

FS2 Long Term Overview

Maths: Number

Autumn 1	Autumn 2
<p>Number: 30-50months</p> <p>Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Number: 40-60months</p> <p>Recognise some numerals of personal significance. 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 (below 10) Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5.</p>	<p>Number: 40-60months</p> <p>Counts objects to 10, and beginning to count beyond 10. Counts actions or objects which cannot be moved (to 10 and beyond) Selects the correct numeral to represent 1 to 10 objects. Begins to count an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Finds one more from a group of up to 5 objects, then 10. Finds the number that is one more than a given number (to 10). Begins to identify own mathematical problems based on own interests and fascinations</p>

Spring 1	Spring 2
<p>Number: 40-60months</p> <p>Counts objects to 10 and beyond. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number (to 10) and begins to find the number that is one more than a given number to 20. In practical activities and discussion, beginning to use the vocabulary involved in adding. Begins to record, using marks that they can interpret and explain. Identifies own mathematical problems based on own interests and fascinations</p> <p>Number: ELG</p> <p>Children count reliably with numbers from 1 to 20, place them in order and finds which number is one more than a given number.</p>	<p>Number: 40-60months</p> <p>Says the number that is one more than a given number (to 20) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Finds one less from a group of up to five objects, then ten objects.</p> <p>Number: ELG</p> <p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more than a given number to 20 and one less to 10. Using quantities and objects, they add two single-digit numbers and count on to find the answer. They solve problems, including doubling.</p>

Summer 1	Summer 2
<p>Number: 40-60months Finds one less from a group of up to ten objects.</p> <p>Number: ELG Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Number: ELG</p> <p>ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - 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. ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

FS2 Long Term Overview

Maths: Shape, Space and Measure

Autumn 1	Autumn 2
<p>Shape, Space and Measure: 30-50months Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>Shape, Space and Measure: 40-60months Uses mathematical names for 'flat' 2D shapes. Selects a particular named shape Can describe their relative position, such as 'behind' or 'next to'. Uses familiar objects and common shapes to build models. Uses everyday language related to time. Measures short periods of time in simple ways.</p>	<p>Shape, Space and Measure: 40-60months Uses mathematical names for 'flat' 2D shapes and begins to use mathematical terms to describe 2D shapes. Beginning to use mathematical names for 'solid' 3D shapes Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns. Beginning to use everyday language related to money. Uses everyday language related to time. Measures short periods of time in simple ways.</p>

Spring 1	Spring 2
<p>Shape, Space and Measure: 40-60months</p> <p>Uses mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Uses everyday language related to money. Orders and sequences familiar events.</p> <p>Shape, Space and Measure: ELG</p> <p>They recognise and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Shape, Space and Measure: ELG</p> <p>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects</p>

Summer 1	Summer 2
<p>Shape, Space and Measure: ELG They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Shape, Space and Measure: ELG Exc Children compare and order objects and talk about properties.</p>	<p>Shape, Space and Measure: ELG They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Shape, Space and Measure: ELG Exc Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>