**Reception Overview (Maths)**

**Autumn term**

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| **Strand** |  | **Unit** | **Week** | **Week title** | **Early Learning Goal** |
| *Number – number and place value* | Unit 1 | Numbers to 5 | 1 | Counting to 1, 2 and 3 | Have a deep understanding of number to 10, including the composition of each number.Subitise (recognise quantities without counting) up to 5.Recognise the pattern of the counting system.  |
| 2 | Counting to 4 |
| 3 | Counting to 5 |
| *Number – number and place value* | Unit 2 | Comparing groups within 5 | 4 | Comparing quantities of identical objects | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.Subitise (recognise quantities without counting) up to 5. |
| 5 | Comparing quantities of non- identical objects |
| *Geometry – properties of shape* | Unit 3 | Shape | 6 | 3D shapes | *There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.* |
| 7 | 2D shapes |
| *Number – addition and subtraction* | Unit 4 | Change within 5 | 8 | One more | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. |
| 9 | One less |
| *Number – addition and subtraction* | Unit 5 | Number bonds within 5 | 10 | Introducing the part-whole model | Have a deep understanding of number to 10, including the composition of each number.Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. |
| *Geometry – properties of shape* | Unit 6 | Space | 11 | Spatial awareness | *There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning skills.* |

**Spring term**

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| **Strand** |  | **Unit** | **Week** | **Week title** | **Early Learning Goal** |
| *Number – number and place value* | Unit 7 | Numbers to 10 | 1 | Counting to 6, 7 and 8 | Have a deep understanding of number to 10, including the composition of each number.Subitise (recognise quantities without counting) up to 5.Verbally count, (recognising the pattern of the counting system). |
| 2 | Counting to 9 and 10 |  |
| *Number – number and place value* | Unit 8 | Comparing numbers within 10 | 3 | Comparing groups up to 10 | Have a deep understanding of number to 10, including the composition of each number.Subitise (recognise quantities without counting) up to 5.Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity). |
| *Number – addition and subtraction* | Unit 9 | Addition to 10 | 4 | Combining 2 groups to find the whole | 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.Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. |
| *Number – number and place value* | Unit 10 | Measure | 5 | Length, height and distance | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. |
| 6 | Weight |
| *Number – addition and subtraction* | Unit 11 | Number bonds to 10 | 7 | Using a ten frame | 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. |
| 8 | The part-whole model to 10 |
| *Number – addition and subtraction* | Unit 12 | Subtraction | 9 | Subtraction | Have a deep understanding of number to 10, including the composition of each number. |
| *Geometry – properties of shape* | Unit 13 | Exploring patterns | 10 | Making simple patterns | *There is no specific ELG related to this unit. This unit supports the Development Matters statement Continue, copy and create repeating patterns.* |

**Summer term**

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| **Strand** |  | **Unit** | **Week** | **Week title** | **Early Learning Goal** |
| *Number – addition and subtraction* | Unit 14 | Counting on and counting back | 1 | Adding by counting on | Have a deep understanding of number to 10, including the composition of each number. |
| 2 | Taking away by counting back |
| *Number – number and place value* | Unit 15 | Numbers to 20 | 3 | Counting to and from 20 | Verbally count beyond 20, recognising the pattern of the counting system. |
| *Number – multiplication and division* | Unit 16 | Numerical patterns | 4 | Doubling | Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| 5 | Halving and sharing |
| 6 | Odds and evens |
| *Geometry – properties of shape* | Unit 17 | Shape | 7 | Composing and decomposing shapes | *There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.* |
| *Number – number and place value* | Unit 18 | Measure | 8 | Volume and capacity | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. |
| *Number – addition and subtraction* | Unit 19 (Optional) | Sorting | 9 | Sorting into 2 groups | *This unit is optional because sorting is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide an introduction to the concept of sorting, which will be useful in Year 1.*  |
| *Measurement* | Unit 20 (Optional) | Time | 10 | My day | *This unit is optional because time is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide a useful introduction to time, which will be covered in Year 1.* |