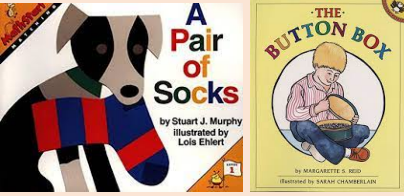
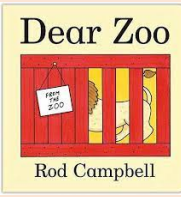
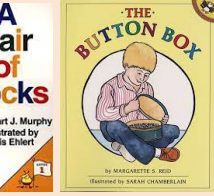
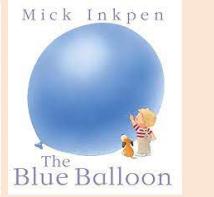
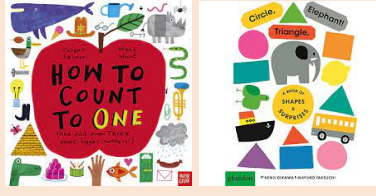
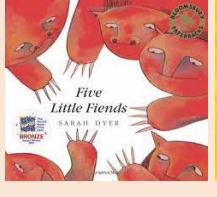
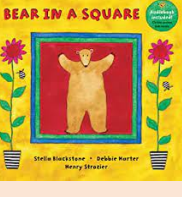


Statutory Guidance from the EYFS Framework (2021) for Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Possible Themes	Autumn 1 - Marvellous Me!	Autumn 2 - Colours of the Rainbow	Spring 1 - Our wonderful community!	Spring 2 - Traditional Tales	Summer 1 - Grow, grow, grow...	Summer 2 - Life's a beach
	Starting School My Family Oral Health Healthy Eating Our School Emotions Harvest Festival Body Parts Senses	Autumn Changes Diwali Christmas Light and dark Fireworks Nursery Rhymes Winter Wonderland Magic	People Who Help Us Superheroes Chinese New Year Pen Pals Transport Valentine's Day	Dinosaurs Mary Anning Animals Easter Pancake Day David Attenborough Animals	Plants Growing Minibeasts	Recycling Under the Sea Pirates Floating and sinking Summer holidays
White Rose Maths EYFS Overview Coverage for the Year:	Week 1 & 2: Getting to know you Week 3 & 4: Match, sort and compare amounts. Week 5 & 6: Talk about measure and patterns	Week 1 & 2: It's me 1,2,3 Week 3: Circles and triangles Week 4 & 5: 1,2,3,4,5 Week 6: Shapes with 4 sides. Week 7 & 8: Alive in 5	Week 1: Mass and capacity Week 2 & 3: Growing 6,7,8 Week 4 & 5: Length, height and time Week 6: Building 9 and 10	Week 1 & 2: Building 9 and 10 Week 3 & 4: Explore 3D shapes Week 5: To 20 and beyond	Week 1: To 20 and beyond Week 2: How many now? Week 3 & 4: Manipulate, compose and decompose Week 5 & 6: Sharing and grouping	Week 1,2,3: Visualise, build and map Week 4: Make connections Week 5,6,7: Consolidation
Suggested Texts	   	  	Waiting for content to be released (November 2023)	Waiting for content to be released (November 2023)	Waiting for content to be released (November 2023)	Waiting for content to be released (November 2023)
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Where are they going? Y1 Expectations:	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line. Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words . Number Bonds: Represent and use number bonds and related subtraction facts within 20. Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time. Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones). Shape: Recognise and name common 2-D and 3-D shapes.			Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Positional Language: Describe position, direction and movement, including half, quarter and three quarter turns. Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Money: Recognise and know the value of different denominations of coins and notes. Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations. Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years.		
Possible Themes	Autumn 1 - Marvellous Me!	Autumn 2 - Colours of the Rainbow	Spring 1 - Our wonderful community!	Spring 2 - Traditional Tales	Summer 1 - Grow, grow, grow...	Summer 2 - Life's a beach
	Starting School My Family Oral Health Healthy Eating Our School	Autumn Changes Diwali Christmas Light and dark Fireworks Nursery Rhymes Winter Wonderland Magic	People Who Help Us Superheroes Chinese New Year Pen Pals Transport Valentine's Day	Dinosaurs Mary Anning Animals Easter Pancake Day David Attenborough Animals	Plants Growing Minibeasts	Recycling Under the Sea Pirates Floating and sinking Summer holidays

	Emotions Harvest Festival Body Parts Senses					
Ongoing Mathematical skills developed throughout the Reception year	<ul style="list-style-type: none"> • <i>Linking the number symbol with its cardinal number value.</i> • <i>Counting beyond ten.</i> • <i>Comparing numbers.</i> • <i>Understanding the 'one more/one less than' relationship between consecutive numbers.</i> • <i>Comparing length, weight, and capacity.</i> • <i>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</i> • <i>Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i> 					
Mathematical knowledge regularly revisited Intent Vocabulary Implementation	<i>Routines, comparing measures, verbally counting including when singing rhymes.</i> <i>Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs.</i> <i>Using a visual timetable to explain the day, water tray exploration, balance pan exploration, singing number rhyme songs daily including props and actions – fingers.</i>	<i>Count objects, actions, and sounds. Introduction of Subitising.</i> <i>Number names, count, without counting, how many.</i> <i>Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with.</i>	<i>Subitising to 5. 2D shapes, One more and one less.</i> <i>Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller.</i> <i>Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the classroom for children to model one more and one less, starter activities to recap prior learning.</i>	<i>Explore the composition of numbers to 8 Subitise (intro to conceptual) Recall number bonds 0-8.</i> <i>Number, number names, addition, count, without counting, how many, number bonds.</i> <i>Dot cards to subitise with, tens frames with numbers to 8 for children to use, exploration of each number – working systematically to find all the ways to make each number.</i>	<i>Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-10</i> <i>Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.</i> <i>Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.</i>	<i>Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10</i> <i>Vocabulary, words, recall, retell, next, after that, why, when, like.</i> <i>Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.</i>