EYFS Maths Overview

Autumn 1		Autumn 2	
Nursery	**Reception**	**Nursery**	**Reception**
WK4 - Colours WK5- Nursery rhymes WK6- Matching buttons/shoes/socks WK7- Matching Number shapes/shapes/Patterns WK8- Sorting Objects (Colour shape and size)	WK 4 - Numbers 1-5 WK 5 - Numbers 6-10 WK 6 - One more WK 7 - One less	WK1- 2D shapes WK2- 2D shapes WK3- Find, subitise and represent 1-3 WK4- One more to 3 WK5- One more to 3 WK6- Composition of 1,2,3 WK7- Pattern - Creating patterns	WK1- Subitise 1-5 WK2- Addition to 5 using part part whole WK3- Subtraction to 5 WK 4 - Number bonds to 5 WK5- Sharing and Halving WK6- Doubling WK7- Repeated patterns
Maths Target: Matching objects Recognising colours Sorting objects	**Maths Target:** Comparing Numbers Recognition Number to quantity One more/ One less	**Maths Target:** Identify and recognise 2D shapes Begin to sequence numbers Match number to quantity. Represent numbers to 3 Subitise numbers to 3 One more/ One less to 3	**Maths Target:** Subitising to 5 Addition and subtraction to 5 Number bonds to 5 Sharing,doubling and halving to 10
Spring 1		**Spring 2**	
Nursery	**Reception**	**Nursery**	**Reception**
WK1 Find, subitise and represent 4-5 WK2- One more to 5 WK3 - One more to 5 WK4- Subitise to 5 WK5- Composition of 4 and 5 WK6- Composition of 1-5	WK1 - Composition of numbers 10-20 WK2- More and less using a numberline WK3 - Number bonds to 10 WK4- Decomposing 2D shapes WK5- 3D shapes and properties WK6- Length and Height	WK1- Consolidate 1- 5 WK2- Length and Height WK3- Recap 2D Shape WK4- 3D shapes WK5- Sequencing WK6- Number 6 - (Subitising dice/pattern) WK7- Number 6 - (Numeral/Counting)	WK1- Capacity and mass WK2- Recalling number bonds to 10 WK3- Number bonds to 10 subtraction facts WK5- Routines and sequencing WK6- Counting 1-20, focussing on counting pattern WK7- Consolidation

Maths Target: Represent numbers to 5 Subitise numbers to 5 One more/ One less to 5 Match number to quantity.	**Maths Target:** Composition of teen numbers Using a numberline Number bonds to 10 Recognise and identify 3D shapes and their properties Comparing length and height	**Maths Target:** Explore length, height and weight. Identify and recognise 3D shapes. Represent numbers to 6 Subitise numbers to 6 One more/ One less to 6	**Maths Target:** Comparing capacity and mass Recalling number bonds to 10 Sequencing events
Summer 1		**Summer 2**	
WK1- Capacity WK2- Recap Shape 2D WK3- Shape 3D WK4- Consolidation	WK1- Halving and Doubling recap WK2-3D shapes recap WK3- Time (seasons and days of the week). WK4- Consolidation of number bonds	WK1- More than WK2- Fewer than WK3- Recap positional language WK4- What comes before? WK5- What comes after? WK6- Numbers to 5 WK7- Consolidation	WK1- Addition to 10 concrete resources WK2- Subtraction to 10 concrete resources WK3- Recall number bonds to 10 WK4- Subitising to 10 WK5- Consolidation WK6- Consolidation
Maths Target: Identify and recognise 3D shapes. Say the properties of 2D shapes. **Explore capacity**	**Maths Target:** Halving and doubling using resources Exploring time and distance	**Maths Target:** Positional language Sequencing numbers More than/fewer than	**Maths Target:** Addition and subtraction to 10 using concrete resources Subitising to 10.

Nursery End of Year Target

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger

numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Reception ELG:

Numbers:

Have a deep understanding of number to 10, 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

• 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 can be distributed equally