

 Kingshurst Primary School – EYFS Mathematics Overview (SUMMER TERM)					
Nursery	Children will continue to link numerals and amounts. They will experience solving real world mathematical problems with numbers up to five whilst building their vocabulary. They will: ❖ Experiment with their own symbols and marks as well as writing some recognisable numerals. ❖ Represent numbers on their finger up to 5. Be able to count up to 5 objects, matching numerals where appropriate. ❖ compare quantities using language ‘more than’, ‘fewer than’ and more and less ❖ Talk about and explore 2D and 3D shapes using information and mathematical language e.g. sides, corners, straight, flat, round. ❖ select shapes appropriately e.g. when building on a flat surface- a flat bottomed shape, a triangular prism for a roof, etc. and combine shapes to make new ones- an arch, a bigger triangle, etc. ❖ Talk about and identify the patterns around them. E.g. stripes on clothes etc. and be able to notice when a part of the pattern is wrong. ❖ Extend two colour patterns e.g. stick, leaf, stick, leaf and notice an error in a repeating pattern. ❖ begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’ Children will understand positional language through words alone (without pictures) e.g. the bag is under the table. ❖ Describe a familiar route e.g. recall the route and the order of things seen on the way to school and can discuss routes and locations, using words like ‘in front of’ and ‘behind’. ❖ Make comparisons between objects relating to size, length, weight and capacity.				
Nursery focus for the Summer term	Subitising	Cardinality, ordinality and counting	Composition	Comparison/Amount	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 - Identifying numbers within a number (up to 3)	1,2,3,4,5 – recognise, matching a numeral to an amount, counting forwards and backwards - Count by rote to 10. - Given context (and sees for self) e.g. I can count... Know that the last number represents how many are in the set - Plays with adults- repeats total when given - Picks out one object at a time from a pile - Understands hand has 5 fingers - Knows amount in a group doesn’t change e.g. moving objects around without changing the amount	Building numbers out of 1s. Make own numbers to 4	- Recognise lots/few - Recognise same - Understands ‘just right’ in a range of contexts e.g. volumes -pouring liquid - Recognises more than/less than - Recognises most/least - Understands all gone - Can collect up to 5 objects - Can match numerals to sets of objects up to 5. Group objects by a given criteria and their own criteria e.g. colour	- Use 2D shapes in play or when making (e.g. triangle for roof). Aware of 3D shapes - Use some early ‘positional’ talk e.g. next to, beside, on, under, over - Follow 2-step movements e.g. hop, then jump. - Describe an object as taller or shorter, - Describe an amount as heavier or lighter, heaviest or lightest - Recall routes e.g. walk to school, walk to hall etc. using language of time, past, under, next, behind - Use the comparative language for height and length when comparing three objects e.g. tallest, shortest, heaviest, and lightest. - Record sorting using early mark making - Know that you give money to pay for an item Know that coins are a type of money - Play shop ‘buying things’ using coins in role play Notice when a pattern is wrong, complete and/or extend an AB pattern.
Reception	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. They will: ❖ continue to develop their counting skills, counting larger sets as well as counting actions and sounds ❖ explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame ❖ compare quantities and numbers, including sets of objects which have different attributes ❖ continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 ❖ begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 ❖ continue to identify when sets can be subitised and when counting is necessary, develop conceptual subitising skills including when using a rekenrek				
Reception focus in Summer 1	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Additional elements to cover
	- continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns - use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number - subitise structured and unstructured patterns, including those within 10, in relation to 5 and 10 - be encouraged to identify when it is appropriate to count and when groups can be subitised.	- continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - continue to develop confidence and accuracy in both verbal and object counting.	explore the composition of 10.	order sets of objects, linking this to their understanding of the ordinal number system.	White Rose Maths: To 20 and beyond White Rose Maths: First, then and now White Rose Maths: Find my pattern White Rose Maths: On the move - Combine and separate shapes to make new shapes - Fit shapes together and break shapes apart
Reception focus in Summer 2	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.				
	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Additional elements to cover
		- continue counting to 20 and beyond, including counting from different starting numbers - Counting on and back beyond 10 - Use representations and numerals to notice the repeating 1-9 patterns. - Place sequences of numbers in order e.g. 7, 8, 9 - Represent number stories using ten frames, number tracks and fingers - Use real objects to take items away	- explore the composition of numbers to 20, identifying the pattern of one full ten and 1, 2, 3 etc. e.g. one ten and two ones. - Understand that a quantity of a group can be changed by adding more (P8) - Use first then now structure e.g. first there were 2 people on the bus, then 2 people got on now there are four.	Share out objects and identify when objects cannot be shared fairly	

EARLY LEARNING GOALS

Number:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns with numbers up to 10, including evens and odd, double facts and how quantities can be disrupted equally.

We also expect children at Kingshurst to be able to:

- Name some basic 2D and 3D shapes.
- Make comparisons of capacity, mass and length using a variety of different vocabulary
- Show some elements of their mathematical thinking using a variety of mark making.
- Spot, copy and create different patterns.