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 & Settling time		**Baseline assessments**	**Number:1** 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')	**Number: 2** 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')	**Number: 3** 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')	**Number: 4** 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')	**Number: 5** 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-cap 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')	**Numerical Patterns: 2D Shape** 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	**Numerical Patterns: 2D Shape** 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	**Number: subitising & cardinal 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')	**Number: subitising & cardinal 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')	**Numerical Patterns: 3D Shape** 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	**Numerical Patterns: 3D Shape** 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	**Check/ recap/ pre-learn week**

F1 Maths scheme of Learning- Lent

Week 17	Week 18	Week 19	Week 20	Week 21
Numerical Patterns: Repeating patterns 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	**Numerical Patterns: Repeating patterns** 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	**Number: cardinal principle** 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 link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5	**Number: subitising & cardinal principle** 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')	**Numerical Patterns: Positional Language** 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	Week 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	**Numerical Patterns: Weight** Can make comparisons between objects relating to weight	**Numerical Patterns: Capacity** Can make comparisons between objects relating to capacity	**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	**Number: real world problems** 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 Is able to solve real world mathematical problems with numbers up to 5	**Number: comparison & real world problems** Can compare quantities using language such as; 'more than', 'fewer than' Is able to solve real world mathematical problems with numbers up 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: Repeating patterns 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...'	**Number: real world problems** 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	**Number: real world problems** 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	**Numerical Patterns: Positional Language & 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'	**Numerical Patterns: Positional Language & 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 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')	**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	**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' Combines shapes to make new ones; an arch, a bigger triangle etc Can make comparisons between objects relating to size, length, weight and capacity	**Revisit identified areas**	