

Gilberdyke Primary Curriculum

Long Term Plan: Mathematics F2 Robins

Autumn Term



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Cardinality, Composition & Comparison	Subitising to 3 Explore how different amounts look-quantities to 3	Counting, Cardinality & Ordinality Explore how different amounts look-quantities to 3	Composition up to 4 Explore how different amounts look-quantities to 4	Subitising Arrangements of 2,3 and 4 Amounts within 10; More/less most/fewest	Language of Comparison Identifying groups when subitising amounts up to 3, e.g 3 is 2 and 1 more (Conceptual Subitising)	Counting Ordinality & Cardinality up to 5 Identifying groups when subitising amounts up to 3	Comparison with Language as Key Focus Identifying groups when subitising amounts up to 4	Composition 'whole, part, compose, decompose' to 3 Identifying groups when subitising amounts up to 4	Composition - composing and decomposing up to 5 Organise amounts on a 5 frame.	Counting, Ordinality & Cardinality (counting to 10, fingers to 10, match quantities to 5 to fingers, cardinal principle, recognise numerals to 5) Identifying groups when subitising amounts up to 5	Identifying similarities and differences when subitising up to 5 – describe what is different/same? Why is it/is it not...?	Comparing amounts up to 5: Why is it/is it not?
Patterns	Look at patterns in the environment	Describe patterns that they see	Identify and describe patterns in the environment	Opportunities to find patterns in the environment	Understand what a repeating pattern is (ABAB)	Continue patterns which have been created – ABAB and then ABAB	Copy patterns – size, actions, object, orientation, 2d shapes (ABAB)		Create own pattern – colour, object, size, 2D shapes ABAB	Notice and correct errors in repeating patterns including 2D shapes ABAB	Follow instruction to create own pattern – can you make a pattern with 2 different shapes?	
Shape	To use and understand positional words	Opportunities to use Spatial vocab – positional language	Opportunities for block play, why have you used that shape?		Know names of common 2D shapes and related vocab	Create pictures using shapes		Different view points - explore	Different view points - design	Different view points - plot route		
Measures		To use and understand the vocabulary relating to weight	Opportunities to explore weight within the provision	To use and understand the vocabulary relating to height	Opportunities to explore height within the provision	Tackle misconceptions – size v weight	To use and understand the vocabulary relating to length	Opportunities to explore length within provision			To use and understand the words: full, empty, nearly full, nearly empty, half full/empty	Opportunities to compare capacities and use the vocabulary: full, empty, nearly full, nearly empty, half full/empty

Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Cardinality, Composition & Comparison	Subitising (Begin to dev conceptual subitising up to 5, use fingers to represent quantities, match quantities to 5 to numerals) Amounts within 20: More/less most/fewest	Counting, Ordinality and Cardinality (Order numerals to 5, match numeral to 5 to quantities, Staircase pattern to 5 as '1 more) Oral counting up to 20— noticing how this looks on 2 ten frames	Composition (Partitioning 5 into different parts) Composition of teen numbers – 10 and 1 more, 10 and 2 more etc when saying numbers up to 20 and observing objects/pictures on 2 ten frames.	Composition (making numbers up to 7) Conceptual subitising of 5. Revise bonds by identifying groups within 5	Comparison (Vocabulary 'more, fewer, equal) one more knowledge	Counting, Ordinality & Cardinality (Composition for number to 8, 1 more and 1 less to 10) Identifying similarities and differences when subitising up to 7 – describe what is different/same? Why is it/is it not....?	Comparison (subitise to 6, representations of 8, order numbers to 8, order quantities to 10, vocabulary 'increased, decreased) Conceptual subitising of 7: part whole, find 5 and add on, one more knowledge	Composition (Describe numbers within whole set, Making 7 with 2 parts in different ways, understanding the composition of 7)	Composition (doubles) Conceptual subitising of 8: part whole, find 5 and add on, one more knowledge	Composition (Working out doubles, similarities and differences, odds and evens) Comparing amounts up to 8: Why is it/is it not?		
Patterns	Describe and continue the ABAB pattern.	Spot the mistake within the ABAB and then ABC pattern	Correct the pattern (ABAB, ABC) Correct the pattern (ABAB, ABC)	Introduce AABB patterns -what comes next?	Copy AABB patterns – size, actions, object, orientation of 2D shapes				Create own AABB pattern – colour, object, size		Create own AA, BB pattern – action, orientation	
Shape	Shapes can be used to represent objects.	Shapes to make representations of objects.	Know names of common 3D shapes and language relating to shapes	Explaining the suitability of specific shapes in models	Introduce properties of basic shapes	Opportunities for this concept of properties of shapes to be developed through CP						
Measure							Objects can be put in order according to height.	Ordering objects according to height	Objects can be put in order according to weight	Ordering objects according to weight	Containers can be put in order according to capacity	Ordering objects according to capacity

Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Cardinality, Composition & Comparison	Cardinality, Ordinality & Counting (Count things that cannot be seen/moved, Counting on from given number) Comparing extremes in amounts	Subitising (to 6, doubles, related doubles, subitise doubles) Conceptual subitising of 9: part whole, find 5 and add on, one more knowledge Comparing 'near' amounts.	Composition (Identifying missing parts with numbers to 5, composition of 6 and 7, represent numbers on fingers to 9) Conceptual subitising of 10: part whole, find 5 and add on, one more knowledge Comparing amounts which are 'next to'.	Composition of 10 Identifying similarities and differences when subitising up to 10 – describe what is different/same? Why is it/is it not...?	Comparison of numbers on a number track Composing amounts to 10 – revising bonds. Identifying similarities and differences when making Numicon shapes with amounts – odd and even amounts	Part whole problems – how many more/identifying missing amount using bond knowledge. Spill the coins – double sided counters, identify the groups Skittles games.	Understand that amounts can be partitioned into more than 2 groups.	Secure the relationship between amounts up to 10, particularly one more/one less, developing reasoning based upon existing knowledge of numerical value and number order up to 10 and then beyond.				
Patterns	Describe and continue the AAB pattern.		Spot the mistake and correct the pattern.		Identify the unit of repeat AAB and complete a pattern		Describe and continue the AABC pattern.		Spot the mistake and correct the pattern.		Identify the unit of repeat and complete a pattern	
Shape	Properties of basic shapes	Composing shapes from other shapes.	Composing shapes from other shapes.	Developing an understanding of decomposing shapes.	Decomposing shapes							
Measure	Use units to compare objects.	- measuring objects	- comparing capacity		Use non-standard units to compare the height.	Using non-standard units to compare height.	Use standard units to compare weight.	Use standard units to compare weight.	Use standard units to compare the capacity of dif containers.	Use standard units to compare the capacity of dif containers.	Sequencing events using times.	Units of time.

Week 13: During transition week: Effective Maths transition unit - Secure counting to 20. Understanding how numbers are constructed
Ordering numbers to 20, one more/one less. Numeral formation