



Airedale
Infant Academy

Reception Maths Autumn Term Overview



Airedale
Infant Academy

Mathematical strand:	Number	Numerical patterns	Number	Numerical patterns	Number	Numerical patterns
Topic:	Match, sort and compare	Talk about measure and patterns	It's me 1,2,3	Circles and triangles	1,2,3,4,5	Shapes with 4 sides
Big Question:	How are things the same and how are they different?	What can we find out when we measure and look for patterns?	What can we do with 1, 2, and 3?	What makes a circle a circle and a triangle a triangle?	How can we use numbers 1 to 5 to help us in everyday life?	What can we discover about shapes that have 4 sides?
Key knowledge and skills:	The small steps of key knowledge and skills in this unit are: - Match objects - Match pictures and objects - Identify a set - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts	The small steps of key knowledge and skills in this unit are: - Compare size - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns	The small steps of key knowledge and skills in this unit are: - Find 1, 2 and 3 - Subitise 1, 2 and 3 - Represent 1, 2 and 3 1 more 1 less - Composition of 1, 2 and 3	The small steps of key knowledge and skills in this unit are: - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position	The small steps of key knowledge and skills in this unit are: - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 1 more 1 less - Composition of 4 and 5 - Composition of 1-5	The small steps of key knowledge and skills in this unit are: - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night
Key vocabulary:	Different organise pair	Heaviest/lightest Longest/shortest Repeat Full/Empty	More /Less Represent Subitise	Corners Sides Flat/curved	Add Altogether Equals	Morning Afternoon Night
What I will know by the end:	I will be able to apply my new skills and knowledge to a range of situations and representation.					



Airedale
Infant Academy

Reception Maths Spring Term Overview



Airedale
Infant Academy

Mathematical strand:	Number	Number	Number	Numerical patterns	Number	Numerical patterns
Topic	Alive in 5	Mass and capacity	Growing 6,7,8	Length, height and time	Building 9 & 10	Explore 3D shapes
Big Question:	What can numbers from 0 to 5 help us do?	How can we find out which things are heavy, light, full, or empty?	What can we do with numbers 6, 7, and 8?	How can we measure and compare how long, tall, or fast things are?	How can we make 9 and 10 in different ways?	What can we find out about solid shapes all around us?
Key knowledge and skills:	The small steps of key knowledge and skills in this unit are: • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5	The small steps of key knowledge and skills in this unit are: • Compare mass • Find a balance • Explore capacity • Compare capacity	The small steps of key knowledge and skills in this unit are: • Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs - odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine two groups • Conceptual subitising	The small steps of key knowledge and skills in this unit are: • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time	The small steps of key knowledge and skills in this unit are: • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd	The small steps of key knowledge and skills in this unit are: • Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment
Key vocabulary:	Zero Subtract Adding	half full Heavier/heaviest Light/lightest Balance	Odd Even Double	Order Longest/longer shorter/shortest Tall/Tallest	Number bonds Addition Subtraction	Faces Vertices Corners
What I will know by the end:	I will be able to apply my new skills and knowledge to a range of situations and representation.					



Airedale
Infant Academy

Reception Maths Summer Term Overview



Airedale
Infant Academy

Mathematical strand:	Number	Number	Numerical patterns	Numerical patterns	Numerical patterns	Number
Topic:	To 20 and beyond	How many now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections
Big Question	What happens to numbers after 20?	What happens to the number when we add or take something away?	How can we build things and take them apart to see what they're made of?	How can we share and group things fairly?	How can we use pictures and objects to show where things go?	How is maths all around us and how do things link together?
Key knowledge and skills:	The small steps of key knowledge and skills in this unit are: - Build numbers beyond 10 (10-13) - Continue patterns beyond 10 (10-13) - Build numbers beyond 10 (14-20) - Continue patterns beyond 10 (14-20) - Verbal counting beyond 20 - Verbal counting patterns	The small steps of key knowledge and skills in this unit are: - Add more - How many did I add? - Take away - How many did I take away?	The small steps of key knowledge and skills in this unit are: - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes	The small steps of key knowledge and skills in this unit are: - Explore sharing - Sharing - Explore grouping - Grouping - Even and odd sharing - Play with and build doubles	The small steps of key knowledge and skills in this unit are: - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions - Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situation	The small steps of key knowledge and skills in this unit are: - Deepen understanding - Patterns and relationships
Key vocabulary	Count Number Altogether	Subtraction Addition Equal	Rotate Compose Pictogram	Share Equally Remaining	Maps Position On top, behind, next to, in front	Repeat Follow Continue
What I will know by the end:	I will be able to apply my new skills and knowledge to a range of situations and representation.					

ELG - Number

Children at the expected level of development will:

- 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

ELG - Numerical Patterns

Children at the expected level of development will:

- 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 within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.