EYFS Reception Mathematics Overview 2024-25

	Autumn	Spring	Summer
Maths	Weeks 1, 2, 3 -Key times of the day, class routines, where do things belong, exploring the setting Weeks 4, 5, 6 -Positional language -Match sort and compare amounts -Exploring pattern Week 7, 8, 9 -Represent 1, 2, 3 -comparing 1, 2, 3 -Composition 1, 2, 3 -circle / triangle Weeks 10, 11, 12 -represent no's to 5 -one more & one less	Weeks 1, 2, 3 -introducing zero -comparing numbers to 5 -composition of 4 & 5 -Compare mass -compare capacity Weeks 4, 5, 6 -6, 7 & 8 -combining 2 amounts -making pairs -length and height -time Weeks 7, 8, 9 -counting to 9 & 10 -comparing numbers to 10 - Bonds to 10 -3D shapes -spatial awareness -patterns	Weeks 1, 2, 3 -Building numbers beyond 10 -counting patterns beyond 10 -spatial reasoning -match, rotate, manipulate Weeks 4, 5, 6 -Adding more -taking away -spatial reasoning -compose and decompose Weeks 7, 8, 9 -deepening understanding pattern and relationships -Spatial reasoning mapping

Mastering number	-identify when a set can be subitised and when counting is needed -subitise different arrangements -make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills -spot smaller numbers 'hiding' inside larger numbers -connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers	- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals -begin to identify missing parts for numbers within 5 -explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame -focus on equal and unequal groups when comparing numbers -understand that two equal groups can be called a 'double' and connect this to finger patterns	-continue to develop their counting skills, counting larger sets as well as counting actions and sounds -explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame -compare quantities and numbers, including sets of objects which have different attributes -continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

	-hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number -develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds	-sort odd and even numbers according to their 'shape' -continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern -order numbers and play track games -join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	-begin to generalise about 'one more than' and 'one less than' numbers within 10 -continue to identify when sets can be subitised and when counting is necessary -develop conceptual subitising skills including when using a Rekenrek

	-compare sets of objects by matching -begin to develop the language of 'whole' when talking about objects which have parts		