



Year R Long Term Maths Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|--|---|---|
| Maths | <p>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.</p> | | | | | |
| <p><i>Termly progression based on White Rose Maths Yearly Overview</i></p> <p><i>These Maths units and concepts may be taught in different order within a term to allow for teachers to respond to children's conceptual understanding (AFL)</i></p> | <p>Baseline and establishing key times of the day, class routines. Exploring the continuous provision for Maths inside and outside. Where do things belong?</p> <p><u>Number</u> Match and sort - matching by type, colour, shape, size (pairs)</p> <p>Sorting by type, colour, shape, size Compare amounts – more, fewer and the same</p> <p><u>Measure, shape and spatial thinking</u> Comparing size, mass & capacity Exploring pattern - making simple patterns ABABAB, ABCABCABC Positional language</p> | <p><u>Number</u> Introducing 1 – 5 Representing 1, 2, 3, 4, 5 – collecting amounts</p> <p>Matching number names to numerals and quantities (1-5) Understanding cardinality of – numbers 1-5</p> <p>Comparing 1, 2 & 3 Composition of 1, 2 & 3 – number bonds</p> <p>One more or less - beginning to understand numbers in relation to one another (1 more than and 1 less than.)</p> <p>Introducing subitising up to 5 items.</p> <p>Counting forwards and backwards within 5.</p> <p><u>Measure, shape and spatial thinking</u> Circles and triangles Shapes with 4 sides- rectangles and squares</p> <p>Time - comparing night/day, morning/afternoon, before/after and today/tomorrow</p> | <p><u>Number</u> Introducing 0 Introducing 6 and 7</p> <p>Comparing numbers to 5 Composition of 4 to 7.</p> <p>Making pairs - arranging objects into pairs and identifying odd one out (introduction to odd and even.)</p> <p>Combining 2 groups</p> <p><u>Measure, shape and spatial thinking</u> Length longer/shorter, wider/narrower Compare capacity - full /empty, half full / half empty/ nearly full / nearly empty. Time - Order and sequence important times in their day: now, before, later, soon, after, then and next. Days of the week Understand that the same events happen on the same day each week</p> | <p><u>Number</u> Introducing 9 and 10 Comparing numbers to 10 Bonds to 10</p> <p><u>Measure, shape and spatial thinking</u> 3D shape - cylinder, cuboid, cube, sphere, cones and square –based pyramid, triangular prism.</p> <p>Compare mass - heaviest/lightest. height - taller/shorter, wider/narrower Pattern - describing, continue and copy patterns e.g. ABB, AAB, AAB</p> | <p><u>Number</u> Doubling Sharing and Grouping</p> <p>Counting patterns beyond 10</p> <p>Adding more Taking away</p> <p><u>Measure, shape and spatial thinking</u> Spatial reasoning - match, rotate and manipulate; matching shape arrangements, number arrangements</p> <p>Spatial reasoning – compose and decompose; combining and separating shapes to make new shapes.</p> | <p><u>Number</u> Building numbers beyond 10</p> <p>Even and Odd</p> <p>Deepening understanding -using stories as a basis for problem solving e.g. how many legs, One is a snail ten is a crab.</p> <p>Patterns and relationships - Investigate relationships between numbers and shapes. Continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions</p> <p><u>Measure, shape and spatial thinking</u> Spatial reasoning – verbalise and build; using positional language</p> <p>Spatial reasoning – mapping; objects in relation to one another, making maps to represent this.</p> |
| Numberblocks | - | Introducing numbers 1- 5 using BBC 'Numberblocks' | Introducing 0, 6, 7 | Introducing 8, 9 and 10. | | Introducing number 11-20 |