

Continuous Provision Overview: Maths Area

Learning Intentions Y1/Y2/KS1 National Curriculum		Vocabulary	Learning Behaviours
<p>Number</p> <ul style="list-style-type: none"> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 100 in numerals <i>and words</i>; count in multiples of 2, 5, 10 and 3s. - <i>Recognise the place value of each digit in a two-digit number (tens, ones).</i> - Identify and represent numbers using objects and pictorial representations including the number line, and use of the language of: equal to, more than, less than (fewer), most, least. - Solve problems that involve addition and subtraction <i>including with two-digit numbers</i> using addition, subtraction and equals signs. - Solve problems involving multiplication and division and <i>write them using addition, subtraction and equals signs.</i> - <i>Apply their increasing knowledge of mental/written methods.</i> - Recognise, find and name a half and quarter of an object, shape or quantity <i>and write fractions 1/3, 1/4, 2/4, 3/4 of a length, shape, set or quantity.</i> <hr/> <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> - Compare, describe and solve practical problems for lengths/heights, mass/weight, capacity/volume and time; <i>measure, estimate and begin to record using appropriate standard units.</i> - Begin to measure the above, <i>using appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</i> - <i>Use the signs >, < and = to compare and order measurements.</i> - Tell the time to the hour, half past the hour <i>and to five minutes.</i> - Recognise and name common 2D and 3D shapes. - <i>Compare and sort common 2D and 3D shapes and everyday objects.</i> - <i>Order and arrange combinations of mathematical objects in patterns and sequences.</i> 	<p>English</p> <ul style="list-style-type: none"> - Ask relevant questions to extend their understanding and knowledge. - Articulate and justify answers, arguments and opinions. - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - Form digits 0-9. <hr/> <p>Science</p> <ul style="list-style-type: none"> - Ask simple questions and recognise that they can be answered in different ways. - Observe closely, using simple equipment. - Perform simple tests. - Gather and record data to help in answering questions. 	<p>Number, count on/up/to/from/down, before, after, forwards, backwards, one more, one less, equal to, more, less, many, few, fewer, least, fewest, smallest, greater, less, most, odd, even.</p> <p>Ones, tens, hundreds, value, digit, partition, part, whole, order, compare, pattern.</p> <p>Calculate, number sentence, put together, add, altogether, total, take away, subtract, share, multiply, group, array, left over, double, halve, distance between, difference between, equal, same, less than, greater than.</p> <p>Fraction, half, quarter, whole, part.</p> <p>Full, half full, empty, weigh, weighs, balances, heavy (er/est) light (er/est).</p> <p>Quick (ly/er/est), fast (er/est), slow (ly/er/est), earlier, later, hour, minute, second, o'clock', half past, clockface, watch, hands.</p> <p>Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, shape, flat, curved, straight, round, hollow, solid, corner (point/pointed), face, side, edge.</p>	<p>Dispositions & Attitudes</p> <ul style="list-style-type: none"> - Making decisions about the resources needed and how to proceed. - Investigating and exploring concepts through manipulatives. - Engaging with new contexts and ideas, responding to challenges and solving problems. - Making links between areas of learning. - Collaborating with peers, sharing resources and engaging in purposeful conversations. - Planning and communicating their mathematical ideas, through the use of resources, verbally and in written and pictorial form. - Being resourceful and independent. <p><i>*Learning objectives introduced in Year 2.</i></p>