

# Autumn 1 - Maths - Match, Sort, and Compare.

Text
A Pair of Socks - Stuart J. Murphy
Seaweed Soup - Stuart J. Murphy
The Button Box - Margarett S. Reid
Beep Beep, Vroom Vroom! - Stuart J. Murphy



Prior learning: Children will be familiar with the concept of matching from playing a variety of games. Tidy-up time will have provided opportunity to match objects with each other and to the correct area.	
Objectives	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• match pictures and objects.</li> <li>• identify sets.</li> <li>• sort objects to type.</li> <li>• explore sorting techniques.</li> <li>• create their own sorting rules.</li> <li>• compare amounts.</li> </ul>
Key Questions	<ul style="list-style-type: none"> <li>• How do the objects match?</li> <li>• Why do they match?</li> <li>• How do you know this is a set?</li> <li>• How could you sort the objects?</li> <li>• What is your rule for sorting the objects?</li> <li>• Can you guess my rule?</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Sort, group, match, object, more, fewer, same, rule.</li> </ul>

‘As children of God, we are loved, we are called, and we are inspired.’



# Autumn 1 - Maths - Talk About and Measure Patterns

Text
Where's My Teddy? - Jez Alborough
It's the Bear! - Jez Alborough
The Blue Balloon - Mick Inkpen
Dear Zoo - Rod Campbell
My First Book of Patterns - Bobby and June George
We're Going on a Bear Hunt - Michael Rosen



Prior learning: Children will be familiar with verbal and visual patterns in stories. They will have compared their height with friends and described differences in size.	
Objectives	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• compare the size of different objects.</li> <li>• compare the mass of different objects.</li> <li>• compare the capacity of containers.</li> <li>• explore, copy, and continue simple patterns.</li> <li>• create their own simple patterns.</li> </ul>
Key Questions	<ul style="list-style-type: none"> <li>• Which is taller/longer/shorter?</li> <li>• Which object is heavier? How do you know?</li> <li>• Are large objects always heavier than small objects?</li> <li>• Does this container hold more or less? How can you find out?</li> <li>• What are you going to use to make your pattern?</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Smaller, bigger, taller, longer shorter.</li> <li>• Heavier, lighter, more, less, most, least.</li> <li>• Pattern,</li> </ul>

'As children of God, we are loved, we are called, and we are inspired.'



# Autumn 1 - Maths - It's Me 1, 2, 3.

Text
Anno's Counting Book - Mitsumasa Anno
How to Count to One - Caspar Salmon
Goldilocks and the Three Bears
The Gingerbread Man
A Squash and a Squeeze - Julia Donaldson
The Three Billy Goats Gruff



Prior learning: Children will be familiar with counting to 3 in rhymes and songs. Although unfamiliar with the concept of subitising, they will already do so when seeing single objects and pairs e.g. socks.	
Objectives	<p>Children will learn to:</p> <ul style="list-style-type: none"><li>• explore and create representations of 1, 2, and 3.</li><li>• match verbal number names to numerals and quantities.</li><li>• recognise that the final number they say is the quantity in that set.</li><li>• subitise 1, 2, and 3.</li><li>• find one more and one less within 3.</li><li>• explore the composition of 1, 2, and 3.</li></ul>
Key Questions	<ul style="list-style-type: none"><li>• How many can you see?</li><li>• What is 1 more than ?</li><li>• What is the number after ?</li><li>• How many now?</li><li>• Can you make the same number in a different way?</li></ul>
Vocabulary	<ul style="list-style-type: none"><li>• Represent, subitise, more, less, altogether, same.</li></ul>

‘As children of God, we are loved, we are called, and we are inspired.’



# Autumn 2 - Maths - Circles and Triangles

Text
Triangle by Mac Barnett and Jon Klassen
Shapes, Shapes, Shapes by Tana Hoban
We're Going on a Bear Hunt by Michael Rosen
Rosie's Walk by Pat Hutchins
Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi



Prior learning: Children will be familiar with circles and triangles in the maths provision and the environment e.g. plates. They will be aware of 'almost' shapes e.g. cookies and pizza. Children will recognise at least some properties when looking at a shape.	
Objectives	<p>Children will learn to/that:</p> <ul style="list-style-type: none"> <li>notice circles and triangles all around them and describe their properties.</li> <li>triangles are flat shapes with three straight sides and three corners, and that circles are flat shapes which are perfectly round.</li> <li>non-examples or 'almost' circles and 'almost' triangles.</li> <li>notice shapes in the environment.</li> <li>describe how items are positioned in relation to other items.</li> </ul>
Key Questions	<ul style="list-style-type: none"> <li>What do you notice about your shape?</li> <li>How do you know they are the same/different?</li> <li>How have you sorted the shapes? Is there another way?</li> <li>Where can you see small shapes?</li> <li>How are you going to move around the ?</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Pointy, sharp, sides, straight, corners, round.</li> <li>Flat, 2D, same, different, almost.</li> <li>'In', 'on', 'under', 'over', 'beside', 'between', 'in front of', 'around', 'through' and 'behind'.</li> </ul>

'As children of God, we are loved, we are called, and we are inspired.'



## Autumn 2 - Maths - 1, 2, 3, 4, 5.

Text
Witches Four by Marc Brown
Five Little Fiends by Sarah Dyer
Pete the Cat and his Four Groovy Buttons by Eric Litwin
Kipper's Birthday by Mick Inkpen
The Very Hungry Caterpillar by Eric Carle
Anno's Counting Book by Mitsumasa Anno



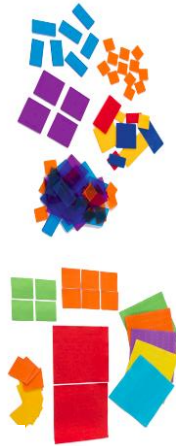
Prior learning: Children will be familiar with counting to 5 in rhymes and songs. They will have practiced subitising sets of 1 - 3 objects. They will understand the concept of 1 more/1 less within 3.	
Objectives	<p>Children will learn to/that:</p> <ul style="list-style-type: none"><li>• find different representations of 4 and 5.</li><li>• instantly recognising the number of objects or items in a group without needing to count them (subitising).</li><li>• create their own representations of 4 and 5.</li><li>• find 1 more and 1 less.</li><li>• explore the composition of numbers 1 to 5</li></ul>
Key Questions	<ul style="list-style-type: none"><li>• How many different ways can you find 4/5?</li><li>• How many are there in each group?</li><li>• How many ways can you make 4/5?</li><li>• What parts can you see?</li><li>• What is the whole?</li></ul>
Vocabulary	<ul style="list-style-type: none"><li>• One, two, three, four, five.</li><li>• Subitise, more, less, altogether.</li><li>• Part, whole.</li></ul>

'As children of God, we are loved, we are called, and we are inspired.'



## Autumn 2 - Maths - Shapes With Four Sides.

Text
Bear in a Square by Stella Blackstone
Square by Mac Barnett and Jon Klassen
Shapes, Shapes, Shapes by Tana Hoban
Night Monkey, Day Monkey by Julia Donaldson
The Fox in the Dark by Alison Green



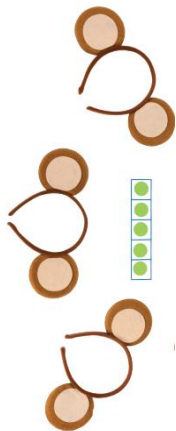
Prior learning: Children will be familiar with four sided shapes in the maths provision and the environment e.g. paving stones. They will be aware of 'almost' shapes. Children will already recognise at least some properties when looking at a shape.	
Objectives	<p>Children will learn to/that:</p> <ul style="list-style-type: none"><li>notice squares and rectangles all around them and begin to describe their properties.</li><li>investigate how shapes can be combined to make new shapes.</li><li>to identify squares and rectangles in the environment.</li><li>distinguish and talk about the difference between the key events in their daily routine.</li></ul>
Key Questions	<ul style="list-style-type: none"><li>What do you notice about your shape?</li><li>Which shapes are the same as yours? Which are different?</li><li>Which shape could these two/three shapes make?</li><li>How many different shapes can we make by folding the paper?</li><li>What are we going to do now/next/later/this afternoon?</li></ul>
Vocabulary	<ul style="list-style-type: none"><li>Square, rectangle.</li><li>Sides, corners, equal.</li><li>Flat, 2D.</li><li>'first', 'then', 'after', 'before', 'day', 'night', 'morning', 'afternoon', 'today' and 'tomorrow'</li></ul>

'As children of God, we are loved, we are called, and we are inspired.'



# Spring 1 - Maths - Alive in 5.

Text
Zero is the Leaves on the Tree by Betsy Franco
None the Number by Oliver Jeffers
None the Number by Oliver Jeffers
I Spy Numbers by Jean Marzollo
The Ugly Five by Julia Donaldson



Prior learning: Children will be familiar with counting to 5 in rhymes and songs. They understand the concept of subitising, and are used to looking for smaller amounts within numbers.	
Objectives	<p>Children will learn to/that:</p> <ul style="list-style-type: none"> <li>recognise zero as 'nothing there', 'none' or 'all gone'.</li> <li>find an amount to five, including zero.</li> <li>instantly recognise the number of objects in a group without needing to count them.</li> <li>represent numbers in many ways and in different practical contexts.</li> <li>Find 1 more/less.</li> <li>explore the composition of numbers from zero to five.</li> </ul>
Key Questions	<ul style="list-style-type: none"> <li>How can you make this amount into zero?</li> <li>How many different ways can you find _____?</li> <li>How many are there in each group?</li> <li>How many did you count? How do you know?</li> <li>What is 1 more than _____?</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Represent, subitise, more, less, altogether, same.</li> <li>Zero, one, two, three, four, five.</li> <li>Subitise.</li> </ul>

'As children of God, we are loved, we are called, and we are inspired.'



# Spring 1 - Maths - Mass and Capacity.

Text
Who Sank the Boat? by Pamela Allen
Balancing Act by Ellen Stoll Walsh
A Beach for Albert by Eleanor May



Prior learning: Children will be familiar with making a variety of comparisons - the size of different objects, the mass of different objects, and the capacity of containers.	
Objectives	<p>Children will learn to/that:</p> <ul style="list-style-type: none"><li>• make more precise comparisons using different units.</li><li>• become more familiar with using balance scales and distinguish between the different quantities on either side.</li><li>• recognise that the scales are balanced when the objects on each side have the same mass.</li><li>• build on their understanding of 'full' and 'empty' to further investigate different capacities and how they relate to each other.</li><li>• explore capacity and make comparisons.</li></ul>
Key Questions	<ul style="list-style-type: none"><li>• Which object is heavier? How do you know?</li><li>• What does it mean when the scale is balanced?</li><li>• How can you measure the capacity of the containers?</li><li>• Does this container hold more or less? How can you find out?</li></ul>
Vocabulary	<ul style="list-style-type: none"><li>• Mass, weight, capacity.</li><li>• Scales, balance, the same.</li><li>• Heavier, lighter, more, less, most, least.</li><li>• Greatest, smallest.</li></ul>

'As children of God, we are loved, we are called, and we are inspired.'



# Spring 1 - Maths - Growing 6, 7, 8.

Text
Handa's Surprise by Eileen Browne
Sidney the Silly Who Only Eats 6 by M.W. Penn
1, 2, 3 to the Zoo by Eric Carle
Simon Sock by Sue Hendra and Paul Linnet
Double Dave by Sue Hendra



Prior learning: Children will be familiar with counting beyond 5 in rhymes and songs. They understand the concept of subitising, and are used to looking for smaller amounts within numbers.	
Objectives	<p>Children will learn to/that:</p> <ul style="list-style-type: none"><li>• find an amount to eight, including zero.</li><li>• instantly recognise the number of objects in a group without needing to count them.</li><li>• Find 1 more/less.</li><li>• explore the composition of numbers from zero to eight.</li><li>• Make pairs.</li><li>• Recognise odd and even numbers.</li><li>• doubling means 'twice as many', or adding the same number to itself.</li></ul>
Key Questions	<ul style="list-style-type: none"><li>• How can you make this amount into zero?</li><li>• How many different ways can you find _____?</li><li>• Is this an odd number or an even number?</li><li>• Is this a double or not a double? How do you know?</li><li>• What is 1 more than _____?</li></ul>
Vocabulary	<ul style="list-style-type: none"><li>• Represent, subitise, more, less, altogether, same.</li><li>• Zero, one, two, three, four, five, six, seven, eight.</li><li>• Subitise.</li><li>• Odd, even, pair, double.</li></ul>

'As children of God, we are loved, we are called, and we are inspired.'

