Willow Class – Squirrels/FS1
Mathematics Long Term Plan

AUTUMN	- To recite numbers past **3** - To state without counting how many objects there are (**up to 3**) - To reliably count up to **3** objects using 1-1 correspondence - To know that the last number reached when counting objects is how many there are in total - To represent numbers **0-3** using fingers - To match the amount in a set to the numeral up to **3** - To compare quantities, knowing which has more - To match the amount in a set to the numeral up to **3** - To show awareness of using symbols and marks as well as numerals To know and identify the common 2D shapes – **Triangle** - To know and identify some 3D shapes – **cube** - To know language related to position through words **on top, under** - To know that a pattern is something that repeats	- To recite numbers past **4** - To state without counting how many objects there are (**up to 4**) - To reliably count up to **4** objects using 1-1 correspondence - To know that the last number reached when counting objects is how many there are in total - To represent numbers **0-4** using fingers - To match the amount in a set to the numeral up to **4** - To compare quantities, knowing which has more - To match the amount in a set to the numeral up to **4** - To show awareness of using symbols and marks as well as numerals - To know and identify the common 2D shapes – **Circles** - To know language related to position through words, **in front, behind** - To know and identify some 3D shapes – **sphere** - To solve simple real-world problems related to addition with numbers up to **4** - To make direct comparisons related to weight using the language of **heavier/lighter** - To notice patterns in their environment and comment on these. (spotty, stripy)
SPRING **Review and continue to embed**:	- To recite numbers past **5** - To state without counting how many objects there are (**up to 5**) - To reliably count up to **5** objects using 1-1 correspondence - To know that the last number reached when counting objects is how many there are in total - To represent numbers **0-5** using fingers - To match the amount in a set to the numeral up to **5** - To compare quantities, knowing which has more - To match the amount in a set to the numeral up to **5** - To show awareness of using symbols and marks as well as numerals - To know and identify the common 2D shapes – **Squares, triangles, circles** - To know language related to position through words, **next to in front, behind** - To know and identify some 3D shapes – **cone, sphere** - To solve simple real-world problems related to addition with numbers up to **4** - To make direct comparisons related to length using the language of longer/shorter - To continue a simple repeating pattern ABAB	- To recite numbers past **5** - To state without counting how many objects there are (**up to 5**) - To reliably count up to **5** objects using 1-1 correspondence - To know that the last number reached when counting objects is how many there are in total - To represent numbers **0-5** using fingers - To match the amount in a set to the numeral up to **5** - To compare quantities, knowing which has more - To match the amount in a set to the numeral up to **5** - To show awareness of using symbols and marks as well as numerals - To know and identify the common 2D shapes – **Rectangles, Squares, triangles, circles** - To know language related to position through words, **next to on top, under in front, behind next to** - To know and identify some 3D shapes – **cone, cube, sphere** - To solve simple real-world problems related to addition with numbers up to **5** - To solve simple real-world problems related to subtraction with numbers up to **5** - To select shapes for a purpose. I.e. flat surfaces for building - To continue a simple repeating pattern ABAB

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SUMMER **Review and continue to embed**:	- To represent numbers **0-5** using fingers - To match the amount in a set to the numeral up to **5** - To compare quantities, knowing which has more - To match the amount in a set to the numeral up to **5** - To show awareness of using symbols and marks as well as numerals - To know and identify the common 2D shapes – **Rectangles, Squares, triangles, circles** - To know language related to position through words, **next to on top, under in front, behind next to** - To know and identify some 3D shapes – **cone, cube, sphere** - To solve simple real-world problems related to addition with numbers up to **5** - To solve simple real-world problems related to subtraction with numbers up to **5** - To make direct comparisons related to capacity using the language of full/empty - To begin to sequence events, real or fictional - To use the language of first, next, then to describe sequenced events - To combine shapes for a purpose - To describe a familiar route using language of forward, sideways, up, down and other positional language	- To represent numbers **0-5** using fingers - To match the amount in a set to the numeral up to **5** - To compare quantities, knowing which has more - To match the amount in a set to the numeral up to **5** - To show awareness of using symbols and marks as well as numerals - To know and identify the common 2D shapes – **Rectangles, Squares, triangles, circles** - To know language related to position through words, **next to on top, under in front, behind next to** - To know and identify some 3D shapes – **cone, cube, sphere** - To solve simple real-world problems related to addition with numbers up to **5** - To solve simple real-world problems related to subtraction with numbers up to **5** - To make direct comparisons related to length, weight and capacity - To describe a familiar route using language of forward, sideways, up, down and other positional language - To continue a simple repeating pattern ABAB