

## The Foundation Years Long Term Plan - Reception Regina Coeli Catholic School

Mathematics Numbers		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u>                      Uses some number names and number language spontaneously.                      Uses some number names accurately in play.                      Recites numbers in order to 10.                      Knows that numbers identify how many objects are in a set.                      Beginning to represent numbers using fingers, marks on paper or pictures.                      Sometimes matches numeral and quantity correctly.                      Shows curiosity about numbers by offering comments or asking questions.                      Compares two groups of objects, saying when they have the same number.                      Shows an interest in number problems.                      Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.                      Shows an interest in numerals in the environment.                      Shows an interest in representing numbers.                      Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><u>40-60 months</u>                      Recognise some numerals of personal significance.                      Recognises numerals 1 to 5.                      Counts up to three or four objects by saying one number name for each item.                      Counts actions or objects which cannot be moved.                      Counts objects to 10, and beginning to count beyond 10.                      Counts out up to six objects from a larger group.                      Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.                      Counts an irregular arrangement of up to ten objects.</p>	<p><i>Children will be able.....</i></p> <ul style="list-style-type: none"> <li>To use and match number names and quantity accurately in play</li> <li>To enjoy joining in with number rhymes and songs.</li> <li>To use some number names spontaneously</li> <li>To recite numbers in order to 10</li> <li>To demonstrate that numbers identify the quantity of objects in a group</li> <li>To represent numbers using fingers, marks on paper or pictures</li> <li>To begin to match numeral and quantity correctly</li> <li>To ask questions about numbers or offer comments</li> <li>To compare two groups and say when they have the same number</li> <li>To show an interest in number problems</li> <li>To separate a group of objects saying when they have the same number</li> <li>To show an interest in numerals in the environment</li> <li>To show an interest in representing numbers</li> <li>To understand that anything can be counted</li> </ul> <ul style="list-style-type: none"> <li>To recognise some numerals of personal significance</li> <li>To recognise numerals 1 to 5</li> <li>To count up to 3 objects saying one number name for each item</li> <li>To count actions or objects that cannot be moved</li> <li>To count to 10</li> <li>To begin to count beyond 10</li> <li>To count reliably in various contexts</li> <li>To count out up to to 6 objects from a larger group</li> <li>To select the correct numeral to represent 1 to 5</li> </ul>	<p>Provide opportunities for children to count on a regular basis                      Routine songs                      Parachute play                      Dice                      Number cards                      Number lines                      Number books/stories                      Number labels                      Bingo games - shapes/numbers                      Number jigsaws                      Props for number thymes                      Washing line and pegs                      Sorting items                      Compare bears                      Threading beads                      Counters                      Containers - to count objects in/sort objects into                      Dominoes                      Mark making equipment                      Clipboards                      Paper                      Money, tills                      Board games                      Interactive displays using numerals in purposeful contexts                      Tactile number cards                      Play games that involve counting</p>

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<p>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.          Finds the total number of items in two groups by counting all of them.          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.          Records, using marks that they can interpret and explain.          Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><u>Early Learning Goals</u>  <i>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</i>  <i>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</i>  <i>They solve problems, including doubling, halving and sharing.</i></p>	<ul style="list-style-type: none"> <li>• To select the correct numeral to represent 1 to 10</li> <li>• To recognise and order nos. 0 - 10</li> <li>• To count a group of objects reliably, giving one number name to each one.</li> <li>• To count an irregular arrangement of up to 10 objects</li> <li>• To estimate and check the quantity of objects</li> <li>• To use 'more' and 'fewer' to compare two sets of objects</li> <li>• To combine the number of items in two groups to find the total</li> <li>• To say the number that is one more than a given number</li> <li>• To use marks to record that they can interpret and explain</li> <li>• To begin to use the vocabulary involved in adding and subtraction in practical activities</li> <li>• To begin to identify their own mathematical problems</li> <li>• To use ordinal numbers in a variety of context</li> <li>• To be able to record their work and explain what they have done.</li> </ul> <ul style="list-style-type: none"> <li>• To be able to count reliably with numbers from one to 20.</li> <li>• To be able to count a group of up to 20 objects with 1:1 correspondence.</li> <li>• To be able to order numerals one to 20.</li> <li>• To be able to say which number is one more/one less than a given number up to 20.</li> <li>• To be able to add two single-digit numbers using objects.</li> <li>• To be able to subtract two single-digit numbers using objects.</li> <li>• To count on to find the answer when adding two single-digit numbers.</li> <li>• To count back to find the answer when adding two single-digit numbers.</li> <li>• To be able to solve practical problems, including doubling, halving and sharing.</li> </ul>	<p>Provide lots of opportunities for children to practise counting with 1:1 correspondence.          Interactive Maths displays.          Daily Maths carpet sessions to teach new skills.          Planned activities to provide opportunities for children to practise skills learned in whole class sessions.</p>
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### Mathematics Shape Space and Measure

#### 30-50 months

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Shows awareness of similarities of shapes in the environment.

Uses positional language.

Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

Shows interest in shapes in the environment.

Uses shapes appropriately for tasks.

Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

#### 40-60 months

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Selects a particular named shape.

Can describe their relative position such as '*behind*' or '*next to*'.

Orders two or three items by length or height.

Orders two items by weight or capacity.

Uses familiar objects and common shapes to create and recreate patterns and build models.

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.

#### *Children will be able.....*

- To explore shapes and pattern making through play
- To show awareness of shapes in the environment
- To use positional language
- To show an interest in the shape and design of their model by talking about it
- To begin to talk about the shapes of everyday objects
- To use shapes appropriately for tasks
  
- To use the mathematical names for 3D and 2D shapes
- To use mathematical terms to describe shapes
- To select a particular named shape
- To describe their relative position such as 'behind' or 'next to'
- To order two or three items by length or height
- To order two items by weight or capacity
- To show an awareness of symmetry
- To correctly follow positional and directional instructions
- To be able to sort familiar objects and explain why they have done so
- To use a variety of construction materials to represent models they have seen and create new ones
- To explore ideas of fitting and overlapping shapes to create.
- To use everyday language to related to time
- To use everyday language related to money
- To order and sequence familiar events

Shapes 2d and 3d  
 Jigsaw puzzles  
 Sorting sets  
 Natural materials  
 Construction sets  
 Blocks  
 Pegs & peg boards  
 Containers - to count objects in/sort objects into  
 Obstacle courses  
 Shape games  
 Shape dominoes  
 Time equipment - sand timers, timers, clocks analogue and digital,  
 Junk modeling  
 Scales  
 Patterns in the environment  
 Adults to model correct vocabulary/terminology  
 Sand and water play  
 Interactive displays  
 Cooking activities  
 Money to sort into containers, purses and bags  
 Measure for a purpose  
 Make books about shape, time and measure  
 Provide resources for

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### Early Learning Goals

*Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.*

*They recognise, create and describe patterns.*

*They explore characteristics of everyday objects and shapes and use mathematical language to describe them.*

- To measure short periods of time in simple ways
- To use everyday language to talk about size, weight, capacity, position, distance, time and money.
- To compare quantities and objects to solve practical problems.
- To be able to recognise patterns.
- To be able to create and describe patterns.
- To explore the characteristics of everyday objects and shapes.
- To use mathematical language to describe everyday objects and shapes.

children to explore size, weight, capacity, position, distance, time and money indep.

To provide/plan opportunities for children to solve practical problems indep.

To provide an environment rich with patterns.

Encourage children to talk about and describe patterns that they can see.

To provide resources for children to create their own patterns.

Challenge folder (home-school link) with Maths focus.