

 **FPS F1 and Reception Maths Overview**

 Autumn Term

 This overview is designed using White Rose Maths and NCTEM counting principles.











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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| **Fluency Focus**Subitisation 1, 2 and 3 – What do you see? How do you see it? What do you notice?Counting forwards and backwards to 10White Rose IWB slides – more/fewer – groups |
| **Early Years** |
| * Focus on the counting principles; numbers 1 – 5 – one to one principle, stable order principle (numbers have to be said in a certain order), cardinal principle (number name assigned to final object in a group is the total, abstraction principle (anything can be counted), order irrelevance principle (the order we count it irrelevant, there will still be the same number)
* Using several representations; five frames, counters, physical objects
* Simple repeating patterns; copy and continue simple patterns; sorting/organising
* Simple 2D shapes

**C – Cardinality Co – Comparison Com – Composition S&S -Shape and space M-Measures** |
| **C - Saying numbers in a sequence (forwards)**Counting forwardsCounting songs/number rhymesCounting showing on fingersCounting forwards to 10 | **C - Saying numbers in a sequence (backwards)**Counting backwards Counting showing on fingersCounting backwards from 10 | Baseline Assessment Week | **C - Counting: tagging each objects with one number word**Counting forwards and backwards to 10Counting 1, 2 and 3 objects (touching each object, counting into a five frame)Counting objects of different sizesCounting things that can not be seen (sounds, actions, words)Subitise 1 and 2 | **C - Counting: tagging each objects with one number word**Counting forwards and backwards to 10Subitise 1, 2, 3 Counting irregular arrangements; e.g. how many people in the sandpit? How many cars in the garage?Counting things that can not be moved e.g. pictures on a screen | **C - Counting: Knowing the last number counted gives the total so far**Counting forwards and backwards to 10Subitise 1, 2, 3Count or ‘give out’ a number of things from a larger group (into a five frame) More/fewer in a setPlaying dice games to collect a number of things Playing track games and counting along the track |
| **Reception** |
| Getting to know you  | **Just like Me – Phase 1** Match and sort Same/different Session 1 – Matching with buttonsSession 2 – Matching with socks/memory gameSession 3 – Matching lidsSession 4 – Sorting with buttonsSession 5 – Sorting with natural objectsDigging deeperGuess My Rule, Odd one out  | **Just like Me – Phase 1** Compare amounts and size, Compare height, mass and capacityEqual symbol, equal, more than, fewer thanSession 6 – Compare size Session 7 – Compare amounts Session 8 – Compare height Session 9 – Compare lengthSession 10 – Who or what will fit inside?Digging deeperBalance, Baking cupcakes, Feely bag  | **Just like Me – Phase 1** Exploring PatternMake simple patterns Session 11 – Repeating patternsSession 12 – Repeating patterns (2)Session 13 – Printing patternsSession 14 – Fruit kebab patternsSession 15 – Autumn walk patternsDigging deeperSpot my mistake, Bear hunt, What’s my pattern? | **It’s Me 1, 2, 3 – Phase 2** Representing 1, 2, 3 and sorting/matching 1, 2, 3Equal/not equal, circle, 1p, same/different Session 1 – Representing 1Session 2 – Representing 2Session 3 – Representing 3Session 4 – Sorting 1, 2, 3Session 5 – Matching 1, 2, 3 Digging deeperHow many inside?  |
|  | NumberblocksSeries 1, episode 10 |  | NumberblocksSeries 3, episode 8, 17 | **Numberblocks**S1 episode 1 - OneS3 episode 5 – ZeroS1 episode 2 – Another OneS1 episode 3 - Two |
| **Ongoing*** IWB White Rose autumn slides during register (Thursday and Friday)
* Number blocks – during milk time; accompanying NCTEM Numberblocks powerpoint for discussion
* Register – ongoing using tens frames
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| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| **Fluency Focus**Subitisation 1, 2, 3 and 4 – What do you see? How do you see it? What do you notice?Composition of the numbers 1, 2, 3, 4, 5White Rose IWB slides – more/fewerFive frames – How many? How do you know? |
| **Early Years** |
| * Focus on the counting principles; numbers 1 – 5 – one to one principle, stable order principle (numbers have to be said in a certain order), cardinal principle (number name assigned to final object in a group is the total, abstraction principle (anything can be counted), order irrelevance principle (the order we count it irrelevant, there will still be the same number)
* Using several representations; five frames, counters, physical objects
* Simple repeating patterns; copy and continue simple patterns; sorting/organising
* Simple 2D shapes

**C – Cardinality Co – Comparison Com – Composition S&S -Shape and space M-Measures** |
| **C - Subitising**Regular arrangements of small quantities e.g. dice face, numicon, dominoesRecognising small amounts (up to 5) when in an irregular arrangement; dot cardsHidden object games; reveal objects, then hide and shuffle – how many were there? | **C - Numeral meanings**Match a number (up to 5) to the number of things. Use numbers in a dice gameCollecting the correct number of items to match a numeral (up to 5)Recognise representations of numbers up to 5, including numerals | **C - Conservation: knowing that a number does not changed if rearranged**Correcting a puppet who may say the wrong number of objects; they may say more or fewer or count the same number twiceSharing things out; grouping them in different ways (up to 5)Encouraging the chn to make different patterns with a given number of things  | **S&S – Developing spatial awareness**Simple 2D shapes and their properties e.g. curved, straight Make constructions, patterns and pictures and select shapes which will fit when rotated or flipped in inset boards, shape sorters and jigsawsPrinting with shapesCan you make a person with the shapes?**S&S – Developing spatial vocabulary** Positional language – in, on, underDirectional language – up, down, acrossViewpoint – in front of, behind, forwards, left and rightHunting for hidden objects with prompts | **P – Continuing an AB pattern**Talk about what they can see in a simple AB pattern e.g. using cubes, verbalising helps. Then discuss what would come next?Building towers or trains of different coloured cubesExtending patterns using identical objects in different colours**P – Copying an AB pattern**Copying an AB pattern with several repeats. Discuss the nature of the pattern; how has the pattern been made? Varying objects, sizes or orientations. Use actions also. | **Co - More than/less than**Order numbers from 1-5 using concrete materials e.g. numicon, cubes, counters, five frames to supportMore/less – which group has more/less?Collections for chn to sort and compare, which include objects that are identical and different kinds and sizes |
| **Reception**  |
| **It’s Me 1, 2, 3! – Phase 2** Comparing 1, 2, 3 and composition of 1, 2, 3Addition, add, 2 step pattern, 2pSession 6 – Comparing 1, 2, 3 Session 7 – Snap – matching numeral and picture cards Session 8 – Memory game - matching numeral and picture cardsSession 9 – Comparing – one more/one lessSession 10 – Bean bag game – CompositionDigging deeperHidden objects  | **It’s Me 1, 2, 3! – Phase 2** Circles and triangles, Spatial Awareness, Positional language3 step pattern, triangles, positional languageSession 11 – Sorting circles and trianglesSession 12 - Shape pictures Session 13 – Shape huntSession 14 – Where’s Teddy hidingSession 15 – Obstacle courseDigging deeperTreasure Hunt, Make my match  |  **Light and Dark – Phase 3** Representing numbers to 5, One more and less.Session 1 – Representing 4Session 2- Representing 5Session 3 – Sorting 4 and 5Session 4 – Composition of 4Session 5 – Composition of 5Digging deeperBuild and count | **Light and Dark – Phase 3** Representing numbers to 5, One more and less.Subtraction symbol, composition of the number - inverseSession 6 – Composition of 4 and 5 Session 7 – Arrangement of 4 and 5 cubesSession 8 – One elephant went out to playSession 9 – Five green bottlesSession 10 – One more/one lessDigging deeperWashing line, hidden objects | **Light and Dark – Phase 3** Squares and rectangles-shapes with 4 sides, TimeSession 11 – Squares and rectanglesSession 12 – Shape huntSession 13 – Shape picturesSession 14 – Day and nightSession 15 – Sequencing an activity Digging deeperCombining shapes, Matchstick shapes, Obstacle course, Goal!  | Consolidation/Recap based on AFL |
| **Numberblocks**S1 episode 4 – ThreeS1 episode 5 – One, two, threeS1 episode 6 – FourS1 episode 8 – Three Little Pigs |   | **Numberblocks**S1 episode 9 – Off we go | **Numberblocks**S1 episode 13 – One more/one less |  |  |
| **Ongoing*** IWB White Rose autumn slides during register (Thursday and Friday) Part-part whole, tens frames, addition and subtraction stories, Guess my rule, More and less
* Other IWB slides – Find me a pair that makes 2, 3, 4, 5
* Number blocks – accompanying NCTEM Numberblocks powerpoint for discussion
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* Developed using White Rose Reception Maths (not using the topic headings) but using the activities; enhancements and digging deeper activities. Used NCTEM/Numberblocks – ensuring children are ready for year 1 White Rose Maths, supporting the Counting Principles, focus on one number per week
* Curriculum goals – confident with early number (number sense); understanding of key mathematical concepts such as counting, more, less, ordering, sequencing; understanding of key mathematical vocab; equals,
* Creating a mathematically rich environment – representations, continuous provision, learning through play, making links, be able to reason and explain
* Allows for key mathematical concepts to be revisited and developed further across the year – fluency focus
* Does not solely focus on the ELGs but instead developing skills – broad early maths curriculum