

### Edenham CofE Primary School EYFS Maths Overview

Autumn		
Week	Focus	'Goals'
1	Reception Baseline Assessment	
2 - 4	<b>Number - Counting</b> Representing and understanding 1, 2, 3	<ul style="list-style-type: none"> <li>• Being able to accurately collect 2 objects</li> <li>• Understanding that 2 comes after 1 when counting</li> <li>• Being able to accurately touch count</li> <li>• Being able to accurately write the numerals 1 and 2</li> </ul>
3 - 4	<b>Number - Counting</b> Representing and understanding 3,4,5	<ul style="list-style-type: none"> <li>• Being able to accurately collect up to 5 objects as instructed</li> <li>• Understanding the order of numbers up to 5</li> <li>• Being able to accurately touch count up to 5</li> <li>• Being able to accurately write the numerals up to 5</li> </ul>
5 - 7	<b>Number - Composition</b> Comparing and composing (up to 5)	<ul style="list-style-type: none"> <li>• Solve real world problems with numbers up to 5</li> <li>• Making numbers up to 5 in different ways (combining groups)</li> <li>• Comparing numbers and amounts up to 5 (more or less)</li> </ul>
8	<b>Number - Counting</b> Representing and understanding 7,8	<ul style="list-style-type: none"> <li>• Being able to accurately collect up to 8 objects</li> <li>• Understanding and being able to recite numbers in order up to 8</li> <li>• Being able to accurately touch count up to 8 objects</li> <li>• Being able to accurately write numerals up to 8</li> </ul>
9	<b>Number - Counting</b> Representing and understanding 9,10	<ul style="list-style-type: none"> <li>• Being able to accurately collect up to 10 objects as instructed</li> <li>• Understanding the order of numbers up to 10</li> <li>• Being able to accurately touch count up to 10</li> <li>• Being able to accurately write the numerals up to 10</li> </ul>
10	<b>Number - Composition</b> Comparing and composing (up to 10)	<ul style="list-style-type: none"> <li>• Making numbers up to 10 in different ways (combining groups)</li> <li>• Comparing numbers and amounts up to 10 (more or less)</li> </ul>
11	<b>Number - Shape</b> Spatial awareness	<ul style="list-style-type: none"> <li>• Constructing creations using shapes</li> <li>• Creating images using shapes</li> <li>• Re-creating a given image using shapes</li> <li>• Giving simple directions</li> </ul>
12	<b>Shape</b> 2D	<ul style="list-style-type: none"> <li>• Naming common 2D shapes</li> <li>• Creating repeating patterns with shapes</li> <li>• Selecting a shape for a different purpose</li> <li>• Using specific language to compare shapes</li> </ul>

Spring		
Week	Focus	'Goals'
1	<b>Number – Counting</b> (up to 10)	<ul style="list-style-type: none"> <li>Counting forwards and backwards from any number up to 10</li> <li>Recognising one more and one less from any number up to 10</li> <li>Subitise numbers up to 10</li> </ul>
2 - 3	<b>Number – Composition</b> (up to 10)	<ul style="list-style-type: none"> <li>Recognising which is more and which is less</li> <li>Knowing how many more or how many less</li> <li>Understanding the meaning of equal</li> </ul>
4 – 5	<b>Number – Composition</b> (Up to 10)	<ul style="list-style-type: none"> <li>Recognising that different amounts (in different ways) can be combined to make a total</li> <li>Know the difference between 'parts' and 'whole'</li> <li>Explore how different amounts can be combined to make a total</li> </ul>
6	<b>Number– Composition</b> (Number bonds to 5)	<ul style="list-style-type: none"> <li>Recall number bonds to 5</li> <li>Show with physical resources and images number bonds to 5</li> </ul>
7-8	<b>Number – Composition</b> (Number bonds to 10)	<ul style="list-style-type: none"> <li>Recall number bonds to 10</li> <li>Show with physical resources and images number bonds to 10</li> </ul>
9	<b>Measure</b> Height and Length	<ul style="list-style-type: none"> <li>Use language such as, longer, shorter, taller, higher</li> <li>Make predictions about which is longer/shorter etc</li> <li>Use bricks, cubes etc to measure items</li> <li>Begin to explore tape measures, rulers, height charts</li> </ul>
10	<b>Measure</b> Capacity and Mass	<ul style="list-style-type: none"> <li>Use language such as, full, empty, heavier, lighter</li> <li>Make predictions about which is heavier, lighter, which will hold more</li> <li>Use items such as beads to fill a vessel and compare this to a second one</li> </ul>
11	<b>Shape</b> 3D Shape	<ul style="list-style-type: none"> <li>Naming common 3D shapes</li> <li>Selecting a shape for a different purpose</li> <li>Discussing the properties of shapes</li> <li>Using specific language to compare shapes</li> </ul>

Summer		
Week	Focus	'Goals'
1 - 3	<b>Number - Counting</b> (Numbers beyond 10)	<ul style="list-style-type: none"> <li>To accurately collect up to 20 objects as instructed</li> <li>Understanding the order of numbers up to 20</li> <li>To accurately touch count up to 20</li> <li>To accurately write the numerals up to 20</li> </ul>
4 - 5	<b>Shape</b> (Pattern)	<ul style="list-style-type: none"> <li>Making a pattern around a border with a fixed number of spaces</li> <li>Making an indefinite pattern</li> <li>Using symbols or images to record patterns</li> <li>Explain the pattern</li> </ul>
6	<b>Shape</b> 2D and 3D	<ul style="list-style-type: none"> <li>Understand that the same shape can look different</li> <li>Recognise shapes in different orientation</li> <li>Begin to draw shapes with increased accuracy</li> </ul>
7	<b>Measure</b> (Time)	<ul style="list-style-type: none"> <li>Put events in order</li> <li>Understand that amount of time passing can be measured with clocks, timers and calendars</li> <li>Begin to have an understanding of the clock and its purpose</li> </ul>
8	<b>Number– Composition</b> (Number bonds to 5)	<ul style="list-style-type: none"> <li>Recall number bonds to 5 with increased fluency</li> </ul>
9	<b>Number – Composition</b> (Number bonds to 10)	<ul style="list-style-type: none"> <li>Recall number bonds to 10 with increased fluency</li> </ul>
10	<b>Number – Composition</b> Grouping and sharing	<ul style="list-style-type: none"> <li>Sharing an amount into equal groups</li> <li>Understanding that equal groups cannot always be created with a given amount</li> </ul>
11	<b>Number – composition</b> Odd and even	<ul style="list-style-type: none"> <li>Understand that when a number can be shared equally it is an even number</li> <li>Show this by sharing physical objects</li> </ul>