

Maths LTP FS2

Coverage of Mathematics in FS2

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Targets	Read, count, order and write numbers to 10	Read, count, order and write numbers to 20	To solve simple addition and subtraction using objects	To count in 10s To count in 2s	To solve addition and subtraction by counting on and back	To count in 5s
1	Number PV	Number PV	Number PV	Number PV	Number PV	Number Calculations
2	Number PV	Number PV	Number Calculations	Number Calculations	Shape, space and measure Measure (money)	Number (data)
3	Shape, space & measure Shape	Number Calculations	Shape, space & measure Shape Number Calculations	Number PV Shape, space & measure Patterns	Number Calculations	Number Calculations
4	Number PV	Number Calculations	Number PV Shape, space & measure Measures	Number Calculations	Shape, space and measure Shape	Shape, Space & Measure Shape
5	Number Calculations	Shape, space & measure Length & shape	Number PV Shape, space & measure Patterns	Number Calculations	Number Calculations	Measure (time)
6	Shape, space & measure Position	Shape, space & measure Sequencing time	Number Calculations	Shape, space & measure Measures		

MATHEMATICS

	Numbers	Shape, space and measure
30 - 50 mts	<p>Use some number names and number language spontaneously</p> <p>Use some number names accurately in play</p> <p>Recites numbers in order to 10</p> <p>Knows that numbers identify how many objects are in a set</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures</p> <p>Sometime matches numerals and quantity correctly</p> <p>Show curiosity about numbers by offering comments or asking questions</p> <p>Compares 2 groups of objects saying when they have the same number</p> <p>Shows an interest in number problems</p> <p>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>Shows an interest in numerals in the environment</p> <p>Shows an interest in representing numbers</p> <p><u>Realise not only objects, but anything can be counted, including steps, claps or jumps</u></p>	<p>Show an interest in shape and space by playing with shapes or making arrangements with objects</p> <p>Show awareness of similarities of shapes in the environment</p> <p>Uses positional language</p> <p>Show interest in shape by sustained construction activity or by talking about shapes or arrangements</p> <p>Shows interest in shapes in the environment</p> <p>Use shapes appropriately for tasks</p> <p>Begins to talk about the shapes of everyday objects e.g. 'round' and 'tall'</p>
ELG 40 - 60+ mts	<p>Recognise some numerals of personal significance</p> <p>Recognise numerals 1 to 5</p> <p>Count up to three or four objects by saying one number name for each item</p> <p>Count actions or objects which cannot be moved</p> <p>Counts objects to 10, and beginning to count beyond 10</p> <p>Count out up to six objects from a larger group</p> <p>Select the correct numeral to represent 1 to 5, then 1 to 10, objects</p> <p>Count an irregular arrangement of up to 10 objects</p> <p>Estimate how many objects they can see and checks by counting them</p> <p>Uses language of 'more' and 'fewer' to compare two sets of objects</p> <p>Find the total number of items in two groups by counting all of them</p> <p>Say the number that is one more than a given number</p> <p>Finds one more or less from a group of up to 5 objects, then 10 objects</p> <p>In practical activities and discussion begin to use the vocabulary involved in adding and subtracting</p> <p>Records using marks that they can interpret and explain</p> <p>Begins to identify own mathematical problems based on own interests and fascinations</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes</p> <p>Select a particular named shape</p> <p>Can describe their relative position such as 'behind' or 'next to'</p> <p>Order two or three items by length or height</p> <p>Order two items by weight or capacity</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models</p> <p>Use everyday language related to time</p> <p>Begin to use everyday language related to money</p> <p>Orders and sequences familiar events</p> <p>Measures short periods of time in simple ways</p>
ELG	<p><u>Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number.</u></p> <p><u>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</u></p> <p><u>They solve problems, including doubling, halving and sharing. ELG1</u></p>	<p><u>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</u></p> <p><u>They recognise, create and describe patterns.</u></p> <p><u>They explore characteristics of everyday objects and shapes and use mathematical language to describe them. ELG 2</u></p>
EXC	<p>Children estimate a number of objects and check quantities by counting up to 20.</p> <p>They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>	<p>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>

FS2 Medium Term Plan for Mathematics Autumn 1

Week	LEARN IT	Counting	FOCUS	EYFS	Key Learning	Vocabulary
1	Count 1-5 and back 1/2/3	Counting in 1s Count objects	Number PV	<u>Recite some number names in sequence</u> <u>Use some number names and number language spontaneously</u> <u>Recites numbers in order to 10</u> <u>Count objects to 10, and beginning to count beyond 10</u> <u>Count reliably with numbers from 1-20</u>	<ul style="list-style-type: none"> Say and use number names to 5 in order in familiar contexts (number rhymes, stories, songs) Recite number names in order up to 5 On entry assessment 	Forward Back Count How many
2	Count 1-10 1/2/3/4/5	Count around circle Count claps Use different voices	Number PV	<u>Recites number in order to 10</u> <u>Count up to 3 or 4 objects by saying 1 number name for each item</u> <u>Recognise numerals 1-5</u> <u>Count objects to 10, and beginning to count beyond 10</u> <u>Count reliably with numbers from 1-20</u>	<ul style="list-style-type: none"> Say and use number names to 10 in familiar contexts Recite number names in order from 1 up to 10 Count reliably up to 3 objects Recognise numbers 1-5 	Forward Back Count How many Order
3	Count 1-10 0-5	Instant recall of dice spots Instant finger show Count backwards	Shape, space & measure Shape	<u>Show an interest in shape and space by playing with shapes or making arrangements wit objects</u> <u>Begins to talk about the shapes of everyday objects e.g 'round' and 'tall'</u> <u>Select a particular named shape</u> <u>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes</u> <u>Use familiar objects and common shapes to create and recreate patterns and build models</u>	<ul style="list-style-type: none"> Use language such as round, circle... to describe shapes Use words such as bigger, smaller to describe size Use shapes to make pictures and patterns 	Not a... Sort Triangle/square/oblong /circle Sides/corners Big/small (er/est) Pattern
4	Count 1-20 6/7/8	Counting ladders March up mountain	Number PV	<u>Sometimes matches number and quantity correctly</u> <u>Beginning to represent numbers using fingers, marks on paper or pictures</u> <u>Select the correct numeral to represent 1 to 5, then 1 to 10, objects</u> <u>Count up to 3 or 4 objects by saying 1 number name for each item</u> <u>Count out up to 6 objects from a larger group</u> <u>Records using marks that they can interpret and explain</u> <u>Count reliably with numbers from 1-20 and place them in order</u>	<ul style="list-style-type: none"> Count reliably up to 5 objects Recognise numbers 1-9 Write numbers 1-9 Sort or match objects 	Forward, more, up Back, less, down Count How many Sort Match Order
5	Count 1-20 9/10		Number Calculations	<u>Knows that numbers identify how many objects are in set</u> <u>Count objects to 10, and beginning to count beyond 10</u> <u>Say the number that is one more than a given number</u> <u>Find one more or less from a group of up to 5 objects, then 10 objects</u> <u>Say which number is one more or less than a given number</u> <u>Children use everyday language to talk about position to compare quantities and objects and to solve problems.</u>	<ul style="list-style-type: none"> Begin to recognise none and zero in stories and rhymes Find 1 more (than up to 5 objects) 	Order Missing Size More/next/after Less/before Between
6	Count 1-20 0-10		Shape, space & measure Position	<u>Uses positional language</u> <u>Can describe their relative position such as 'behind' or 'next to'</u>	<ul style="list-style-type: none"> Use everyday words to describe position 	On/under/above/beside...

FS2 Medium Term Plan for Mathematics Autumn 2

Week	LEARN IT	Counting	FOCUS	EYFS	Key Learning	Vocabulary
1	11 12 1+1=2 2+2=4	1s to 100 20-0 Continue forward or back from a given number	Number PV	Counts objects to 10, and beginning to count beyond 10. Select the correct numeral to represent 1-5, then 1-10 objects Uses language of 'more' and 'fewer' to compare two sets of objects <u>Children count reliably with numbers from 1-20.</u>	<ul style="list-style-type: none"> Introduce 11/12 numbers Count up to 20 objects Record numbers 	Number Count Write Forward Backwards
2	14 16 17 18 19	Count claps 1 more/less Count in 2s - lining up etc	Number PV	Select the correct numeral to represent 1 to 5, then 1 to 10 objects Recognise numerals 1 to 5 Count objects to 10, and beginning to count beyond 10. Say the number that is one more than a given number. Finds one more or less from a group of up to 5 objects, then 10 objects. <u>Children say which number in one more or one less than a given number</u>	<ul style="list-style-type: none"> Introduce 14/16/17/18/19 Count up to 20 objects Order and match 1 more or less 	Number Count Forwards Backwards Order Match More -higher, up, forwards Less - fewer, lower, down, backwards
3	13 15 20 3+3=6		Number Calculations	Find the total number of items in 2 groups by counting all of them In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. <u>Children use quantities and objects to add and subtract 2 single-digit numbers and count on or back to find the answer.</u>	<ul style="list-style-type: none"> Introduce addition/ subtraction vocab Introduce symbols + and - through practical exploration Revise 11-20 	Add Take Total Altogether plus subtract equals
4	11-20		Number Calculations	Find the total number of items in 2 groups by counting all of them In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. <u>Children use quantities and objects to add and subtract 2 single-digit numbers and count on or back to find the answer.</u>	<ul style="list-style-type: none"> Introduce addition/ subtraction vocab Introduce symbols + and - through practical exploration Revise 11-20 	Add Take Total Altogether plus subtract equals
5	11-20		Shape, space & measure Length & shape	Begin to use mathematical names for solid '3D' shapes and flat '2D' shapes, and mathematical terms to describe shapes. Order 2 or 3 items by length or height <u>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</u>	<ul style="list-style-type: none"> Order length Name and describe 2D shapes Introduce 3D shapes Revise 11-20 	Long (er/est) Short (er/est) Cone Sphere Cube Face flat solid
6	11-20		Shape, space & measure Sequencing time	Count actions or objects which cannot be moved Use everyday language related to time; Orders and sequences familiar events Begins to identify own mathematical problems based on own interests and fascinations.	<ul style="list-style-type: none"> Sequence events Solve problems <p style="text-align: center;">COMPLETE UPDATED TRACKER</p>	Order First Then Next Finally

FS2 Medium Term Plan for Mathematics Spring 1

Week	LEARN IT	Counting	FOCUS	EYFS	Key Learning	Vocabulary
1	1-10 10 20 30	0-100 39-50 20-0	Number PV	Begins to identify own mathematical problems based on own interests and fascinations. <u>Children count reliably with numbers from 1-20.</u>	<ul style="list-style-type: none"> Counting games identifying missing numbers Spot patterns on ladders, snakes, 100 squares Count and label groups of objects Correct number formation 	Count Number Write Pattern
2	11-20 40 50 60	Continue a count forward or back Instant count Counting accurately	Number Calculations	Count objects to 10, and beginning to count beyond 10. Count an irregular arrangement of up to 10 objects. Find the total number of objects in 2 groups by counting all of them In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. <u>Children use quantities and objects to add and subtract 2 single-digit numbers and count on or back to find the answer.</u>	<ul style="list-style-type: none"> Addition and subtraction using objects Spotting if it is addition or subtraction HAPs mentally count forward back 1 or 2 Introduce reading 2dn using arrow cards 	Add / Plus Subtract/Take away More/less Total /Equals/Altogether Sum /solve
3	2+2 3+3 70 80 90	Number formation Addition and subtraction word problems Count in 10s	Shape, space & measure Shape Number Calculations	Say the number that is 1 more than a given number. Begin to use mathematical names for solid '3D' shapes and flat '2D' shapes, and mathematical terms to describe shapes. Use familiar objects and common shapes to create and recreate patterns and building models. (Sort familiar objects to identify their similarities and differences making choices and justifying decisions) Find one more or less from a group of up to 5 objects, then 10 objects <u>Children say which number in one more or one less than a given number</u>	<ul style="list-style-type: none"> 1 more/less Name shapes SOLVE PROBLEMS Explore reading 2dn using arrow cards 	More-higher, up, forwards Less -fewer, lower, down. Backwards
4	4+4 5+5 100		Number PV Shape, space & measure Measures	(Count in 10s) Order 2 or 3 items by length or height Order 2 items by weight or capacity Begin to identify own mathematical problems based on own interest and fascination. <u>Children use everyday language to talk about size, weight, capacity to compare quantities and objects and to solve problems.</u>	<ul style="list-style-type: none"> Count in 10s Order weight and length/height SOLVE PROBLEMS Explore reading 2dn using arrow cards 	Tens Heavy/light/short/tall (er/est)
5	4+4 5+5 Multiples of 10		Number PV Shape, space & measure Patterns	Count actions or objects that cannot be moved Use familiar objects and common shapes to create and recreate patterns and build models. <u>Children can recognise, create and describe patterns.</u>	<ul style="list-style-type: none"> Accurate counting (can't move) Have I counted correctly? Mark my work. Patterns Read 2dn 	Symmetry Pattern Repeat Same Rhythm
6	4+4 5+5 Multiples of 10		Number Calculations	Find the total number of objects in 2 groups by counting all of them In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. <u>Children use quantities and objects to add and subtract 2 single-digit numbers; count on/back to find answer.</u>	<ul style="list-style-type: none"> Addition and subtraction using objects Spotting if it is addition or subtraction HAPs mentally count forward back 1 or 2 	Add / Plus Subtract/Take away More/less Total /Equals/Altogether Sum /solve

FS2 Medium Term Plan for Mathematics Spring 2

Week	LEARN IT	Counting	FOCUS	EYFS	Key Learning	Vocabulary
1	Number formation 4+4	Count in 1s Count in 10s	Number PV	Use language such as 'more' and 'fewer' to compare 2 sets of objects. Count objects to 10, and beginning to count beyond 10. <u>Children can count reliably with number from 1-20.</u> Children estimate a number of objects and check quantities by counting up to 20.	<ul style="list-style-type: none"> Estimation Compare amounts Continue to read to 100 FORM NUMBERS CORRECTLY 	Estimate Count Fewer More Compare
2	2+3 3+2 <i>partition</i>	Count in 1s Count in 10s Count in 2s	Number Calculations	Counts objects to 10, and beginning to count beyond 10 (Count in 2s) Find the total number of objects in 2 groups by counting all of them In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. <u>Children use quantities and objects to add and subtract 2 single-digit numbers and count on or back to find the answer.</u>	<ul style="list-style-type: none"> Count in 2s Begin to count on and back 	2s Multiples Add more forward increase Take subtract back decrease less
3	2+3 3+2 <i>partition</i>	Count forward, backwards from given number	Number PV Shape, space & measure Patterns	Use familiar objects and common shapes to create and recreate patterns and build models <u>Children can recognise, create and describe patterns.</u> <u>Children count reliably with numbers from 1-20 and can place them in order.</u>	<ul style="list-style-type: none"> Solve problems involving patterns Manipulate numbers missing 1-20 by using vocab and place value clues. Asses who can say 1 more/less 	Pattern Solve Order
4	2+3 3+2 <i>partition</i>	Count on / back 2 numbers	Number Calculations	In practical activities and discussion begin to use the vocabulary involved in adding and subtracting <u>Children use quantities and objects to add and subtract 2 single-digit numbers and count on or back to find the answer.</u>	<ul style="list-style-type: none"> Count on and back to solve calculations +/- 1 mentally. Visualise using numberline too. 	Add more forward increase Take subtract back decrease less
5	2+3 3+2 <i>Partition</i>	Count claps	Number Calculations	Count objects to 10, and beginning to count beyond 10. (Share objects into equal groups and count how many in each group) <u>Children count reliably with numbers from 1-20.</u> Children solve problems including doubling, halving and sharing.	<ul style="list-style-type: none"> Double/half/share objects 	Double Half Share Equal Fair Same
6	Review numbers to 100 Big Maths Doubles learn it songs		Shape, space & measure Measures	Order 2 or 3 items by length or height Order 2 items by weight or capacity Begin to identify own mathematical problems based on own interests and fascinations. <u>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</u>	<ul style="list-style-type: none"> Order objects by size Explore quantities and problem solving Fill and empty containers, using words such as full, empty, holds more, holds less Order length, weight, capacity <p style="text-align: right; color: red;">COMPLETE UPDATED TRACKER</p>	Long(er/est) Short (er/est) Heavy/Light Full/Empty Compare Order Test Estimate

FS2 Medium Term Plan for Mathematics Summer 1

Week	LEARN IT	Counting	FOCUS	EYFS	Key Learning	Vocabulary
1	Count in 5s	Count in 2/5/10 Count backwards	Number pv	Count actions or objects which cannot be moved Counts objects to 10, and beginning to count beyond 10 Uses language of 'more' and 'fewer' to compare two sets of objects Begins to identify own mathematical problems based on own interests and fascinations <u>Children count reliably with numbers from 1-20, place them in order</u> THEY SOLVE PRACTICAL PROBLEMS THAT INVOLVE COMBINING GROUPS OF 2/5/10	<ul style="list-style-type: none"> Say and use number names beyond 20 in order in contexts (forward and backwards) Order a given set of selected numbers e.g 2 5 8 1 4 Count in 5s Compare 2 numbers 	Number line Number track Order Small(er/est) large(er/est) increase/decrease
2	Read multiples of 10 Read 2dn	Identify missing number	Shape, space and measure Measure (money)	Uses language of 'more' and 'fewer' to compare two sets of objects Find the total number of items in two groups by counting all of them In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. Begin to use everyday language related to money. <u>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</u> <u>Children count reliably with numbers from 1-20, place them in order. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</u>	<ul style="list-style-type: none"> Use vocab related to money Solve problems involving prices Ordering numbered prices Finding totals 	Coin Pound Pence Change Spend Buy Add Total
3	Bonds of 5	1 more/less Count and record large numbers by tallying	Number Addition & Subtraction	Count actions or objects which cannot be moved Find the total number of items in two groups by counting all of them In practical activities and discussion begin to use the vocabulary involved in adding and subtracting Begins to identify own mathematical problems based on own interests and fascinations <u>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems</u>	<ul style="list-style-type: none"> Recognise numerals beyond 20 Begin to relate addition of doubles to counting on Find a total by counting on when 1 group is hidden 	Count on Missing number More Less Equal Solve
4	Bonds of 5		Shape, space and measure Shape	<u>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</u> Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.	<ul style="list-style-type: none"> Name, describe and sort shapes Visualise shapes 	Names Corners Edges Faces Sides Apex Vertices
5	Bonds of 6		Number Addition & Subtraction	Count actions or objects which cannot be moved Find the total number of items in two groups by counting all of them In practical activities and discussion begin to use the vocabulary involved in adding and subtracting Begins to identify own mathematical problems based on own interests and fascinations <u>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems</u>	Relate subtraction to taking away, counting how many are left Remove a smaller number from a larger and find how many are left by counting back from the larger number Solve practical problems	Solve Missing Subtract Backwards Number line Jumps Difference
6	Review doubles and halves					

FS2 Medium Term Plan for Mathematics Summer 2

Week	LEARN IT	Counting	FOCUS	EYFS	Key Learning	Vocabulary
1	Revise 11-20	1s to 100 20-0 Multiples 2/5/10	Number Addition & Subtraction	<u>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</u>	<ul style="list-style-type: none"> Addition/subtraction using general sums, number lines, word problems and missing numbers. <p style="text-align: center;">COMPLETE UPDATED TRACKER And compile EoY national data</p>	Add more ascend plus subtract minus take descend total equal combine left
2	Revise multiples of 10 - use tea cups	Continue forward or back from a given number	Number (data)	Begin to collect data and record in simple graphs and charts with support	<ul style="list-style-type: none"> Record information on a pictogram Answer questions about most/least 	Question answer record pictogram chart graph table most least favourite
3	+1	Count claps	Number Calculations	<i>They solve problems, including doubling, halving and sharing</i>	<ul style="list-style-type: none"> Double objects and numbers Find half of shapes, objects, numbers in practical context 	Double half equal fair same inverse
4	-1		Shape, Space & Measure Shape	<u>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</u> <i>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</i>	<ul style="list-style-type: none"> Name and describe solid and flat shapes Make shapes using sticks, drawings, polydron, playdough etc 	Shae names Sides corners vertex edges face apex
5	+1 / -1		Measure (time)	Use everyday language related to time Orders and sequences familiar events Measures short periods of time in simple ways <u>Children use everyday language to talk about time to compare quantities and to solve problems</u> <i>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</i>	<ul style="list-style-type: none"> Vocab related to time Create a clock Tell time to O'clock (refer to short hour hand only - long hand just gives extra clues e.g. 5 past/to) 	Days hours minutes seconds weeks... clock hands face clockwise o'clock
6	+2 / -2					