



AINS Reception Yearly Overview for Mathematics

Autumn Term	Getting to know you	Just like me!	<u>It's Me 1, 2, 3!</u>	<u>Light and Dark</u>
		Match and sort Compare amounts Compare size, mass and capacity Exploring pattern	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Positional language	Representing numbers to 5 One more or less Shapes with 4 sides Time
		<p>Three and Four Year Olds will be learning to;</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identifies the patterns around them.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Children in Reception will be learning to;</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Three and Four Year Olds will be learning to;</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language:</p> <p>Understand position through words alone</p> <p>Children in Reception will be learning to;</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Three and Four Year Olds will be learning to;</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:</p> <p>Begin to describe a sequence of events</p> <p>Children in Reception will be learning to;</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other</p>



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shapes within it, just as numbers can.

Spring Term	Alive in 5	Growing 6, 7 and 8	Building 9 and 10	Consolidation
	Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity	6,7 & 8 Combining two amounts Making pairs Length and height Time	Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns	
	Children in Reception will be learning to; Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Explore the composition of numbers to 5. Compare weight and capacity.	Children in Reception will be learning to; Compare numbers. Explore the composition of numbers to 10. Compare length.	Children in Reception will be learning to; Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers	



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			can. Continue, copy and create repeating patterns.
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Summer Term	<u>To 20 and beyond</u>	<u>First, then, now</u>	<u>Find my pattern</u>	<u>On the move</u>
	Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning Match, rotate and manipulate	Adding more Taking away Spatial reasoning Compose and decompose	Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build	Deepening understanding Patterns and relationships Spatial mapping Mapping



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<p>Children in Reception will be learning to;</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Children working towards the ELG will be learning to;</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p>	<p>Children in Reception will be learning to;</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Children working towards the ELG will be learning to;</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Children working towards the ELG will be learning to;</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Children working towards the ELG will be learning to;</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
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