



Foundation Stage 1 Maths: Long Term Plan 22/23

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills	Reciting numbers Number recognition 1 to 1 counting 2D Shape	Matching numeral and objects Shape pictures/ sculpture Time language	Number representation Symbols and mark making Subitising Positional/ spatial language of size	Number conservation (Cardinality and Counting) Repeating patterns Sequencing language	Number comparison More/less Capacity	Number problems Writing numerals Language related to money

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What evidence might look like	<p>Exploring the number 3 (during snack, lining up, baking)</p> <p>Using scarves to make circle shapes</p> <p>Counting the number on dice then matching the same number on a gingerbread man</p> <p>Sorting and counting out loud objects collected from an Autumn walk</p> <p>A Human Circle</p>	<p>Using roads for number formation</p> <p>Maths games: Moving counters while counting the correct number of spaces</p> <p>Separate woodland animals into two different groups as an intro to number bonds</p> <p>Number fun workshop: singing songs</p> <p>Counting candles on a cake</p>	<p>Recognising numbers 1-5</p> <p>Writing numbers</p> <p>Fishing for numbers</p> <p>Repeating patterns</p> <p>Whole and parts of numbers and shapes</p>	<p>Ordering 2 - 3 objects by length, using key vocabulary</p> <p>Writing numbers using playground markings</p> <p>Scoring name - number recognition</p>	<p>Jumping on hop scotch numbers</p> <p>Making repeating patterns of colours, shapes, objects</p> <p>Measuring caterpillars with cubes</p> <p>Independently identifying numbers and counting in the environment</p>	<p>Buying toys with pennies and adding the cost of two items together (recording with adult support)</p> <p>Using money in the outdoor provision (e.g. set up an ice cream stand)</p> <p>Matching coins to prices in café</p>
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Subject Progression

Skills

Counting, Place Value, Comparing and ordering. Rounding and estimating. Sequences and patterns. Number problems

- Fast recognition of up to 3 objects, without having to count them (subitising)
- Recite numbers past 5 Say one number for each item in order 1,2,3,4,5
- Know that the last number reached when counting a small set of objects tells you the total (cardinal principal) Show finger numbers up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare using language: 'more than' 'fewer than'.
- Talk about and identifies the patterns around them.
- For example: stripes on clothes, designs on rugs and wallpaper.
- Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.

Measurement Length/height Mass

- Make comparisons between objects relating to size, length, weight and capacity.

Time and Money

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

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Geometry: Properties of shape, angles and rotation patterns position and direction

- Talk about and explore 2d and 3d shapes using informal and mathematical language.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Understand position through words alone, for example, "The bag is under the table," with no pointing.
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.

Vocabulary

Number:

- Zero, number, one, two, three ... to twenty and beyond, teens numbers, eleven, twelve ... twenty, none, how many ...?, count, count (up) to, count on (from, to), count back (from, to), count in ones, twos, fives, tens, is the same as, more, less, odd, even, few, pattern, pair
- **Place value:** Ones, tens, digit, the same number as, as many as, more, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least, most, biggest, largest, greatest, one more, ten more, one less, ten less, compare, order, size, first, second, third... twentieth, last, last but one, before, after, next, between
- **Estimating:** Guess, how many ...?, estimate, nearly, close to, about the same as, just over, just under, too many, too few enough, not enough
- **Fractions:** parts of a whole, half, quarter

Measurement:

- measure, size, compare, guess, estimate, enough, not enough, too much, too little, too many, too few, nearly, close to, about the same as, just over, just under

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- **Length:** metre, length, height, width, depth, long, short, tall, high, low, wide, narrow, thick, thin, longer, shorter, taller, higher ... and so on, longest, shortest, tallest, highest ... and so on, far, near, close
- **Weight:** weigh, weighs, balances, heavy, light, heavier than, lighter than, heaviest, lightest, scales
- **Capacity and Volume:** full, empty, half full, holds, container
- **Time:** time, days of the week, Monday, Tuesday ..., day, week, birthday, holiday, morning, afternoon, evening, night, bedtime, dinner time, playtime, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest, takes longer, takes less time, hour, o'clock, clock, watch, hands
- **Money:** money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay

Statistics: count, sort, group, set, list

General: pattern, puzzle, What could we try next?, How did you work it out?, recognise, describe, draw, compare and sorting