has _____ sides/corners</p>
2	<p>Baselining Number rhymes to 10, counting backwards. 5/10 little ducks went swimming one day. 5/10 little speckled frogs. 5/10 cheeky monkeys swinging in a tree.</p> <p>KEY VOCABULARY: numeral, number, count, forward, 1 2 3 4 5,</p>	<p>2D shapes</p> <p>Naming the shapes Discussing shape properties Shape in the environment. Compares and matches wider variety of shapes with same size and orientation.</p> <p>KEY VOCABULARY: shape, 2D, flat, circle, triangle, square, rectangle, big, bigger, smaller, small, turn, flip, corner, sides</p> <p>STEM SENTENCE: It is a _____, it has.....</p>	<p>Positional language</p> <p>Understand the words Say the words in context.</p> <p>KEY VOCABULARY: Under, on top, behind and in front.</p> <p>STEM SENTENCE: The bear is..... the</p>	<p>4-counting and cardinality Watch number blocks number 4. Introduce numeral and rhyme. Grow 4 and flick 4 Count how many-objects chanting: count in order, say one number for each object, stop at the number. Count from a larger group-objects chanting: count in order, say one number for each object, say the total.</p> <p>KEY VOCABULARY: Numeral, number name, count, total.</p> <p>STEM SENTENCES: "1, 2, 3, 4, there are 4."</p>	<p>5 counting</p> <p>Putting counters on a fives frame. Say what you can see. oracy chanting: count in order, say one number for each object, stop at the number. Counting objects that can't be moved. Subitising 5</p> <p>KEY VOCABULARY: Numeral, number name, count, total, tens frame. Subitise</p> <p>STEM SENTENCES: "1, 2, 3, 4, 5 there are 5"</p>	<p>3D Shapes</p> <p>Explore and Recognise some common 3D shapes, using some formal and informal names.</p> <p>KEY VOCABULARY: shape, 2D, 3D, flat, circle, triangle, square, rectangle, big, bigger, smaller, small, turn, flip, same, different, sort, group, sphere, cube, cuboid, pyramid, faces, sides, corners</p> <p>STEM SENTENCE: This is a _____ It has _____ faces</p>
3	<p>Baselining Colours Colour blocks red, blue, green, yellow</p> <ul style="list-style-type: none"> Identifying colours Sorting objects by colour <p>STEM SENTENCE: I can see the colour..... These objects are the same/different.</p> <p>KEY VOCABULARY: colour, sort, match, colour names, group, same, different</p>	<p>2-counting and cardinality Watch number blocks number 2. Introduce numeral and rhyme. Grow 2 and flick 2 Count how many-objects chanting: count in order, say one number for each object, stop at the number. Count from a larger group-objects chanting: count in order, say one number for each object, say the total.</p> <p>KEY VOCABULARY: Numeral, number name, count, total.</p> <p>STEM SENTENCES: "2, there are 2."</p>	<p>3-counting and cardinality Watch number blocks number 3. Introduce numeral and rhyme. Grow 3 and flick 3 Count how many-objects chanting: count in order, say one number for each object, stop at the number. Count from a larger group-objects chanting: count in order, say one number for each object, say the total.</p> <p>KEY VOCABULARY: Numeral, number name, count, total.</p> <p>STEM SENTENCES: "1, 2, , there are 3."</p>	<p>4 counting</p> <p>Putting counters on a fives frame. Say what you can see. oracy chanting: count in order, say one number for each object, stop at the number. Counting objects that can't be moved. Subitising 4</p> <p>KEY VOCABULARY: Numeral, number name, count, total, tens frame. Subitise</p> <p>STEM SENTENCES: "1, 2, 3, 4 there are 4"</p>	<p>Where does 5 come on a number track?</p> <p>1 more/1 less using objects 1 more/1 less using number line.</p> <p>KEY VOCABULARY: Numeral, number name, position, before, after, between, 5 more, 5 less, greater than fewer than.</p> <p>STEM SENTENCES: "There are more/fewer." "_____ is 1 more/ 1 less than _____."</p>	<p>Pattern</p> <p>ABAB patterns</p> <p>Identifying pattern Continuing a pattern</p> <p>KEY VOCABULARY: pattern, repeat, again, same</p> <p>STEM SENTENCE: The pattern is <u>.../.../.../...</u> The next part of the pattern is.....</p>
4	<p>Colours – How do we sort by colour? Colour blocks: orange, purple, pink and brown.</p> <ul style="list-style-type: none"> Identifying colour Sorting objects by colour <p>STEM SENTENCE: I can see the colour..... These objects are the same/different.</p> <p>KEY VOCABULARY: colour, sort, match, colour names, group, same, different</p>	<p>2 counting</p> <p>Putting counters on a fives frame. Say what you can see. oracy chanting: count in order, say one number for each object, stop at the number. Counting objects that can't be moved. Subitising 2</p> <p>KEY VOCABULARY: Numeral, number name, count, total, tens frame. Subitise</p> <p>STEM SENTENCES: "One, 2 there are 2"</p>	<p>3 counting</p> <p>Putting counters on a fives frame. Say what you can see. oracy chanting: count in order, say one number for each object, stop at the number. Counting objects that can't be moved. Subitising 3</p> <p>KEY VOCABULARY: Numeral, number name, count, total, tens frame. Subitise</p> <p>STEM SENTENCES: "1, 2, 3 there are 3"</p>	<p>Where does 4 come on a number track?</p> <p>1 more/1 less using objects 1 more/1 less using number line.</p> <p>KEY VOCABULARY: Numeral, number name, position, before, after, between, 4 more, 4 less, greater than fewer than.</p> <p>STEM SENTENCES: "There are more/fewer." "_____ is 1 more/ 1 less than _____."</p>	<p>Partitioning</p> <p>Partitioning using numicon Partitioning using objects Partitioning using double sided counters</p> <p>KEY VOCABULARY: part, whole, group, some, all, total, count, how many, what do you notice? What do you see? How do you see it?</p> <p>STEM SENTENCE: And Is the same as 5.</p>	<p>Ordering numbers to 5</p> <p>Where does 5 come on a numberline?</p> <p>1 more/1 less using objects 1 more/1 less using number line.</p> <p>KEY VOCABULARY: Numeral, number name, position, before, after, between, 5 more, 5 less, greater than fewer than.</p> <p>STEM SENTENCES: "There are more/fewer." "_____ is 1 more/ 1 less than _____."</p>

<p>5</p>	<p>Pattern What is a pattern? Patterns in the environment/ on animals. Matches ABABAB pattern.</p> <p>STEM SENTENCE: I can see a pattern. The pattern is.....</p> <p>KEY VOCABULARY: pattern, repeat, again, same</p>	<p>Where does 2 come on a number track? 1 more/1 less using objects 1 more/1 less using number line.</p> <p>KEY VOCABULARY: Numeral, number name, position, before, after, between, 2 more, 2 less, greater than fewer than.</p> <p>STEM SENTENCES: "There are more/fewer." "___ is 1 more/ 1 less than ___." (using numerals to fill the gaps, e.g. 2 is more than 5)</p>	<p>Where does 3 come on a number track? 1 more/1 less using objects 1 more/1 less using number line.</p> <p>KEY VOCABULARY: Numeral, number name, position, before, after, between, 3 more, 3 less, greater than fewer than.</p> <p>STEM SENTENCES: "There are more/fewer." "___ is 1 more/ 1 less than ___."</p>	<p>Partitioning Partitioning using numicon Partitioning using objects Partitioning using double sided counters</p> <p>KEY VOCABULARY: part, whole, group, some, all, total, count, how many, what do you notice? What do you see? How do you see it?</p> <p>STEM SENTENCE: And Is the same as 4.</p>	<p>Sorting 1, 2, 3, 4 and 5 Sorting by subitising Sorting by characteristic</p> <p>KEY VOCABULARY: subitise, what do you see? Tell me how you see it. Part, whole, altogether, some, all, group, sort, same, not same.</p> <p>STEM SENTENCE: I can see....</p>	<p>Subitising Sorting 1, 2, 3, 4, and 5 by subitising. Say what you can see looking at different groups.</p> <p>KEY VOCABULARY: subitise, what do you see? Tell me how you see it. Part, whole, altogether, some, all, group, sort, same, not same.</p> <p>STEM SENTENCE: I can see..... and..... is the same as.....</p>
<p>6</p>	<p>1-counting and cardinality What is number 1? Watch number blocks number 1. Introduce numeral and rhyme. Grow 1 and flick 1 Count how many-oracy chanting: count in order, say one number for each object, stop at the number. Count from a larger group-oracy chanting: count in order, say one number for each object, say the total.</p> <p>KEY VOCABULARY: Numeral, number name, count, total.</p> <p>STEM SENTENCES: "One, there is one.</p>	<p>Partitioning Partitioning using numicon Partitioning using objects Partitioning using double sided counters</p> <p>KEY VOCABULARY: part, whole, group, some, all, total, count, how many, what do you notice? What do you see? How do you see it?</p> <p>STEM SENTENCE: And Is the same as 2.</p>	<p>Partitioning Partitioning using numicon Partitioning using subitising Partitioning using double sided counters</p> <p>KEY VOCABULARY: part, whole, group, some, all, total, count, how many, what do you notice? What do you see? How do you see it?</p> <p>STEM SENTENCE: And Is the same as 3.</p>	<p>Sorting 1, 2, 3 and 4 Sorting by subitising Sorting by characteristic</p> <p>KEY VOCABULARY: subitise, what do you see? Tell me how you see it. Part, whole, altogether, some, all, group, sort, same, not same.</p> <p>STEM SENTENCE: I can see....</p>		<p>Positional language Under, on top, behind, in front Follow a route.</p> <p>KEY VOCABULARY: straight ahead, turn, next to, near, beside,</p> <p>STEM SENTENCE: The...is.....the.....</p>
<p>7</p>	<p>1 counting Counting on a fives frame. Say what you can see. oracy chanting: count in order, say one number for each object, stop at the number. Counting objects that can't be moved. Subitising 1</p> <p>KEY VOCABULARY: Numeral, number name, count, total, tens frame. Subitise</p> <p>STEM SENTENCES: "One, there is one.</p>	<p>Sorting 1 and 2 Sorting by subitising Sorting by characteristic</p> <p>KEY VOCABULARY: subitise, what do you see? Tell me how you see it. Part, whole, altogether, some, all, group, sort, same, not same.</p> <p>STEM SENTENCE: I can see....</p>				<p>Number problems I think..... has more crackers, am I right? How do you know? I think.....has less crackers. Am I right? How do you know?</p> <p>KEY VOCABULARY: more, less, greater, fewer, same, not same, different, count, subitise, tell me what you see. How do you see it? What do you notice?</p> <p>STEM SENTENCE: There are.....because.....</p>
<p>8</p>	<p>Where does 1 come on a number track? 1 more/1 less using objects 1 more/1 less using number line. Adventures of number 1</p> <p>KEY VOCABULARY: Numeral, number name, position, before, after, between, 1 more, 1 less, greater than fewer than.</p> <p>STEM SENTENCES: "There are more/fewer." "___ is 1 more/ 1 less than ___." (using numerals to fill the gaps, e.g. 1 is more than 5)</p>					