Reception Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	**SETTLING WEEK**	**BASLINE ASSESSMENTS**	**Number Facts** **Count beyond ten (just to 5 at the moment).** - Recognise, say and identify numerals 1 to 5. - Count forwards to 5 from 1. - Count backwards from 5 to 1. - Count forwards and backwards from a given	**Number Facts** **Count objects, actions and sounds.** - Count, up to 5 objects, by saying one number name for each item. - Know that numbers identify how many objects are in a set and that the last number in the count gives the total.	**Number Facts** **Link the number symbol (numeral) with its cardinal number value.** - Identifying numerals to 5. - Counting sets of objects, e.g. counters on a fives frame, fingers, numicon, compare bears etc. - Matching numeral to quantity activities.	**Numerical Patterns** **Explore and represent patterns within numbers up to 10 (just 5 at the moment).** - Identifying numerals to 5. - Filling in the missing number/s on number patterns to 5. - Continuing number patterns past 5.	**Numerical Patterns** **Continue, copy and create repeating patterns.** - Recognise and describe a 2-step pattern. - Extend a 2-step pattern. - Create a 2-step pattern. - Then move onto looking at 3-step patterns.

Reception Maths Overview

			number, within 5. Say the number that comes after a given number within the number sequence 1-5.	- Realises anything can be counted. - Count actions or objects. - Count out up to 5 objects from a larger group.			
Autumn 2	**Number Facts** **Compare numbers.** - Comparing two groups of objects using the language of more than/fewer than/equal to/same as. - Identifying the odd one	**Number Facts** **Explore the composition of numbers to 10 (just to 5 at the moment).** - Compose numbers up to 5. - Use the part, part whole model with numbers to - Begin to use the vocabulary	**Number Facts** **Understand he 'one more than/one less than' relationship between consecutive numbers.** - Say the number that is one more/one less than a	**Number Facts** **Subitise.** - Estimate how many objects and check by counting them.	**Numerical Patterns** **Select, rotate and manipulate shapes in order to develop spatial reasoning skills.** - Name and describe 2D shapes. - Matching 2D shapes.	**Numerical Patterns** **Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.**	**Numerical Patterns** **Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.** - Finding shapes in

Reception Maths Overview

	out in a group of objects.	involved in adding. - Find the total number of items in two groups.	given number, within 5. - Find one more/one less from a group of up to five objects.		- Exploring shapes and position (tangrams). - Building with 2D shapes.	- Name and describe 2D and 3D shapes. - Looking at images/models where they are shapes within shapes. - Practising making a shape with other shapes.	Christmas images/models.

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Spring 1	**Number Facts** **Count beyond ten.** - Recognise, say and identify	**Number Facts** **Count objects, actions and sounds.** - Count, up to 10 objects, by	**Number Facts** **Link the number symbol (numeral) with its cardinal number value.**	**Number Facts** **Explore the composition of numbers to 10 (just to 5 at the moment).**	**Number Facts** **Explore the composition of numbers to 10.**	**Number Facts** **Explore the composition of numbers to 10.**	**Number Facts** **Understand he 'one more than/one less than' relationship between**

Reception Maths Overview

	numerals 1 to 10. - Count forwards to 10 from 1. - Count backwards from 10 to 1. - Count forwards and backwards from a given number, within 10. Say the number that comes after a given number within the number sequence 1–10.	saying one number name for each item. - Know that numbers identify how many objects are in a set and that the last number in the count gives the total. - Realises anything can be counted. - Count actions or objects. - Count out up to 10 objects from a larger group.	- Identifying numerals to 10. - Counting sets of objects, e.g. counters on a fives frame, fingers, numicon, compare bears etc. - Matching numeral to quantity activities.	- Compose numbers up to 5. - Use the part, part whole model with numbers to - Begin to use the vocabulary involved in adding. - Find the total number of items in two groups.	- Compose numbers up to 10. - Using interlocking cubes to explore the composition of numbers to 10. Using tens frames to explore the composition of numbers to 10.	- Use the part, part whole model with numbers to - Begin to use the vocabulary involved in adding. - Find the total number of items in two groups.	**consecutive numbers.** - Say the number that is one more/one less than a given number, within 10. - Find one more/one less from a group of up to ten objects.
Spring 2	**Numerical Patterns**	**Numerical Patterns**	**Numerical Patterns**	**Numerical Patterns**	**Numerical Patterns**	**Numerical Patterns** **Double facts.**	**Numerical Patterns**

Reception Maths Overview

	Compare length, weight and capacity. (focusing on length). - Size - Shape - Big/small etc. objects	**Compare length, weight and capacity (focusing on weight).** - Size - Shape - Heavy/light etc. objects - Scales	**Compare length, weight and capacity (focusing on capacity).** - Size - Shape - Full/half full/empty etc. objects - Glasses of water	**Explore and represent patterns within numbers up to 10.** - Identifying numerals to 10. - Filling in the missing number/s on number patterns to 10. - Continuing number patterns past 10.	**Odds and evens.** - The story of Osman Odd and Eshal Even. - Sorting odd and even numbers. - Colouring odd and even numbers. - Filling in odd and even numbers. - Pairing odd and even numbers.	- Completing patterns. - Identifying which object will go next, e.g. domino. - What happens to the total of each objects, e.g. domino.	**How quantities can be distributed equally.** - Sharing out objects equally. - Talking about how we know it is fair. - Sharing out objects that result in unequal amounts and explaining why it is unfair.

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Reception Maths Overview

Summer 1	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts
	Count beyond ten. - Count forwards to 20 from 0. - Count backwards from 20 to 0. - Count forwards and backwards from a given number, within 20. - Say the number that comes after a given number within the number sequence 0 – 20.	**Subitise.** - Perceptually subitise up to 10 (ordered arrangement). - Conceptually subitise up to 5 (random arrangement).	**Have a deep understanding of numbers up to 10.** - Represent numbers to 10 using concrete, marks on paper or pictures.	**Explore the composition of numbers to 10.** - Compose numbers up to 10. - Using interlocking cubes to explore the composition of numbers to 10. Using tens frames to explore the composition of numbers to 10.	**Explore the composition of numbers to 10.** - Use the part, part whole model with numbers to - Confidently to use the vocabulary involved in adding. - Find the total number of items in two groups.	**Automatically recall number bonds up to 5 and some number bonds to 10.** - Flash cards.	**Double facts.** - Completing patterns. - Identifying which object will go next, e.g. domino. - What happens to the total of each objects, e.g. domino.

Reception Maths Overview

	- Say the number that comes before a given number within the number sequence 1 – 20. - Count up to 20 objects. - Count up to 20 objects from a larger group.						
Summer 2	**Numerical Patterns** **Compare quantities up to 10 in different contexts, recognising when one quantity is**	**Numerical Patterns** **Verbally count beyond 20, recognising the pattern of the counting system.**	**Numerical Patterns** **Revisit 2D and 3D shapes.** - Exploring shapes and position (tangrams).	**Numerical Patterns** **Revisit odds and evens, double facts and how quantities can be distributed equally.**	**CONSOLIDATION**		

Reception Maths Overview

	greater than, less than or the same as the other quantity. - Saying which quantity is greater. - Saying which quantity is fewest. - Saying whether any of the quantities are the same. - Saying which quantity they would choose and why.	- Counting forwards and backwards. - Rolling a dice and moving that number of steps forward. Can they name what number they have landed on? - Snakes and ladders.	- Building with 2D shapes. - Looking at images/models where they are shapes within shapes. - Practising making a shape with other shapes.	- Identifying odd and even numbers. - Identifying the double of numbers up to 5. - Sharing objects out equally.	