

**FPS**

**EYFS – Reception**

**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 10 objects with 1:1 correspondence.

- To be able to verbally count to 30.

-To be able to subitise without counting to 5-

regular and irregular arrangements subitising objects

then with fingers

then conceptual subitising eg rec numbers 7 is 5 and 2 with fingers or doubles with fingers.

-To be able to recognise numerals to 10.

- To know number bonds to 5.

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| **Autumn Term** | | | | | | |
| *Getting to know you* | **Match, sort and compare**  Match objects  Match pictures and objects  Identify a set  Sort objects to a type  Explore sorting techniques  Create sorting rules  Compare amounts | **Talk about measure and patterns**  Compare size  Compare mass  Compare capacity  Explore simple patterns  Copy and continue simple patterns  Create simple patterns | **It's me 1, 2,3**  Find 1, 2, 3  Subitise 1, 2, 3  Represent 1, 2 ,3  1 more  1 less  Composition of 1, 2 and 3 | **Circle and Triangles**  Identify and name circles and triangles  Compare circles and triangles  Shapes in the environment  Describe position | **1, 2, 3, 4, 5**  Find 4 and 5  Subitise 4 and 5  Represent 4 and 5  1 more  1 less  Composition of 1 -5 | **Shapes with 4 sides**  Identify shapes with 4 sides  Combine shapes with 4 sides  Shapes in the environment  My day and night |

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| **Spring Term** | | | | | | |
| **Alive in 5**  Introduce 0  Subitise 0-5  Represent 0-5  1 more  1 less  Composition  Conceptual subitising to 5 | **Mass and capacity**  Compare mass  Find a balance  Explore capacity  Compare capacity | **Growing 6,7,8**  Find 6,7 and 8  Represent 6,7 and 8  1 more  1 less  Composition 6, 7 and 8  Make pairs - odd and even  Double to 8 (find and make)  Combine to groups  Conceptual subitising | **Length, height and time**  Explore length  Compare length  Explore height  Compare height  Talk about time  Order and sequence time | **Building 9 and 10**  Find and represent 9 and 10  Compare numbers to 10 including 1 more and 1 less.  Composition to 10  Make arrangements to 10  Bonds to 10 (2 and 3 parts)  Doubles to 10 (find and make)  Explore even and odd | **Explore 3d shapes**  Recognise and name 3d  Find 2d and 3d shapes  Use 3d shapes for tasks and in the environment  Identify, copy and continue patterns | **Consolidation** |

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| **Summer Term** | | | | | | |
| **To 20 and beyond**  Build number beyond 10  Continue patterns beyond 10  Build numbers beyond 10  Verbal counting beyond 20  Verbal counting patterns | **How many now?**  Add more  How many did I add?  Take away  How many did I take away? | **Manipulate, compose and decompose**  Select, rotate and manipulate shapes  Compose and decompose shapes  Copy 2d shapes  Find 2d and 3d shapes | **Sharing and grouping**  Sharing  Explore grouping  Grouping  Odd and even sharing  Play and build with doubles | **Visualise, build and map**  Identify units of repeating patterns  Create own pattern rules  Explore own pattern rules  Replicate and build scenes and constructions  Visualise from different positions  Describe positions  Give instructions to build  Explore mapping  Represent maps with models  Create own maps from familiar places  Create own maps and plans from story situations | **Make connections**  Patterns and relationships | **Consolidation** |