

 Kingshurst Primary School – EYFS Mathematics Overview (AUTUMN TERM)					
Nursery	Children will have opportunities to settle in to nursery and be introduced to the areas of provision. They will: ❖ Join in with number rhymes and songs. ❖ Begin to explore with their fingers how to represent number. ❖ learn to recognise some numerals ❖ Begin to use some language of comparison. ❖ Play and build with 2D and 3D shapes and start to talk about why they have chosen them. ❖ ‘Post’ shapes or match shapes to shadows e.g. ‘jigsaws’, shape labels on shelves etc. ❖ Talk about an object being tall or short appropriately. ❖ Begin to explore capacity using containers e.g. filling and emptying. ❖ Understand the concept of now and next. ❖ Sort objects into piles by their own classification. ❖ Start to notice patterns in pictures and stories e.g. spots and stripes				
Nursery focus in the Autumn Term	Subitising	Cardinality, ordinality and counting	Composition	Comparison/Amounts	Additional elements to cover
	Subitise to 1 (1 in different ways, 1 and not 1, finding 1 object for a purpose, making own collections of 1, sorting collections into 1s)	- Say some familiar numbers e.g. saying the numbers in the right order - Know numbers exist e.g. recognise some written numbers e.g. door numbers - Touch one body part at a time e.g. touching one knee and then the other knee. - Show interested in familiar numbers - Link the numeral 1 to 1 object	Making 1 of things e.g. balls of playdough, draw one line, stick 1 of something, stamp 1 of something, stomp once, clap once, make 1 sound etc.	- Use any adjective (e.g. red car, blue car) - Ask for more - Understand not enough - Understand too much - Use language of big and bigger, small and smaller - Know the amount in a group increases/ decreases e.g. jumping off crates- Use the language of adding more/ less - Use the language of ‘gone’ and ‘all gone’ linking to nothing/ zero - Group objects e.g. this is a group of cars (knowing more than one is a group)	- Show awareness of shapes as they play e.g. jigsaws - Be aware of 2D shapes and combine other shapes ‘Post’ shapes (shape sorter) and match shapes to shadows Describe an object as tall and short - Play with containers Understand now and next - Notice patterns in pictures and stories e.g. spotty and stripy
Reception	Children will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. They will: ❖ identify when a set can be subitised and when counting is needed ❖ subitise different arrangements, both unstructured and structured, including using the Hungarian number frame ❖ make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills ❖ spot smaller numbers ‘hiding’ inside larger numbers ❖ connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers ❖ hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number ❖ develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds ❖ compare sets of objects by matching ❖ begin to develop the language of ‘whole’ when talking about objects which have parts				
Reception focus in Autumn 1	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Additional elements to cover
	- perceptually subitise within 3 - identify sub-groups in larger arrangements - create their own patterns for numbers within 4 - practise using their fingers to represent quantities which they can subitise - experience subitising in a range of contexts, including temporal patterns made by sounds.	- relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting - develop an understanding that anything can be counted, including actions and sounds - explore a range of strategies which support accurate counting.	- see that all numbers can be made of 1s - compose their own collections within 4. Use own mark making to represent one, two and three	- understand that sets can be compared according to a range of attributes, including by their numerosity - use the language of comparison, including ‘more than’ and ‘fewer than’ - compare sets ‘just by looking’. Understand that the same collection of objects can be sorted in different ways- using own criteria for sets Understand and identify the odd one out in a group of objects	White Rose Maths: Getting to know you White Rose Maths: It’s me 1, 2, 3 - Use the language of capacity, size and mass such as big and little, large and small, tall and short. - Copy, continue and create their own simple repeating patterns with at least full 3 units of repeat including spotting mistakes - Begin to recognise shapes circle and triangle and everyday items White Rose Maths: Light and Dark - Continue work from last half term and combine squares, triangles and rectangles to make other shapes - Use the language of time of day related to events e.g. day, night, morning, afternoon, before, after, day, tomorrow
Reception focus in Autumn 2	Subitising	Cardinality, ordinality and counting	Composition	Comparison	
	- continue from first half-term - subitise within 5, perceptually and conceptually, depending on the arrangements.	- continue to develop their counting skills - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - begin to count beyond 5 - begin to recognise numerals, relating these to quantities they can subitise and count.	- explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot - explore the composition of numbers within 5.	- compare sets using a range of strategies - ‘just by looking’, by subitising and by matching - compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	