

F1 Maths scheme of Learning- Advent

2021-2022

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Staggered intake	e & Settling time	Baseline	Number:1	Number: 2	Number: 3	Number: 4	Number: 5
		assessments	Can say one number for each item in order: 1,2,3,4,5 Can show 'finger numbers' up to 5 Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Can say one number for each item in order: 1,2,3,4,5 Can show 'finger numbers' up to 5 Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Can say one number for each item in order: 1,2,3,4,5 Can show 'finger numbers' up to 5 Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Can say one number for each item in order: 1,2,3,4,5 Can show 'finger numbers' up to 5 Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Can say one number for each item in order: 1,2,3,4,5 Can show 'finger numbers' up to 5 Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')

Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Number: Re-	Numerical	Numerical	Number:	Number:	Numerical	Numerical	Check/
сар	Patterns: 2D	Patterns: 2D	subitising &	subitising &	Patterns: 3D	Patterns: 3D	recap/
0	Shape	Shape	cardinal	cardinal	Shape	Shape	pre-learn
Can say one number for each item in order: 1,2,3,4,5 Can show 'finger numbers' up to 5 Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Can talk about and explore 2D shapes (e.g. circles, rectangles, triangles) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round' Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc	Can talk about and explore 2D shapes (e.g. circles, rectangles, triangles) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round' Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc	principle Recites numbers past 5 Displays fast recognition of up to 3 objects, without having to count them individually ('subitising') Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	principle Recites numbers past 5 Displays fast recognition of up to 3 objects, without having to count them individually ('subitising') Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Can talk about and explore 3D shapes (e.g. cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round' Can make comparisons between objects relating to size	Can talk about and explore 3D shapes (e.g. cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round' Can make comparisons between objects relating to length	week



F1 Maths scheme of Learning- Lent

Week 17		Week 18		Week 19		Week 20		Week 21		
Numerical Patterns: Repeating patterns		Numerical Patterns: Repeating patterns		1	Number: cardinal principle		Number: subitising & cardinal principle		Numerical Patterns: Positional Language	
Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf		Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc ls able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf		Can to 5 Know react smal how ('care Can amo right mate	an show 'finger numbers' up 5 5 inows that the last number eached when counting a mall set of objects tells you ow many there are in total cardinal principle') 2an link numerals and imounts: e.g. showing the ight number of objects to natch the numeral, up to 5		Can compare quantities using language such as; 'more than', 'fewer than' Displays fast recognition of up to 3 objects, without having to count them individually ('subitising') Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')		Understands position through words alone, e.g. "The bag is under the table," - with no pointing Can describe a familiar route Is able to discuss routes and locations, using words like 'in front of' and 'behind'	
Week 22	We	ek 23	Week 24		Week 25		Week 26	Week	27	Week 28
Numerical Patterns: 2D & 3D Shape Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round' Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc Combines shapes to make new ones; an arch, a bigger triangle etc	Nun Pat W Car com betwer relating	nerical terns: eight n make parisons en objects g to weight	Numerical Patterns: Capacity Can make comparisons betwo objects relating to capacity	een	Number: symbols and marks Can show 'finger numbers' up to 5 Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5 Is experimenting with his/her own symbols and marks as well as numerals	C arts nu m up Is w sy as Is w pr nu	Number: real world problems can link numerals nd amounts: e.g. howing the right umber of objects to natch the numeral, p to 5 s experimenting with his/her own ymbols and marks s well as numerals a able to solve real vorld mathematical roblems with umbers up to 5	Numb compari real we proble Can compar quantities us language su 'more than', than' Is able to so world mathe problems wi numbers up	er: son & orld ems re sing ich as; 'fewer lve real matical th to 5	Check/ recap/ pre-learn week



F1 Maths scheme of Learning- Pentecost

Week 29	Week 30	Week 31	Week 32	Week 33
Numerical Patterns:	Number: real world	Number: real world	Numerical Patterns:	Numerical Patterns:
Repeating patterns	problems	problems	Positional Language	Positional Language
Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf Notices and corrects an error in a repeating pattern Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then'	Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Is experimenting with his/her own symbols and marks as well as numerals Is able to solve real world mathematical problems with numbers up to 5	Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Is experimenting with his/her own symbols and marks as well as numerals Is able to solve real world mathematical problems with numbers up to 5	& routes Understands position through words alone, e.g. "The bag is under the table," - with no pointing Can describe a familiar route Is able to discuss routes and locations, using words like 'in front of and 'behind'	& routes Can describe a familiar route Is able to discuss routes and locations, using words like 'in front of' and 'behind' Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then'
Week 34	Week 35	Week 36	Week 37	Week 38
Number: subitising& cardinal principle	Number: symbols and marks	Numerical Patterns: 2D & 3D Shape	Revisit ider	ntified areas
Displays fast recognition of up to 3 objects, without having to count them individually ('subitising') Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5 Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Can show 'finger numbers' up to 5 Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5 Is experimenting with his/her own symbols and marks as well as numerals	Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round' Combines shapes to make new ones; an arch, a bigger triangle etc Can make comparisons between objects relating to size, length, weight and capacity		