

Bournville Infants School Mathematics overview

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>All About me - Assessment</b>						
Aut 1	Counts up to three or four objects by saying one number name for each item.	Counts out up to six objects from a larger group.	Says the number that is one more than a given number. <i>Place numbers in order</i>	Orders two or three items by height.	Beginning to use mathematical names for 'flat' 2-D shapes, and mathematical terms to describe shapes. Selects a particular named shape.	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Finds the total number of items in two groups by counting all of them.
<b>All About me (Little Livello Module 1)</b>						
Books	<b>Meet the Parents by Peter Bently</b>		<b>The Snatchabook by Helen Docherty</b>		<b>A Squash and a Squeeze by Julia Donaldson</b>	
Aut 2	Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. <i>Children count reliably with numbers from one to 20,</i>	Measures short periods of time in simple ways. Orders two items by weight <i>Children use everyday language to talk about weight and time compare quantities and objects and to solve problems</i>	Says the number that is one more than a given number. Finds one more than a group of up to five objects, then ten objects. <i>They solve problems (groups of)</i>	Uses familiar objects and common shapes to create and recreate patterns <i>They recognise, create and describe patterns.</i> Can describe their relative position such as 'behind' or 'next to'. <i>Children use everyday language to talk about position</i>	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects <i>Children count reliably with numbers from one to 20</i>	Counts an irregular arrangement of up to ten objects. <i>Children count reliably with numbers from one to 20</i>  <i>Place numbers in order</i>
<b>Under the Sea (Little Livello Module 2)</b>						
Books	<b>Tiddler by Julia Donaldson</b>		<b>The Snail and the Whale by Julia Donaldson</b>		<b>The Snorgh and the Sailor by Will Buckingham</b>	
Spr 1	Counts objects to 10, and beginning to count beyond 10. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects.  <i>Children count reliably with numbers from one to 20,</i> <i>Say which number is one more or one less than a given number.</i>	Uses the language of 'more' and 'fewer' to compare two sets of objects. <i>(Link to Place numbers in order)</i>	Estimates how many objects they can see and checks by counting them. <i>Children count reliably with numbers from one to 20,</i> Orders two items by length <i>Children use everyday language to talk about size</i>	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects Finds the total number of items in two groups by counting all of them. <i>(Link to Using quantities and objects, they add two single-digit numbers)</i>	Orders two items by capacity <i>Children use everyday language to talk about capacity compare quantities and objects and to solve problems</i>  Beginning to use mathematical names for 'flat' 2-D shapes, and mathematical terms to describe shapes. Selects a particular named shape. <i>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <i>(Link to Using quantities and objects, they add and subtract two single-digit numbers)</i>  <i>Finds one less from a group of up to five objects, then ten objects.</i> <i>Say which number is one more or one less than a given number.</i>
<b>Adventures (Little Livello Module 4)</b>						
Books	<b>The Way Back Home by Oliver Jeffers</b>		<b>Up and Down by Oliver Jeffers</b>		<b>How to Catch a Star by Oliver Jeffers</b>	
Spr 2	Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in <b>adding</b> and subtracting. <i>Using quantities and objects, they add and subtract two single-digit numbers</i> <b>(LLM4 week 2)</b>	In practical activities and discussion, beginning to use the vocabulary involved in <b>subtracting</b> . <i>Using quantities and objects, they subtract two single-digit numbers</i> <b>(Adapt LLM4 week 2)</b>	<b>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</b> <i>Selects a particular named shape. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>  <b>(Not in LLM4 – use rockets and planets)</b>	<i>(Link to 1 more and 1 less)</i> <i>Children count reliably with numbers from one to 20</i>  <i>Place numbers in order</i>	Can describe their relative position such as 'behind' or 'next to'. <i>Children use everyday language to talk about position compare objects and to solve problems</i>  <i>Finds one less from a group of up to five objects, then ten objects.</i> <i>Say which number is one more or one less than a given number.</i>	Orders and sequences familiar events. Orders two items by weight  <i>Children use everyday language to talk about weight and time compare quantities and objects and to solve problems</i>

Traditional Tales						
Books	Jack and the Beanstalk		Gingerbread Man	3 Little Pigs		Goldilocks
Sum 1	Orders two or three items by height. <i>Children use everyday language to talk about size, to compare objects and to solve problems</i>	Beginning to use everyday language related to money. <i>Children use everyday language to talk about money to compare quantities to solve problems</i>	<i>They solve problems, including doubling and repeated groups</i>	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <i>Using quantities and objects, they add and subtract two single-digit numbers</i>	<i>They solve problems, including sharing</i>	<i>They solve problems, including halving</i>
In the Garden – Minibeasts – (suggested objectives – adjust using assessment)						
	The Bad tempered Ladybird		The Very Hungry Caterpillar		The Very Busy Spider	
Sum 2	<i>They solve problems, including doubling and repeated groups</i>	Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. Selects a particular named shape. <i>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i> Measures short periods of time in simple ways. <i>Children use everyday language to talk about time to compare and to solve problems</i>	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <i>Using quantities and objects, they add and subtract two single-digit numbers</i>	Orders two items by weight or capacity <i>Children use everyday language to talk about weight or capacity compare quantities and objects and to solve problems</i>	(Link to 1 more and 1 less) <i>Children count reliably with numbers from one to 20</i>  <i>Place numbers in order</i>	<i>They solve problems, including sharing</i>