

Foundation Stage 2 Maths Medium Term Plan

Small Step with links to 5 Cs		Example activities
COUNTING - Building up to verbally counting beyond 20	<p>Comparing: by colour, size and attributes etc. Matching ,organising and categorising objects Looking at and creating patterns – What can I see? I wonder how my pattern is made. Puzzles – challenging puzzles. How do pieces fit together?</p> <p style="color: green;">Key Vocabulary: comparison vocabulary in context of objects (non-mathematical vocabulary).</p>	Sorting equipment Action rhyme and number songs that develop counting and How many? Parachute run: Can the children sort themselves by colour?
	<p>Comparing two groups – more, fewer, equal, same, different (pre number skills) Using concrete and pictorial representations</p> <p>Comparing: Order quantities of more than 2 groups (pre number skills) Link to more, fewer Develop a mental number line</p> <p style="color: green;">Key Vocabulary: more, fewer, equal, same, different</p>	Collection tables Sorting laundry Tidying and sorting equipment 2 place comparisons Spot the difference N-Rlch owl packing list Pom Pom drop Monster snap Book: How many snails?
	<p>Cardinality: Teach number sense – working on numbers 0 to 5 One more, one less, odd, even</p> <p style="color: green;">Key Vocabulary: more, fewer, equal, same, different, more, less, odd, even</p>	Concept posters - Number sense books Number blocks Num Tums Home –school challenge – Box of 3, Box of 5 Use of five frames Estimating Scenario led learning: Birthday’s, tea parties, shopping lists
	<p>Comparing: Matching number to quantity 0 to 5 Number recognition and conservation of number (E.g. the oneness of one) Link back comparing and sorting i.e. sorting by number and colour</p> <p style="color: green;">Key Vocabulary: Number names</p>	Use of number track Digit cards and object matching Funky Finger activities Scavenger list Skittles outdoor Beanbags and buckets etc.

PROBLEM SOLVING

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<p>Cardinality: Subitising Instant recognition of number patterns - numbers up to 5</p> <p>Key Vocabulary: Pattern, shape</p>	<p>Dice and dominoes -link back to more /fewer Different dot formations Plates and dots/ Bingo dabbers Number blocks 6 Magnets on trays – different ways to represent a number Matching pairs Upturned bowls with cubes underneath</p>
<p>Composition: Numbers inside numbers One – five large focus on mathematical graphics. (e.g. inside 5 there is a 3 and 2) Link back to subitising: Patterns in numbers learnt in five friends stories – How do these support the children visualising and subitising?</p> <p>Key Vocabulary: Number names, and, altogether, add, how many, make, the same as</p>	<p>5 friends counting (Oxford Owl) Static stories Magnetic boards to represent patterns of number 5 What do you see questions? http://ntimages.weebly.com/photos.html</p>
<p>Change: Addition Teaching the introduction of a number sentence (within 5) Patterns of numbers including counting on from a group</p> <p>Key Vocabulary: add, and, equals, make, count on, adding, altogether, total, part, whole</p>	<p>Five Frames Part, Part, Whole model</p>
<p>Change: Subtraction Teaching the introduction of a number sentence (within 5) Concept of taking away (not finding the difference) Telling number stories</p> <p>Key Vocabulary: Take away, equals, subtract, how many are left, part, whole</p>	<p>Five Frames Last slide of Oxford Owl 5 friends counting</p>
<p>Composition: Numbers inside numbers Number bonds to 5 making links between addition and subtraction Focus on automatic recall</p> <p>Key Vocabulary: Five friends, number bonds, vocabulary of addition and subtraction</p> <p>Comparing two groups – more, fewer, equal, same, different (abstract number in support) Using concrete and pictorial representations to order size and difference</p>	<p>5 friends counting (Oxford Owl) Static stories Magnetic boards to represent patterns of number 5 What do you see questions? Five Frames Part, Part, Whole model Number Blocks Dice and dominoes -link back to more /fewer</p>

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<p>Cardinality: Teach number sense – working on numbers 6 to 10 One more, one less, odd, even</p> <p>Key Vocabulary: Number names, more, less, odd, even</p>	<p>Concept posters Number blocks Number Tums Home –school challenge – Box of 3 Box of 5 Mouse count (You tube video) Use of tens frames Estimating</p>
<p>Comparing: Matching number to quantity 6 to 10 Number recognition and conservation of number (E.g. the oneness of one)</p> <p>Key Vocabulary: Number names</p>	<p>Use of number track Digit cards and object matching Funky Finger activities Scavenger list Skittles outdoor Beanbags and buckets etc.</p>
<p>Composition: Numbers inside numbers 6-10 with lots of mathematical graphics. (e.g. inside 6 there is a 4 and 2) Link back to subitising: Patterns in numbers learnt in five friends stories – How do these support the children visualising and subitising?</p> <p>Key Vocabulary: Number names, and, altogether, add, how many, make, the same as</p>	<p>Ten Fishes (Oxford Owl) Static stories Magnetic boards to represent patterns of numbers 6-10 What do you see questions? http://ntimages.weebly.com/photos.html</p>
<p>Change: Addition Teaching the introduction of a number sentence (within 10) Patterns of numbers including counting on from a group</p> <p>Key Vocabulary: add, and, equals, make, count on, adding, altogether, total, part, whole</p>	<p>Tens Frames Part, Part, Whole model Counting Objects</p>
<p>Change: Subtraction Teaching the introduction of a number sentence (within 10) Concept of taking away (not finding the difference) Telling number stories</p> <p>Key Vocabulary: Take away, equals, subtract, how many are left, part, whole</p>	<p>Tens Frames Counting Objects</p>
<p>Comparing: Quantities of two groups within 10 in different contexts– more, fewer, equal, same, different - Qu: How do you know? Key Vocabulary: Greater than, less than, or the same as</p>	

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<p>Change: Doubling (revisiting subitising) Recognising doubles Calculating doubles</p> <p>Key Vocabulary: Double, equal, add, total, altogether, same, makes</p>	<p>Dominoes Dice Track games (throw a double to have another go) Bunny ears – grow your fingers Ladybirds and spots Printing Use of Number Block ‘Number 7’</p>
<p>Change: Distributing equally The key concept: Sharing a quantity but focusing on equal groups.</p> <p>Key Vocabulary: share, whole, each, fewer more</p>	<p>Giving out equipment in the group</p>
<p>Composition: Numbers inside numbers Embedding number bonds to 10 making links between addition and subtraction</p> <p>Key Vocabulary: Ten friends, number bonds, vocabulary of addition and subtraction</p>	<p>10 fishes in the sea (Oxford Owl) 1 is a snail, 10 is a crab - mathematical graphics drawing characters Ten friends dance</p>
<p>Cardinality: Patterns in numbers up to 10 Instant recognition of number patterns up to 10</p> <p>Key Vocabulary: Pattern, shape, odd, even, instant recall of doubles facts, number bonds to 10 (including subtraction facts to 5)</p>	<p>Track games (throw a double to have another go) Bunny ears – grow your fingers Ladybirds and spots Printing Tens Frames Counting Objects</p>