

FS2 Curriculum

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Maths Morning routine (adult supported)</p>	<ul style="list-style-type: none"> Know the school day is split into morning and afternoon. Know there are days in a week Count the group of boys and girls in class and understand the last number counted is the total for the group Know that when someone is absent the total number for the group is fewer Say how many children are absent Count the number of each dinner type and understand the last number counted is the total for the group Count out the correct number of dinner bands for each type 	<ul style="list-style-type: none"> Use and understand vocabulary related to time; first, next, then, finally, after, before Use coloured squares as representations of boys and girls to count totals Compare the number of boys and girls by saying which has more and fewer 	<ul style="list-style-type: none"> * Know there are weeks in a month * Know a new year starts after Christmas * Say the name of the day today, yesterday and tomorrow * Begin to use fingers to represent bonds to count out dinner bands eg. We need 4 bands so I can count 3 and 1 more 	<ul style="list-style-type: none"> * Say how many days are in a month by looking at a calendar * Match the number of each dinner to a numeral by counting along a number line. * Say how many more when comparing boys and girls * Say which dinner is the least and most popular by comparing groups of dinner bands 	<ul style="list-style-type: none"> * Use number sentences to show attendance for boys and girls * Use a number line to compare numbers of different dinner type saying which is most and least popular * Use fingers to represent bonds to count out dinner bands 	<ul style="list-style-type: none"> * Use a calendar to say which date is today, yesterday and tomorrow * Say how many more AND fewer when comparing boys and girls * Use a variety of ways of showing fingers to represent bonds to count out dinner bands
<p>MATHS Number</p>	<ul style="list-style-type: none"> Match, sort, compare objects Count on and back to 3 Make representations of 1,2,3 Subitise to 3 Make groups of 1,2,3 Count out up to 3 objects and match the final number to a numeral When counting, know that the final number they say is the quantity of the set Use their own mark making skills to represent 1,2,3 Compare 1,2,3 saying which has more and fewer Know bonds to 3 i.e. 1+2, 3+0 etc Know that zero (number name and 0) represents nothing and that it is less than 1 Know that things are bought with money and it has a value Know 1st in an order of things 	<ul style="list-style-type: none"> Count on and back to 4 then 5 orally Subitise sets of objects to 4 then 5 Make their own collections of 4 then 5; counting out 4 then 5 objects Match the number names to the numerals for 4 and 5 Say which sets are more or less than when comparing sets Use their own mark making to make sets of 4 then 5 Know bonds to 4 then 5 Subitise up to 4 items Represent up to 4 then 5 items on a 5 frame and understand when the frame is full they are on 5 Know 1 more or 1 less than a number to 4 then 5 Know how to add two groups together 	<ul style="list-style-type: none"> Count on and back to 6 then 7 orally Make their own collections of 6 then 7; counting out 6 then 7 objects Match the number names to the numerals for 6 and 7 Say which sets are more or less than when comparing sets Use their own mark making to make sets of 6 then 7 Know bonds to 6 then 7 Know how to make a pair Know that a pair is 2 Know that sometimes there is an odd one left when pairing Know how to combine two groups to find a total Know the concept of 2 parts (PPW) Know 1st, 2nd, 3rd in an order of things 	<ul style="list-style-type: none"> Count on and back to 8 then 9 orally Make their own collections of 8 then 9; counting out 8 then 9 objects Match the number names to the numerals for 8 and 9 Say which sets are more or less than when comparing sets Use their own mark making to make sets of 8 then 9 Know bonds to 8 then 9 Know that doubling means twice as many Know doubles of 1,2,3,4,5 Begin to add two groups by counting on, starting from the largest group. 	<ul style="list-style-type: none"> Count on and back to 10 orally Make their own collections of 10; counting out 10 Match the number name to the numeral for 10 Say which sets are more or less than when comparing sets Use their own mark making to make sets of 10 Know bonds to 10 Know when a 10 frame is full Know how to answer questions like how many more do we need for the ten frame to be full? Know how to halve objects and numbers. Know that even numbers can be shared equally and odd ones cannot. 	<ul style="list-style-type: none"> Count orally beyond 10 Begin to count out above 10 objects Know that numbers 1- 9 repeat after 10 Know some numerals beyond 10 Know some doubles and non-doubles Know how to share items fairly Know that sometimes there are things left over Know that some things can be shared equally into 2 groups and some can't Know how to make two groups equal by adding or subtracting.
<p>Maths Shape, Space and Measures</p>	<ul style="list-style-type: none"> Know the features of circles, semi-circles and triangles (2D/3D) Recognise circles and triangles in every day shapes Knowing the 2D shape within a 3D shape Know the features of spheres, cylinders, pyramids and triangular prisms 	<ul style="list-style-type: none"> Know the features of shapes with 4 sides (squares and rectangles) Recognise squares and rectangles in every day shapes Combine shapes (rectangles, triangles & squares) Know the features of cubes and cuboids 	<ul style="list-style-type: none"> Know the features of a pentagon Recognise shapes in pictures and the environment Talk about heavy, heaviest, light, lighter Compare the mass of 2 objects using a balance Use a variety of containers to fill pots/pans/ladles and count how many jugs to 	<ul style="list-style-type: none"> Know the features of hexagons and octagons Make and continue more repeated patterns of 3 like ABB, AAB Use 3 or 4 events to sequence the order of the day 	<ul style="list-style-type: none"> Make and continue more complex patterns like AABB, ABBBB Make abstract pictures and patterns using a range of materials Solve problems in play eg. I need one more cube to fill the gap 	<ul style="list-style-type: none"> Describe repeating patterns, identifying the unit of repeat Spot errors in repeating patterns Talk about longer/shorter, taller/shorter, wider/narrower when comparing 2 or more items

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	<ul style="list-style-type: none">• Talk about night and day using key vocab• Talk about and show how full, half full, nearly full, nearly empty• Describe something as deep or shallow• Talk about space in terms of under, above, next to, behind, at the side, on top of, inbetween	<ul style="list-style-type: none">• Make and continue a simple repeated pattern (AB) (size, colour, shape)• Talk about longer/shorter, taller/shorter, wider/narrower• Use 'than' when comparing 2 items• Use cubes to measure height• Use a metre stick to say whether something is the same as, taller or shorter	fill etc.			<ul style="list-style-type: none">• Talk about shape, mass and height in block play, giving some reasons for choices.
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