

**FPS F1 and Reception Maths Overview**

Summer Term

Table, timeline

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

Calendar

Description automatically generated

Diagram

Description automatically generated

Calendar

Description automatically generated

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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? – Explore subitising 6, 7, 8  Composition of the numbers 5, 6, 7, 8, 9, 10  Odd and even numbers to 10  Counting in 2s | | | | | | |
| **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  **C - Counting: tagging each objects with one number word**  Counting forwards and backwards to 10  Counting objects 6-10 (touching each object, counting into a tens frame) | **Co – Knowing the one more than/one less than relationship between counting numbers**  Support chn to recgonise 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 predicitons in stories/rhymes; what happens if one duck swims away? One duck joins back? | | **Com – Part whole: Identifying smaller number within a number**  Chn need opportunities to see small numbers in a larger collection e.g. giant ladybirds. There are 5 spots altogether, I can see 1 and 4, 2 and 3 and so on.  Explore how 5 can be made; five frames, numicon, part part whole  **Com – Inverse**  Partition a number of things into two groups recognise that the groups can be recombined to make the same total. Encourgage chn to say the whole number and the number of parts. E.g. Five currant buns – whole is still five but some are in the shop, some have been taken away. | **Com – A number can be partitioned into different pairs of numbers**  Chn to explore a range of ways to partition a number (number up to 10 if can, if not 5) Chn can physically separate a group, or construct a group from two kinds of things.  Numicon towers; same total  Putting things into two containers in different ways | **M – Comparing amounts of continuous qualities**  Focus length  Find something that is longer/shorter e.g. placing objects alongside each other. Longer than, shorter than  Make sure they align the starting points  Move onto comparing indirectly; in order of length  **M – Comparing amounts of continuous qualities**  Focus height  Find something that is taller than/shorter than  Make sure they align the starting points | **M – Comparing amounts of continuous qualities**  Focus weight  Find something that is longer/shorter e.g. placing objects alongside each other. Heavier than, less than  Make sure they align the starting points  Move onto comparing indirectly; in order of weight - balance scales to support  **M – Comparing amounts of continuous qualities**  Focus capacity  Find something that is more than/ less than  Make sure they align the starting points  Move onto comparing indirectly; in order of capacity; full, empty. |
| **Reception** | | | | | | |
| **To 20 and beyond – Phase 7**  Building numbers beyond 10, Counting patterns beyond 10  Session 1 – Number patterns to 20  Session 2 – Matching picture to numeral  Session 3 – Ten frame fill beyon 10  Session 4 – Estimating game  Session 5 – Ten frame subtraction game  Digging deeper  How many are hidden? Exploring possibilities | | **To 20 and beyond – Phase 7**  Building numbers beyond 10, Counting patterns beyond 10  Session 6 – Missing numbers  Session 7 – Ordering numerals to 20  Session 8 – Race to 20 game  Session 9 – Bingo with numbers to 20  Session 10 – Which holds the most?  Digging deeper  How many is 100? Which hods the most? | **To 20 and beyond – Phase 7**  Spatial reasoning, match, rotate, manipulate  Session 11 – Find my match – Shapes  Session 12 – Find my match – Models  Session 13 – Match and fill  Session 14 – Replicate my shape  Session 15 – Tangrams  Digging deeper  Build it, Design it, Which one doesn’t belong? | **First, Then and Now – Phase 8**  Adding more  Session 1 – Track game – Counting on  Session 2 – Adding more (1)  Session 3 – Adding more (2)  Session 4 – Adding more – unknown then  Session 5 – Adding more – Unknown first  Digging deeper  How many did I add? Pirate treasure | **First, Then and Now – Phase 8**  Taking away  Session 6 – Taking away with pebbles  Session 7- Taking away (1)  Session 8 – Taking away (2)  Session 9 – Taking away – Unknown then  Session 10 – Pass it on game | **First, Then and Now – Phase 8**  Spatial reasoning, compose and decoompose  Session 11 – Making new shapes with 2 right angles triangles  Session 12 – Making new shapes with squares  Session 13 – Grandpa’s quilt  Session 14 – Making new shapes with tangrams  Session 15 – Pattern blocks  Digging deeper  Triangles, Stars, Tangrams |
| **Numberblocks**  S3 – Rally  S3 – Eleven  S3 – 12  S3 – The way of the rectangle  S3 – Ride the rays | **Numberblocks**  S3 – Block star  S3 – Thirteen  S3 – Fourteen  S3 - Fifteen | | **Numberblocks**  S3 – Tween scenes  S3 – Step squads  S 4 – Fifteen minutes of fame  S4 - On your head | **Numberblocks**  S4 – Tens place  S4 – Balancing bridge  S4 – Sixteen  S4 - Square Club | **Numberblocks**  S4 – Seventeen  S4 – Eighteen  S4 – Loop the loop  S4 - Nineteen | **Numberblocks**  S4 0 Twenty  S4 – Tall stories  S4 – Flights of fancy  S4 – I can count to twenty |
| **Ongoing**   * IWB White Rose summer slides during register (Thursday and Friday) * Number blocks – during milk time; accompanying NCTEM Numberblocks powerpoint for discussion * Register – ongoing using tens frames | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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? – Explore subitising 6, 7, 8  Composition of the numbers 5, 6, 7, 8, 9, 10  Odd and even numbers to 10  Counting in 2s and 10s | | | | | | | | | | |
| **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** | | | | | | | | | | |
| **Find my pattern – Phase 9**  Doubling  Session 1 – Doubling  Session 2 – Doubling (2)  Session 3 – Doubling dice game  Session 4 – Barrier game  Session 5 – Domino game | | **Find my pattern – Phase 9**  Sharing and grouping  Session 6 – Sharing  Session 7 – Teddy Bear Picnic  Session 8 – The Doorbell Rang  Session 9 – Grouping  Session 10 – Grouping (2)  Digging deeper  Find half  Make equal groups | | **Find my pattern – Phase 9**  Even and odd  Session 11 – Even and odd  Session 12 – One odd day  Session 13 – Even and odd (2)  Session 14 – Barrier game  Session 15 – How many cubes?  Digging deeper  Odd and even | **On the move - Phase 10**  Deepening understanding, Patterns and relationships  Session 1 – Harry and his bucketful of dinosaurs  Session 2 – Mr. Gumpy’s Outing problem solving  Session 3 – How many legs problem solving  Session 4 – Making boats  Session 5 – Building bridges | | **On the move – Phase 10**  Deepening understanding, Patterns and relationships  Session 6 -Cuisenaire rods (1)  Session 7 – Cuisenaire rods (2)  Session 8 – bean bag game  Session 9 – Patterns (1)  Session 10 – Patterns (2) | | Consolidation/review and recap | |
| **Numberblocks**  S3- Mirror, mirror  S3 – Number songs; Counting cars  S4 - Heist | | **Numberblocks**  S4 – Sign of the times  S4 – Fun Times Fair  S4 – The lair of shares  S4 – Terrible Twosday | | **Numberblocks**  S2 – Odds and evens  S3 – The wrong number  S2 – The two three  S4 – Divide and drive | **Numberblocks**  S4 – Twenty One and on  S4 – We’re going on a square hunt  S 4 – Thirtys big top  S4 – Land fo the giants | | | **Numberblocks**  S3 – Fives and friends  S2 – Numberblock Castle  S3 – The legend of Big Tum | | |
| **Ongoing**   * IWB White Rose summer 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

Text, application

Description automatically generated