

# OCL Reception Maths Autumn Overview

This document is designed to be used to support you in planning maths for the Reception year. It has been created using a variety of resources, including elements of White Rose, Maths Mastery, Karen Wilding's 'number sense' approach and the NCTM's Numberblocks resources.

This is a suggested yearly overview for you to follow to ensure you are teaching a broad and balanced curriculum, that covers all areas of the new Early Years Foundation Stage Framework. In the revised EYFS framework there is a heavy focus on developing mastery of numbers to 10, rather than stretching beyond 10, although we recognise that there will be cohorts where it is possible to develop mastery to 10 and teach mastery beyond within the Reception Year.

This overview is designed to be used flexibly by your setting, and has consolidation weeks built in for you to target the needs of your children and cohort precisely and ensure that any misconceptions in maths are addressed immediately before moving on.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Baseline			Introducing 1 Circles	Introducing 2 2 step patterns Semi-circles	Introducing 3 Triangles	Consolidation
Autumn 2	Introducing 4 Quadrilaterals	Introducing 5 Partitioning	Consolidate to 5 Pentagons	Composition of numbers to 5 / number bonds	Comparing quantities 1 more / 1 less	Sorting Measure (weight / size)	Consolidation Subitising

AUTUMN 1	Concepts	Objectives	Enabling Environments
Week 1-3	Assessment	TRANSITION & BASELINE	
Week 4 S1 Episodes 1 (One)	Introduce 1 Circle 1 in the environment Different representations of 1 Recognising the numeral 1 1p	<ul style="list-style-type: none"> <li>● Recognise 1</li> <li>● Identify the quantity 1 (the oneness of 1)</li> <li>● Understand that 1<sup>st</sup> means position 1</li> <li>● Understand that once means one time</li> <li>● Recognise a 1p coin</li> <li>● Find 1 on the clock, telephone</li> <li>● Introduce a circle – with 1 side</li> </ul>	<ul style="list-style-type: none"> <li>● Working wall number display to progress over the weeks (representations of 1 in the environment)</li> <li>● Giving one item at snack time</li> <li>● 1 finger 1 thumb keep moving</li> <li>● Performing actions once (reinforcing language of once)</li> </ul>
Week 5 S1 Episodes 2 (Another One) S1 Episodes 3 (Two)	Introduce 2 2 on the clock 2 step repeating patterns 2p Recognising the numeral 2 Shapes with 2 sides - Semi-circles	<ul style="list-style-type: none"> <li>● Recognise 2</li> <li>● Identify the quantity 2 (the twoness of 2)</li> <li>● Know that 2 is 1 more than 1</li> <li>● Know the concept of one and another one come together to make two – compose / decompose number</li> <li>● Count two objects in different orders, rearrange and recount</li> <li>● Two can be represented with the words twice, pair and second</li> <li>● Find 2 in the environment</li> <li>● Subitizing different representations of 2</li> <li>● Be able to continue 2 step repeating patterns</li> <li>● Recognise a semi-circle and understand that 2 can be combined to make a circle. Half of a circle is a semi-circle.</li> </ul>	<ul style="list-style-type: none"> <li>● Noahs ark songs, story and small world – pairs of animals</li> <li>● Baskets of socks and gloves</li> <li>● Games that require exactly 2 children to play</li> <li>● Building on the number display – things that come in twos</li> <li>● Encourage children to make a print pattern using two of something e.g. hands, feet, thumbs</li> <li>● Setting a table for two</li> <li>● Sorting representations of one and two</li> </ul>
Week 6	Introduce 3	<ul style="list-style-type: none"> <li>● Recognise 3</li> </ul>	<ul style="list-style-type: none"> <li>● Goldilocks and the three bears with three of everything inside</li> </ul>

<p>S1 Episodes 4 (Three)</p>	<p>3 in the environment</p>	<ul style="list-style-type: none"> <li>● Identify the quantity 3 (the threeness of 3)</li> <li>● Know that 3 is 1 more than 2</li> <li>● Know that 3 is 2 more than 1</li> <li>● Know that one object and two objects together make three objects and vice versa and also three of one object (composing / decomposing numbers)</li> <li>● Find 3 in the environment</li> <li>● Understand number conservation – However you arrange the three objects, there are still 3 (use triangular arrangements and dice).</li> <li>● Staircase representation of 1,2,3</li> <li>● Introduce different triangles with 3 sides.</li> </ul>	<ul style="list-style-type: none"> <li>● Building on the number display – things that come in threes</li> <li>● Baa Baa black sheep</li> </ul>
<p>Week 7</p> <p>S1 Episodes 5 (One, Two, Three!)</p>	<p>Consolidate to 3</p>	<ul style="list-style-type: none"> <li>● Count to 3 – forwards and backwards using the 1 to 1, the stable order, the cardinal, the abstraction (e.g I'm thinking of 3 things) and the order-irrelevance principles.</li> <li>● Compare numbers 1,2 and 3 – 'bigger' and 'smaller'</li> <li>● Order numbers 1 to 3</li> <li>● Know 3 is made of 2 and 1 or 1 and 1 and 1</li> <li>● Know that 2 is 1 less than 3, 1 is 1 less than 2</li> <li>● Count out 3 objects from a larger set.</li> <li>● Vocabulary of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup></li> <li>● Use a 5 frame and recognise how many spaces there are when it contains 3 objects.</li> <li>● Recognise which arrangements of objects contain a group of 3.</li> </ul>	<ul style="list-style-type: none"> <li>● Games where children can come 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup></li> <li>● Create "Magic Maths" area for children to create their own game linked to the episode</li> </ul>
<p>AUTUMN 2</p>	<p>Concept</p>	<p>Objective</p>	<p>Enabling Environments</p>

<p>Week 1</p> <p>S1 Episode 6 (Four)</p> <p>S1 Episode 8 (Three Little Pigs)</p>	<p>Introduce 4</p> <p>Shapes with 4 sides quadrilaterals (regular and irregular)</p> <p>4 in the environment</p>	<ul style="list-style-type: none"> <li>● Recognise 4</li> <li>● Count out 4 objects from a larger group and recognize the structure of 4 as a square number and within a five frame</li> <li>● Use different arrangements of 4 to explore number conservation.</li> <li>● Recognise 4 items without counting (subitise)</li> <li>● Count to 4 (forwards and backwards)</li> <li>● Sequence numbers to 4</li> <li>● Know that 4 is one more than 3</li> <li>● Partition 4 into 3s, 2s and 1s and use the terms add and takeaway to describe the combinations.</li> <li>● <del>Ordinal numbers</del> – 4<sup>th</sup> (4<sup>th</sup> birthday, <del>coming 4<sup>th</sup></del>)</li> <li>● Find 4 in the environment</li> <li>● Introduce a range of quadrilaterals and name the most common</li> <li>● Introduce concept of equal and unequal groups – partitioning into 2 and 2 and 3 and 1</li> </ul>	<ul style="list-style-type: none"> <li>● Explore animals with 4 legs</li> <li>● Collect or photograph examples of 4 things and not 4 things and explain why they are or are not 4 (Horizons)</li> <li>● Taking photos of numbers on doors/in the environment (Horizons)</li> <li>● 2D pictures of 4 – square printing sponges, flowers with 4 petals, etc.</li> <li>● Continue to develop number display with representations of 4</li> <li>● Children who are 4 and not 4</li> </ul>
<p>Week 2</p> <p>S1 Episodes 7 (Five)</p> <p>S1 Episodes 9 (Off We Go!)</p> <p>S1 Episodes 11 (Stampolines)</p>	<p>Introduce 5</p>	<ul style="list-style-type: none"> <li>● Recognise 5</li> <li>● Count out 5 objects from a larger group and look at ways of arranging (including using a dice arrangement and a 5 frame).</li> <li>● Subitise to 5 (include instant recognition of number of fingers held up (to 5). Be able to hold up correct number of fingers without counting.</li> <li>● Count forwards and backwards to 5 (encourage children to line up to count)</li> <li>● Sequence numbers to 5. Identify missing numbers to 5.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for children to partition 5 e.g. 2 plates and 5 pieces of fruit; 2 picnic blankets and 5 teddies; 2 farms and 5 pigs</li> <li>● Encourage counting on in play rather than recounting</li> <li>● Feely bag of number blocks and ordering numbers</li> <li>● Outlines of numicon/unifix cubes to match to the correct representation of each number</li> <li>● Printing with unifix cubes and numicon</li> </ul>

		<ul style="list-style-type: none"> <li>• Equal / unequal groups</li> </ul>	
<p>Week 3</p> <p>S1 Episode 10 (How to Count)</p>	<p>Consolidate to 5</p> <p>Shapes with 5 sides - Pentagons</p> <p>5 on the clock</p> <p>5p</p>	<ul style="list-style-type: none"> <li>• Know that 5 is one more than 4 and 4 is one less than 5</li> <li>• Partition 5 in various ways using the vocabulary add and subtract (avoid language of takeaway)</li> <li>• Find 5 in the environment</li> <li>• Introduce a pentagon</li> <li>• Use informal jottings to record numbers / quantities.</li> </ul>	<ul style="list-style-type: none"> <li>• Pretend 5<sup>th</sup> birthday party with 5 of each item</li> <li>• Red cubes – counting out the correct amount of ones to make 2-5 numberblocks</li> <li>• Numberblock picnic with flapjacks</li> </ul>
<p>Week 4</p> <p>S1 Episode 12 (The Whole of Me)</p> <p>S1 Episode 13 (The Terrible Twos)</p>	<p>Composition of numbers to 5</p> <p>Number bonds to 5</p>	<ul style="list-style-type: none"> <li>• Explore partitioning a whole number into parts</li> <li>• Recognise that even when partitioned, the total remains the same.</li> <li>• Number bonds to 5</li> <li>• Language of pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Using the role play to partition five objects into two groups e.g. five toys onto two shelves, five flowers and two vases</li> <li>• Water tray – five fish and two nets, catch all the fish and how many are in each net</li> <li>• Bean bag toss into a hoop – five bean bags, how many go in, how many don't</li> <li>• Variety of objects to sort into pairs</li> <li>• Dance routines that involve moves of two e.g. jump, jump, pause.</li> </ul>
<p>Week 5</p> <p>S1 Episode 14 (Holes)</p> <p>S1 Episode 15 (Hide &amp; Seek)</p>	<p>Comparing quantities of identical then non identical objects</p> <p>1 more / 1 less</p> <p>Introduce taking away</p>	<ul style="list-style-type: none"> <li>• Recognise that the number of a group can be changed by adding to it or subtracting from it.</li> <li>• Compare quantities and use the terms more, less, fewer</li> <li>• Say 1 more or 1 less to 5 without counting.</li> <li>• Relate taking 1 away to counting backwards</li> </ul>	<ul style="list-style-type: none"> <li>• Filling a bag of numberblocks, taking out two numberblocks and combining them – if they make 5 you keep them, if not they go back in the bag.</li> <li>• 5 little speckled frogs; 5 little ducks; 5 little men in a flying saucer</li> </ul>
<p>Week 6</p>	<p>Sorting into groups</p> <p>Measure (linked to Christmas)</p>	<ul style="list-style-type: none"> <li>• Sort objects based on colour / size / shape</li> <li>• Investigate sorting the same objects in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting games</li> <li>• Sorting presents by different properties</li> <li>• Ordering presents by size or weight</li> </ul>

		<ul style="list-style-type: none"> <li>• Play Guess my Rule with objects you have sorted</li> <li>• Exploring and ordering objects by weight and size</li> </ul>	
Week 7	Consolidation Week	<ul style="list-style-type: none"> <li>• Use this week to cover aspects which need additional consolidation</li> <li>• Focus on subitizing to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas cards with numbers to deliver to door numbers 1-5</li> <li>• Delivering the correct number of presents to families with different amounts</li> <li>• Giving the right number of carrots to reindeer</li> </ul>