



Mathematics F1 - Long Term Plan

The Reception expectations in Maths

Where are children going?

Number • Have a deep understanding of number to 10, including the composition of each number. • 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.




Numerical Patterns • 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.

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| <p>Number and Numerical Patterns</p> <p>Intent Vocabulary Implementation</p> | <p>To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked.</p> <p>Count, number, one, colour, colour names, number songs.</p> <p>Adults providing colour matching activities and modelling naming colours, adults to model counting out during various activities and daily routines, adults to ask children for one of something and support children who are still learning to do this.</p> | <p>To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>Count, number, one, two, number songs.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for two of something and support children who are still learning to do this.</p> | <p>To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p>Count, number, one, two, three, number songs, more, less.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for three of something and support children who are still learning to do this, activities based on more than and fewer than.</p> | <p>To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.</p> <p>Count, number, one, two, three, four, number songs, more, less.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for four of something and support children who are still learning to do this, activities based on more than and fewer than.</p> | <p>To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for five of something and support children who are still learning to do this, dice and track guided activities and within the nursery provision.</p> | <p>To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different.</p> <p>Children showing 5 on their fingers in different ways e.g. how many fingers are up and how many are down, children Subitising using dice, numicon or dot cards, children counting to 10 and beyond during games, in adult guided groups or independently in play.</p> |

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| <p>Shape, Space and Measure</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p> | <p>To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw.</p> <p>Shape, shape names, together, new shape, pictures and images, jigsaw, missing, turn, tessellate.</p> <p>Children to have access to shapes to play with and build pictures with, children to have access to puzzles to complete.</p> | <p>To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.</p> <p>Compare, big, small, tall, short, different.</p> <p>Adults modelling the use of vocabulary, children completing activities based on height and size comparison.</p> | <p>To use positional language 'in', 'out', 'on'.</p> <p>To find shapes in the environment. To use 3D shapes to build models.</p> <p>In, out, on, shape, shape names, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface.</p> <p>Adults modelling the use of positional language. 3D Shapes available in provision for children to build with – adults modelling this and modelling the use of curves shapes Vs flat shapes.</p> | <p>To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'.</p> <p>Long, short, describe, compare, height, size, forwards, backwards.</p> <p>Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill.</p> | <p>To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes – circle, square, triangle.</p> <p>Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle.</p> <p>Adults explaining what a pattern is and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use.</p> | <p>To describe weight using 'heavy, light. To copy or create a 2-part pattern.</p> <p>To understand and use a range of prepositional language.</p> <p>Heavy, light, weight, heavier, lighter, pattern, colour, repeat, up, down, under, on top, near, next to, across</p> <p>Children taking part in weight exploration tasks, children completing pattern tasks in guided activities, adults modelling prepositional language and supporting children to use these terms too.</p> |
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Supporting White Rose Maths – F1 Long Term Plan

| Autumn | Spring | Summer |
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| <p>Learning to know (how to):</p> <ul style="list-style-type: none"> -Exploring colours -Matching colours - Naming colours -Finding a matching pair - Exploring same and different - Sort objects by colour, shape and size -Identifying sorting rules - Explaining what they notice - Identifying the numeral 1 and 2 - Subitising 1 and 2 - Counting 1 and 2 - Developing 1-1 correspondence - Developing counting skill and technique - Exploring and extending AB colour patterns - Copying and creating AB movement patterns - Fixing patterns | <p>Learning to know (how to):</p> <ul style="list-style-type: none"> - Identifying the numeral 3, 4, 5, 6 - Subitising 3, 4, 5, 6 - Counting 123456 -Developing 1-1 correspondence - Developing counting skill and technique - Introduction to length and height - Introduction to measurement related vocabulary - Introduction to weight - Learn about 2D shapes - Introduction to mass related vocabulary - Introduction to capacity - Introduction to capacity related vocabulary | <p>Learning to know (how to):</p> <ul style="list-style-type: none"> - Learning the days of the week - Learning the routine -Sequencing the day and activities - Learning and understanding positional language. -Adding one more -Taking one away -Ordering numerals to 5 -Estimating -Exploring and naming 2D shapes - Using shapes to build pictures -Exploring and naming 3D shapes -Comparing more and less - Counting amounts - Building and splitting numbers in different ways - Developing an in-depth understanding of which number comes next 1-5 and before 0-5. - Getting ready for Reception |
| <p>Suggested Texts:</p>  | <p>Suggested Texts:</p>  | <p>Suggested Texts:</p>  |
| <p>Mathematical Vocabulary:</p> <p>Colour names, pair, same, match, matching pair, same, different, similar, colour, shape, size, big, small, smooth, shape names, rule, one, two, count, subitise, one at a time, patterns.</p> | <p>Mathematical Vocabulary:</p> <p>Number, numeral, count, find, spot, subitise, 1 by 1, touch count, length, height, long, taller, shorter, big, small, measure, weight, weigh, heavy, light, capacity, full, empty, fill, circle, square, triangle, sides.</p> | <p>Mathematical Vocabulary:</p> <p>Days of the week names, daily activity names, first, now, next, today, tomorrow, behind, in front of, next to, beside, under, on top, shape names, one more, one less, before, split, partition, number names.</p> |