

**FPS**

**EYFS - Nursery**

**Maths Overview**

*Maths Overview - to be supported by Nursery and Reception FPS progression steps for mathematics document.*

Key fluency objectives:

-To be able to count up to 5 objects with 1:1 correspondence.

- To be able to verbally count to 10.

-To be able to subitise without counting to 3.

-To be able to recognise numerals to 5.

- To know number bonds to 3.

|  |
| --- |
| **Autumn Term**  |
| **Counting** | **Number sense** | **Calculating** | **Shape** | **Measure** **\*Through the year in provision.**  |
| * Rote count 1 to 5.
* Count the number of fingers on one hand.
* Join in with number rhymes.
* Join in with rote counting from 5 to 0.
* Join in with counting back rhymes, using object or fingers to represent how the numbers change.
 | * Number and place value – number 0.
* Number and place value – number 1.
* Number and place value – number 2.
* Number and place value – number 3.
* Number and place value – number 4.
* Number and place value – number 5.
* Recognise numerals 1 to 5.
 | * Use one to one correspondence when counting
* Understand the last number is the number in the set.
* Count object moving each as they are counted.
* Count up to 5 objects moving each as they are counted.
 | * Know that shapes can appear in different ways and be different sizes.
* Choose items based on a shape appropriate for the child’s purpose.
* Make simple constructions
* Recognise that some shapes roll and some do not.
* Recognise a circle, rectangle, square, triangle, oblong.
 | * Understand the terms longer / shorter, wider / narrower in terms of size.
* Make comparisons between objects relating to weight (heavier / lighter).
* Make comparisons between objects relating to capacity (full / empty).
* Understand and use language – before, after, yesterday, today, tomorrow.
* Begin to describe a sequence of events using words such as first, then.
* Know some of the days of the week.
 |

|  |
| --- |
| **Spring Term**  |
| **Counting** | **Number sense** | **Calculating** | **Sorting** | **Measure** *\*Through the year in provision.*  |
| * Synchronise the counting sequence when touching each object (one number name per object) within 5.
* Rote count to 10.
* Rote count back from 10.
* Understand that objects can be counted in any order and the amount will remain the same within 5.
* Use the words same and equal to indicate equivalence within 5.
 | * Partition a set of objects within 5 in different ways.
* Know that numbers greater than 1 can be made in different ways.
* Recognise numerals 6 to 10.
* Explain what their marks and symbols represent.
 | * Understand the concept of addition as combining sets of objects within 5.
* Understand the concept of subtraction as removing one amount from another within 5.
 | * Sort objects and say what features they have in common.
* Say what is the same about a given group of objects.
* Say what is the same about a given group of shapes.
 | * Understand the terms longer / shorter, wider / narrower in terms of size.
* Make comparisons between objects relating to weight (heavier / lighter).
* Make comparisons between objects relating to capacity (full / empty).
* Understand and use language – before, after, yesterday, today, tomorrow.
* Begin to describe a sequence of events using words such as first, then.
* Know some of the days of the week.
 |

|  |
| --- |
| **Summer Term**  |
| **Counting** | **Number sense** | **Calculating** | **Measure***\*Through the year in provision.* | **Space** |
| * Know that objects in a group can be rearranged without affecting the total.
* Compare quantities within 5 using more than and fewer than.
* Fast recognition of three objects without having to count them (subitise)
 | * Select the numeral to match the amount from a selection within 5.
 | * Solve real world mathematical problems with numbers up to 5.
* Recognise one more and one less within 5.
* Combine two groups of objects (total within 5) counting how many there are.
* Remove a given amount from a greater set (the whole) counting to identify how many are left.
* Understand the terms add, total, altogether relate to combining groups.
* Understand the term subtract and take away relate to the removal of one group from another.
 | * Understand the terms longer / shorter, wider / narrower in terms of size.
* Make comparisons between objects relating to weight (heavier / lighter).
* Make comparisons between objects relating to capacity (full / empty).
* Understand and use language – before, after, yesterday, today, tomorrow.
* Begin to describe a sequence of events using words such as first, then.
* Know some of the days of the week.
 | * Understand position through words alone (in front of, behind, next to, under).
* Describe a familiar route.
* Discuss route and locations, using words like ‘in front of’ and ‘behind’.
* Recognise where a set of objects is arranged in a repeating pattern and where it is not.
* Copy a simple repeating pattern (ABAB)
 |