

 Kingshurst Primary School – EYFS Mathematics Overview (SPRING TERM)					
Nursery	Children will continue to learn about number through their environment and continuous provision. Through practical and play based activities they will: ❖ Count and recognise numbers up to 3, represent numbers on their fingers up to 3, ❖ Know when it is appropriate to count and begin to this with accurate one to one correspondence. ❖ Collect up to 3 objects and match numerals to the number in the group (cardinal principle). ❖ Use the comparative language of big, small, long, short etc. ❖ Play and build with 2D and 3D shapes using some mathematical language e.g. sides, corners, straight, flat, round. ❖ Use ‘positional talk’ to describe relative location e.g. I was next to the slide etc. ❖ Follow a 1 step instruction linked to movement e.g. Hop. ❖ use the language of tall, short, heavy and light appropriately ❖ Begin to sequence events using the language of first, then and next. ❖ Notice patterns and begin to notice when something is wrong in a pattern. ❖ sequence three objects in order of height or length				
Nursery focus in the Spring term	Subitising	Cardinality, ordinality and counting	Composition	Comparison/Amounts	Additional elements to cover
	- Subitise to 3 (3 in different ways, 3 and not 3) - find 3 objects for a purpose - make own collections of 3	1,2,3 in number rhymes and noticing amounts - know numbers exist and recognise numbers 1, 2 and 3 - Find own context (without purpose) e.g. How many? Children say ‘Count!’ - Given context (and told) e.g. Can you count? - Can touch and say (e.g. “car”) one object at a time (objects in a line) and give each object a label - Can touch and say (e.g. “car”) one object at a time (objects in a pile) and put them into a line - Find own context (with purpose) ‘We need cups, I will count to see how many.’	Making numbers to 2 out of 1s. (Doesn’t need to be same objects)	- Use the vocabulary big and little, small, short, tall - Understand just right e.g. in Goldilocks story (knowing there is enough) - Be exposed to the language Bigger, smaller, Biggest, smallest - Understand ‘all gone’ - Group objects by a given criteria e.g. colour	- Show interest in shapes as play - Know 2D shapes exist and use language of sides, corners, straight, flat, round - Be aware of 3D shapes - Follow some early ‘position’ talk e.g. next to, besides, on, under, over - Follow 1-step movement instructions e.g. hop - Describe an object as tall or short - Describe an amount as heavy or light - Sequence events e.g. going to bed using language of time, first, then, next - Sort a pile of objects - Notice patterns in pictures and talk about it - Sequence three objects in order of height or length
Reception	Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. They will: ❖ continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals ❖ begin to identify missing parts for numbers within 5 ❖ explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame ❖ focus on equal and unequal groups when comparing numbers ❖ understand that two equal groups can be called a ‘double’ and connect this to finger patterns ❖ sort odd and even numbers according to their ‘shape’ ❖ continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern ❖ order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers				
Reception focus in Spring 1	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Additional elements to cover
	- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part - experience patterns which show a small group and ‘1 more’ - continue to match arrangements to finger patterns.	- continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 - order numbers, linking cardinal and ordinal representations of number.	- continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5 - explore the composition of 6, linking this to familiar patterns, including symmetrical patterns - begin to see that numbers within 10 can be composed of ‘5 and a bit’.	- continue to compare sets using the language of comparison, and play games which involve comparing sets - continue to compare sets by matching, identifying when sets are equal - explore ways of making unequal sets equal.	White Rose Maths: Alive in 5 White Rose Maths: Growing 6, 7, 8 - Make direct comparisons between two weights - Identify heaviest and lightest. - Use language of heavy, heavier than, heaviest, light, lighter than, lightest - Understand that bigger items aren’t always heavier, use balance scales to check - Make pairs of objects - Measure using nonstandard units
Reception focus in Spring 2	Subitising	Cardinality, ordinality and counting	Composition	Comparison	
	- explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’.	- continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20.	- explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers - begin to link even numbers to doubles - begin to explore the composition of numbers within 10.	- compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system. Compare up to 3 or more quantities	White Rose Maths: Building 9 and 10 - Naturally explore and manipulate 3D shapes Understand which shapes stack and which shapes roll and why - Sort shapes based on own criteria - Introduce cube, pyramid, sphere, cuboid, cylinder and pyramid