Maths Makes Sense

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Medium-term plan

OXFORD

Maths Makes Sense Foundation
Medium-term Planning
End-of-week Objectives by Block

Strand	**Block 1 end-of week objectives** (1 block covers 5 weeks of teaching)
Counting	• Count objects up to 3 • Say how many objects (0–3) when asked to 'count how many' • Recognise the numerals 0, 1, 2, 3 and say the number • Match the number of objects (0–3) to the correct numeral • Count to ten forwards and backwards • Count and match arrangements of up to six items, e.g. dots on dominoes • Count beyond ten in everyday contexts, e.g. footsteps and pennies • Count more than three objects, e.g. pennies
Writing	• Write the numerals 0, 1, 2, and 3 in the air • Write numerals (0, 1, and 3) in a variety of contexts
Position	• Use positional language, such as over, under, through, behind, e.g. *Goldilocks is inside the three bears' cottage* • Use positional language, e.g. up, down, over, under, straight
Sorting and Data	• Sort objects into groups of the same type, e.g. beads or pictures of frogs • Sort and match objects according to size • Use positional language, such as over, under, through, behind, e.g. *Goldilocks is inside the three bears' cottage*
Measure	• Use vocabulary related to size, e.g. *little, medium, big, huge*

Strand	**Block 2 end-of week objectives** (1 block covers 5 weeks of teaching)
Counting	• Use the counting action and count the cups out loud when asked to*, Look at the Maths Table and count* • Say, *[number] cups* when asked, *How much is there here?* • Use the counting action and count (1–10) pennies out loud when asked to, *Look at the Maths Table and count* • Say, *[number] pennies* when asked, *How much is there here?* • Count 1–10 forwards and backwards
Number	• Count objects (1–8) and match to the correct numeral
Calculating	• Act the Real Story with cups for addition Maths Stories with 1-digit whole numbers by following verbal instructions, i.e. *Get ready to get some more* • Act out a basic Real-Life Story with pennies for addition Maths Stories with 1-digit whole numbers following verbal instructions • Use vocabulary relating to addition, e.g. *Get ready to get some more* • Act the Real Story using cups for written 1-digit whole number addition Maths Stories, including zero • Look at an addition Maths Story with 1-digit whole numbers and read what it says, e.g. *2 + 4 + 3 = 9* • Look at an addition Maths Story with 1-digit whole numbers and read what it means, e.g. *two cups, add four cups, add three cups, equals nine cups* • Say *one more than* and *one less than* a given number (0–10)
Shape	• Match shapes by recognising similarities, e.g. same number of sides • Begin to use mathematical names for 2D shapes

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Strand	**Block 3 end-of week objectives** (1 block covers 5 weeks of teaching)
Counting	• Use the counting action and count out loud when asked to, *Look at the Maths Table and count* • Say, for example, *[number] children* when asked *How much is there here?* • Count from zero in ones up to 99
Number	• Sequence numbers from 0 to 10
Writing	• Write familiar numbers 0, 1, and 3 • Write new numbers 4, 6, and 8
Calculating	• Act the Real Story, using cups, as the teacher writes addition Maths Stories with 1-digit whole numbers • Look at the Maths Story and read what it says for addition Maths Stories with 1-digit whole numbers • Look at the Maths Story and read what it means for addition Maths Stories with 1-digit whole numbers • Act the Real Story with cups for addition and subtraction Maths Stories with 1-digit whole numbers • Use the words and actions for: add, take away and equals • Say one more than or one less than for 1-digit whole numbers
Shape	• Recognise and name 2D shapes: rectangle, square, triangle, circle, oval • Sort and match 2D shapes (rectangle, square, triangle, circle, oval) by counting the number of straight sides • Make and continue a pattern with, for example, repeated colours, shapes or sizes

Strand	**Block 4 end-of week objectives** (1 block covers 5 weeks of teaching)
Number	• Sequence numbers 0–10 • Order objects or pictures and say: *first, second, third, etc, up to tenth* • Match pairs of numbers (0–20) to a variety of objects
Writing	• Write new numbers 2, 5, 7, and 9 • Copy addition and subtraction Maths Stories with 1-digit whole numbers
Calculating	• Act the Real Story for addition and subtraction Maths Stories with 1-digit whole numbers • Share up to 15 objects equally
Position	• Use scales to weigh objects and ingredients • Use the vocabulary *heavy, light, heavier, lighter, heaviest and lightest* • Use the vocabulary of height, e.g. tall, short, and weight, e.g. *heavy, light*
Measure	• Compare heights using vocabulary of *short* and *tall* • Order height as *shorter than* and *taller than*, *shortest*, *tallest* • Use the vocabulary *heavy*, *light*, *heavier*, *lighter*, *heaviest* and *lightest*

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Strand	**Block 5 end-of week objectives** (1 block covers 5 weeks of teaching)
Counting	• Recognise and say a *half* when asked, *How much is there here?* and when shown the symbol '$\frac{1}{2}$' • Say a half cup when shown a half cup and asked *How much is there here?*
Number	• Count and match pennies to objects costing up to 10p • Say a *half* when shown the symbol $\frac{1}{2}$ or words 'a half' or 'one half' and asked *What does this say?*
Writing	• Write the symbol $\frac{1}{2}$ accurately • Copy addition and subtraction Maths Stories with 1-digit whole numbers and half
Calculating	• Act a Real Story for an addition and subtraction Maths Story with 1-digit whole numbers and halves, using whole and half cups • Show that two half cups make a whole cup by pretending to glue them together • Say what is 'one more than' for numbers or objects up to 20 • Act out addition and subtraction Real-Life Stories for 1-digit whole numbers, e.g. two parcels, add three parcels, take away one parcel, equals four parcels
Shape	• Identify and name 2D shapes • Sort 2D shapes by type, i.e. tessellating and non-tessellating
Position	• Use positional language, e.g. left, right, up, down, over
Measure	• Weigh parcels and say which is heavier/lighter or heaviest/lightest

Strand	**Block 6 end-of week objectives** (1 block covers 5 weeks of teaching)
Counting	• Say *a quarter cup* when shown a quarter cup and asked, *How much is there here?* • Count up to 20 and beyond (up to 99)
Number	• Say a quarter when shown the symbol or word and asked, *What does this say?*
Writing	• Copy $\frac{1}{4}$ accurately and continue to write $\frac{1}{2}$ accurately
Calculating	• Act the Real Story using quarter, half and whole cups for addition and subtraction Maths Stories with 1-digit whole numbers and fractions • Say which number is one more than or one less than another, up to 20
Shape	• Identify and name 2D shapes and numbers, including fractions, in everyday contexts, e.g. a circle-shaped clock and the school's telephone number
Position	• Use positional language to describe walks and journeys
Sorting and Data	• Collect information to make a block graph • Find and talk about the information on a block graph
Measure	• Say *o'clock* for time on the hour • Measure one or five minutes using sand timers • Count the number of actions done within a time limit, e.g. counting jumps or numbers with a sand timer • Talk about time using the vocabulary of *minutes, hours, o'clock, early* and *late* • Talk about speed using the vocabulary of fast and slow