



Maths LTP in Foundation Stage 1 at Farmilo



	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continuous Objectives	Uses some number names spontaneously in play, Begins to join in with number rhymes familiar and new, Begin to anticipate specific time based events - snack time/home time, Begin to show an interest in representing number - tracing numbers with fingers etc Begin to show an interest in numerals in the environment, Begin to recite numbers in order to 5													
Autumn	Staggered Starters	Transition/Baseline	SSM	Number 1	Number 2	SSM	Number 3	SSM	SSM					
			SSM	SSM										
			Sorting - Organise and categorise objects identifying those that are the same Sort a group of 2 different objects Match Sort/match objects and label Colour 2 weeks Recognising, naming, matching Colours Use language of 'same' when matching objects Begin to understand different Begin to recite Numbers in order to 5 - through singing songs	Counting to 1 recognising the numeral Manipulate objects to begin to develop an understanding of number Begin to explore 1-1 correspondence by movement of objects - 1 spoon for each teddy etc Select a small number of objects from a group - Please give me one	Counting to 2, recognising the numeral. Begin to represent numbers using fingers Select a small number of objects from a group - give me two Begins to notice different patterns (In the environment, within resources, etc) Begin to make arrangements with objects Begin to talk about an arrangement making a pattern - leaf/conker/leaf Can copy a pattern using ABABAB using everyday objects pine cones, leaves. Name the pattern Begin to make repeating patterns using 2 objects Begin to represent numbers using fingers	Begin to compare objects using appropriate vocabulary according to space, size, big/little/small Develop an understanding of Size Categorise objects big/large Little/small Find the odd one out Sort a group of objects by size and name each set	Begin to recognise that there is an order to counting Begin to assign one counting word to each object 1-3 Begin to know that numbers identify how many are in a set Begin to understand how many are left from number rhyme experience Begin to use language of quantities Knows that a group of things changes in quantity when something is added or taken away. Make comparisons between quantities which has more/fewer Know that a group of objects changes when something is taken way or added	Positional language - developing an understanding of Begin to follow some instructions using positional language	Begin to talk about shapes Describe some shape properties Begin to make arrangements using shapes Show an interest in shapes in the environment Point to shapes that they notice Use language of same and different					



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				Begin to represent numbers using fingers Circle shape			Begin to understand how many are left from number rhyme experiences Explore 1-1 correspondence by movement of objects Triangle shape		
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Continuous Objectives	Recite numbers in order with accuracy, uses some numbers names accurately in play, shows interest in numerals in the environment, show curiosity about numbers, begin to recognise numbers of personal significance - I am $\frac{3}{4}$, begin to realise that not only objects can be counted, recognise that there is a stable order to counting												
Spring	Number	Number 4	SSM	Number 5	SSM	Number	SSM	Number	SSM	Number	SSM		
	Review number 1,2,3 Show curiosity about numbers - offering comments, asking questions Know that numbers identify	Begin to count 3/4 objects by saying one number for each item Begin to separate a group of 3/4 objects in different ways Recognise and match some number patterns Subitising 1, 2	Find the odd one out Sort and match objects and label and begin to talk about What is the same and different?	Recite numbers in order to 5 Know that numbers identify how many are in a set Sometimes match numeral and quantity correctly Count up to 3/4 objects saying one number for each object to be counted	Copy a pattern With one attribute Begin to continue a pattern ABABA Explore pattern using actions	Use language of same and different when comparing small sets - dominoes, rolling 2 dice with spots Recognise and match some number patterns Compare 2 groups saying when they have the same/different number	Take part in a shape treasure hunt Show an awareness of similarities of shapes in the environment Shows an interest in shape by sustained construction	Shows an interest in Number problems Separates a group of 3/4/5 objects in different ways Use language of the same when matching objects/numerals Use language such as more/ 'a lot' Begin to compare 2 groups of objects saying	Continue to develop an understanding of measure Begin to develop an understanding of capacity Explore filling and pouring and using associated language - full, empty, half full				



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	how many are in a set Select a small number of objects from a larger group - give me one, two or three	Begin to match numeral and quantity Square shape		Realise that not only objects can be counted Recognise and match some number patterns Understand how many are left from number rhymes Begin to use the word less when acting out and using props	Notice pattern in the environment Show an interest in shapes and space by playing with shapes or making arrangements with objects	Use the language of more than and fewer than With support begin to use full sentences when comparing sets	Begin to use shapes appropriately for task	when they have the same number Begin to find One more/one less Than a number to 5 Use the word less when asked to find one less than a given number	
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Summer	Begin to select a particular named shape Begin to talk about the shapes of everyday objects Use shapes appropriately for tasks	Counts up to 4 objects Begin to subitise small numbers Begin to select the correct numeral to represent 1-5 Begin to order numbers to 5, discussing their position Counts up to 5 objects counts an irregular arrangement Begin to count beyond 5 saying one number name for each item. Begin to recite backwards from 5	Continue to develop an understanding of size - tall, short	Use words bigger/smaller when comparing numbers Begin to select correct numeral to represent 1-5 Begin to recognise numerals 1-5 Begin to order numerals to 5 and talk about their position	SSM Begin to use the language of weight Heavy/light	Separate a group of up to 5 objects in different ways beginning to recognise the total is still the same Begins to find the total of items in 2 groups by counting all of them	Assessments & Prep for F2 Reflect & Review	Assessments & Prep for F2 Reflect & Review				