



## EYFS Maths Overview

| Autumn   | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8   | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|--|---|--------|--------|--------|--------|--------|--------|--|--------|---------|---------|---------|---------|---------|
| <p><b>Continuous provision</b></p> <ul style="list-style-type: none"> <li>Recognise and use language relating to dates, including days of the week, weeks, months, and years</li> <li>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening)</li> <li>Count objects actions and sounds</li> <li>Subitise within the numbers taught.</li> <li>Use mathematical language in their everyday activities</li> <li>Sing counting songs and number rhymes and read stories that involve counting</li> <li>Play games which involve counting</li> <li>Counting forwards and backwards</li> <li>Count beyond 10</li> <li>Use fingers to represent numbers</li> </ul> | <p><b>Matching, sorting, comparison and pattern</b></p> <ul style="list-style-type: none"> <li>TEACHER ASSESSMENT &amp; BASELINE</li> <li>Matching and sorting – same, different</li> <li>Comparing amounts – equal, more than, fewer than</li> <li>Link the number symbol with the cardinal value (how many there are in total)</li> <li>Counting by rote</li> <li>Comparing size, mass and capacity – large/small, big/little, short/tall, tallest/shortest</li> <li>Exploring pattern – making simple patterns and continuing a simple repeating pattern.</li> </ul> |        |        |        |        |        |        | <p><b>Numbers 1 – 5</b></p> <ul style="list-style-type: none"> <li>Introduce numbers 1 – 5</li> <li>Comparing, representing numbers in different ways</li> <li>Subitising to 5 (recognising how many in a group without having to count them individually)</li> <li>Number conservation (recognition that the number stays the same if none have been added or taken away)</li> <li>Basic 2D Shapes – circle, triangle, square, rectangle, pentagon</li> <li>Addition – practically combining groups</li> <li>1p, 2p and 5p coin</li> <li>Sequencing numbers to 5</li> <li>Using informal jottings to show their work</li> <li>1 more and 1 less.</li> </ul> |        |         |         |         |         |         |

| Spring   | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7  | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--|---|--------|--------|--------|--------|--------|---|--------|--------|---------|---------|---------|
| <p><b>Continuous provision</b></p> <ul style="list-style-type: none"> <li>Recognise and use language relating to dates, including days of the week, weeks, months, and years</li> <li>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening)</li> <li>Count objects actions and sounds</li> <li>Subitise within the numbers taught.</li> <li>Use mathematical language in their everyday activities</li> <li>Sing counting songs and number rhymes and read stories that involve counting</li> <li>Play games which involve counting</li> <li>Counting forwards and backwards</li> <li>Count beyond 10</li> <li>Use fingers to represent numbers</li> </ul> | <p><b>Introduce numbers 6-8, composition of numbers</b></p> <ul style="list-style-type: none"> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5 (different ways to make the numbers)</li> <li>Number bonds to 5 (0+5, 1+4, 2+3, etc)</li> <li>Partitioning and combining up to 5 in different ways</li> <li>Exploring part-part-whole model</li> <li>Comparing mass</li> <li>Introduce numbers 6, 7, 8</li> <li>Composition of numbers to 8 (different ways to make the numbers)</li> <li>Number bonds to within 6, 7 and 8</li> <li>Subitising up to 8 (recognising how many in a group without having to count them individually)</li> <li>Length and height – comparing, measuring with non-standard units.</li> </ul> |        |        |        |        |        | <p><b>Number bonds to 5, Introduce numbers 9 and 10.</b></p> <ul style="list-style-type: none"> <li>Order and sequence important times in their day</li> <li>Number bonds to 5</li> <li>Introduce numbers 9 and 10</li> <li>Comparing numbers to 10 – using mathematical language</li> <li>Composition of numbers up to 10 (different ways to make the numbers)</li> <li>Introduce 10p coin</li> <li>Ordering numbers to 10</li> <li>Number bonds to 10</li> <li>3D Shapes – cube, cuboid, sphere, cone, cylinder, pyramid</li> <li>Addition to 10</li> <li>Subtraction.</li> </ul> |        |        |         |         |         |

| Summer  | Week 1   | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7  | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|--|--------|--------|--------|--------|--------|---|--------|--------|---------|---------|---------|
| <p><b><u>Continuous provision</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and use language relating to dates, including days of the week, weeks, months, and years</li> <li>• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening)</li> <li>• Count objects actions and sounds</li> <li>• Subitise within the numbers taught.</li> <li>• Use mathematical language in their everyday activities</li> <li>• Sing counting songs and number rhymes and read stories that involve counting</li> <li>• Play games which involve counting</li> <li>• Counting forwards and backwards</li> <li>• Count beyond 10</li> <li>• Use fingers to represent numbers</li> </ul> | <p><b><u>Beyond 10, Number Bonds</u></b></p> <ul style="list-style-type: none"> <li>• Counting beyond 20, forwards and backwards, starting at a given number</li> <li>• Introduce numbers 11 – 20</li> <li>• Ordering numbers to 20</li> <li>• Adding</li> <li>• Subtraction</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills</li> <li>• Compose and decompose shapes</li> <li>• Number Bonds to 5 and 10, including related subtraction facts</li> </ul> |        |        |        |        |        | <p><b><u>Pattern, Number Bonds</u></b></p> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing</li> <li>• Odd and Even</li> <li>• Problem solving</li> <li>• Investigation relationships</li> <li>• Continue, copy and create repeating patterns</li> <li>• Number Bonds to 5 and 10, including related subtraction facts</li> </ul> |        |        |         |         |         |