

Holy Trinity Maths

Mathematics

Intent - Mathematics involves developing good number sense to solve problems in practical situations and everyday life. Practising visualisation to support understanding and problem solving. The opportunity to explore and experience shapes, space and measures in everyday context. The aim for each learner is to become a confident mathematician.

	Foundation 1 – Advent Term By the end of the advent term, the children in Foundation 1 will be expected to...	Foundation 2 – Advent Term By the end of the advent term, the children in Foundation 2 will be expected to...
Advent Term	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> To know how to mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). To know how to experiment with their own symbols and marks as well as numerals. To know how to sort objects using one simple criteria. 	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> To know some numerals of personal significance. To know addition facts up to 5 using all combinations. Then 6, 7, 8, 9, 10.
	<p style="text-align: center;">Numerical Pattern</p> <ul style="list-style-type: none"> To know how to recite some number names in sequence (not necessarily understand at this stage). To know to bring one or two objects when an adult requests. To know and show an understanding of simple comparisons like 'more'. 	<p style="text-align: center;">Numerical Pattern</p> <ul style="list-style-type: none"> To know how to count up to three or four objects by saying one number name for each item. To know how to count objects to 10 and begin to count beyond 10. To know how to count out up to six objects from a larger group. To know how to select the correct numeral to represent 1 to 5, then 1 to 10 objects.
	<p style="text-align: center;">Shape, space and measure</p> <ul style="list-style-type: none"> To know how to start to fit shapes into board puzzles or shape sorters. To know how to begin to build using simple blocks. To know how to fill and empty a container. To know how to show some understanding of 'now' and 'next'. To know to see some shapes in pictures and can start to make pictures using shapes. To know how to use small world play to experiment with size, shape, differences and similarities. To know and understand position through words alone – for example, "The bag is under the table," –with no pointing. To know how to talk about the routine of the day and use language like 'before' and 'after'. 	<p style="text-align: center;">Shape, space and measure</p> <ul style="list-style-type: none"> To know how to talk about the routine of the day and use language like before, after. To know how to use comparative language like taller, shorter, the same. To know how to start to identify shapes in the environment. To know how to start to find appropriate shapes for certain tasks. To know how to start to make more meaningful pictures, patterns and arrangements with shapes.

	Foundation 1 – Lent Term By the end of the lent term, the children in Foundation 1 will be expected to...	Foundation 2 – Lent Term By the end of the lent term, the children in Foundation 2 will be expected to...
Lent Term	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • To know and show understanding of conservation. • To know how to subitise showing a fast recognition of up to 3 objects, without having to count them individually ('subitising'). • To know how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • To know how to solve real world mathematical problems with numbers up to 5. • To know, talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • To know how to begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • To know how to approach addition and find the total number of items in two groups by counting all of them and starting to use 'counting on'. • To know and begin to use the vocabulary involved in adding and subtracting including counting on and back. • To know the composition of numbers to 10. • To know number bonds for numbers 0–10 by automatic recall. • To be able to show some understanding of doubling and halving in familiar contexts. • To know how to subitise to 4.
	<p style="text-align: center;">Numerical Pattern</p> <ul style="list-style-type: none"> • To know how to recite some number names in sequence (not necessarily understand at this stage). • To know to bring one or two objects when an adult requests. • To know and show an understanding of simple comparisons like 'more'. 	<p style="text-align: center;">Numerical Pattern</p> <ul style="list-style-type: none"> • To know numerals and be able to represent them for 1 to 5, then 1 to 10 objects. Then 1-20 • To know how to begin to use 'teens' to count beyond 10. • To know how to count an irregular arrangement of up to ten objects. • To know how to find one more or one less from a group of up to five objects, then ten objects. • To know how to estimate how many objects and check by counting all of them. • To know how to use the language of 'more' and 'fewer' to compare two sets of objects. • To know all manipulations of the numbers 5, 6, 7 etc. • To know how to count objects, actions and sounds. • To know to link the number symbol (numeral) with its cardinal number value. • To know how to count beyond ten. • To know how to compare numbers. • To know 'one more than/one less than' and the relationship between consecutive numbers. • Continue, copy and create repeating patterns.

	<p>Shape, space and measure</p> <ul style="list-style-type: none"> To know how to ask questions about the routine and what is happening next. To know how to use small world play to experiment with size, shape, differences and similarities. To know how to talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. To know and understand position through words alone – for example, "The bag is under the table," –with no pointing. To know and describe a familiar route. To know and discuss routes and locations, using words like 'in front of' and 'behind'. To know and make comparisons between objects relating to size, length, weight and capacity. To know and select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. To know how to combine shapes to make new ones - an arch, a bigger triangle etc 	<p>Shape, space and measure</p> <ul style="list-style-type: none"> To know how to experiment with length, height, capacity and use my findings to order and group items. To know how to identify money and to be able to start to use money in my play. To know how to recall routines and start to relate them to the time on the clock To know how to ask questions about their observations of differences and similarities. To know how to recall names for 2D and 3D shapes and to be able to use some of the terms to describe their properties. To know how to order and sort according to simple properties To know similarities, differences, patterns and changes. To know how to use the language of direction when programming toys.
	<p>Foundation 1 – Pentecost Term</p> <p>By the end of the Pentecost term, the children in Foundation 1 will be expected to...</p>	<p>Foundation 2 – Pentecost Term</p> <p>By the end of the Pentecost term, the children in Foundation 2 will be expected to...</p>
Pentecost Term	<p>Number</p> <ul style="list-style-type: none"> To know when two small groups have the same number of objects. To know how to identify numerals in the environment. To know how to extend and create ABAB patterns –stick, leaf, stick, leaf. To know how to notice and correct an error in a repeating pattern. 	<p>Number</p> <p>ELG: Number</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> To know numbers to 10 and have a deep understanding, including the composition of each number; To know how to Subitise (recognise quantities without counting) up to 5; To know number bonds up to 5 by automatic recall (without reference to rhymes, counting or other aids), including subtraction facts and some number bonds to 10, including double facts.

	<p>Numerical Pattern</p> <ul style="list-style-type: none"> • To know how to recite some number names in sequence (not necessarily understand at this stage). • To know to bring one or two objects when an adult requests. • To know and show an understanding of simple comparisons like 'more'. 	<p>Numerical Pattern</p> <p>ELG: Numerical Patterns</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • To know how to verbally count beyond 20, recognising the pattern of the counting system; • To know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
	<p>Shape, space and measure</p> <ul style="list-style-type: none"> • To know how to talk about the routine of the day and use language like 'before' and 'after'. • To know how to use comparative language like 'taller', 'shorter', 'the same'. • To know how to start to identify shapes in the environment. • To know how to start to find appropriate shapes for certain tasks. • To know how to ask questions about my observations of differences and similarities. • To know how to start to make more meaningful pictures, patterns and arrangements with shapes. 	<p>Shape, space and measure</p> <ul style="list-style-type: none"> • To know how to compare length, weight and capacity. • To know how to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • To know how to select, rotate and manipulate shapes in order to develop spatial reasoning skills.