

## FS2 Math Term by Term Objectives

	Week 2 & 3	Week 4 & 5	Week 6 & 7	Week 8 & 9	Week 10 & 11	Week 12 & 13	Week 14 & 15
<b>Autumn</b>	<p><b>Numbers:</b> (Securing numbers 1-15) <b>Children count reliably with numbers from 1-15</b></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 15.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects that cannot be moved.</li> <li>Counts an irregular arrangement of up to 15 objects.</li> </ul>	<p><b>Shape, Space &amp; Measures:</b> <b>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> </ul> <p><b>1<sup>st</sup> week: 2D</b> <b>2<sup>nd</sup> week: 3D</b></p>	<p><u>Baselines</u></p>	<p><b>Numbers:</b> (Securing numbers 1-15) <b>Place them in order and say which number is one more or one less than a given number.</b></p> <ul style="list-style-type: none"> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to 10 objects.</li> </ul>	<p><b>Shape, Space &amp; measures:</b> <b>Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and design patterns.</b></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Use familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>	<p><b>Numbers:</b> (Using numbers between 1-10) <b>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b></p> <ul style="list-style-type: none"> <li>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</li> <li>Finds the total number of items in two groups by counting all of them.</li> </ul> <p><b>1<sup>st</sup> week: Addition</b> <b>2<sup>nd</sup> week: Subtraction</b></p>	<p><b>Shape, Space &amp; Measures:</b> <b>Children use every day language to talk about money.</b></p> <ul style="list-style-type: none"> <li>Beginning to use everyday language related to money.</li> </ul> <p><b>1<sup>st</sup> week: Pounds and Pence</b> <b>2<sup>nd</sup> week: Dirhams and Fils.</b></p>

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Spring</b>	<p><b>Numbers:</b> (Using numbers 1-20) <b>Children count reliably with numbers from 1-20</b></p> <ul style="list-style-type: none"> <li>Recognises numerals 1 to 20.</li> <li>Counts out up to 20 objects from a larger group.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Selects the correct numeral to represent 1 to 20 objects.</li> <li>Counts objects to 20.</li> <li>Counts an irregular arrangement of up to 20 objects.</li> </ul>	<p><b>Shape, Space &amp; Measures:</b> <b>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</b></p> <ul style="list-style-type: none"> <li>Orders two to three items by length or weight.</li> <li>Orders two items by weight or capacity.</li> </ul>	<p><b>Numbers:</b> (Securing numbers 1-20) <b>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b></p> <ul style="list-style-type: none"> <li>Uses the language 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number up to 20.</li> <li>Finds one more or one less from a group of up to 20 objects.</li> <li>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</li> </ul>	<p><b>Shape, Space &amp; Measures:</b> <b>Children use everyday language to talk about time.</b></p> <ul style="list-style-type: none"> <li>Uses everyday language related to time</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul>	<p><b>Shape, Space &amp; Measures:</b> <b>Children use everyday language to talk about position and distance.</b></p> <ul style="list-style-type: none"> <li>Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</li> </ul> <p><b>Other language: between, beside, above, under, below, on, in, in front.</b></p>	<u>Consolidation</u>					

## FS2 Math Term by Term Objectives

	Week 1	Week 2, 3 & 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Summer</b>	<p><b>Numbers:</b> (Using numbers 1-30) <b><u>Children count reliably with numbers from 1-30.</u></b></p> <ul style="list-style-type: none"> <li>Recognises numerals 1 to 30.</li> <li>Counts out up to 30 objects from a larger group.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Selects the correct numeral to represent 1 to 30 objects.</li> <li>Counts objects to 30.</li> <li>Counts an irregular arrangement of up to 30 objects.</li> <li>Finds one more or one less from a group of up to 30 objects.</li> </ul>	<p><b>Numbers:</b> (Securing numbers 1-30) <b><u>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</u></b></p> <ul style="list-style-type: none"> <li>Estimates how many objects they can see and checks by counting.</li> <li>Records, using marks that they can interpret and explain.</li> </ul>	<p><b>Shape, Space &amp; Measures:</b> <b><u>Children use everyday language to talk about time.</u></b></p> <ul style="list-style-type: none"> <li>Uses everyday language related to time</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul>	<p><b>Shape, Space &amp; Measures:</b> <b><u>Children use everyday language to compare quantities and objects, to describe position. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</u></b></p> <ul style="list-style-type: none"> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Can describe the distance of objects.</li> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Can order objects by weight, height and capacity.</li> <li>Use familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>	<p><b>Numbers:</b> <b><u>Solve problems including doubling, halving &amp; sharing.</u></b></p> <ul style="list-style-type: none"> <li>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</li> <li>In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</li> </ul>			