

BRITISH ISLAMIC ACADEMY
Early Years Foundation Stage Scheme of Work



الأكاديمية الإسلامية البريطانية
 BRITISH ISLAMIC
 ACADEMY

Specific Area of Learning: Mathematics
 Numbers

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>To recite number names in order to 10.</p>	<p>Counting activities to include: Counting forward and back from 1-10 Counting using fingers (to support the concept of the number representing an amount) Number rhymes, songs and stories e.g. Five Little Speckled Frogs 1,2,3,4,5, Once I Caught a Fish... Counting using the children e.g. <i>How many children are here today?</i> Encourage all children to join in, focus on correct pronunciation of words, <i>fourteen, fifteen.</i></p>	<p>M N (22-36, 30-50, 40-60+, ELG)</p>	<p>CD of number songs</p>	<p>CL LA CL U CL S PSED MR PSED SCSA</p>	<p>Can the children count to 10? Can they count back from 10 to 1?</p>
	<p>To recognise numerals 1-5, then 1-10.</p>	<p>Use the Ten Town stories and numbers to familiarise the children with the numerals 0-10. Encourage children to listen to and remember the rhyme associated with the formation of the number. Provide a range of different styles of numbers so that the children do not become too reliant on only the Ten</p>				

	<p>To know that numbers represent how many objects are in a set.</p>	<p>Town characters. Recap the numbers daily. Play the Hide and Slide game, slowly revealing the numbers for the children to name. Go on a number walk around the school, looking for numbers in the environment. Encourage the children to record what they have found by photographing the numbers or recording them on paper.</p> <p>Provide number labels for the children to use e.g. putting a number label by a set of frogs on a lily pad, or putting a number label on each bike and a corresponding number on each parking space. When counting support children's understanding of the final number said being the total amount. Relate it to the number label. Encourage children to make their own number signs and labels when counting things around the classroom.</p>		<p>Number labels Number cards</p>	<p>CL LA CL U CL S PSED MR PD MH L W</p>	<p>Do the children know that numbers represent how many objects are in a set?</p>
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	<p>To compare two groups of objects and say which have more or fewer.</p>	<p>Practical activities to support children's understanding of 'more and fewer'. Bury eight red bricks and four blue bricks in sand. Children guess which colour there are most of. They dig up the bricks and count to check.</p> <p>A small group of children make balls out of play dough. Who has the most and the fewest? Count to check. Select the correct number cards to match the amounts.</p> <p>Arrange dinosaurs of two colours on the logs. Are there more yellow dinosaurs or more green dinosaurs? Count to check. Model the sentences <i>There are more green dinosaurs. There are fewer yellow dinosaurs.</i></p>		<p>Objects to count Play dough Number cards</p>	<p>CL LA CL U CL S PSED MR PD MH</p>	<p>Can the children compare two groups and say which has more or fewer?</p>
	<p>To count objects, actions and pictures.</p>	<p>Ensure the children have opportunities to count a variety of things including those that cannot be moved or seen. Encourage estimation before counting. Use pictures and props to support counting activities. Provide collections of interesting things for children to sort, order, count and label in their play. Daily counting activities to include: Counting fingers</p>		<p>Objects to count Play dough Number cards</p>	<p>CL LA CL U CL S PSED MR PD MH</p>	<p>Can the children accurately count things which cannot be moved or seen?</p>

	<p>To add 1 more to a number up to 10.</p>	<p>Counting children Counting objects Counting sets of objects on the IWB Counting sounds e.g. claps, dropping marbles into a tin Counting actions e.g. waves, jumps</p> <p>Provide a variety of activities to support children's understanding of the concept of adding 1 more. Use practical objects and fingers to count out an amount, add 1 more and then relate to a number track, showing it's the next number.</p> <p>Use stickers to number the rungs on a ladder 1-12. Throw a dice and help teddy to climb up the ladder to the number thrown. <i>What number will teddy be on if he climbs 1 more rung?</i> Ask the children to suggest answers. Model moving teddy on one more rung and write the number sentence $7+1=8$.</p> <p>Play 'Show Me Fingers' game. Select a numeral card and ask the children to count and show that many fingers. Model the correct amount. Now ask the children how many fingers they would have if they had 1 more. Add 1 more</p>		<p>Objects to count IWB White board</p>	<p>CL LA CL U CL S PSED MR PD MH</p>	<p>Can the children add 1 more to a number up to 10?</p>
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	<p>To add two groups together to find a total.</p>	<p>finger then count and count the total fingers. Model verbally and in a written number sentence <i>4 and 1 more is 5, 4+1=5.</i></p> <p>Provide a variety of activities to support children's understanding of the concept of adding two groups together to find a total. Use practical objects and fingers to count the objects in two sets. Encourage the children to 'carry on' counting when they have counted one set e.g. <i>1,2,3,4..5,6,7 there are 7 altogether.</i></p> <p>Peg four socks on the line. <i>How many?</i> Encourage children to match this number to fingers. Peg up three more socks. <i>How many now?</i> Hold up three more pictures. <i>Four and three make? Seven.</i> Write $3+4=7$ and read it together.</p> <p>Draw two clouds on the board. Stick four birds to one cloud and four to the other. <i>How many are there altogether?</i> Count both sets and write the number sentence.</p>		<p>Objects to count IWB White board</p>	<p>CL LA CL U CL S PSED MR PD MH</p>	<p>Can the children add two groups together and find a total?</p>
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Numbers

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	To recite number names in order to 10 and 20.	Counting activities to include: Counting forward and back from 1-10 Counting using fingers (to support the concept of the number representing an amount) Number rhymes, songs and stories e.g. Five Little Speckled Frogs 1,2,3,4,5, Once I caught a fish... Counting using the children e.g. <i>How many children are here today?</i> Encourage all children to join in, focus on correct pronunciation of number words, <i>fourteen, fifteen.</i>	M N (22-36, 30-50, 40-60+, ELG)	CD of number songs	CL LA CL U CL S PSED MR PSED SCSA	Can the children count to 20? Can they count back from 10 to 1?
	To recognise numerals 1-10, then 1-20.	Use the Ten Town stories and numbers to familiarise the children with the numerals 0-10. Encourage children to listen to and remember the rhyme associated with the formation of the number. Provide a range of different styles of numbers to 20 so that the children do not become too reliant on				Ten Town stories Ten Town number cards Number cards to 5, 10 and 20 Number lines

	<p>To know that numbers represent how many objects are in a set.</p>	<p>only the Ten Town characters. Recap the numbers daily. Play the Hide and Slide game, slowly revealing the numbers for the children to name. Show the children a number line with the numbers all muddled up. Ask the children to help re-order the numbers. Children to talk with a partner about the correct order. Shuffle number cards 1-20 and place in a pile face down. Children take turns to take a card and count back to 0 from that number. Ensure EAL and SEN children are supported to complete these activities.</p> <p>Provide number labels for the children to use e.g. putting a number label by a set of frogs on a lily pad, or putting a number label on each bike and a corresponding number on each parking space. When counting support children's understanding of the final number said being the total amount. Relate it to the number label. Encourage children to make their own number signs and labels when counting things around the classroom.</p>		<p>Number labels Number cards</p>	<p>CL LA CL U CL S PSED MR PD MH L W</p>	<p>Do the children know that numbers represent how many objects are in a set?</p>
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	<p>To compare two groups of objects and say which have more or fewer.</p>	<p>Practical activities to support children's understanding of 'more and fewer'. Use spotty cards to 12. Children select a card, count the number of spots and decide where it would fit on a number line. Repeat with other cards. Encourage the children to explain their reasoning e.g. <i>5 is bigger than 3. 5 is further along on the line because it is a bigger number.</i> Give number cards to pairs of children. Choose two pairs. Both pairs point to their number on the number line. Ask whose number is further along the number line. Each pair builds a tower of bricks to match their number. The tallest tower and the number further along the number line mean that is the largest number.</p>		<p>Objects to count Number cards Spotty cards Unifix cubes</p>	<p>CL LA CL U CL S PSED MR PD MH</p>	<p>Can the children compare two groups and say which has more or fewer? Can they relate this to numbers on a number line?</p>
	<p>To add 1 more to a number up to 10.</p>	<p>Provide a variety of activities to support children's understanding of the concept of adding 1 more. Use practical objects and fingers to count out an amount, add 1 more and then relate to a number track, showing it's the next number.</p>		<p>Objects to count IWB White board Number tiles Chairs Biscuits</p>	<p>CL LA CL U CL S PSED MR PD MH</p>	<p>Can the children add 1 more to a number up to 10?</p>

	<p>To add two groups together to find a total.</p>	<p>Arrange 12 chairs in rows of two to make a bus. Show children the number 7. Choose a conductor. Choose seven children and count them onto the bus. The conductor gives each a ticket. Write '7' on the board. <i>How many if another passenger gets on?</i> Count on from 7. Write '$7+1=8$'. Lay number tiles 1-12 on the floor. Count eight biscuits onto a plate. How many? Find 8 on the number track and place a counter on that number. <i>How many biscuits if we add one more?</i> Place another biscuit on the plate. <i>How many now?</i> Move the counter on one more space. Repeat. Say and write the number sentence.</p> <p>Provide a variety of activities to support children's understanding of the concept of adding two groups together to find a total. Use practical objects and fingers to count the objects in two sets. Encourage the children to 'carry on' counting when they have counted one set e.g. <i>1,2,3,4..5,6,7 there are 7 altogether.</i> Arrange 6 chairs in a line. Choose six children to sit on them. Give three</p>		<p>Objects to count IWB White board Coloured bands Beanie babies Number cards</p>	<p>CL LA CL U CL S PSED MR PD MH</p>	<p>Can the children add two groups together and find a total?</p>
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	<p>To take away from a larger group.</p>	<p>children a green band and three children a red band. <i>How many children?</i> Write '6' on the board. <i>How many green bands?</i> <i>How many red bands?</i> Writ '3+3= 6'. Read with the children. Repeat, replacing one green band with a red one to show 4+2=6. Repeat to show other combinations. Use beanie babies to make a set. Get the children to put the correct number tile next to the set. Repeat with another set. <i>How many altogether?</i> Encourage the children to count all the beanie babies, say the total and find the corresponding number card.</p> <p>Provide a variety of activities to support children's understanding of the concept of subtracting from a larger group. Use practical objects and fingers to 'take away'. Have five children line up at the front of the class. Write the number 5 on the board. Ask two children to sit down. <i>How many children did we start with? How many have sat down? How many children are left?</i> Write the number sentence '5-2=3'.</p>		<p>IWB Chairs Number tiles Unifix Socks Presents Sack</p>	<p>CL LA CL U CL S PSED MR PD MH UW W UW PC</p>	<p>Can the children take away from a larger group and find an answer?</p>
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		<p>Make a tower of six unifix. Count them carefully. Take away three. How many are left. Count to check. Write the number sentence, getting the children to read it back.</p> <p>Put ten socks on a washing line. Children to count the socks carefully. Select a number card to 5 and take that number away. How many are left? Teacher to model the number sentence on the board. Encourage the children to come and help write the number sentences as the activity is repeated.</p> <p>Have ten stars on the IWB (in the sky). Ask the children to count them carefully. <i>We are going to take away five.</i> Drag them away. <i>How many are left?</i> Record the corresponding number sentence.</p> <p>Take presents from Father Christmas' sack as he gives them to children. Encourage the children to count them out carefully, subtract the correct number and say the answer. Record the answer on a white board.</p>				
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BRITISH ISLAMIC ACADEMY
Early Years Foundation Stage Scheme of Work

Specific Area of Learning: Mathematics
Shape, Space and Measure

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	To use positional language e.g. in, on, inside, in front of etc.	Provide opportunities for the children to hear and use positional language. Model its use, taking care to be clear and precise. Be aware of the needs of EAL children. Use a box and toy animals. One child takes an animal. Another child says a position e.g. <i>Above</i> . The first child places it in that position in relation to the box. Continue until all the animals are placed. Then say a place e.g. <i>Under the box</i> . Children say which animal is in this position. Repeat.	M SSM (22-36, 30-50, 40-60+, ELG)	Toy animals Box	CL LA CL U CL S	Can the children understand and use positional language correctly?
	To show an interest in shape by building with shapes and talking about arrangements.	Provide opportunities for the children to build with shapes, blocks and construction kits. Encourage them to talk about what they have built, using words such as round, tall etc. Encourage the children to build with shapes for a purpose e.g. Can they make a bed big enough for the teddy?		Shapes Bricks and blocks Construction kits Logs	PD MH CL LA CL U CL S	Do the children show an interest in shapes? Can they talk about what they have built?

	<p>To begin to use mathematical names for 2D shapes and mathematical terms to describe them.</p>	<p>Show the class a square, rectangle, triangle and circle. Talk about their properties and the differences between them. Provide activities to support the children's understanding e.g. Gradually reveal a shape. Encourage the children to guess what shape it is. How much of the shape do they need to see to be sure? Feely bag game. Ask a child to feel a shape in a bag. Describe it to the class, who guess the shape and point to the matching shape on the board. Repeat. Sorting activities. Ask children to sort shapes according to simple criteria e.g. <i>squares/ not squares, circles/ squares</i> etc. Provide art activities linked to shape e.g. sponge painting, making shape collages.</p>		<p>2D shapes Feely bag IWB Hoops Paint Sponges Gummed paper shapes</p>	<p>PD MH CL LA CL U CL S M N</p>	<p>Can the children name 2D shapes and talk about their properties?</p>
	<p>To order two or three items by length or height.</p>	<p>Encourage the children to talk about things they have found and used at school, using the vocabulary of length and height e.g. on a welly walk look for a long leaf, a short leaf and one in between. Stick on a piece of paper to</p>		<p>Unifix Objects to sort e.g. snakes, paper fish, hats etc Paint</p>		<p>Can the children talk about length and height using the correct vocabulary? Can they order two or</p>

		<p>bring back to class. Provide activities to support the children's learning e.g. Sort a variety of objects into long and short, tall and short. Make displays using the children's ideas e.g. a sea containing long and short fish.</p> <p>Make towers using unifix of different heights. <i>Which is shorter? Which is taller?</i></p> <p>Ask the children to decide which is the tall hat and which is the short hat. Add a third hat. Ask the children to arrange them in order of height by comparing hats until they find the tallest, the shortest and then those in between.</p> <p>Paint pictures of tall and short buildings.</p> <p>Make long and short models using recycled materials.</p>		Recycled materials		three items by length or height?
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	To show an interest in shape by building with shapes and talking about	<p>Provide opportunities for the children to build with shapes, blocks and construction kits. Encourage them to talk about what they have built, using words such as round, tall etc. Encourage the</p>		Shapes Bricks and blocks Construction kits Logs	PD MH CL LA CL U CL S	<p>Do the children show an interest in shapes?</p> <p>Can they talk about what they</p>

	<p>arrangements.</p> <p>To begin to use mathematical names for 2D shapes and mathematical terms to describe them.</p>	<p>children to build with shapes for a purpose e.g. <i>Can you make a house for the Playmobile people? Can you make a garage out of Lego for the car?</i></p> <p>Recap the 2D shapes square, circle, rectangle/oblong and triangle. Encourage children to name them and talk about their properties.</p> <p>Introduce the shape semicircle. Play the feely bag game and get children to describe the shapes for other children to guess.</p> <p>Introduce pentagon, hexagon and octagon. Talk about their properties, getting the children to count the sides. Sort the shapes according to whether they have straight sides or curved.</p> <p>Sorting activity: Hexagon or not a hexagon. Children to count the sides, cut out shapes, and stick them on a poster according to the criteria.</p> <p>IWB shape detective game.</p> <p>Tip Tap shape pictures. Encourage the children to talk about the shapes they have used in their pictures.</p> <p>Shape bingo. Pairs of children have a board with six shapes on. The teacher pulls out shapes from a bag. If the</p>		<p>2D shapes Feely bag IWB Hoops Paint Sponges Gummed paper shapes</p>	<p>PD MH CL LA CL U CL S M N</p>	<p>have built?</p> <p>Can the children name 2D shapes and talk about their properties?</p>
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	<p>To begin to use everyday language related to money.</p>	<p>children have it they cross off that shape. The winning pair shout Bingo!</p> <p>Allow the children to handle real coins of all denominations, enough for one coin per pair. Children look closely at their coin, its shape, colour and size. Talk about the values of the coins. Hold up a coin and get children with matching coins to hold theirs up. Count out 1p coins. Match them to price tags e.g. 4p = four pennies.</p> <p>Class shop: Let the children buy items from the shop with pennies, reading the price label and counting out the correct amount of pennies. Support the children in verbalising what they are doing, <i>That's 4p, so I need four pennies, 1,2,3,4...</i></p> <p>Play Swap Shop game. Encourage the children to swap a number of pennies for the coin of that value, <i>Oliver has a 5p coin, how many 1p coins must Ella give him to match his coin value?</i></p> <p>Role play shopping activities in the Green grocers Shop and the Toy Shop.</p> <p>Coin rubbings.</p>		<p>Coins Role play area Purses Crayons</p>	<p>PD MH CL LA CL U CL S M N</p>	<p>Can the children recognise a range of coins? Can they swap pennies for a coin of a different value?</p>
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	<p>To use everyday language related to time.</p>	<p>Talk about the days of the week and chant them in order. Use the class calendar to highlight the passing of time and get the children to verbalise what has happened e.g. <i>Yesterday was Monday, today it is Tuesday.</i></p> <p>Use a one minute sand timer. Explain that a minute is not very long. Count how many actions the children can do in one minute e.g. jumps, hops, build towers, pass the teddy round the circle etc.</p> <p>Look at a clock and talk about the numbers on the clock. Explain to the children how the hands move as the minutes pass, and show them how to make o'clock times. Let the children explore with the clocks.</p> <p>Use the classroom clock during the day to show the children how time has passed, e.g. 12 o'clock is lunch time.</p> <p>Support the children in using language related to time during circle times and Show and Tell e.g. <i>Last week I went to the zoo.</i></p>		<p>Clocks Sand timer Calendar</p>	<p>PD MH CL LA CL U CL S M N</p>	<p>Can the children use language related to time? Can they begin to tell the time when it is an o'clock time?</p>
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