Reception Maths Overview

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Autumn	All about me!											
Spring												
Summer	Me and my world											

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	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Autumn	**Numbers** Recites numbers accuratelyto 5 demonstrating 'some' accuracy of numbers to 10 . Counts small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games. Able to recite numbers forwards and backwards from 5. Counts small groupsof fixed objects with accurate 1:1 correspondence. Uses graphic representations to record number explorations in pictures and mark making. **Numerical Patterns** When combining materials knows how to change an amount (size, number) if something is added or taken away. Is able to anticipate which amount will be next in the context of one more/one less number songs/rhymes. With a purpose in mind, recognises and selects simple geometric shapes in their construction and block play. Uses everyday vocabulary to describe and compare measures (size, weight, capacity and time).						**Numbers** Accurately counts fixed objects to 5 and recognises numerals to at least 5 out of sequence. Recognises up to 3 objects (without counting)in a range of orientations and different sizes. In self- initiated play begins to record numbers and mathematical thinking with own purpose. Understands the relationship between a group of objects and the corresponding number. Counts reliably and creates groups of numbers up to at least 5 and is able to place numerals to at least 5 in order. **Numerical patterns** Identifies groups of objects that have more or less thanand the same. In child-led play, is able to make groupsof objects of the same quantity and begins to find the totals by combining groups. Uses everyday language to recreate and describe patterns in nature or urban environments. Uses comparative language to describe and compare measures (size, weight, capacity and time).					
Spring	**Numbers** Count up to 10 forwards andbackwards including from any given number. Accurately counts fixed objects to 10 and recognisesnumerals to 10 out of sequence. Is able to recall number bonds to 5 and knows some number pairs to 10, including double facts. **Numerical patterns** Using resources can create quantities which are greaterthan, less than, the same as a given number and may record these in pictures or numerals. Can use resourcesand say one more or one less than a given number and to create equal groups. Creates patterns by lining, placing, building and arranging. Orders three or more measures (size, weightand capacity) whilst playing,for example with sand, water or in the mud kitchen.						**Numbers** Counts reliably and creates groups of numbers to 10 using a range of objects andis able to place numerals to10 in order. Uses a range ofobjects to create 5 in different ways and recognises up to 5 objects (without counting) in a range of orientations. **Numerical patterns** Verbally counts beyond 20. Uses resources to create parts of a whole, to partition pairs of numbers up to 10, to distribute quantities equally and represent double facts. Will demonstrate thinking through use of verbal number sentences / number stories and may choose to record these. In everyday contexts children are able to demonstrate through talk or when responding to questions an understanding of the number sequence, values, greater and less than, odd and even. Use of measures (size, weight and capacity) when comparing and combining quantities.					

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Summer	**Numbers** Counts reliably and represents numbers beyond10 using a range of manipulatives. Creates number lines to support their calculations of simple addition and subtraction facts and problem solving. Uses manipulatives to demonstrate some numberbonds within 10. **Numerical patterns** Begin to count reliably with numbers from 10 to 20, theybegin to place them in order and can write numerals withsome accuracy. Able to give examples of numbers which are greater than/ less than for numbers beyond 10. Verbally counts to 30 andbeyond. Can talk about the properties of shape and patterns, using vocabulary to describe position, direction and movement. Estimates, measures, weighs, and can compare and order objects. Talks about properties, positionand the sequence of time.	**Numbers** ELG: Have a deep understanding of number to10, including the composition of each number; Subitise (recognise quantities without counting)up to 5; Automatically recall(without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical patterns** ELG: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities canbe distributed equally