

**FPS F1 and Reception Maths Overview**

Autumn Term

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Description automatically generated 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 10  White 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 forwards  Counting songs/number rhymes  Counting showing on fingers  Counting forwards to 10 | **C - Saying numbers in a sequence (backwards)**  Counting backwards  Counting showing on fingers  Counting backwards from 10 | | Baseline Assessment Week | **C - Counting: tagging each objects with one number word**  Counting forwards and backwards to 10  Counting 1, 2 and 3 objects (touching each object, counting into a five frame)  Counting objects of different sizes  Counting 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 10  Subitise 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 10  Subitise 1, 2, 3  Count or ‘give out’ a number of things from a larger group (into a five frame) More/fewer in a set  Playing 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 buttons  Session 2 – Matching with socks/memory game  Session 3 – Matching lids  Session 4 – Sorting with buttons  Session 5 – Sorting with natural objects  Digging deeper  Guess My Rule, Odd one out | **Just like Me – Phase 1**  Compare amounts and size, Compare height, mass and capacity  Equal symbol, equal, more than, fewer than  Session 6 – Compare size  Session 7 – Compare amounts  Session 8 – Compare height  Session 9 – Compare length  Session 10 – Who or what will fit inside?  Digging deeper  Balance, Baking cupcakes, Feely bag | **Just like Me – Phase 1**  Exploring Pattern  Make simple patterns  Session 11 – Repeating patterns  Session 12 – Repeating patterns (2)  Session 13 – Printing patterns  Session 14 – Fruit kebab patterns  Session 15 – Autumn walk patterns  Digging deeper  Spot 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, 3  Equal/not equal, circle, 1p, same/different  Session 1 – Representing 1  Session 2 – Representing 2  Session 3 – Representing 3  Session 4 – Sorting 1, 2, 3  Session 5 – Matching 1, 2, 3  Digging deeper  How many inside? |
|  | | | Numberblocks  Series 1, episode 10 |  | Numberblocks  Series 3, episode 8, 17 | **Numberblocks**  S1 episode 1 - One  S3 episode 5 – Zero  S1 episode 2 – Another One  S1 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, 5  White Rose IWB slides – more/fewer  Five 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, dominoes  Recognising small amounts (up to 5) when in an irregular arrangement; dot cards  Hidden 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 game  Collecting 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 twice  Sharing 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 jigsaws  Printing with shapes  Can you make a person with the shapes?    **S&S – Developing spatial vocabulary**  Positional language – in, on, under  Directional language – up, down, across  Viewpoint – in front of, behind, forwards, left and right  Hunting 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 cubes  Extending 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 support  More/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, 3  Addition, add, 2 step pattern, 2p  Session 6 – Comparing 1, 2, 3  Session 7 – Snap – matching numeral and picture cards  Session 8 – Memory game - matching numeral and picture cards  Session 9 – Comparing – one more/one less  Session 10 – Bean bag game – Composition  Digging deeper  Hidden objects | | **It’s Me 1, 2, 3! – Phase 2**  Circles and triangles, Spatial Awareness, Positional language  3 step pattern, triangles, positional language  Session 11 – Sorting circles and triangles  Session 12 - Shape pictures  Session 13 – Shape hunt  Session 14 – Where’s Teddy hiding  Session 15 – Obstacle course  Digging deeper  Treasure Hunt, Make my match | | **Light and Dark – Phase 3**  Representing numbers to 5, One more and less.  Session 1 – Representing 4  Session 2- Representing 5  Session 3 – Sorting 4 and 5  Session 4 – Composition of 4  Session 5 – Composition of 5  Digging deeper  Build and count | **Light and Dark – Phase 3**  Representing numbers to 5, One more and less.  Subtraction symbol, composition of the number - inverse  Session 6 – Composition of 4 and 5  Session 7 – Arrangement of 4 and 5 cubes  Session 8 – One elephant went out to play  Session 9 – Five green bottles  Session 10 – One more/one less  Digging deeper  Washing line, hidden objects | | | **Light and Dark – Phase 3**  Squares and rectangles-shapes with 4 sides, Time  Session 11 – Squares and rectangles Session 12 – Shape hunt  Session 13 – Shape pictures  Session 14 – Day and night  Session 15 – Sequencing an activity  Digging deeper  Combining shapes, Matchstick shapes, Obstacle course, Goal! | | Consolidation/Recap based on AFL |
| **Numberblocks**  S1 episode 4 – Three  S1 episode 5 – One, two, three  S1 episode 6 – Four  S1 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 | | | | | | | | | | |

* 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