EYFS Maths Overview 23/24

	Autumn	Spring	Summer
2s	-Introduce a basic session routine. -To model one cup one bowl for snack time. -Explores space when they are free to move, roll and stretch. -Developing an awareness of their own bodies. -To explore the shape sorting toys and inset boards. -Beginning to put objects of similar shapes inside others and take them out again. -Model size language when talking to the children, eg, this is a big teddy. -Explores space around them and engages with position and direction, such as pointing to where they would like to go. -Enjoys filling and emptying containers - Introduction to number language through songs or games. -To build with connecting blocks, a simple structure.	To independently select one plate and one cup for snack time. -Shows interest in patterned songs and rhymes, perhaps with repeated actions. -Introduction to big and small objects. - Number related toys, action songs that the children can enjoy. -Introduction to matching colours. -To develop building with loose part to create a structure.	-Introducing full and empty when the children are filling and emptying containers. (What happens when it's full?) - Introduction to calendar and introduce counting names. -Begin to recognise size of objects throughout the environment. -Match two of a certain coloured object. -Play hide and seek with an object to develop an understanding of when something is out of sight. - To complete small piece inset jigsaws. -Build a four piece structure to balance.
Pre school	Calendar - time -days of the week, how many children in class, put into groups, writing numbers(marks) -Developing Meaning of numbers counting fingers and name cards. -Developing awareness of number names through action rhymes and songs -Sorting colours and groups- what colours do we recognise. - Developing Basic shape names -2d shapes, circle, square, triangles - Have some understanding of things that exist even when out of sight -Introduction of More/less -Recognise Size of objects - big and small - Aware of their routines, breakfast, dinner and tea. - Filling and emptying containers- full or empty. - Does it need more or less (introduction) - Build to create simple structures. - To complete a simple jigsaw puzzle - introduction to a simple ABAB pattern.	Knowing that things exist even when out of sight. -Saying counting words in play -Selecting a small number of objects and being able to give me one, give me two. -Reciting some number names in sequence - Developing the marks from calendar to use in work for number words. - Beginning to make comparisons between quantities. - Start to use more or less in conversations in tasks. -Developing understanding of a group of things change in quantity when something is added or taken away. - Begin to use the size language of medium - Use size language to describe things - Noticing simple shapes patterns in pictures - Developing understanding of categorise objects into shape or size. - Introduction to positional language.	Using number names in play correctly - reciting numbers in sequence up to 10. -Sometimes matching numerals to quantity - sometimes use fingers or marks to represent numbers independently. -Realising anything can be counted. - knowing that numbers identify how many objects are in a set. - separating a group into two or three way sand recognising the number is still the same. - recognising numerals in the environment. -Property of a shape- sides and points -Make a basic repeating patterns - Introduction of basic 3D shapes - Making arrangements with 2d and 3d shapes - beginning to use short , long, longer - Weight- heavy and light

EYFS Maths Overview 23/24

	Autumn	Spring	Summer
Rec	**Subitising.** ● perceptually subitise within 3 ● identify sub-groups in larger arrangements ● create their own patterns for numbers within 4 ● practise using their fingers to represent quantities which they can subitise ● experience subitising in a range of contexts, including temporal patterns made by sounds ● continue from first half-term ● subitise within 5, perceptually and conceptually, depending on the arrangements. **Cardinality, ordinality and counting.** ● relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set ● have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song ● have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting ● have opportunities to develop an understanding that anything can be counted, including actions and sounds ● explore a range of strategies which support accurate counting. ● continue to develop their counting skills ● explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand ● begin to count beyond 5 ● begin to recognise numerals, relating these to quantities they can subitise and count. **Composition** ● see that all numbers can be made of 1s ● compose their own collections within 4. ● explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot ● explore the composition of numbers within 5. **Comparison** ● understand that sets can be compared according to a range of attributes, including by their numerosity ● use the language of comparison, including 'more than' and 'fewer than' ● compare sets 'just by looking'. ● compare sets using a variety of strategies, including 'just by looking', by subitising and by matching ● compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	**Subitising.** ● increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements ● explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part ● explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. **Cardinality, ordinality and counting.** ● continue to develop verbal counting to 20 and beyond ● continue to develop object counting skills, using a range of strategies to develop accuracy ● continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 ● order numbers, linking cardinal and ordinal representations of number. ● continue to consolidate their understanding of cardinality, working with larger numbers within 10 ● become more familiar with the counting pattern beyond 20. **Composition** ● composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 ● explore the composition of 6, linking this to familiar patterns, including symmetrical patterns ● begin to see that numbers within 10 can be composed of '5 and a bit'. ● explore the composition of odd and even numbers, looking at the 'shape' of these numbers ● begin to link even numbers to doubles ● begin to explore the composition of numbers within 10. **Comparison** ● continue to compare sets using the language of comparison, and play games which involve comparing sets ● continue to compare sets by matching, identifying when sets are equal ● explore ways of making unequal sets equal. ● compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	**Subitising.** ● continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns ● use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number ● subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 ● be encouraged to identify when it is appropriate to count and when groups can be subitised. ● In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. **Cardinality, ordinality and counting.** ● continue to develop verbal counting to 20 and beyond, including counting from different starting numbers ● continue to develop confidence and accuracy in both verbal and object counting. ● In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. **Composition** explore the composition of 10 In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. **Comparison** order sets of objects, linking this to their understanding of the ordinal number system. In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

White Rose Maths Whole School Overview 23/24

	Autumn	Spring	Summer
Year 1	Place Value within 10 - 5 wks Addition and Subtraction within 10 - 5 wks Geometry -shape - 1 wk Consolidation - 1 wk	Place Value within 20 - 3 wks Addition and Subtraction within 20 - 3 wks Place Value within 50 - 2 wks Measurement - Length and height- 2 wks Measurement - Mass and Volume - 2 wks	Multiplication and division - 3 wks Fractions - 2 wks Geometry- Position and direction - 1 wk Place Value within 100 - 2 wks Measurement - Money - 1 wk Measurement - Time - 2 wks Consolidation - 1 wk
Year 2	Place Value - 4 wks Addition and Subtraction - 5 wks Geometry -shape - 3 wks	Measurement - Money - 2 wks Multiplication and division - 5 wks Measurement - Length and height- 2 wks Measurement - Mass, capacity and temperature - 3 wks	Fractions - 3 wks Measurement - Time - 3 wks Statistics- 2 wks Geometry- Position and direction - 2 wks Consolidation- 2 wks
Year 3	Place Value - 3 wks Addition and Subtraction - 5 wks Multiplication and division A - 4 wks	Multiplication and division B - 3 wks Measurement - Length and perimeter- 3 wks Fractions A - 3 wks Measurement - Mass and capacity - 3 wks	Fractions B - 2 wks Measurement - Money - 2 wks Measurement - Time - 3 wks Geometry - Shape -2 wks Statistics- 2 wks Consolidation- 1 wk
Year 4	Place Value - 4 wks Addition and Subtraction - 3 wks Measurement- Area- 1 wk Multiplication and division A - 3 wks Consolidation - 1 wk	Multiplication and division B - 3 wks Measurement - Length and perimeter- 2 wks Fractions A - 4 wks Decimals A - 3 wks	Decimals B- 2 wks Measurement - Money - 2 wks Measurement - Time - 2 wks Consolidation - 1 wk Geometry - Shape -2 wks Statistics- 1 wk Geometry - Position and Direction - 2 wks
Year 5	Place Value - 3 wks Addition and Subtraction - 32wks Multiplication and division A - 3 wks Fractions A - 4 wks	Multiplication and division B - 3 wks Fractions B - 2 wks Decimals and percentages- 3 wks Measurement - Length and perimeter- 2 wks Statistics - 2 wks	Geometry - Shape -3 wks Geometry - Position and Direction - 2 wks Decimals- 3 wks Negative Numbers-1 wk Converting Units- 2 wks Measurement - Volume- 1 wk
Year 6	Place Value - 2 wks Addition, subtraction, multiplication and division - 5 wks Fractions A - 2 wks Fractions B - 2 wks Converting Units - 1 wk	Ratio-2 wks Algebra- 2 wks Decimals- 2 wks Fractions, decimals, percentages - 2 wks Area, perimeter, volume - 2 wks Statistics - 2 wks	Geometry - Shape -3 wks Geometry - Position and Direction - 1 wk Projects, consolidation and problem solving - 8 wks