



# F1 Maths scheme of Learning- Advent 2023-2024

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Staggered intake &amp; Settling time</b></p> <p>Settling in and exploring the classroom.</p>	<p><b>Baseline assessments</b></p> <p>Class routines and where things belong.</p>	<p><b>Baseline assessments</b></p> <p>Class routines and where things belong.</p>	<p><b>Number:1</b></p> <p>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')</p>	<p><b>Number: 2</b></p> <p>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')</p>	<p><b>Number: 3</b></p> <p>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')</p>

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<p><b>Number: 4</b></p> <p>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')</p>	<p><b>Number: 5</b></p> <p>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')</p>	<p><b>Number: Re-cap/Check</b></p> <p>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')</p>	<p><b>Numerical Patterns: 2D Shape</b></p> <p>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</p>	<p><b>Numerical Patterns: 2D Shape</b></p> <p>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</p>	<p><b>Number: subitising &amp; cardinal principle</b></p> <p>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')</p>	<p><b>Number: subitising &amp; cardinal principle</b></p> <p>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')</p>	<p><b>Assessment Week</b></p> <p><b>Check/ recap/ pre-learn week</b></p>	<p><b>Numerical Patterns: 3D Shape</b></p> <p>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</p>



# F1 Maths scheme of Learning- Lent 2023-2024

Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
<p><b>Numerical Patterns: Repeating patterns</b></p> <p>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</p>	<p><b>Numerical Patterns: Repeating patterns</b></p> <p>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</p>	<p><b>Number: cardinal principle</b></p> <p>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</p>	<p><b>Number: subitising &amp; cardinal principle</b></p> <p>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')</p>	<p><b>Numerical Patterns: Positional Language</b></p> <p>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'</p>	<p><b>Numerical Patterns: 2D &amp; 3D Shape</b></p> <p>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</p> <p><b>Assessment Week</b></p> <p><b>Check/ recap/ pre-learn week</b></p>

Week 22	Week 23	Week 24	Week 25
<p><b>Numerical Patterns: Weight</b></p> <p>Can make comparisons between objects relating to weight</p>	<p><b>Numerical Patterns: Capacity</b></p> <p>Can make comparisons between objects relating to capacity</p>	<p><b>Number: symbols and marks</b></p> <p>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</p>	<p><b>Number: real world problems</b></p> <p>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</p>



# F1 Maths scheme of Learning- Pentecost 2023-2024

Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
<p><b>Number: comparison &amp; real world problems</b></p> <p>Can compare quantities using language such as; 'more than', 'fewer than' Is able to solve real world mathematical problems with numbers up to 5</p>	<p><b>Number: real world problems</b></p> <p>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</p>	<p><b>Number: real world problems</b></p> <p>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</p>	<p><b>Assessment Week</b></p> <p><b>Check/ recap/ pre-learn week</b></p>	<p><b>Numerical Patterns: 2D &amp; 3D Shape</b></p> <p>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</p>	<p><b>Numerical Patterns: Repeating patterns</b></p> <p>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...'</p>	<p><b>Numerical Patterns: Positional Language &amp; routes</b></p> <p>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'</p>

Week 33	Week 34	Week 35	Week 36	Week 37	Week 38
<p><b>Numerical Patterns: Positional Language &amp; routes</b></p> <p>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...'</p>	<p><b>Number: subitising &amp; cardinal principle</b></p> <p>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')</p>	<p><b>Number: symbols and marks</b></p> <p>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</p>	<p><b>Assessment Week</b></p>	<p><b>Revisit identified areas</b></p>	<p><b>Revisit identified areas</b></p>