



WAINWRIGHT PRIMARY ACADEMY
LONG TERM Maths Planning 2016 – 2017
Foundation Stage Two



Term	Week	Focus	Objectives
Autumn 1	2	Numbers within 5 <ul style="list-style-type: none">Counting reliably to 5Representations of numbers within 5	40-60 months Numbers Recognise some numerals of personal significance. <ul style="list-style-type: none">Recognises numerals 1 to 5.Counts up to three or four objects by saying one number name for each item.
	3	Numbers within 5 <ul style="list-style-type: none">Counting reliably to 5Ordering numbers within 5	40-60 months Numbers Recognise some numerals of personal significance. <ul style="list-style-type: none">Recognises numerals 1 to 5.Counts up to three or four objects by saying one number name for each item.
	4	Numbers within 5 <ul style="list-style-type: none">More or less than a given number within 5Beginning to estimate numbers within 5Groups of objects different or the same	40-60 months Numbers Says the number that is one more than a given number. <ul style="list-style-type: none">Finds one more or one less from a group of up to five objects, then ten objects.
	5	Same & different <ul style="list-style-type: none">Beginning to estimate a number of objects and checking by countingIntroduce the written forms of numbers within 5	40-60 months Numbers Selects the correct numeral to represent 1 to 5 <ul style="list-style-type: none">Estimates how many objects they can see and checks by counting them.Uses the language of 'more' and 'fewer' to compare two sets of objects.
	6	Pattern, shape & Size <ul style="list-style-type: none">Language of size and weight	40-60 months Shape, Space & Measure Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Early Learning Goal <i>Children use everyday language to talk about size, weight, capacity to solve problems. They recognise, create and describe patterns.</i>



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Autumn 2	1	Measure <ul style="list-style-type: none">• Capacity• Volume	40-60 months Shape, Space & Measure <ul style="list-style-type: none">• Orders two or three items by length or height.• Orders two items by weight or capacity. Early Learning Goal <i>Children use everyday language to talk about weight and capacity,</i>
	2	Numbers within 8 <ul style="list-style-type: none">• Count reliably to 8• Introduce 0• Representations of numbers within 8	40-60 months Numbers <ul style="list-style-type: none">• Counts actions or objects which cannot be moved.• Counts out up to six objects from a larger group.
	3	Numbers within 8 <ul style="list-style-type: none">• Count reliably to 8• Ordering numbers within 8	40-60 months Numbers <ul style="list-style-type: none">• Counts actions or objects which cannot be moved.• Counts out up to six objects from a larger group.
	4	Numbers within 8 <ul style="list-style-type: none">• More or less than a given number within 8• Beginning to estimate numbers within 8• Selects numerals to represent numbers	40-60 months Numbers <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <ul style="list-style-type: none">• Selects the correct numeral to represent 1 to 5• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects.
	5	Numbers within 8 <ul style="list-style-type: none">• Count reliably to 10• Order numbers to 10• Beginning to select numerals to 10• Ordinal numbers	40-60 months Numbers <p>Counts objects to 10, and beginning to count beyond 10.</p> <ul style="list-style-type: none">• Counts out up to six objects from a larger group.• Selects the correct numeral to represent 1 to 10 objects.• Counts an irregular arrangement of up to ten objects.• Finds the total number of items in two groups by counting all of them.



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Term	Week	Focus	Objectives
Spring 1	1	Shape & Calendar <ul style="list-style-type: none">Ordinal numbersNames of 2D shapes	40-60 months Shape, Space & Measure <ul style="list-style-type: none">Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.Selects a particular named shape. Early Learning Goals <i>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>
	2	Numbers within 15 <ul style="list-style-type: none">Count reliably to 15Representations of numbers within 15	40-60 months Numbers <ul style="list-style-type: none">Selects the correct numeral to represent 1 to 15Says the number that is one more than a given number.Finds one more or one less from a group of up to five objects.
	3	Numbers within 15 <ul style="list-style-type: none">More or less than a given number within 15Beginning to estimate numbers within 15Selects numerals to represent numbers	40-60 months Numbers Uses the language of 'more' and 'fewer' to compare two sets of objects. <ul style="list-style-type: none">Selects the correct numeral to represent 1 to 5Says the number that is one more than a given number.Finds one more or one less from a group of up to five objects.
	4	Numbers within 20 <ul style="list-style-type: none">Count reliably to 20Representations of numbers within 20	40-60 months Numbers <ul style="list-style-type: none">Selects the correct numeral to represent 1 to 15Says the number that is one more than a given number.Finds one more or one less from a group of up to f15 objects
	5	Numbers within 20 <ul style="list-style-type: none">More or less than a given number within 20Beginning to estimate numbers within 20	40-60 months Numbers <ul style="list-style-type: none">Selects the correct numeral to represent 1 to 15Says the number that is one more than a given number.Estimates how many objects they can see and checks by counting them.

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Spring 2	1	Position & time <ul style="list-style-type: none">• Language of position• Language of direction• Language of Time	40-60 months Shape, Space & Measure Selects a particular named shape. <ul style="list-style-type: none">• Can describe their relative position such as 'behind' or 'next to'.• Uses everyday language related to time.• Beginning to use everyday language related to money.• Orders and sequences familiar events.• Measures short periods of time in simple ways. Early Learning Goal <i>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</i>
	2	Addition & Subtraction <ul style="list-style-type: none">• Add & Subtract single digits• Counting on and back	40-60 months Numbers <ul style="list-style-type: none">• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects, then ten objects.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Early Learning Goal <i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>
	3	Addition and Subtraction <ul style="list-style-type: none">• Explore different representations of numbers within 10• Counting on and back• Beginning to estimate numbers to 20	40-60 months Numbers <ul style="list-style-type: none">• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects, then ten objects.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Early Learning Goal <i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>



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	4	<p>Addition & Subtraction</p> <ul style="list-style-type: none">• Explore different representations of numbers within 20• Counting on and back• Estimate numbers to 20	<p>40-60 months</p> <p>Numbers</p> <ul style="list-style-type: none">• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects, then ten objects.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <p>Early Learning Goal</p> <p><i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p>
	5	<p>Numbers within 50</p> <ul style="list-style-type: none">• Counting on and back• Place numbers within 50 in order• One more and one less than a given number	<p>40-60 months</p> <p>Numbers</p> <ul style="list-style-type: none">• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects, then ten objects.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <p>Early Learning Goal</p> <p><i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p>
	6	Consolidation	



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Term	Week	Focus	Objectives
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Summer 1	1	Shape <ul style="list-style-type: none"> • Shape & Pattern • Properties • Recognise & create patterns by shape or colour • Shape Language 	40-60 months Shape, Space & Measure <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. Early Learning Goals <i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>
	2	Grouping & Sharing <ul style="list-style-type: none"> • Pictorial representatives and opportunities • Doubling 	40-60 months Numbers <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them.
	3	Grouping & Sharing <ul style="list-style-type: none"> • Pictorial representatives and opportunities • Halving 	40-60 months Numbers <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them.
	4	Grouping & Sharing <ul style="list-style-type: none"> • Pictorial representatives and opportunities • Sharing 	40-60 months Numbers <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them.
	5	Numbers within 100 <ul style="list-style-type: none"> • Counting on and back • Place numbers within 50 in order • One more and one less than a given number 	40-60 months Numbers <ul style="list-style-type: none"> • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Early Learning Goal <i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>

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	6	<p>Numbers within 100</p> <ul style="list-style-type: none">• Counting on and back• Place numbers within 50 in order <p>One more and one less than a given number</p>	<p>40-60 months</p> <p>Numbers</p> <ul style="list-style-type: none">• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects, then ten objects.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <p>Early Learning Goal</p> <p><i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p>



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Summer 2	1	Measure <ul style="list-style-type: none">• Capacity• Volume	40-60 months Shape, Space & Measure <ul style="list-style-type: none">• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.• Selects a particular named shape. Early Learning Goals <i>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>
	2	Money <ul style="list-style-type: none">• Language• More and fewer• Grouping and sharing	40-60 months Shape, Space & Measure <ul style="list-style-type: none">• Beginning to use everyday language related to money.• Uses the language of 'more' and 'fewer' to compare two sets of objects. Early Learning Goal <i>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</i>
	3	Money <ul style="list-style-type: none">• Language• More and fewer• Grouping and sharing	40-60 months Shape, Space & Measure <ul style="list-style-type: none">• Beginning to use everyday language related to money.• Uses the language of 'more' and 'fewer' to compare two sets of objects. Early Learning Goal <i>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</i>
	4	Addition & Subtraction <ul style="list-style-type: none">• Add & subtract two single digit numbers• Count on and count back• solve•	40-60 months Numbers <ul style="list-style-type: none">• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects, then ten objects.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Early Learning Goal <i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>



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	5	<p>Addition & Subtraction</p> <ul style="list-style-type: none">• Add & subtract two single digit numbers• Count on and count back• solve•	<p>40-60 months</p> <p>Numbers</p> <ul style="list-style-type: none">• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects, then ten objects.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <p>Early Learning Goal</p> <p><i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p>
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