



Maths LTP in Foundation Stage 2 at Farmilo



Mathematics: Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

ELG: Number- Have a deep understanding of number to 10, including the compositions of each numbers, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts.

Numerical Patterns- Verbally count beyond 20, recognising the patterns 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.

Term	Objectives Covered	Intended Knowledge	Intended Skills	Provision used
Autumn	Number and place value - To count objects 1:1 to 5 and begin to count beyond 5 - To count out up to 5 objects from a larger group. - To recognise some numerals of personal significance - To count actions and sounds up to 5 - To subitise 1, 2 - To understand cardinality up to 3	I know Objects can be sorted into different groups using different criteria What is the same and what is different What 'lots' and 'not many' of something looks like How to match one number name to each object when counting to 5 The order of numbers to 5 Number names to 5 The last number I say is the total amount When to stop when counting out from a larger group Anything can be counted	I am learning to Sort and match Count Compare Calculate Sequence Remember Think Explain	<u>Planning and input:</u> Numberblocks, NCETM planning, ten frames, Shang Hai mastery approach, Youtube songs and dances <u>Concrete:</u> cubes, number lines, beads on string, adding machine, counting jar, sorting plates, counters on ten frame <u>Pictorial:</u> Number block characters, ten frames,



Maths LTP in Foundation Stage 2 at Farmilo



	- To estimate how many objects I can see and check by counting them up to 5. Calculation - I can use the language of 'more' and 'fewer' to compare two sets of objects up to 5 - Understand the 'one more than/one less than' relationship - between consecutive numbers up to 5			number lines, number cards, pictures to count <u>Abstract</u>: Number sentences, number flashcards and amounts
Spring	Number and place value - I can count reliably to 10 - I can count an irregular arrangement of up to ten objects. - I can estimate how many objects I can see and check by counting them up to 10 - I can count beyond 10 - I can understand cardinality up to 10 · I can subitise 1,2,3 - I know and recall number bonds to 5. - I can recognise and order numbers to 10 Calculation	Patterns are repeated and can be continued Patterns follow a sequence How to match one object to another object or person How many are in a group without having to count. The same amount can be represented by different sized objects The total amount of objects stays the same however the objects are arranged Symbols represent quantities Which pairs make a given number to 6 Estimation will give me a value that is close to the right amount Some number patterns e.g. odd, even Number patterns repeat according to rules How to match one number name to each object when counting to 10 The order of numbers to 10	Reason Problem Solve Investigate Estimate Make connections Take risks Memorise Manipulate numbers Test ideas Persevere Record Check	<u>Planning and input</u>: Numberblocks, NCETM planning, ten frames, Shang Hai mastery approach, Youtube songs and dances <u>Concrete</u>: cubes, number lines, beads on string, adding machine, counting jar, sorting plates, counters on ten frame <u>Pictorial</u>: Number block characters, ten frames, number lines, number cards, pictures to count



Maths LTP in Foundation Stage 2 at Farmilo



	- I can use the language of 'more' and 'fewer' to compare two sets of objects up to 10 - I fully understand 5, 6, 7 and all manipulations of the numbers. - Understand the 'one more than/one less than' relationship between consecutive numbers up to 10 Pattern: - Making patterns of up to 3 variants e.g. blue, yellow, green, blue, yellow, green (ABC, ABC)	Number names to 10		<u>Abstract:</u> Number sentences, number flashcards and amounts
Summer	Number and Place Value - I can subitise 1,2,3,4,5, - I explore odd and evens - I know and recall number bonds to 10 - I know doubling facts to 10 · I can share amounts up to 10 Calculation - I fully understand 8,9, 10 and all manipulations of the numbers - I can find one more or one less from a group of up to 10 objects. - I can find the total number of items in two groups by counting on up to 10	Numbers can have one digit, two digits, three digits or more An amount can be made up in different ways Halving is the opposite of doubling Addition is the opposite of subtraction Doubling is 2 sets of the same amount More is greater than and less is fewer than Addition is combining sets Subtraction is taking amounts away Which pairs make a given number to 10 Estimation will give me a value that is close to the right amount Some number patterns e.g. odd, even Number patterns repeat according to rules	Reason Problem Solve Investigate Estimate Make connections Take risks Memorise Manipulate numbers Test ideas Persevere Record Check	<u>Planning and input:</u> Numberblocks, NCETM planning, ten frames, Shang Hai mastery approach, Youtube songs and dances <u>Concrete:</u> cubes, number lines, beads on string, adding machine, counting jar, sorting plates, counters on ten frame <u>Pictorial:</u> Number block characters, ten frames, number lines, number cards, pictures to count



Maths LTP in Foundation Stage 2 at Farmilo



	· I can begin to use the vocabulary involved in adding and subtracting including counting on and back			<u>Abstract:</u> Number sentences, number flashcards and amounts
--	---	--	--	---