## The Foundations of St. Joseph's Curriculum

| 2023-2024 | FS 1 | FS2 | FS 1 | FS2 | FS1 | FS2 |
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|  | Autumn |  | Spring |  | Suminer |  |
|  | Number <br> rhymes/songs/games/puzzles numbers we know I am 3! I am 4! <br> finger numbers to 5 <br> recognise numbers to 3 subitise to $3+$ <br> order numbers 3+ <br> Careful Counting forwards/backwards 3 in sequence from zero given amount [total] out an amount [given] <br> 2D Shapes name, find, talk about pictures and combine shapes Position Where is ...? [under/over/in/ beside/next to] Sequence <br> personal experiences familiar events Time <br> morning and afternoon Sort objects by two given criteria Size <br> compare two objects [bigger/smaller] Height compare two people [shorter/taller] <br> Pattern Makers <br> repeating pattern - continue | Number assessment counting numbers beyond 10 comparing numbers subitising <br> Positional language counting strategies subitising cardinal values Numicon <br> Addition and subtraction in everyday context perceptual subitising making collections of small amounts. match numerals to quantities in order help to build towers in order from 1-5 squares see the staircase pattern and recognise that each number is 1 more number rhymes and songs <br> Shape 2D <br> recognise, name, investigate, describe, make, pictures <br> Pattern <br> recognise pattern around us Positional language Copy and complete <br> Size <br> Ordering more than three objects Describing and comparing | Number <br> rhymes/songs/games/puzzles more numbers we know birthday number - next Finger numbers to 10 subitise to $5+$ order numbers $5+$ more/fewer ordinal numbers to 5 <br> Careful Counting backwards from 5 counting in context match numeral to amount What's the total? <br> 3D Shapes name, find, talk about models and combine shapes models and investigate Position Where is ...? [in front/behind above/below] Sequence our Nursery day Time <br> before and after Sort <br> by more than two given criteria Length compare two objects [longer/shorter] Weight compare two objects [heavier/lighter] Pattern Makers repeating pattern - create simple symmetry | $\begin{gathered} \text { Number assessment } \\ \text { counting } \\ \text { numbers beyond } 20 \\ \text { composition of numbers } \\ \text { number bonds of } 5 \text { and } 10 \\ \text { more/fewer amounts } \\ \text { stem sentences } \\ \text { counting on/back } \\ \text { [any number], } \\ \text { tallying - bar graphs } \\ \text { more/less } \\ \text { ordinal numbers } \\ \text { addition } \\ \text { [combe groups, count on] } \\ \text { subtraction } \\ \text { [take away, count back] } \\ \text { doubling } \\ \text { number bonds [0-10], } \\ \text { addition facts } \\ \text { subtraction facts } \\ \text { stem sentences } \\ \text { ordinality and cardinality } \\ \text { Position } \\ \text { left and right } \\ \text { Length } \\ \text { compare and measure } \\ \text { Weight } \\ \text { } \end{gathered}$ | Number <br> rhymes/songs/games/puzzles numbers all around us birthdays subitise to 10 <br> order numbers $10+$ ten frame estimating <br> 1 more / 1 less recording formation <br> Careful Counting backwards from 10 counting in context <br> match numeral to amount <br> STOP and count on simple addition combine groups [rhymes/concrete/simple context] simple subtraction take away [rhymes/concrete/simple context] <br> Shape <br> Sort and investigate Direction Let's go ...! <br> [forwards/backwards/ around/over/under] <br> Sequence <br> Today <br> Time <br> The Clock <br> [face, hands, numbers to 12] <br> Sort <br> by own suggested criteria <br> Let's compare <br> size, weight, length, capacity more than 2 objects <br> [comparatives] <br> Pattern Finders <br> repeating pattern - challenge | Number Assessment Number <br> Counting <br> Money (addition) <br> Stem sentences <br> recall of number bonds (0-10) <br> 100 square <br> odd and even numbers sharing halving <br> Problem solving <br> Predictions Counting <br> Money (change) <br> automatic recall <br> of number bonds (0-10) <br> addition <br> [combine groups, count on]. <br> subtraction <br> [take away, count back] <br> Number problems Shape <br> Compose and decompose <br> shapes <br> Position and Direction <br> give and respond to directions, <br> Length <br> compare and measure <br> Number <br> Time <br> Let's tell the time sequencing events |
| Partnerships and Enhancements |  | mber of the Week | Workshops | Mastery in Maths | Puzzles and Jigsaw sharing |  |

