

# OCL Reception Maths Summer 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 NCETM'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. The final half term has been left as consolidation to enable you to identify the needs of your cohort at this point in the year and to spend time recapping, revisiting or reteaching concepts.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer 1	Problem solving and reasoning	Shape, Space and Pattern	Ten Numbers and counting to twenty	Measures including weight, capacity and length	Time		
Summer 2	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation

Summer 1	DM/ELG	Concepts	Objectives	Enabling Environments
Week 1 S3 Episode 20 (The Wrong Number) S3 Episode 18 (The legend of Big Tum)	Compare numbers Explore the composition of numbers to 10  <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i>	Problem solving Finding the missing number Reasoning	<ul style="list-style-type: none"> <li>Recognise patterns and clues within numbers to solve problems</li> <li>Compare numbers to 10</li> <li>Use mathematical language to reason</li> </ul>	<ul style="list-style-type: none"> <li>Explore how to make different Numberblock characters with carpet tiles (grey side) – which Numberblock could it be?</li> <li>Notice when children use comparative language to identify quantities e.g. he has more pieces than me, she is shorter than me.</li> <li>Ask children to notice things that are the same and different</li> <li>Using cubes, match outlines of unusually arranged blocks to a familiar Numberblock</li> </ul>

<p>Week 2 S3 Episode 16 (Flatland)</p> <p>Week 4 S3 Episode 17 (Pattern Palace)</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Continue, copy and create repeating patterns</p>	<p>Consolidate 2D shapes with up to 5 sides (circle, semi circle, triangle, square, rectangle, pentagon)</p> <p>Begin to explore 3D shape</p> <p>Pattern</p>	<ul style="list-style-type: none"> <li>Using shapes for a purpose – select, rotate and manipulate shapes</li> <li>Compose and decompose shapes – recognizing shapes can have other shapes within them, just as numbers can</li> <li>Use pattern to predict – what is the rule? What comes next?</li> <li>Copy and create ABAB patterns</li> <li>Explore that pattern can be created in other ways e.g. AAA, ABCABC</li> </ul>	<ul style="list-style-type: none"> <li>2D and 3D shapes to explore, build, create pictures with</li> <li>Shape hunts in the environment – take photo's and make a shape display</li> <li>Sorting shapes by properties</li> <li>Leave out treasure boxes with small interesting and natural materials (pinecones, shells, etc) for children to explore pattern</li> <li>Decorate the edges of plates with patterns</li> <li>Make bead string/threading patterns and see if children can continue them – can you make a different pattern with the same colours? AB, ABB, ABC</li> <li>Notice when children use pattern spontaneously in their play e.g. word play, sounds, shapes, colours or numbers</li> </ul>
<p>Week 3 S3 Episode 28 (Tween Scenes)</p>	<p>Count objects, actions and sounds</p> <p>Link the number symbol with its cardinal number value</p> <p>Count beyond 10</p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system.</i></p>	<p>Teen numbers</p> <p>Counting to 20</p>	<ul style="list-style-type: none"> <li>Recap of composition of numbers to ten</li> <li>Counting 1-15 and 1-20</li> <li>Explore teen numbers as 10 + another number e.g. eleven is 10+1</li> <li>Practice verbally counting to 20 and beyond</li> </ul>	<p>Set up the home corner as a bedroom space to put the toys to bed in. Encourage the children to explore what tasks need to be done in five steps to get the toys ready for bed.</p> <p>Look for the 1-15 Numberblock numberlings on pages in books when reading in the book corner. Hand out the 5 picture cards of the Numberblocks getting ready for bed (slides 11-12) to five children. Can they get themselves in order and describe the step on their card.</p>

<p>Week 4</p> <p>An exploratory week of all aspects of measure</p>	<p>Compare length, weight and capacity.</p>	<p>Weight Capacity Length</p>	<ul style="list-style-type: none"> <li>● Consolidate vocabulary of measure – long, longer, longest, short, shorter, shortest. Full, half full, half empty, empty. Heavy, heavier, heaviest, light, lighter, lightest.</li> <li>● Put measures in order – full to empty, heaviest to lightest, longest to shortest.</li> <li>● Explore using measures for a purpose e.g. measuring a car to fit a parking space</li> <li>● Explore volume – taller containers don't always hold the most water</li> </ul>	<ul style="list-style-type: none"> <li>● Children can use playdough to explore length. Add scales to explore weight.</li> <li>● Provide balance scales and a range of loose parts for children to explore weight and put objects in order of weight.</li> <li>● Provide a range of containers in the water tray to explore capacity.</li> <li>● Provide opportunities for real life exploration of water e.g. pouring at snack time.</li> <li>● Set up a car park – children need to measure the cars to make spaces that will fit.</li> </ul>
<p>Week 5</p> <p>An exploratory week of time</p>	<p>N/A</p>	<p>Time Day and night/ Times of day</p>	<ul style="list-style-type: none"> <li>● Visual timetables – order the school day</li> <li>● Sort events that happen in the day and that happen at night</li> <li>● Explain o'clock</li> <li>● Show children the difference between digital and analogue</li> <li>● Explore units of time e.g. 1 second, 30 seconds, 1 minute, 5 minutes, 1 hour etc.</li> <li>● Days of the week/months of the year</li> </ul>	<ul style="list-style-type: none"> <li>● Provide clocks in the home corner/role play for children to explore</li> <li>● Provide children with stop watches and time each other how long it takes to do activities e.g how long to do 10 star jumps or how many star jumps can you do in 30 seconds</li> <li>● Sing days of the week/months of the year songs</li> </ul>
<p>Summer 2</p>		<p>Concept</p>	<p>Objective</p>	<p>Enabling Environments</p>
<p>Week 1 -7</p> <p>Consolidation</p>			<p>These weeks are for you to consolidate previous learning. Consider your cohort and their needs and identify which areas need recapping, reviewing or reteaching. You can use the assessment document below to identify which areas need reviewing and to create a plan for the final half term.</p>	

