EDUCATION
We see **genius** in every child

Inspiring excellence, empowering global minds

Course Outline

Maths FS1

Overview

Math comes under the specific area of the Early Years Foundation Stage. The Math Syllabus at GEMS Wesgreen International Primary School aims to support students to develop to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.

Learning Outcomes

The aims of all subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of the Math Syllabus are to encourage and enable students to:

- Select a small number of objects from a group when asked, for example 'please give me one'
- Recite some number names in sequence
- Notice simple shapes and patterns in pictures
- Build on a basic understanding of time: putting familiar events in sequence; measuring time
- Beginning to categorise objects according to their properties
- Use some number names and number language spontaneously
- Use some number names accurately in play
- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Shows awareness of similarities of shapes in the environment
- Separates a group of three or four objects in different ways
- Shows an interest in representing numbers
- Uses shapes appropriately during tasks
- Beginning to use mathematical names for shapes

Ongoing Objectives

There are objectives that are covered and built upon throughout the year.

• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

• Recite numbers past 5.

• Say one number for each item in order: 1,2,3,4,5.

• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

• Show 'finger numbers' up to 5.

• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

• Experiment with their own symbols and marks as well as numerals.

• Solve real world mathematical problems with numbers up to 5.

• Compare quantities using language: 'more than', 'fewer than'.

• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

• Understand position through words alone – for example, "The bag is under the table," – with no pointing.

• Describe a familiar route.

• Discuss routes and locations, using words like 'in front of' and 'behind'.

• Make comparisons between objects relating to size, length, weight and capacity.

• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

• Combine shapes to make new ones – an arch, a bigger triangle etc.

• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

• Extend and create ABAB patterns – stick, leaf, stick, leaf.

• Notice and correct an error in a repeating pattern.

• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Assessment

Formative: Throughout the year, staff will observe children on a daily basis during child-initiated play and adult led interactions. The observations will help inform next steps and planning.