FS2 composite and component parts Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Positional Language (1 week): <u>Key vocabulary:</u> over, under, on top, behind, next to, underneath. <u>Small steps:</u> 1. Understand key terms using concrete objects 2. Understand key terms using abstract objects **Count to 10 (1 week):** <u>Key vocabulary:</u> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <u>Small steps:</u> 1. Verbally count to 5 2. Verbally count to 10 3. Move up to 5 objects to count them one at a time 4. Move up to 10 objects to count them one at a time	**Numbers 7-10 (2 weeks):** <u>Key vocabulary:</u> 7, 8, 9, 10, numicon, numeral, ten-frame, dice, add, equals <u>Small steps:</u> 1. Count out concrete objects up to 10 2. Count abstract objects up to 10 3. Recognise numbers 7, 8, 9 and 10 different forms (numicon, ten frame, dice etc.) 4. Begin to subitise numbers 7-10 5. Identify where the numbers 7-10 come on a number line 6. Understand what a number 7-10 look like. 7. Form the numbers 7, 8, 9 and 10 correctly 8. Begin to understand the composition of numbers 7-10	**Counting beyond 10 (1 week):** <u>Key vocabulary:</u> 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 <u>Small steps:</u> 1. Verbally count to 15 2. Verbally count to 20 3. Count out concrete objects up to 15 4. Count out concrete objects up to 20 5. Count out abstract objects up to 15 6. Count out abstract objects up to 20 7. Recognise numbers to 15 on a number line 8. Recognise numbers to 20 on a number line 9. Recognise numerals to 15 10. Recognise numerals to 20 **Time (1 week):** <u>Key vocabulary:</u> Today, yesterday, tomorrow, day	**3D shape (1 week):** <u>Key vocabulary:</u> sphere, cube, cuboid, cylinder, square-based pyramid, triangle-based pyramid, cone, edges, vertices <u>Small steps:</u> 1. Understand what is meant by 3D 2. Recognise a sphere, cube, cuboid, cylinder, pyramid and cone. 3. Explore the shapes which roll to the shapes which don't 4. Name the properties of a sphere and cylinder 5. Name the properties of a cube and cuboid 6. Name the properties of a square-based and triangular-based pyramid **Halving objects (1 week):**	**Symmetry (1 week):** <u>Key vocabulary:</u> Symmetrical, mirror, the same as <u>Small steps:</u> 1. Understand what is meant by symmetry 2. Explore symmetry by copying the actions or shapes a partner makes 3. Find symmetrical half of a shape (multiple choice) 4. Explore symmetry in the environment (butterflies) 5. Fold/ draw line of symmetry using mirrors to support **Number bonds to 10 (1 week):** <u>Key vocabulary:</u> addition, ten frame, bond <u>Small steps:</u> 1. Understand the + and = symbols 6. Recap what 'bonds' are	**Numbers to 10 and beyond (1 week):** <u>Key vocabulary:</u> Numbers 0-20, numeral <u>Small steps:</u> 1. Count to 20 verbally 2. Count objects to 20 3. Recognise numerals to 20 (when out of order) 4. Write numerals to 20 5. Understand one more and one less of numbers to 20 **Addition (1 week):** <u>Key vocabulary:</u> addition, plus, <u>Small steps:</u> 1. Recap the terms addition and plus 2. Work out addition equations using concrete objects (part whole model if needed)

5. Use finger to touch each object as you count them
6. Count abstract objects up to 5
7. Count abstract objects up to 10.

Pattern (1 week):
Key vocabulary Pattern, repeated, same thing

Small steps:
1. Research patterns on clothing (e.g. spotty/ stripy socks)
2. Pair up matching patterns
3. Look together at patterns (say the pattern out loud)
4. Work out the next sequence in the simple max. 3 sequence pattern Work out the next sequence in a max. 4 sequence pattern
5. Make own patterns using loose parts

Numbers 1-3 (2 weeks)

9. Use mathematical resources to work out the composition of numbers 7-10 independently.

2D shape (1 week):
Key vocabulary: circle, triangle, square, rectangle, pentagon, hexagon, octagon, properties, sides, corners.

Small steps:
1. Recognise a circle and oval, different triangles, squares and different rectangles
2. Name a circle, triangle, rectangle and square
3. Select shapes to manipulate and rotate into something else (e.g. using shapes to make a picture)
4. Name the properties of a circle and oval

before, day after, sequence, first, next, middle, end, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, o'clock,

Small steps:
1. Use everyday language in relation to time
2. Sequence different events in your life (e.g. getting ready for school)
3. Recognise a clock and the numbers on it
4. Recognise simple times (e.g. 1 o'clock, 6 o'clock)

Addition (1 week):
Key vocabulary: add, plus, equals, part-whole model

Small steps:
1. Understand the terminology associated with addition
2. Find the total of two groups using

Key vocabulary: half, less than, subtraction

Small steps:
1. Understand what is meant by half
2. Explore halving objects (cutting in half)
3. Explore halving shapes
4. Use part whole model to share out even number of objects up to 6
5. Use part whole model to share out even number of objects up to 10 (and beyond)
6. Use key vocabulary to describe halving a specific number

Doubling objects (1 week):
Key vocabulary: double, more than, addition

Small steps:
1. Understand what is meant by the term double
2. Double concrete objects to 5

7. Use concrete and abstract objects to calculate number bonds to 10 using ten-frames.
8. Write down number bonds to 10, and solve problems.
9. Begin to recite number bonds to 10 without using objects.

Counting in multiples of 10 (1 week):
Key vocabulary: Multiple, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, adding

Small steps:
1. Understand what counting in 10s mean.
2. Understand the word multiple
3. Count to 100 in 1s using number grid
4. Understand that when counting in 10s, the number always ends in zero (-ty)

3. Work out addition equations using a number-line/ fingers
4. Think of and write own addition equations and calculate the answer using prior knowledge (concrete objects, number-line, fingers etc.)

Subtraction (1 week):
Key vocabulary: subtraction, minus, take-away

Small steps:
1. Recap the terms subtraction, take-away and minus
2. Work out subtraction equations using concrete objects (part whole model if needed)
3. Work out subtraction equations using a

Key vocabulary: 1, 2, 3, numicon, numeral, ten-frame, dice, add, equals

Small steps:
1. Count out concrete objects up to 3
2. Count abstract objects up to 3
3. Recognise numbers 1 2 and 3 in different forms (numicon, ten frame, dice etc.)
4. Begin to subitise numbers 1, 2 and 3
5. Identify where the numbers 1 2 and 3 come on a number line
6. Understand what a number 1, 2 and 3 look like
7. Form the numbers 1 2 and 3 correctly
8. Begin to understand the composition of numbers 1-3
9. Use mathematical resources to work out the

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5. Name the properties of a triangle
6. Name the properties of a rectangle and square
7. Recognise a pentagon, hexagon and octagon
8. Name a pentagon, hexagon and octagon
9. Understand the properties of a pentagon, hexagon and octagon.

Length (1 week):
Key vocabulary: long, short, tall, small, measure, ruler

Small steps:
1. Use vocabulary to describe something as long, short, small or tall
2. Compare two different lengths using specific vocab.
3. Compare three different lengths

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concrete objects up to 6
3. Find the total of two groups using concrete objects up to 10
4. Identify the addition and equals symbols
5. Find the total of two groups using abstract objects (or objects which cannot be moved) up to 6
6. Find the total number of two groups using abstract objects (or objects which cannot be moved) up to 10
7. Use a part whole model to calculate addition equations

Number bonds to 10 (1 week):
Key vocabulary: number bonds, add, plus, equals, more than

Small steps:
1. Understand the + and = symbols

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3. Double concrete objects to 10
4. Double abstract/immovable objects to 5
5. Double abstract/immovable objects to 10.
6. Begin to work out doubling problems independently.

3D shape (1 week):
Key vocabulary: sphere, cube, cuboid, cylinder, square-based pyramid, triangle-based pyramid, cone, edges, vertices

Small steps:
1. Identify 3D shapes by recognising their properties
2. To explore halving shapes and identify the shapes they may turn into
3. To recognise 3D shapes in the immediate environment

Subitising (1 week):

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5. Count objects in 10s to 50 (using different objects to decipher to multiple of 10)
6. Count objects in 10s to 100 (using different objects to decipher to multiple of 10)
7. Count to 100 in 10s using number grid

Capacity (1 week):
Key vocabulary: capacity, more than, less than, full, half full, half empty, empty, nearly full, nearly empty

Small steps:
1. Understand what is meant by capacity
2. Describe the capacity of different containers using water
3. Predict the capacity of different containers

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number-line/ fingers
4. Think of and write own subtraction equations and calculate the answer using prior knowledge (concrete objects, number-line, fingers etc.)

Time (2 weeks):
Key vocabulary: O'clock, half past

Small steps:
1. Recap what a clock looks like and the numbers on it
2. Understand that the 'big hand' moves quicker as the minute hand
3. Understand that the 'little hand' moves slower as the 'hour hand'.
4. Measure small amounts of time using a clock/ stopwatch.

composition of numbers 1-3 independently.

Numbers 4-6 (2 weeks)
<u>Key vocabulary:</u> 4, 5, 6, numicon, numeral, ten-frame, dice, add, equals

<u>Small steps:</u>
1. Count out concrete objects up to 6
2. Count abstract objects up to 6
3. Recognise numbers 4, 5 and 6 in different forms (numicon, ten frame, dice etc.)
4. Begin to subitise numbers 4, 5, and 6
5. Identify where the numbers 4, 5, and 6 come on a number line
6. Understand what a number 4, 5, and 6 look like
7. Form the numbers 4, 5, and 6 correctly
8. Begin to understand the

using specific vocab.
4. Order up to 5 different lengths from shortest to tallest.
5. Use non-standard measures to measure length
6. Use rulers/ numbers to measure length
7. Begin to draw lines/ make lines to a specific length using non-standard measures/ rulers.

Comparing numbers to 10 (2 weeks):
<u>Key vocabulary:</u> more, less, fewer, the same as, equal to

<u>Small steps:</u>
1. Understand what the same as, and equal to means
2. Understand what more than means
3. Understand what less than means

2. Understand what 'bonds' are
3. Use concrete objects to calculate number bonds to 10 using a part whole model
4. Use abstract objects to calculate number bonds to 10 using a part whole model
5. Use both concrete and abstract objects to calculate number bonds to 10 <u>without</u> part whole model (number line, fingers, counting etc.)
6. Write down number bonds to 10, and solve problems.

Subtraction (1 week):
<u>Key vocabulary:</u> take-away, minus, subtract, equals, less than

<u>Small steps:</u>

<u>Key vocabulary:</u> subitise, more than, less than

<u>Small steps:</u>
1. Subitise dots on one dice
2. Subitise numbers up to 6 with irregular pattern (not in dice shape)
3. Begin to subitise numbers to 10 using concrete objects
4. Begin to subitise numbers to 10 using prior knowledge of number bonds.
5. Make own subitising problems to solve

4. Compare the capacity of two objects using water
5. Compare the capacity of three different objects
6. Order the capacity of containers from empty to full.
7. Order items in capacity in order using water/ sand to aid.

Money (2 weeks):
<u>Key vocabulary:</u> money, coin, pence, p, pounds, 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20.

<u>Small steps</u>
1. Use everyday language related to money
2. To describe 1p and 2p coins (colour, size, shape etc) and understand they are not worth a lot of money
3. To describe 5p and 10p coins (colour, size, shape etc)

5. Recognise simple times (e.g. 1 o'clock, 6 o'clock)
6. Begin to understand the term 'half past' and recognise some half past times.

Recap (2 weeks):
<u>Key vocabulary:</u> Any vocabulary which needs recapping from children in class (bespoke to the specific children)

<u>Small steps:</u>
Identify closer to the time

composition of numbers 4-6 9. Use mathematical resources to work out the composition of numbers 4-6 independently.	4. Compare groups of objects to 5 using specific vocab language 5. Compare groups of objects to 10 using specific vocab language 6. Compare two numbers to 5 using specific vocab language 7. Compare two numbers to 10 using specific vocab language 8. Using a number line, compare numbers to 5 9. Using a number line compare numbers to 10 (and beyond) **Weight (1 week):** <u>Key vocabulary:</u> heavy, light, big, little, scales <u>Small steps:</u> 1. Understand what heavy and light mean	1. Understand the terminology associated with subtraction 2. Find the total of a group after subtracting some, using concrete objects up to 6 3. Find the total of a group after subtracting some, using concrete objects up to 10. 4. Identify the subtraction and equals symbols 5. Find the total of a group after subtracting some, using a part whole model 6. Find the total of a group after subtracting some, using a part whole model **2D shape (1 week):** <u>Key vocabulary:</u> square, rectangle, circle, triangle, hexagon, pentagon, octagon <u>Small steps</u>		and understand they are not worth a lot of money. 4. To describe 20p and 50p coins (colour, size, shape etc) and understand they are not worth a lot of money. 5. To describe £1 and £2 coins (colour, size, shape etc.) and understand that they are worth **more** money. 6. To identify different coins using the properties spoken about previously (colour, shape, size) 7. To describe £5, £10 and £20 notes and understand that they are work a lot of money.	

	2. Describe the weight of different objects 3. Predict the weight of different objects 4. Compare the weight of two objects by picking them up 5. Compare the weight of three different objects by picking them up using specific vocab. 6. Order the weight of objects from lightest to heaviest. 7. Use different types of scales to calculate weight 8. Order items in weight order using scales to aid 9. Find objects heavier or lighter than a specific object, using scales to help.	1. Identify irregular 2D shapes by recognising their properties 2. To explore folding shapes and identify the shapes they may turn into 3. Begin to free draw simple shapes 4. Use rulers to draw shapes and show the properties of said shapes			