

Foundation Maths Overview

	1	2	3	4	5	6	7
Autumn 1	Assessment	Matching: Same & different	Sort: Same & different, e.g. colour, size, shape Come up with their own criteria to sort by	Compare amounts: Equal More than Fewer than SYMBOL OF THE WEEK: =	Comparing size: Large and small, big and little, short and tall in relation to range of classroom objects. Compare and order objects by size – bigger, smaller etc.	Comparing mass: Heavy and light in relation to range of classroom objects. Compare and order objects by mass - heavier and lighter	Exploring patterns: Making simple patterns Copy, continue, create patterns. AB patterns using different mediums NUMBER OF THE WEEK: 0
Autumn 2	Representing 123: Identify representations Make using objects Match numerals and quantities, Count/subitise different arrangements of 1,2,3 Comparing 123: Counting forward – each number is one more than the last. Counting back – each number is one less than the one before. NUMBER OF THE WEEK: 1	Composing 123: Numbers are made up of smaller numbers. Explore making 2/3 using 1, 2 and 3. NUMBER OF THE WEEK: 2	Spatial awareness: Use and follow positional language NUMBER OF THE WEEK: 3 link to triangles	Numbers 4 and 5: Identify representations Counting forwards and backwards to/from 4/5 Count/subitise sets of 4/5 objects. Make own groups of 4/5 Match numerals and quantities. NUMBER OF THE WEEK: 4 link to quadrilaterals.	Shapes: Name and recognise circle, rectangle, triangle and square. Explore shapes in the environment. How many sides? Straight and curved. NUMBER OF THE WEEK: 5 link to pentagon	One more & one less: Count, subitise, and compare one more/less. Use five frame – predict how many there will be if I add one more or take one away. Link between counting forward and one more. Link between counting back and one less.	Time: Night and day. Use language to describe when an event happens, e.g. morning, afternoon, evening, night, today, tomorrow, before, after.

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Spring 1	Comparing numbers to 5: Compare quantities using variety of objects and representations. Composition of 4 & 5: Explore how they can make 4 and 5, e.g. 1, 3, 2 makes 5.	Compare capacity: Full, empty, half full/empty, nearly empty, nearly full. Measuring capacity. How many fit inside?	6, 7, 8: Represent 6, 7, 8 in different ways Subitise by noticing groups, e.g. 4 and 4 must be 8. Compare quantities of 6, 7, 8. Compose 6, 7, 8 in different ways. NUMBER OF THE WEEK: 6 link to hexagon	Pairs: How many make a pair? Matching pairs Making pairs using different materials. Identify certain numbers will always have one left over. NUMBER OF THE WEEK: 7	Combining groups: Combine two groups to find out how many there are altogether (subitise where possible). NUMBER OF THE WEEK: 8	Length and Height: Use language to describe length and height. Make direct comparisons, e.g. the pencil is longer than the rubber. Make indirect comparisons, e.g. the pencil is 4 cubes long, the rubber is 2 blocks long. The pencil is longer.
Spring 2	Time: Order and sequence time in their day using language - before, after, later, soon, now etc. to describe regular Days of the week Measuring time in different ways. What can you do in a minute?	9 & 10: Counting forwards and backwards from and to 9 and 10. Represent 9 & 10 in different ways. Compose numbers 9 & 10 (use 10 frames, e.g. when it is full you know you have 10. How can you make it 9? Take one away). NUMBER OF THE WEEK: 9	Comparing numbers to 10: Building 9 & 10 - Week 2 White Rose Maths Counting back from 10- ten in a bed Comparing numbers within 10 Making 10 NUMBER OF THE WEEK: 10	Bonds to 10: Explore number bonds to 10 using real objects in difference contexts. Use 10 frames – if I have 6 how many more do I need to make 10? Making pairs of Numicon pieces that make 10.	3D shapes: Building with 3D shapes Naming 3D shapes Matching 3D shapes Similarities and differences between them. Printing with 3D shapes, 3D shape patterns	Patterns: Introduce more complex patterns ABB, AAB, AABB, AAABB. Say patterns aloud Create patterns around the edge of shapes as well as straight lines.

Summer 1	1	2	3	4	5	6	
	Building numbers beyond 10: Build and identify numbers to 20 using a range of resources. Recognise numbers 0-9 repeat after every 10.	Counting patterns beyond 10: Count on and back from different starting points to help notice the repeating 1-9 pattern. Place sequences of numbers in order.	Adding more: Understand quantity of a group is changed by adding more. Use first, then, now structure. Solve maths stories involving adding by counting on. SYMBOL OF THE WEEK: +	Taking away: Understand the quantity of a group is changed by taking away. Use first, next, then structure. Count out all objects, take away, then subitise or count how many are left. SYMBOL OF THE WEEK: -	Spatial reasoning (1&2): Select and rotate shapes to fill a space. Match arrangements of shapes and use positional language Shapes can be combined and separated to make new shapes.		
Summer 2	1	2	3	4	5	6	7
	Doubling: Double means twice as many. Build doubles using real objects and mathematical equipment. Say doubles as they build them.	Grouping and Sharing: Understand groups must be equal. How to share/group objects.	Evens and Odds: Understand some quantities will share equally into 2 groups/pairs and some don't. Look at patterns within odd and even numbers. Halving in relation to odd and even.	Spatial reasoning (3): Places and models can be replicated. Use positional language to describe where objects are in relation to other items.	Deepening Understanding: Solve problems linked to familiar stories or real problems that arise in play. Create their own number stories.	Spatial reasoning (4): Understand maps and plans represent places and show where things are in relation to other places.	Patterns and relationships: Explore and investigate relationship between shape and number. Continue to copy, continue and create a widening range of patterns and symmetrical constructions.

During the Summer term build in opportunities (independent learning activities) for children to continue to practise and consolidate key skills – subitising, counting, composition, sorting and matching, comparing and ordering.

White Rose links –

Autumn 1 – Weeks 2,3,4,5,6,7: <https://assets.whiterosemaths.com/resources-2022/early-years/autumn-block-2-just-like-me/Phase-1-Just-like-me.pdf>

Autumn 2 – Weeks 1,2,3: <https://assets.whiterosemaths.com/resources-2022/early-years/autumn-block-3-it-s-me-1-2-3/Phase-2-Its-Me-123.pdf>

Autumn 2 – Weeks 4,5,6,7: <https://assets.whiterosemaths.com/resources-2022/early-years/autumn-block-4-light-and-dark/Phase-3-Light-and-Dark.pdf>

Spring 1 – Weeks 1,2: <https://assets.whiterosemaths.com/resources-2022/early-years/spring-block-1-alive-in-5/Phase-4-Alive-in-5.pdf>

Spring 1/2 – Weeks 3,4,5,6,1: <https://assets.whiterosemaths.com/resources-2022/early-years/spring-block-2-growing-6-7-8/Phase-5-growing-6-7-8.pdf>

Spring 2 – Weeks 2,3,4,5,6: <https://assets.whiterosemaths.com/resources-2022/early-years/spring-block-3-building-9-and-10/Phase-6-Building-9-and-10.pdf>

Summer 1 – Weeks 1,2,6: <https://assets.whiterosemaths.com/resources-2022/early-years/summer-block-1-to-20-and-beyond/Phase-7-To-20-and-Beyond.pdf>

Summer 1 – Weeks 3,4,5: <https://assets.whiterosemaths.com/resources-2022/early-years/summer-block-2-first-then-now/Phase-8.pdf>

Summer 2 – Weeks 1,2,3,4: <https://assets.whiterosemaths.com/resources-2022/early-years/summer-block-3-find-my-pattern/Reception-Scheme-Phase-9-Summer-2021.pdf>

Summer 2 – Weeks 5,6,7: <https://assets.whiterosemaths.com/resources-2022/early-years/summer-block-4-on-the-move/Reception-Scheme-Phase-10-Summer-2021.pdf>