

Reception Maths Overview

Autumn Focus	Weeks	Learning objectives taken from Development Matters
Number Match sort and compare	3-4	To start to prepare children for 1:1 correspondence and talking about what they see.
Measure and pattern Talk about measure and patterns	5-6	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Talk about and identify the patterns around them. • Continue, copy and create repeating patterns
Number It's me 1, 2, 3	7-8	<ul style="list-style-type: none"> • Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Subitise to 3. • Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.
Shape- circles and triangles	9	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. • Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
1, 2, 3, 4, 5	10-11	<ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value. • Subitise to 5. • Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.
Shapes with 4 sides	12	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Begin to describe a sequence of events, real or

		fictional, using words such as 'first', 'then...'
Spring Focus	Weeks	Learning objectives
Alive in 5	1-2	<ul style="list-style-type: none"> ● Link the number symbol (numeral) with its cardinal number value. ● Subitise. ● Compare numbers. ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Explore the composition of numbers to 10.
Capacity	3	<ul style="list-style-type: none"> ● Compare length, weight and capacity.
Growing 6, 7,8	4-5	<ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Link the number symbol (numeral) with its cardinal number value. ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Explore the composition of numbers to 10. ● Subitise
Length, Height, time	6-7	<ul style="list-style-type: none"> ● Compare length, weight and capacity ● Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...
Building 9 and 10	8-10	<ul style="list-style-type: none"> ● Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. ● Compare numbers. ● Subitise ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Explore the composition of numbers to 10. ● Automatically recall number bonds for numbers 0–5 and some to 10.
Exploring 3d Shapes	11-12	<ul style="list-style-type: none"> ● 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 can. ● Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. ● Notice and correct an error in a repeating pattern. • Reception – Continue, copy and create repeating patterns.

Summer Focus	Weeks	Learning objectives
To 20 and beyond	1-2	<ul style="list-style-type: none"> ● Count beyond ten.

How many now	3	<ul style="list-style-type: none"> • Explore the composition of numbers to 10.
Manipulate, compose and decompose	4-5	<ul style="list-style-type: none"> • 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 can.
Sharing and grouping	6-7	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Visualise, build and map	8-10	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns. • Select, rotate and manipulate shapes to develop spatial reasoning skills.
Make connections	11	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns.