



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents, and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

Maths Long Term Overview: 2 Year Olds

Term		Number of Weeks depends on the ability of the children
Autumn	<p style="text-align: center;">16-26 months</p> <ul style="list-style-type: none"> • Knows that things exist, even when out of sight. • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. <ul style="list-style-type: none"> • Says some counting words randomly 	<p style="text-align: center;">SSM</p> <ul style="list-style-type: none"> ▪ Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. <ul style="list-style-type: none"> ▪ Uses blocks to create their own simple structures and arrangements. <ul style="list-style-type: none"> ▪ Enjoys filling and emptying containers. <ul style="list-style-type: none"> ▪ Associates a sequence of actions with daily routines. ▪ Beginning to understand that things might happen 'now'.
Spring	<p style="text-align: center;">22–36 months</p> <ul style="list-style-type: none"> •Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. <ul style="list-style-type: none"> •Recites some number names in sequence. •Creates and experiments with symbols and marks representing ideas of number. <ul style="list-style-type: none"> •Begins to make comparisons between quantities. •Uses some language of quantities, such as 'more' and 'a lot'. •Knows that a group of things changes in quantity when something is added or taken away. 	<p style="text-align: center;">SSM</p> <ul style="list-style-type: none"> •Notices simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. <ul style="list-style-type: none"> Begins to use the language of size. •Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. •Anticipates specific time-based events such as mealtimes or home time.
Summer	<p style="text-align: center;">22–36 months</p> <ul style="list-style-type: none"> •Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. <ul style="list-style-type: none"> •Recites some number names in sequence. •Creates and experiments with symbols and marks representing ideas of number. <ul style="list-style-type: none"> •Begins to make comparisons between quantities. •Uses some language of quantities, such as 'more' and 'a lot'. •Knows that a group of things changes in quantity when something is added or taken away. 	<p style="text-align: center;">SSM</p> <ul style="list-style-type: none"> •Notices simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. <ul style="list-style-type: none"> Begins to use the language of size. •Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. •Anticipates specific time-based events such as mealtimes or home time.



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Maths Long Term Overview: 2-Year-old Provision: Adult modelling is key to language development

Term	Number of Weeks depends on the ability of the children
Autumn	<ul style="list-style-type: none"> ▪ Cardinality and Counting : Children to recite numbers in order using a range of number songs ▪ Comparisons: Collections to sort—obvious differences in objects. ▪ Measure (Recognising attributes) Water / Sand Play—filling containers. ▪ Shape and Space (Spatial awareness and viewpoints / Spatial relationships / similarities between shapes) ▪ Riding bike and trikes.
Spring	<ul style="list-style-type: none"> ▪ Cardinality and Counting : Children to recite numbers in order using a range of number songs Stable order principle - Rote counting ▪ Shape and Space (Spatial awareness and viewpoints / Spatial relationships / similarities between shapes) Riding bike and trikes, constructing, jigsaws, posting boxes. ▪ Cardinality and Counting : Children to recite numbers Stable order principle - Rote counting ▪ Cardinality and Counting: Children to begin to count objects 'Give me two, three' etc One to One counting principle—count by tagging each item as it is counted and assigning a name to each item. Lift and move ▪ Measure (Recognising attributes) Play dough—length of snakes, weight of lumps. ▪ Shape and Space (Spatial awareness and viewpoints / Spatial relationships / similarities between shapes) ▪ Making pictures and patterns with shapes.
Summer	<ul style="list-style-type: none"> ▪ Cardinality and Counting: Children to recite numbers in order using a range of number songs Stable order principle - Rote counting ▪ Shape and Space (Spatial awareness and viewpoints / Spatial relationships / similarities between shapes) Riding bike and trikes, constructing, jigsaws, posting boxes. ▪ Cardinality and Counting: Children to recite numbers ▪ Cardinality and Counting: Children to begin to count objects 'Give me two, three' etc One to One counting principle—count by tagging each item as it is counted and assigning a name to each item. Lift and move ▪ Measure (Recognising attributes) Discussing long, heavy. More. Adults to model vocabulary. (No comparisons need to be made at this point.) ▪ Shape and Space (Spatial awareness and viewpoints / Spatial relationships / similarities between shapes) Printing and making pictures and patterns with shapes.