



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). <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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). <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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.



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			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 the '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



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	<p>out in a group of objects.</p>	<p>involved in adding.</p> <ul style="list-style-type: none"> - Find the total number of items in two groups. 	<p>given number, within 5.</p> <ul style="list-style-type: none"> - Find one more/one less from a group of up to five objects. 		<ul style="list-style-type: none"> - Exploring shapes and position (tangrams). - Building with 2D shapes. 	<ul style="list-style-type: none"> - Name and describe 2D and 3D shapes. - Looking at images/models where they are shapes within shapes. - Practising making a shape with other shapes. 	<p>Christmas images/models.</p>
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Spring 1	<p>Number Facts</p> <p>Count beyond ten.</p> <ul style="list-style-type: none"> - Recognise, say and identify 	<p>Number Facts</p> <p>Count objects, actions and sounds.</p> <ul style="list-style-type: none"> - Count, up to 10 objects, by 	<p>Number Facts</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Number Facts</p> <p>Explore the composition of numbers to 10 (just to 5 at the moment).</p>	<p>Number Facts</p> <p>Explore the composition of numbers to 10.</p>	<p>Number Facts</p> <p>Explore the composition of numbers to 10.</p>	<p>Number Facts</p> <p>Understand the 'one more than/one less than' relationship between</p>



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	<p>Compare length, weight and capacity. (focusing on length).</p> <ul style="list-style-type: none"> - Size - Shape - Big/small etc. objects 	<p>Compare length, weight and capacity (focusing on weight).</p> <ul style="list-style-type: none"> - Size - Shape - Heavy/light etc. objects - Scales 	<p>Compare length, weight and capacity (focusing on capacity).</p> <ul style="list-style-type: none"> - Size - Shape - Full/half full/empty etc. objects - Glasses of water 	<p>Explore and represent patterns within numbers up to 10.</p> <ul style="list-style-type: none"> - Identifying numerals to 10. - Filling in the missing number/s on number patterns to 10. - Continuing number patterns past 10. 	<p>Odds and evens.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Completing patterns. - Identifying which object will go next, e.g. domino. - What happens to the total of each objects, e.g. domino. 	<p>How quantities can be distributed equally.</p> <ul style="list-style-type: none"> - 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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Summer 1	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts
	<p>Count beyond ten.</p> <ul style="list-style-type: none"> - 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. 	<p>Subitise.</p> <ul style="list-style-type: none"> - Perceptually subitise up to 10 (ordered arrangement). - Conceptually subitise up to 5 (random arrangement). 	<p>Have a deep understanding of numbers up to 10.</p> <ul style="list-style-type: none"> - Represent numbers to 10 using concrete, marks on paper or pictures. 	<p>Explore the composition of numbers to 10.</p> <ul style="list-style-type: none"> - 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. 	<p>Explore the composition of numbers to 10.</p> <ul style="list-style-type: none"> - 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. 	<p>Automatically recall number bonds up to 5 and some number bonds to 10.</p> <ul style="list-style-type: none"> - Flash cards. 	<p>Double facts.</p> <ul style="list-style-type: none"> - Completing patterns. - Identifying which object will go next, e.g. domino. - What happens to the total of each objects, e.g. domino.



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	<ul style="list-style-type: none"> - 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	<p>Numerical Patterns</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is</p>	<p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Numerical Patterns</p> <p>Revisit 2D and 3D shapes.</p> <ul style="list-style-type: none"> - Exploring shapes and position (tangrams). 	<p>Numerical Patterns</p> <p>Revisit odds and evens, double facts and how quantities can be distributed equally.</p>	CONSOLIDATION		



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	<p>greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Building with 2D shapes.- Looking at images/models where they are shapes within shapes.- Practising making a shape with other shapes.	<ul style="list-style-type: none">- Identifying odd and even numbers.- Identifying the double of numbers up to 5.- Sharing objects out equally.	
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