

 **FPS F1 and Reception Maths Overview**

 Spring 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, 3, 4 and 5 – What do you see? How do you see it? What do you notice?Composition of the numbers 1, 2, 3, 4 and 5Counting forwards and backwards to 10White Rose IWB slides – more/fewer – 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 - Saying numbers in a sequence**Counting forwards and backwards to 10Counting songs/number rhymesFocus on 5**C - Counting: tagging each objects with one number word**Counting forwards and backwards to 10Counting objects 5 (touching each object, counting into a tens frame) | **C - Counting: tagging each objects with one number word**Counting forwards and backwards to 10 using numerals to supportCounting objects – focus on 5 (from a large pile of objects)Counting objects of different sizes – count out 5Counting things that can not be seen (sounds, actions, words) | **Co - Identifying groups with the same number of things**Groups consisting of an equal number of things. Chn can check groups are equal by matching objects on a one-to-one basis.Comparison between groups; some have an unequal amountChn to convert two unequal groups into two that have the same number  | **Co – Comparing numbers and reasoning**Comparing actual numbers and explaining which is more e.g. Which box of sweets would you choose?Unfair sharing by a puppetComparing numbers/groups of objects that are far apart, near to, and next to each other (up to 5) E.g. 1 and 5.  | **Co – Knowing the one more than/one less than relationship between counting numbers**Support chn to recognise that if they add one, they will get the next number or if one is taken away they will get the number before.Label groups with the correct numerals; do chn spot error if a group is mislabelled.Make predictions in stories/rhymes; what happens if one duck swims away? One duck joins back? | **S & S – Identify similarities between shapes**Recap 2D shapes Making pictures with materials, structured blocks and shapes **S & S – Showing awareness of properties of shape**Draw chns attention to specific properties by using specific language e.g. curvednessWhat shapes can you make with this string?Make shapes with sticks and bodiesWhat shapes roll? |
| **Reception** |
| **Alive in Five – phase 4** Introducing zero, Composition of numbers to 5Composition of 4 and 5 Session 1 – One less five currant bunsSession 2 – How many – representing zeroSession 3 – Composition of numbers to 5Session 4 – Comparing numbers to 5Session 5 – Equal and unequal groups Digging deeperHow many are hidden?  | **Alive in Five – Phase 4** Composition of numbers to 5Composition of 4 and 5 Session 6 – Composition of numbers to 5 (2 groups)Session 7 – How many altogether?Session 8 – Composition of numbers to 5 (3 groups)Session 9 – How many are hiding?Session 10 – How many are hiding?Digging deeperExploring possibilities Hidden bonds  | **Alive in Five – Phase 4** Compare mass (2) and compare capacity (2)Session 11 – Comparing mass – heavier and lighterSession 12 – Full and emptySession 13 – Measuring capacity Session 14 – Measuring capacity – how many fit inside?Session 15 – Measuring ingredients Digging deeperNumber shapes balanceWhich holds more? | **Growing 6, 7, 8 – Phase 5** Composition of 6, 7, 8, Matching amounts, one more and one lessSession 1 – Which show 6? Composition of 6Session 2 – Sorting 6, 7, 8 – Composition of 7Session 3 – Composition of 8Session 4 – Matching 6, 7 and 8Session 5 – 1 more and 1 less Digging deeperDot plates, How many now? | **Growing 6, 7, 8 – Phase 5**6, 7, 8, combining two amounts, Making pairsSession 6 – Matching 6, 7 and 8Session 7 - Making pairsSession 8 – Combining two groups Session 9 – Combining two groups Session 10 – Adding more Digging deeperDot plates, exploring possibilities  | **Growing 6, 7, 8 – Phase 5** Length and height, TimeSession 11 – Comparing heights - taller and shorter thanSession 12 – Comparing length – longer and shorter than Session 13 – Days of the week Session 14 – Measuring height Session 15 – Measuring time Digging deeperHow far can you throw? Towers |
| **Numberblocks**S3 episode 5 – ZeroS1 – The Whole of MeS1 – HolesS3 – Once upon a time | **Numberblocks**S1 - StrampolinesS1 – The Terrible TwosS1 – Hide and seekS1 – The Numberblocks Express | **Numberblocks**S3 -Fruit salad | **Numberblocks**S2 – SevenS2 – FluffiesS2 – Eight  | **Numberblocks**S3 -Fruit saladS 2 – Double Trouble  | **Numberblocks**S32 – Just add One |
| **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, 4 and 5 – What do you see? How do you see it? What do you notice?Composition of the numbers 6, 7, 8 Counting forwards and backwards to 20White Rose IWB slides – ordering numerals  |
| **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**Counting forwards and backwards to 10Counting songs/number rhymes**Com – Part-whole; identifying smaller numbers within a number**Chn need opportunities to see small numbers within a larger collection e.g. giant ladybirds – There are 5 spots altogether. I can see 1 and 4, 2 and 3. Encourage exploration of all the ways to make 5.  | **C - Counting: tagging each objects with one number word**Counting forwards and backwards to 10 using numerals to supportCounting objects – focus on 5Counting objects of different sizes – count out 5Counting things that can not be seen (sounds, actions, words)**Com – Inverse operations**Partition a number of things into two groups, recognise that those groups can be recombined to make the same total. Encourage chn to say the whole number and that the ‘parts’ make altogether.E.g. Five currant buns; total still 5; just some have been taken away.  | **Com – A number can be partitioned into different pairs of numbers**Opportunities to explore a range of ways to partition a whole number. Emphasis here is on identifying the pairs of numbers that make a total (addition links) Physically separating a group or constructing a group using two kinds of things.Numicon towers to make amounts in different waysPutting things into two containers in different ways. | **Com – A number can be partitioned into more than two numbers**Explore the different ways that numbers can be partitioned e.g. into more than two groups. Link to sharing out. Having more than two places to sort things into .**Com – Number bonds; knowing which pairs make a given number**How many are hidden in a known number of things E.g. Five toys go into a tent, then two come out. How many are left in the tent? Play different hiding game. | **P – Make their own AB pattern**Create own pattern using a range of objects. Use objects, actions, words; repeat the unit at least three times, make a specified pattern, choose their own rule, choose their own cations/sounds. Change one element of the pattern they have created.**P – Spotting an error in an AB pattern**Opportunities to spot and correct errors in patterns e.g. extra item, missing item. Encourage chn to describe, verbalise the pattern.Present patterns with deliberate errors. Ask chn to make patterns with deliberate errors. | **P – Identifying the unit of repeat**Identify the smallest part of the pattern, or the unit of repeat. Highlight within a pattern what the unit of repeat is and ask the children to describe it. Use physical objects, then moving onto patterns on paper. |
| **Reception**  |
| **Building 9 and 10 - Phase 6** Counting to 9 and 10, composition of 9 and 10, Comparing numbers to 10 Session 1 – Representing and sorting 9 and 10 Session 2 – representing and sorting 9 and 10 Session 3 – Order numerals to 10 Session 4 – Composition of of 9 and 10 Session 5 – Numbers to 10 – Bingo  | **Building 9 and 10 – Phase 6** Comparing numbers to 10, Number bonds to 10 Session 6 – Counting back from 10 – 10 in the bedSession 7 – Comparing numbers within 10 Session 8 – Comparing numbers within 10 Session 9 0 Making 10 Session 10 – making 10 Digging deeperDice magic, pots to 10  | **Building 9 and 10 – Phase 6** 3D shape, spatial awareness, pattern3 step pattern, triangles, positional languageSession 11 – 3D shapeSession 12 – Building with 3D shapesSession 13 – Printing with 3D shapesSession 14 – PatternSession 15 – PatternDigging deeperWhich patterns fit? Wrapping paper  |  **Consolidation/review and reflect based on AFL**Possibilities;* Subtilisation to 5 – What can you see? How do you see it?
* Tens frame work to consolidate bonds to 10
* Addition/subtraction inverse – using knowledge of composition of numbers to 5
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| **Numberblocks**S2 – NineS2 – The three threesS3 – Hiccups S 2 – Ten | **Numberblocks**S2 – Blast Off S2 – Ten Green Bottles S3 – Now we are six to ten  | **Numberblocks**S3 -Pattern PalaceS3 – Building blocks | **Numberblocks**S3 – What’s the difference?S3 – Ten againS3 – Peekaboo!S5 – What’s my number?S 3 – Octoblock to the rescue  | **Numberblocks**S3 – Fives and friendsS2 – Numberblock CastleS3 – The legend of Big Tum  |  |
| **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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* 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