

 **FPS F1 and Reception Maths Overview**

 Summer 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? – Explore subitising 6, 7, 8Composition of the numbers 5, 6, 7, 8, 9, 10Odd and even numbers to 10Counting 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 10Counting songs/number rhymes**C - Counting: tagging each objects with one number word**Counting forwards and backwards to 10Counting 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 totalPutting 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 20Session 2 – Matching picture to numeralSession 3 – Ten frame fill beyon 10 Session 4 – Estimating gameSession 5 – Ten frame subtraction game Digging deeperHow many are hidden? Exploring possibilities  | **To 20 and beyond – Phase 7** Building numbers beyond 10, Counting patterns beyond 10 Session 6 – Missing numbersSession 7 – Ordering numerals to 20 Session 8 – Race to 20 gameSession 9 – Bingo with numbers to 20 Session 10 – Which holds the most?Digging deeperHow many is 100? Which hods the most? | **To 20 and beyond – Phase 7**Spatial reasoning, match, rotate, manipulateSession 11 – Find my match – ShapesSession 12 – Find my match – ModelsSession 13 – Match and fill Session 14 – Replicate my shape Session 15 – Tangrams Digging deeperBuild it, Design it, Which one doesn’t belong? | **First, Then and Now – Phase 8** Adding moreSession 1 – Track game – Counting onSession 2 – Adding more (1)Session 3 – Adding more (2)Session 4 – Adding more – unknown thenSession 5 – Adding more – Unknown firstDigging deeperHow many did I add? Pirate treasure  | **First, Then and Now – Phase 8** Taking awaySession 6 – Taking away with pebblesSession 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 decoomposeSession 11 – Making new shapes with 2 right angles trianglesSession 12 – Making new shapes with squaresSession 13 – Grandpa’s quiltSession 14 – Making new shapes with tangramsSession 15 – Pattern blocksDigging deeperTriangles, Stars, Tangrams  |
| **Numberblocks**S3 – RallyS3 – ElevenS3 – 12S3 – The way of the rectangleS3 – Ride the rays  | **Numberblocks**S3 – Block star S3 – ThirteenS3 – FourteenS3 - Fifteen | **Numberblocks**S3 – Tween scenesS3 – Step squadsS 4 – Fifteen minutes of fame S4 - On your head  | **Numberblocks** S4 – Tens placeS4 – Balancing bridgeS4 – SixteenS4 - Square Club | **Numberblocks** S4 – SeventeenS4 – EighteenS4 – Loop the loopS4 - Nineteen | **Numberblocks**S4 0 TwentyS4 – Tall storiesS4 – 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
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| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
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| **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**  |
| **Find my pattern – Phase 9**Doubling Session 1 – DoublingSession 2 – Doubling (2)Session 3 – Doubling dice gameSession 4 – Barrier gameSession 5 – Domino game  | **Find my pattern – Phase 9**Sharing and grouping Session 6 – SharingSession 7 – Teddy Bear PicnicSession 8 – The Doorbell Rang Session 9 – GroupingSession 10 – Grouping (2)Digging deeperFind half Make equal groups | **Find my pattern – Phase 9**Even and odd Session 11 – Even and odd Session 12 – One odd daySession 13 – Even and odd (2)Session 14 – Barrier gameSession 15 – How many cubes? Digging deeperOdd and even | **On the move - Phase 10**Deepening understanding, Patterns and relationships Session 1 – Harry and his bucketful of dinosaursSession 2 – Mr. Gumpy’s Outing problem solvingSession 3 – How many legs problem solvingSession 4 – Making boatsSession 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 gameSession 9 – Patterns (1)Session 10 – Patterns (2) | Consolidation/review and recap  |
| **Numberblocks**S3- Mirror, mirrorS3 – Number songs; Counting carsS4 - Heist | **Numberblocks**S4 – Sign of the timesS4 – Fun Times FairS4 – The lair of sharesS4 – Terrible Twosday  | **Numberblocks**S2 – Odds and evensS3 – The wrong numberS2 – The two threeS4 – Divide and drive  | **Numberblocks**S4 – Twenty One and onS4 – We’re going on a square hunt S 4 – Thirtys big topS4 – Land fo the giants  | **Numberblocks**S3 – Fives and friendsS2 – Numberblock CastleS3 – 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
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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

