

**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.

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| **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. |

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| **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. |

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| **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) |