Foundation Maths Yearly Overview Snapshot

<table>
<tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th></tr>
<tr><td></td><td colspan="9"><u>BIG IDEA:</u>

Trust the Count (Subitising / Part-Part-Whole)</td></tr>
<tr><td rowspan="2">Term 1</td><td colspan="3"><u>Sequencing</u>

- carrying out a specified sequence of actions
- playing a simple rule-based game
- recognising, copying and describing different repeating patterns</td><td colspan="3"><u>Counting</u>

- collect a quantity of objects or reading a numeral and selecting the associated quantity of items from a collection
- recognising the order in the sequence of numbers to 20
- ‘One more’ and ‘one less’ of sequenced numbers to 20
- understanding and using terms to indicate ordinal position eg. first, second etc.
- recognising, writing and reading numerals written on familiar objects</td><td colspan="3"><u>Sequencing</u>

- carrying out a specified sequence of actions
- playing a simple rule-based game
- recognising, copying and describing different repeating patterns</td><td rowspan="4">Consolidation</td></tr>
<tr><td colspan="3"><u>Time</u>

- starting 2 events at the same time to decide which takes longer
- ordering images of daily events on a string line across the room, and justifying the placement
- distinguishing between the days of the school week and weekends
- sequencing the events from a story</td><td colspan="3"><u>Place Value</u>

- recognising numbers represented in physical or virtual ten-frames, and describing their reasoning
- partitioning collections of up to 10 objects in different ways and saying the part-part-whole relationship</td><td colspan="3"><u>Location</u>

- describing the position of an item in relation to other items in the space eg. inside, on top, underneath
- describing where they have moved themselves and items in relation to other items within a space</td></tr>
<tr><td>Term 2</td><td colspan="3"><u>Subitising</u>

- recognising how many objects are in a collection or in images on a card with a quick look and saying the associated number without counting
- playing instructive card games that rely on the recognition of numbers represented in different ways</td><td colspan="3"><u>Shape</u>

- sorting a collection of shapes into groups based on different features
- creating a picture using a variety of shapes</td><td colspan="3"><u>Place Value</u>

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<tr><td>Term 3</td><td colspan="3"><u>Addition and Subtraction</u>

- using role-play and materials to represent mathematical relationships in stories
- role-playing or actively engaging in situations that involve quantifying or comparing collections of items or simple money transactions</td><td colspan="3"><u>Measurement: Length, Capacity, Mass</u>

- directly comparing pairs of objects to say which is longer/shorter
- using language to describe the measurement attributes of length eg. tall, wide etc.
- using language to describe the measurement attributes of capacity eg. full, empty etc
- Comparing two containers and describe which holds more or less
- directly comparing pairs of everyday objects to say which is heavier/lighter</td><td colspan="3"><u>Data</u>

- using data displays to answer simple questions
- collecting and deciding how to organise data to answer yes/no questions
- creating classroom charts and rosters
- collecting data through everyday activities or events and sorting the collected data</td></tr>
<tr><td rowspan="2">Term 4</td><td colspan="3" rowspan="2"><u>Multiplication and Division</u>

- using materials to role-play equal sharing
- representing situations that involve counting several items; for example, starting with 9 beads or 6 $1 coins and then sharing them equally</td><td colspan="3" rowspan="2"><u>Measurement: Length, Capacity, Mass</u>

- directly comparing pairs of objects to say which is longer/shorter
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- Comparing two containers and describe which holds more or less
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