

**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 massCompare 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, 3Represent 1, 2 ,3 1 more 1 lessComposition 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 5Represent 4 and 51 more 1 lessComposition of 1 -5 | **Shapes with 4 sides**Identify shapes with 4 sides Combine shapes with 4 sides Shapes in the environmentMy 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 massFind a balance Explore capacity Compare capacity | **Growing 6,7,8**Find 6,7 and 8Represent 6,7 and 8 1 more 1 lessComposition 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 timeOrder and sequence time | **Building 9 and 10** Find and represent 9 and 10Compare 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 3dFind 2d and 3d shapesUse 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 patternsCreate own pattern rules Explore own pattern rulesReplicate and build scenes and constructionsVisualise from different positionsDescribe positionsGive instructions to buildExplore mappingRepresent maps with models Create own maps from familiar placesCreate own maps and plans from story situations | **Make connections**Patterns and relationships  | **Consolidation**  |