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| **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)
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| **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 capacityImage 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 eyfsImage result for beebots“The x is the heaviest. I know this because…” |