

## Foundation Maths Overview

	1	2	3	4	5	6	7
Autumn 1	<b>Assessment</b>	<b>Matching:</b> Same & different	<b>Sort:</b> Same & different, e.g. colour, size, shape Come up with their own criteria to sort by	<b>Compare amounts:</b> Equal More than Fewer than  <b>SYMBOL OF THE WEEK: =</b>	<b>Comparing size:</b> Large and small, big and little, short and tall in relation to range of classroom objects. Compare and order objects by size – bigger, smaller etc.	<b>Comparing mass:</b> Heavy and light in relation to range of classroom objects. Compare and order objects by mass - heavier and lighter	<b>Exploring patterns:</b> Making simple patterns Copy, continue, create patterns. AB patterns using different mediums <b>NUMBER OF THE WEEK: 0</b>
Autumn 2	<b>Representing 123:</b> Identify representations Make using objects Match numerals and quantities, Count/subitise different arrangements of 1,2,3 <b>Comparing 123:</b> Counting forward – each number is one more than the last. Counting back – each number is one less than the one before.  <b>NUMBER OF THE WEEK: 1</b>	<b>Composing 123:</b> Numbers are made up of smaller numbers. Explore making 2/3 using 1, 2 and 3.  <b>NUMBER OF THE WEEK: 2</b>	<b>Spatial awareness:</b> Use and follow positional language  <b>NUMBER OF THE WEEK: 3</b> link to triangles	<b>Numbers 4 and 5:</b> Identify representations Counting forwards and backwards to/from 4/5 Count/subitise sets of 4/5 objects. Make own groups of 4/5 Match numerals and quantities.  <b>NUMBER OF THE WEEK: 4</b> link to quadrilaterals.	<b>Shapes:</b> Name and recognise circle, rectangle, triangle and square. Explore shapes in the environment. How many sides? Straight and curved.  <b>NUMBER OF THE WEEK: 5</b> link to pentagon	<b>One more &amp; one less:</b> Count, subitise, and compare one more/less. Use five frame – predict how many there will be if I add one more or take one away. Link between counting forward and one more. Link between counting back and one less.	<b>Time:</b> Night and day. Use language to describe when an event happens, e.g. morning, afternoon, evening, night, today, tomorrow, before, after.

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Spring 1	<b>Comparing numbers to 5:</b> Compare quantities using variety of objects and representations.  <b>Composition of 4 &amp; 5:</b> Explore how they can make 4 and 5, e.g. 1, 3, 2 makes 5.	<b>Compare capacity:</b> Full, empty, half full/empty, nearly empty, nearly full. Measuring capacity. How many fit inside?	<b>6, 7, 8:</b> Represent 6, 7, 8 in different ways Subitise by noticing groups, e.g. 4 and 4 must be 8. Compare quantities of 6, 7, 8. Compose 6, 7, 8 in different ways.  <b>NUMBER OF THE WEEK: 6</b> link to hexagon	<b>Pairs:</b> How many make a pair? Matching pairs Making pairs using different materials. Identify certain numbers will always have one left over.  <b>NUMBER OF THE WEEK: 7</b>	<b>Combining groups:</b> Combine two groups to find out how many there are altogether (subitise where possible).  <b>NUMBER OF THE WEEK: 8</b>	<b>Length and Height:</b> Use language to describe length and height. Make direct comparisons, e.g. the pencil is longer than the rubber. Make indirect comparisons, e.g. the pencil is 4 cubes long, the rubber is 2 blocks long. The pencil is longer.
Spring 2	<b>Time:</b> Order and sequence time in their day using language - before, after, later, soon, now etc. to describe regular Days of the week Measuring time in different ways. What can you do in a minute?	<b>9 &amp; 10:</b> Counting forwards and backwards from and to 9 and 10. Represent 9 & 10 in different ways. Compose numbers 9 & 10 (use 10 frames, e.g. when it is full you know you have 10. How can you make it 9? Take one away). <b>NUMBER OF THE WEEK: 9</b>	<b>Comparing numbers to 10:</b> Building 9 & 10 - Week 2   White Rose Maths Counting back from 10- ten in a bed Comparing numbers within 10 Making 10  <b>NUMBER OF THE WEEK: 10</b>	<b>Bonds to 10:</b> Explore number bonds to 10 using real objects in difference contexts. Use 10 frames – if I have 6 how many more do I need to make 10? Making pairs of Numicon pieces that make 10.	<b>3D shapes:</b> Building with 3D shapes Naming 3D shapes Matching 3D shapes Similarities and differences between them. Printing with 3D shapes, 3D shape patterns	<b>Patterns:</b> Introduce more complex patterns ABB, AAB, AABB, AAABB. Say patterns aloud Create patterns around the edge of shapes as well as straight lines.

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	<b>Building numbers beyond 10:</b> Build and identify numbers to 20 using a range of resources. Recognise numbers 0-9 repeat after every 10.	<b>Counting patterns beyond 10:</b> Count on and back from different starting points to help notice the repeating 1-9 pattern. Place sequences of numbers in order.	<b>Adding more:</b> Understand quantity of a group is changed by adding more. Use first, then, now structure. Solve maths stories involving adding by counting on. <b>SYMBOL OF THE WEEK: +</b>	<b>Taking away:</b> Understand the quantity of a group is changed by taking away. Use first, next, then structure. Count out all objects, take away, then subitise or count how many are left.  <b>SYMBOL OF THE WEEK: -</b>	<b>Spatial reasoning (1&amp;2):</b> Select and rotate shapes to fill a space. Match arrangements of shapes and use positional language Shapes can be combined and separated to make new shapes.		
Summer 2	1	2	3	4	5	6	7
	<b>Doubling:</b> Double means twice as many. Build doubles using real objects and mathematical equipment. Say doubles as they build them.	<b>Grouping and Sharing:</b> Understand groups must be equal. How to share/group objects.	<b>Evens and Odds:</b> Understand some quantities will share equally into 2 groups/pairs and some don't. Look at patterns within odd and even numbers. Halving in relation to odd and even.	<b>Spatial reasoning (3):</b> Places and models can be replicated. Use positional language to describe where objects are in relation to other items.	<b>Deepening Understanding:</b> Solve problems linked to familiar stories or real problems that arise in play. Create their own number stories.	<b>Spatial reasoning (4):</b> Understand maps and plans represent places and show where things are in relation to other places.	<b>Patterns and relationships:</b> Explore and investigate relationship between shape and number. Continue to copy, continue and create a widening range of patterns and symmetrical constructions.