



# ***Maths Makes Sense***



## ***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	<ul style="list-style-type: none"> <li>Count objects up to 3</li> <li>Say how many objects (0–3) when asked to ‘count how many’</li> <li>Recognise the numerals 0, 1, 2, 3 and say the number</li> <li>Match the number of objects (0–3) to the correct numeral</li> <li>Count to ten forwards and backwards</li> <li>Count and match arrangements of up to six items, e.g. dots on dominoes</li> <li>Count beyond ten in everyday contexts, e.g. footsteps and pennies</li> <li>Count more than three objects, e.g. pennies</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Write the numerals 0, 1, 2, and 3 in the air</li> <li>Write numerals (0, 1, and 3) in a variety of contexts</li> </ul>
Position	<ul style="list-style-type: none"> <li>Use positional language, such as over, under, through, behind, e.g. <i>Goldilocks is inside the three bears’ cottage</i></li> <li>Use positional language, e.g. up, down, over, under, straight</li> </ul>
Sorting and Data	<ul style="list-style-type: none"> <li>Sort objects into groups of the same type, e.g. beads or pictures of frogs</li> <li>Sort and match objects according to size</li> <li>Use positional language, such as over, under, through, behind, e.g. <i>Goldilocks is inside the three bears’ cottage</i></li> </ul>
Measure	<ul style="list-style-type: none"> <li>Use vocabulary related to size, e.g. <i>little, medium, big, huge</i></li> </ul>

Strand	Block 2 end-of week objectives (1 block covers 5 weeks of teaching)
Counting	<ul style="list-style-type: none"> <li>Use the counting action and count the cups out loud when asked to, <i>Look at the Maths Table and count</i></li> <li>Say, <i>[number] cups</i> when asked, <i>How much is there here?</i></li> <li>Use the counting action and count (1–10) pennies out loud when asked to, <i>Look at the Maths Table and count</i></li> <li>Say, <i>[number] pennies</i> when asked, <i>How much is there here?</i></li> <li>Count 1–10 forwards and backwards</li> </ul>
Number	<ul style="list-style-type: none"> <li>Count objects (1–8) and match to the correct numeral</li> </ul>
Calculating	<ul style="list-style-type: none"> <li>Act the Real Story with cups for addition Maths Stories with 1-digit whole numbers by following verbal instructions, i.e. <i>Get ready to get some more</i></li> <li>Act out a basic Real-Life Story with pennies for addition Maths Stories with 1-digit whole numbers following verbal instructions</li> <li>Use vocabulary relating to addition, e.g. <i>Get ready to get some more</i></li> <li>Act the Real Story using cups for written 1-digit whole number addition Maths Stories, including zero</li> <li>Look at an addition Maths Story with 1-digit whole numbers and read what it says, e.g. <math>2 + 4 + 3 = 9</math></li> <li>Look at an addition Maths Story with 1-digit whole numbers and read what it means, e.g. <i>two cups, add four cups, add three cups, equals nine cups</i></li> <li>Say <i>one more than</i> and <i>one less than</i> a given number (0–10)</li> </ul>
Shape	<ul style="list-style-type: none"> <li>Match shapes by recognising similarities, e.g. same number of sides</li> <li>Begin to use mathematical names for 2D shapes</li> </ul>

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### End-of-week Objectives by Block

Strand	Block 3 end-of week objectives (1 block covers 5 weeks of teaching)
Counting	<ul style="list-style-type: none"> <li>Use the counting action and count out loud when asked to, <i>Look at the Maths Table and count</i></li> <li>Say, for example, <i>[number] children</i> when asked <i>How much is there here?</i></li> <li>Count from zero in ones up to 99</li> </ul>
Number	<ul style="list-style-type: none"> <li>Sequence numbers from 0 to 10</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Write familiar numbers 0, 1, and 3</li> <li>Write new numbers 4, 6, and 8</li> </ul>
Calculating	<ul style="list-style-type: none"> <li>Act the Real Story, using cups, as the teacher writes addition Maths Stories with 1-digit whole numbers</li> <li>Look at the Maths Story and read what it says for addition Maths Stories with 1-digit whole numbers</li> <li>Look at the Maths Story and read what it means for addition Maths Stories with 1-digit whole numbers</li> <li>Act the Real Story with cups for addition and subtraction Maths Stories with 1-digit whole numbers</li> <li>Use the words and actions for: add, take away and equals</li> <li>Say one more than or one less than for 1-digit whole numbers</li> </ul>
Shape	<ul style="list-style-type: none"> <li>Recognise and name 2D shapes: rectangle, square, triangle, circle, oval</li> <li>Sort and match 2D shapes (rectangle, square, triangle, circle, oval) by counting the number of straight sides</li> <li>Make and continue a pattern with, for example, repeated colours, shapes or sizes</li> </ul>

Strand	Block 4 end-of week objectives (1 block covers 5 weeks of teaching)
Number	<ul style="list-style-type: none"> <li>Sequence numbers 0–10</li> <li>Order objects or pictures and say: <i>first, second, third, etc, up to tenth</i></li> <li>Match pairs of numbers (0–20) to a variety of objects</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Write new numbers 2, 5, 7, and 9</li> <li>Copy addition and subtraction Maths Stories with 1-digit whole numbers</li> </ul>
Calculating	<ul style="list-style-type: none"> <li>Act the Real Story for addition and subtraction Maths Stories with 1-digit whole numbers</li> <li>Share up to 15 objects equally</li> </ul>
Position	<ul style="list-style-type: none"> <li>Use scales to weigh objects and ingredients</li> <li>Use the vocabulary <i>heavy, light, heavier, lighter, heaviest and lightest</i></li> <li>Use the vocabulary of height, e.g. tall, short, and weight, e.g. <i>heavy, light</i></li> </ul>
Measure	<ul style="list-style-type: none"> <li>Compare heights using vocabulary of <i>short</i> and <i>tall</i></li> <li>Order height as <i>shorter than</i> and <i>taller than, shortest, tallest</i></li> <li>Use the vocabulary <i>heavy, light, heavier, lighter, heaviest and lightest</i></li> </ul>

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### End-of-week Objectives by Block

Strand	Block 5 end-of week objectives (1 block covers 5 weeks of teaching)
Counting	<ul style="list-style-type: none"> <li>Recognise and say a <i>half</i> when asked, <i>How much is there here?</i> and when shown the symbol <math>\frac{1}{2}</math></li> <li>Say a half cup when shown a half cup and asked <i>How much is there here?</i></li> </ul>
Number	<ul style="list-style-type: none"> <li>Count and match pennies to objects costing up to 10p</li> <li>Say a <i>half</i> when shown the symbol <math>\frac{1}{2}</math> or words 'a half' or 'one half' and asked <i>What does this say?</i></li> </ul>
Writing	<ul style="list-style-type: none"> <li>Write the symbol <math>\frac{1}{2}</math> accurately</li> <li>Copy addition and subtraction Maths Stories with 1-digit whole numbers and half</li> </ul>
Calculating	<ul style="list-style-type: none"> <li>Act a Real Story for an addition and subtraction Maths Story with 1-digit whole numbers and halves, using whole and half cups</li> <li>Show that two half cups make a whole cup by pretending to glue them together</li> <li>Say what is 'one more than' for numbers or objects up to 20</li> <li>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</li> </ul>
Shape	<ul style="list-style-type: none"> <li>Identify and name 2D shapes</li> <li>Sort 2D shapes by type, i.e. tessellating and non-tessellating</li> </ul>
Position	<ul style="list-style-type: none"> <li>Use positional language, e.g. left, right, up, down, over</li> </ul>
Measure	<ul style="list-style-type: none"> <li>Weigh parcels and say which is heavier/lighter or heaviest/lightest</li> </ul>

Strand	Block 6 end-of week objectives (1 block covers 5 weeks of teaching)
Counting	<ul style="list-style-type: none"> <li>Say a <i>quarter cup</i> when shown a quarter cup and asked, <i>How much is there here?</i></li> <li>Count up to 20 and beyond (up to 99)</li> </ul>
Number	<ul style="list-style-type: none"> <li>Say a quarter when shown the symbol or word and asked, <i>What does this say?</i></li> </ul>
Writing	<ul style="list-style-type: none"> <li>Copy <math>\frac{1}{4}</math> accurately and continue to write <math>\frac{1}{2}</math> accurately</li> </ul>
Calculating	<ul style="list-style-type: none"> <li>Act the Real Story using quarter, half and whole cups for addition and subtraction Maths Stories with 1-digit whole numbers and fractions</li> <li>Say which number is one more than or one less than another, up to 20</li> </ul>
Shape	<ul style="list-style-type: none"> <li>Identify and name 2D shapes and numbers, including fractions, in everyday contexts, e.g. a circle-shaped clock and the school's telephone number</li> </ul>
Position	<ul style="list-style-type: none"> <li>Use positional language to describe walks and journeys</li> </ul>
Sorting and Data	<ul style="list-style-type: none"> <li>Collect information to make a block graph</li> <li>Find and talk about the information on a block graph</li> </ul>
Measure	<ul style="list-style-type: none"> <li>Say <i>o'clock</i> for time on the hour</li> <li>Measure one or five minutes using sand timers</li> <li>Count the number of actions done within a time limit, e.g. counting jumps or numbers with a sand timer</li> <li>Talk about time using the vocabulary of <i>minutes</i>, <i>hours</i>, <i>o'clock</i>, <i>early</i> and <i>late</i></li> <li>Talk about speed using the vocabulary of fast and slow</li> </ul>