



Reception Class Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline			Numbers: counting and recognition			Shape, space and measures: 2D shape		Shape, space and measures: money	Numbers: addition and subtraction		
Spring	Numbers: counting and recognition			Shape, space and measures: size, weight and capacity			Numbers: addition and subtraction			Shape, space and measures: 3D shape	Shape, space and measures: time	
Summer	Numbers: counting and recognition		Numbers: addition and subtraction		Numbers: doubling, halving and sharing			Shape, space and measures: position and distance			Consolidation/ assessments	



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Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Baseline</u>			<u>Numbers</u> (Using numbers 1 – 5) <u>Children count reliably with numbers from 1 to 5</u> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 5 objects. Counts an irregular arrangement of up to 5 objects.			<u>Shape, space and measures</u> <u>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</u> <u>Recognise, create and describe patterns.</u> Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models.		<u>Shape, space and measures</u> <u>Children use everyday language to talk about money.</u> Beginning to use everyday language related to money.		<u>Numbers</u> (Securing numbers 1-5) <u>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</u> Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.	



Reception Class Maths Overview

Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Numbers</u> <i>(Using numbers 1 – 10)</i> <u>Children count reliably with numbers from 1 to 10</u> Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10 objects.			<u>Shape, space and measures</u> <u>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</u> Orders two or three items by length or height. Orders two items by weight or capacity.			<u>Numbers</u> <i>(Securing numbers 1-10)</i> <u>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</u> Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 10 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them.			<u>Shape, space and measures</u> <u>Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</u> Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models.		<u>Shape, space and measures</u> <u>Children use everyday language to talk about time to compare quantities and to solve problems.</u> Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways.



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Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><u>Numbers</u> (<i>Using numbers 1 – 20</i>) <u>Children count reliably with numbers from 1 to 20</u></p> <p>Recognises numerals 1 to 20.</p> <p>Counts out up to 20 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 20 objects.</p> <p>Counts objects to 20.</p> <p>Counts an irregular arrangement of up to 20 objects.</p>		<p><u>Numbers</u> (<i>Securing numbers 1-20</i>) <u>Place them in order and say which number is one more or one less than a given number. Using quantiles and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</u></p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 20 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p>		<p><u>Numbers</u> <u>Solve problems including doubling, halving and sharing</u></p> <p>In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</p>			<p><u>Shape, space and measures</u> <u>Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</u></p> <p>Can describe their relative position such as 'behind' or 'next to'.</p>			<p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	