



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"> 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	<ul style="list-style-type: none"> Write the numerals 0, 1, 2, and 3 in the air Write numerals (0, 1, and 3) in a variety of contexts
Position	<ul style="list-style-type: none"> Use positional language, such as over, under, through, behind, e.g. <i>Goldilocks is inside the three bears’ cottage</i> Use positional language, e.g. up, down, over, under, straight
Sorting and Data	<ul style="list-style-type: none"> 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. <i>Goldilocks is inside the three bears’ cottage</i>
Measure	<ul style="list-style-type: none"> Use vocabulary related to size, e.g. <i>little, medium, big, huge</i>

Strand	Block 2 end-of week objectives (1 block covers 5 weeks of teaching)
Counting	<ul style="list-style-type: none"> Use the counting action and count the cups out loud when asked to, <i>Look at the Maths Table and count</i> Say, <i>[number] cups</i> when asked, <i>How much is there here?</i> Use the counting action and count (1–10) pennies out loud when asked to, <i>Look at the Maths Table and count</i> Say, <i>[number] pennies</i> when asked, <i>How much is there here?</i> Count 1–10 forwards and backwards
Number	<ul style="list-style-type: none"> Count objects (1–8) and match to the correct numeral
Calculating	<ul style="list-style-type: none"> 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> 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. <i>Get ready to get some more</i> 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. <i>two cups, add four cups, add three cups, equals nine cups</i> Say <i>one more than</i> and <i>one less than</i> a given number (0–10)
Shape	<ul style="list-style-type: none"> Match shapes by recognising similarities, e.g. same number of sides Begin to use mathematical names for 2D shapes

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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"> Use the counting action and count out loud when asked to, <i>Look at the Maths Table and count</i> Say, for example, <i>[number] children</i> when asked <i>How much is there here?</i> Count from zero in ones up to 99
Number	<ul style="list-style-type: none"> Sequence numbers from 0 to 10
Writing	<ul style="list-style-type: none"> Write familiar numbers 0, 1, and 3 Write new numbers 4, 6, and 8
Calculating	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Sequence numbers 0–10 Order objects or pictures and say: <i>first, second, third, etc, up to tenth</i> Match pairs of numbers (0–20) to a variety of objects
Writing	<ul style="list-style-type: none"> Write new numbers 2, 5, 7, and 9 Copy addition and subtraction Maths Stories with 1-digit whole numbers
Calculating	<ul style="list-style-type: none"> Act the Real Story for addition and subtraction Maths Stories with 1-digit whole numbers Share up to 15 objects equally
Position	<ul style="list-style-type: none"> Use scales to weigh objects and ingredients Use the vocabulary <i>heavy, light, heavier, lighter, heaviest and lightest</i> Use the vocabulary of height, e.g. tall, short, and weight, e.g. <i>heavy, light</i>
Measure	<ul style="list-style-type: none"> Compare heights using vocabulary of <i>short</i> and <i>tall</i> Order height as <i>shorter than</i> and <i>taller than, shortest, tallest</i> Use the vocabulary <i>heavy, light, heavier, lighter, heaviest and lightest</i>

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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"> Recognise and say a <i>half</i> when asked, <i>How much is there here?</i> and when shown the symbol $\frac{1}{2}$ Say a half cup when shown a half cup and asked <i>How much is there here?</i>
Number	<ul style="list-style-type: none"> Count and match pennies to objects costing up to 10p Say a <i>half</i> when shown the symbol $\frac{1}{2}$ or words 'a half' or 'one half' and asked <i>What does this say?</i>
Writing	<ul style="list-style-type: none"> Write the symbol $\frac{1}{2}$ accurately Copy addition and subtraction Maths Stories with 1-digit whole numbers and half
Calculating	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify and name 2D shapes Sort 2D shapes by type, i.e. tessellating and non-tessellating
Position	<ul style="list-style-type: none"> Use positional language, e.g. left, right, up, down, over
Measure	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Say a <i>quarter cup</i> when shown a quarter cup and asked, <i>How much is there here?</i> Count up to 20 and beyond (up to 99)
Number	<ul style="list-style-type: none"> Say a quarter when shown the symbol or word and asked, <i>What does this say?</i>
Writing	<ul style="list-style-type: none"> Copy $\frac{1}{4}$ accurately and continue to write $\frac{1}{2}$ accurately
Calculating	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use positional language to describe walks and journeys
Sorting and Data	<ul style="list-style-type: none"> Collect information to make a block graph Find and talk about the information on a block graph
Measure	<ul style="list-style-type: none"> Say <i>o'clock</i> 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 <i>minutes</i>, <i>hours</i>, <i>o'clock</i>, <i>early</i> and <i>late</i> Talk about speed using the vocabulary of fast and slow