Meadow View Primary School
Foundation 2: Maths Curriculum

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	**Pattern** Spot the pattern and correct mistakes Colour patterns Objects patterns Vertical/horizontal/circular patterns Patterns with your body Builds own ABAB patterns **KEY VOCABULARY: pattern, repeat, repeating, again, same, different, what is next? What comes before?** Stem sentence I can see a pattern..... .... The pattern is_____	Shape 2D Shape • What do you notice? Discuss how many sides, is it straight or curved. Shapes in different orientations • What a circle is and what a circle is not. (repeat for all shapes below) • Shapes in the environment. • Which shapes can you see in different pictures? How do you know it is a circle/triangle? • Less typical familiar shapes • Construct 2D shapes using different materials eg lollipop sticks • **KEY VOCABULARY: Square, circle, semi-circle, triangle, pentagon, hexagon** STEM SENTENCES: "It is a circle/ square/ triangle/rectangle." "This is a corner." "This is a side."	Mass • Discuss heavy and light. What do the words mean, how do we know if something is heavy or light? Human balance scales. • Heavier or lighter than an object. (using own body ot feel the pull) • Introduce scales, compare heavy and light on a scale • Find things that are heavier/lighter than….Larger than but lighter than…. **KEY VOCABULRY: heavy, light, lightest, lighter, heavy, heaviest, heavier, object, order, compare, scale, balance** STEM sentence: …. Is heavier than…. because …….is lighter than…… because Capacity • Discuss full, half full, empty showing examples. Use different sized containers and different materials (sad, rice, water) for children to investigate capacity. • Make direct comparisons by pouring from one container to another. • Exploring containers that hold more than a cup and less than a cup. • Counting how many smaller spoons it takes to fill your cup up and discussing what this shows. **KEY VOCABULARY: capacity, liquid, fill, full, empty, half full, how many, cups, pour, container, pour** STEM sentence……holds more than…… ……holds less than……	Pattern Recognising and discuss repeating AAB ABC AABC patterns. **KEY VOCABULARY: pattern, repeat, repeating, again, same, different, what is next? What comes before?** STEM Sentences: The pattern is _____	Measuring Length The difference between long & short and tall & short – wide and narrow Measuring end-to-end Ordering 5 objects by length How long is? How tall is? Measuring using different non-standard units Problem solving: e.g. which of these footprints are the largest? How can we prove it? **KEY VOCABULARY:** **Long, length, measure, tall, tallest, short, shorter shortest, Long, longer, longest, wide, narrow** STEM SENTENCES: "The _____ is the longest/ shortest" "The ____ is the heaviest/ lightest." "The _____ is the tallest/ shortest." "The ____ holds the most/least."	Shape and Space Differentiates between 2D and 3D shapes Recognises faces of a solid shape as 2D shapes, counting faces accurately. Intentionally chooses shapes to fill an outline (tangram) **KEY VOCABULARY: 2D, flat, 3D solid, shape, corner, vertex, vertices, sides, faces, how many, count, fill, cover, flip, turn, slide, combine** STEM SENTENCES This is a _____ it has _____ faces. This shape has _____ faces.
2	Recognise and consolidate numbers 1 to 5 Counting principles Grow and flick to 5 1 to 1 counting Counting from a larger group Matching numbers to quantity. **KEY VOCABULARY: Numeral, more, less, count, forwards, backwards, total, tens frame, numicon,** STEM SENTENCES: "One , two, three… there are three cars etc."	2D Shape • What do you notice? Shapes in different orientations • Shapes in the environment. • Which shapes can you see in different pictures? • Combining shapes Can you build a small square, a medium square, a large square? What shapes did you use to build your square? Can you build a square using rectangles? How do you know it is a square? • Make a 2D shape picture by combining shapes • Fit 2D shapes together and make patterns using language like flip, turn, slide. **KEY VOCABULARY: Square, circle, semi-circle, triangle, pentagon, hexagon, flip, turn, slide** STEM SENTENCES: "It is a circle/ square/ triangle/rectangle." "This is a corner."	Shape/Space How many tiles will it take to fill a grid on a 2D shape. Discuss how many vertices/corners and sides are on 2D shapes Discuss familiar routes using aerial map in local area, using positional language. **KEY VOCABULARY: Square, circle, semi-circle, triangle, pentagon, hexagon, how many, fit together, pattern, shape, combine, corner, vertex, side, map, mapping, route, straight forward, turn, up, down, around, past, beside** STEM sentences The barn is _____ (straight ahead etc) There are ____ corners on the ____ There are _____ sides on the _____	9-counting and cardinality (including counting with pennies) 5 and 4. Grow 9 and flick 9 Counting Principles Counting from a larger group Counting objects that can't be moved. **KEY VOCABULARY: Numeral, number name, count, total, tens frame,** STEM SENTENCES: "One , two, three, four, five, six, seven, eight, nine there are 9 cars etc."	Partitioning to 5 Double sided counters Part/part whole model Fact families Solving problems involving number facts to 5. **KEY VOCABULARY: part, whole, altogether, how many, what do you see? How do you see it? What do you notice?** STEM sentence ….. and…. Is the same as…. ….. take away…. Is the same as……	Pattern Recognises and builds AAB ABC AABC patterns Vertical/horizontal and circular patterns. **KEY VOCABULARY: pattern, repeat, repeating, again, same, different, what is next? What comes before?** STEM SENTENCE: Next in the pattern is…..because….. The pattern is ___
3	Recognise and consolidate numbers 1 to 5 More/less 1 more/less with numbers Numbers on a number line. **KEY VOCABULARY: Numeral, more, less, count, forwards, backwards** **STEM SENTENCES:** **"One , two, three… there are three cars etc."**	7-counting and cardinality Watch number blocks number 7. Introduce numeral and rhyme. Grow 7 and flick- 5 and 3 more Count how many-oracy chanting: count in order, say one number for each object, stop at the number. Count from a larger group-oracy chanting: count in order, say one number for each object, say the total. **KEY VOCABULARY: Numeral, number name, count, total.** STEM SENTENCES: "One , two, three, four, five, six, seven there are 7 cars etc."	8-counting and cardinality Watch number blocks number 8. Introduce numeral and rhyme. Grow 8 and flick- 5 and 3 more Count how many-oracy chanting: count in order, say one number for each object, say the total. Count from a larger group-oracy chanting: count in order, say one number for each object, stop at the number. **KEY VOCABULARY: Numeral, number name, count, total.** STEM SENTENCES: "One , two, three, four, five, six, seven, eight there are 8 cars etc."	Where does 9 come on a number track? 1 more/1 less Odd or even number Missing numbers One less and one more with objects that can't be seen (count stones into a bucket. How many will there be if I take one away. How many will there be if I add another one?) **KEY VOCABULARY: Numeral, number name, position, before, after, between** STEM SENTENCES: "There are more/fewer _____ than _____." "___ is more/less than ___."	Doubles Sorting doubles and non-doubles Numicon Tens frame and pair wise patterns. **KEY VOCABULARY: double, doubling, twice as many, pair wise, how many, same** STEM SENTENCE: Double….is…..	Partitioning to 5 Part part whole model with fact families. What's the missing number? Hiding numbers number problems. **KEY VOCABULARY: part, whole, altogether, how many, what do you see? How do you see it? What do you notice?** STEM SENTENCES: The missing number is…..because….. There are….hiding because….is the same as….
4	Recognise and consolidate numbers 1 -5 Numicon Fingers Objects **KEY VOCABULARY: Numeral, number name, count, total, tens frame, Hungarian tens frame** STEM Sentence Number bonds…and ….is the same as…..	7 counting Counters on a tens frame. Say what you can see. oracy chanting: count in order, say one number for each object, stop at the number. Counting objects that can't be moved. Conceptual subitising- I can see…. and… ….. and ….is the same as 7. **KEY VOCABULARY: Numeral, number name, count, total, tens frame. Subitise** STEM SENTENCES: "One , two, three, four, five, six, seven there are 7 cars etc." I can see….squares are full and….squares are empty. ….. and….is the same as 10.	8 counting counters on a tens frame. Say what you can see. oracy chanting: count in order, say one number for each object, stop at the number. Counting objects that can't be moved. Conceptual subitising- I can see…. and… ….. and ….is the same as 8. **KEY VOCABULARY: Numeral, number name, count, total, tens frame. Subitise** STEM SENTENCES: "One , two, three, four, five, six, seven, eight there are 8 cars etc." I can see….squares are full and….squares are empty. ….. and….is the same as 10.	**Free flow measuring length, capacity, weight linked to 10.**	Partitioning to 9 Numicon Fingers Objects How many are hidden? (problem solving) **KEY VOCABULARY: part, whole, altogether, how many, what do you see? How do you see it? What do you notice?** Stem sentence…..and…..is the same as 9	Odd and even numbers Odd and evens number blocks Looking at numicon to identify odd and even numbers. Look at number square? What do we notice? Can we see a pattern? Reciting odd and even pattern **KEY VOCABULARY: KEY VOCABULARY: odd, even, share, same on both side, equal, groups** STEM SENTENCE Odd, even, odd, even, odd,….odd, even,……	Conceptual subitising Say what you can see Recalling number bonds to 6, 7, 8, 9, and 10. **KEY VOCABULARY: subitise, how many, what do you see? How do you see it> What do you notice? Group, part, whole, altogether** STEM SENTENCE: I can see… I know…and …is the same as….
5	6-counting and cardinality Watch number blocks number 6. Introduce numeral and rhyme. Grow 6 and flick- 5 and 1 more	Where does 7 come on a number track? 1 more/1 less Odd or even number Missing numbers	Where does 8 come on a number track? 1 more/1 less Odd or even number Missing numbers One less and one more with objects that can't be seen (count stones into a bucket. How many will there be if I take one away. How many will there be if I add another one?)	10-counting and cardinality (including counting with pennies) 5 and 4. Grow 10 and flick 10 Counting Principles Counting from a larger group Counting objects that can't be moved.	Sharing Sharing into two equal groups (halving) Sharing into more than 2 groups. Sharing when a number is odd. Halving- talk about line of symmetry	Number bonds to 10 Objects Double sided counters Part-part whole **KEY VOCABULARY: part, whole, altogether, how many, what do you see? How do you see it? What do you notice?**

	Count how many-oracy chanting: count in order, say one number for each object, stop at the number. Count from a larger group-oracy chanting: count in order, say one number for each object, say the total. **KEY VOCABULARY: Numeral, number name, count, total.** STEM SENTENCES: "One , two, three, four, five, six there are 6 cars etc."		One less and one more with objects that can't be seen (count stones into a bucket. How many will there be if I take one away. How many will there be if I add another one?) **KEY VOCABULARY: Numeral, number name, position, before, after, between, 1 more, 1 less, greater than fewer than.** STEM SENTENCES: "There are more/fewer. "___ is 1 more/ 1 less than ___." (using numerals to fill the gaps, e.g. 7 is more than 6)		**KEY VOCABULARY: Numeral, number name, position, before, after, between, 1 more, 1 less, greater than fewer than.** STEM SENTENCES: "There are more/fewer. "___ is 1 more/ 1 less than ___." (using numerals to fill the gaps, e.g. 8 is more than 7)	**KEY VOCABULARY: Numeral, number name, count, total, tens frame** STEM SENTENCES: "One , two, three, four, five, six, seven, eight, nine there are 10 cars etc."	**KEY VOCABULARY: sharing, halving, same on both sides, equal, groups, symmetry** STEM SENTENCES: Half of…is….. There are…. Groups of…..	STEM SENTENCE: ….is the same as…. ….take away…is the same as….
6	6 counting Counting on a tens frame. Say what you can see. oracy chanting: count in order, say one number for each object, stop at the number. Counting objects that can't be moved. Conceptual subitising- I can see…. and… ….. and ….is the same as 6. **KEY VOCABULARY: Numeral, number name, count, total, tens frame. Subitise** STEM SENTENCES: "One , two, three, four, five, six there are 6 cars etc." I can see….squares are full and….squares are empty. …. and….is the same as 10.		Partitioning to 7 Numicon Fingers Objects Double sided counters Conceptual subitising How many are hidden (problem solving) **KEY VOCABULARY: part, whole, altogether, how many, what do you see? How do you see it? What do you notice?** Stem sentence…..and…..is the same as 7 7 take away…….is the same as…… Fact families using part-part-whole model		Partitioning to 8 Numicon Fingers Objects Double sided counters Conceptual subitising How many are hidden? (problem solving) **KEY VOCABULARY: part, whole, altogether, how many, what do you see? How do you see it? What do you notice?** Stem sentence…..and…..is the same as 8 8 take away…….is the same as…… Fact families using part-part-whole model	Where does 10 come on a number track? 1 more/1 less Odd or even number Missing numbers One less and one more with objects that can't be seen (count stones into a bucket. How many will there be if I take one away. How many will there be if I add another one?) **KEY VOCABULARY: Numeral, number name, position, before, after, between** STEM SENTENCES: "There are more/fewer _____ than _____." "____ is more/less than ___." Partitioning to 10 Numicon Fingers Objects How many are hidden? (problem solving) **KEY VOCABULARY: part, whole, altogether, how many, what do you see? How do you see it? What do you notice?** Stem sentence…..and…..is the same as 10 10 take away…….is the same as……	Odd and even numbers using sharing. Recap odd and even numbers, what can we remember? Discuss how even number can be shared into two equal groups and odd numbers cannot. Share different numbers, are they eve or odd? How do you know? **KEY VOCABULARY: odd, even, share, same on both side, equal, groups** STEM SENTENCES ….is an odd number because…. ….is an even number because….	Word problems Automatic recall of number bonds to 5. Number bonds to 5 problems with measures **KEY VOCABULARY: number bonds, number pairs, problem, how did you know? Prove it** STEM SENTENCE: ….and ….is the same as….
7	Where does 6 come on a number track? 1 more/1 less Odd or even number Missing numbers One less and one more with objects that can't be seen (count stones into a bucket. How many will there be if I take one away. How many will there be if I add another one?) **KEY VOCABULARY: Numeral, number name, position, before, after, between, 1 more, 1 less, greater than fewer than.** STEM SENTENCES: "There are more/fewer. "___ is 1 more/ 1 less than ___." (using numerals to fill the gaps, e.g. 6 is more than 5)		Partitioning to 5 Numicon Double sided counters Part/part whole model Fact families **KEY VOCABULARY: part, whole, altogether, how many, what do you see? How do you see it? What do you notice?** STEM sentence …. and…. Is the same as…. …. take away…. Is the same as……					
8	Partitioning to 6 Numicon Fingers Objects Double sided counters Conceptual subitising How many are hidden? (problem solving) Fact families using part-part-whole model **KEY VOCABULARY: part, whole, altogether, how many, what do you see? How do you see it? What do you notice?** **Stem sentence…..and…..is the same as 6** **6 take away…….is the same as……**							