|  |  |  |  |
| --- | --- | --- | --- |
| **FS1** | | **FS2** | |
| **Counting / number sense**   * Verbally count to 10 * Count out up to 5 objects or actions * Understand the sequence of numbers up to 5 * Subitise up to 4 * Recognise representations of numbers up to 5 including numerals * Explore the composition of numbers to 5 * Compare an amount of objects; use vocabulary more and fewer, same/equal to | Image result for numberblocks | **Counting / number sense**   * Verbally count to 20 * Count out up to 10 objects or actions * Understand the sequence of numbers up to 10 * Subitise up to 5/6 * Recognise representations of numbers to 10 including numerals * Recognise and order numerals to 20 * Compare sets of objects up to 10; use language of more/fewer/equal to * Explore patterns of numbers up to 10 including odds and evens, and counting in 2s and 10s * Recall number bonds to 5, and some bonds to 10 * Recall doubles up to 5+5 * Represent numbers in a variety of ways including block graphs, pictograms and tally charts. | Image result for numicon to 10 |
| **Adding/subtracting**   * Begin to explore the composition of numbers to 5 * *Begin* to find the total number of objects in 2 groups by counting them all * Differentiate between whole objects and parts of an object. * Say how they know whether something is a part of an object or a whole object. | Putting objects into groups (introduction to two parts) | **Adding/subtracting**   * Begin to read and understand equations. * Understand and use the symbols + and = * Begin to use the symbol - * Solve addition and subtraction equations using concrete, pictorial or abstract methods as appropriate * Represent equations in different ways, e.g. using number lines with missing numbers, or blank * Using a hundred square to support understanding where appropriate * Articulate their understanding and reasoning to an adult or peers | “I know this because…” |
| **Geometry**   * Recognise, name and match colours * Sort objects by size, colour, type and talk about why they have grouped them this way * Continue AB and ABC repeating patterns * Begin to create their own AB repeating patterns * Talk about the properties of shapes in the environment e.g. straight, smooth, round * Begin to name 2D shapes (circle, square, rectangle, triangle) | Image result for simple 2d shapes | **Geometry**   * Sort objects by various attributes and explain their reasoning * Copy, continue and create AABB, ABB, and AAB patterns. * Name 2D (square, rectangle, circle, triangle, hexagon) and 3D shapes (cube, cuboid, sphere, cone, cylinder) and describe their properties (sides and faces) |  |
| **Measures**   * Use the language of size, length and height * Compare 2 objects and use the language bigger/smaller, longer/shorter, taller/shorter * Talk about the order of their day * Use the language of light and heavy * Compare 2 objects by their weight * Use the language of full, half full empty * Use the positional language of in, on, under, up, down, across, in front of, behind, on top of | We do the our maths learning and then it’s playtime.  Image result for water tray capacity  Image result for balance scales | **Measures**   * Compare and order 3 objects by size, length, height * Use non-standard units of measurement for length * Order their day using the language first, next, last. * Order the days of the week and months of the year. * Use the language light, heavy, balanced and order 3 objects by weight * Use the language full, nearly full, half full, nearly empty, empty * Compare and order 3 containers of liquid by their capacity * Use the language forward, backwards, left, right, in between, next to | First it’s register, next is maths and after that it’s play time. We do literacy last.  Image result for measuring with hands eyfs  Image result for beebots  “The x is the heaviest. I know this because…” |