

**FPS F1 and Reception Maths Overview**

Spring Term

Calendar

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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 5  Counting forwards and backwards to 10  White 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 10  Counting songs/number rhymes  Focus on 5  **C - Counting: tagging each objects with one number word**  Counting forwards and backwards to 10  Counting 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 support  Counting objects – focus on 5 (from a large pile of objects)  Counting objects of different sizes – count out 5  Counting 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 amount  Chn 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 puppet  Comparing 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. curvedness  What shapes can you make with this string?  Make shapes with sticks and bodies  What shapes roll? |
| **Reception** | | | | | | |
| **Alive in Five – phase 4**  Introducing zero, Composition of numbers to 5  Composition of 4 and 5  Session 1 – One less five currant buns  Session 2 – How many – representing zero  Session 3 – Composition of numbers to 5  Session 4 – Comparing numbers to 5  Session 5 – Equal and unequal groups  Digging deeper  How many are hidden? | | **Alive in Five – Phase 4**  Composition of numbers to 5  Composition 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 deeper  Exploring possibilities  Hidden bonds | **Alive in Five – Phase 4**  Compare mass (2) and compare capacity (2)  Session 11 – Comparing mass – heavier and lighter  Session 12 – Full and empty  Session 13 – Measuring capacity  Session 14 – Measuring capacity – how many fit inside?  Session 15 – Measuring ingredients  Digging deeper  Number shapes balance  Which holds more? | **Growing 6, 7, 8 – Phase 5**  Composition of 6, 7, 8, Matching amounts, one more and one less  Session 1 – Which show 6? Composition of 6  Session 2 – Sorting 6, 7, 8 – Composition of 7  Session 3 – Composition of 8  Session 4 – Matching 6, 7 and 8  Session 5 – 1 more and 1 less  Digging deeper  Dot plates, How many now? | **Growing 6, 7, 8 – Phase 5**  6, 7, 8, combining two amounts, Making pairs  Session 6 – Matching 6, 7 and 8  Session 7 - Making pairs  Session 8 – Combining two groups  Session 9 – Combining two groups  Session 10 – Adding more  Digging deeper  Dot plates, exploring possibilities | **Growing 6, 7, 8 – Phase 5**  Length and height, Time  Session 11 – Comparing heights - taller and shorter than  Session 12 – Comparing length – longer and shorter than  Session 13 – Days of the week  Session 14 – Measuring height  Session 15 – Measuring time  Digging deeper  How far can you throw? Towers |
| **Numberblocks**  S3 episode 5 – Zero  S1 – The Whole of Me  S1 – Holes  S3 – Once upon a time | **Numberblocks**  S1 - Strampolines  S1 – The Terrible Twos  S1 – Hide and seek  S1 – The Numberblocks Express | | **Numberblocks**  S3 -Fruit salad | **Numberblocks**  S2 – Seven  S2 – Fluffies  S2 – Eight | **Numberblocks**  S3 -Fruit salad  S 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 20  White 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 10  Counting 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 support  Counting objects – focus on 5  Counting objects of different sizes – count out 5  Counting 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 ways  Putting 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 bed  Session 7 – Comparing numbers within 10  Session 8 – Comparing numbers within 10  Session 9 0 Making 10  Session 10 – making 10  Digging deeper  Dice magic, pots to 10 | | **Building 9 and 10 – Phase 6**  3D shape, spatial awareness, pattern  3 step pattern, triangles, positional language  Session 11 – 3D shape  Session 12 – Building with 3D shapes  Session 13 – Printing with 3D shapes  Session 14 – Pattern  Session 15 – Pattern  Digging deeper  Which 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 | | | | | |
| **Numberblocks**  S2 – Nine  S2 – The three threes  S3 – Hiccups  S 2 – Ten | | **Numberblocks**  S2 – Blast Off  S2 – Ten Green Bottles  S3 – Now we are six to ten | | **Numberblocks**  S3 -Pattern Palace  S3 – Building blocks | **Numberblocks**  S3 – What’s the difference?  S3 – Ten again  S3 – Peekaboo!  S5 – What’s my number?  S 3 – Octoblock to the rescue | | | **Numberblocks**  S3 – Fives and friends  S2 – Numberblock Castle  S3 – 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 | | | | | | | | | | |

* 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