

## Maths Medium Term Plan

Class: Robin (R)

Term: Autumn 2017



### Numbers

Age	Typical behaviour
<b>Birth to 11 months</b>	<ul style="list-style-type: none"><li>• Notices changes in number of objects/images or sounds in group of up to 3.</li></ul>
<b>8 to 20 months</b>	<ul style="list-style-type: none"><li>• Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</li><li>• Has some understanding that things exist, even when out of sight.</li></ul>
<b>16 to 26 months</b>	<ul style="list-style-type: none"><li>• Knows that things exist, even when out of sight.</li><li>• Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</li><li>• Says some counting words randomly.</li></ul>
<b>22 to 36 months</b>	<ul style="list-style-type: none"><li>• Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li><li>• Recites some number names in sequence.</li><li>• Creates and experiments with symbols and marks representing ideas of number.</li><li>• Begins to make comparisons between quantities.</li><li>• Uses some language of quantities, such as 'more' and 'a lot'.</li><li>• Knows that a group of things changes in quantity when something is added or taken away.</li></ul>
<b>30 to 50 months</b>	<ul style="list-style-type: none"><li>• Uses some number names and number language spontaneously.</li><li>• Uses some number names accurately in play.</li><li>• Recites numbers in order to 10.</li></ul>

For detailed breakdown of objectives and assessment for learning see weekly planning.

40 to 60+ months	<ul style="list-style-type: none"> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>
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