

Autumn 1 – Maths Overview

Week:	Reception:	Year One:
Week 1: 4 th September	Baseline observations and assessments	
Week 2: 11 th September	This week is all about counting – chanting numbers in order up to 10 and then 20, counting items into a set, counting items taken from a larger set, matching a number of items to a numeral, matching written and spoken numerals and being able to count accurately using one-to-one correspondence. Children should also understand conservation of number and be able to count along a number track 1–6. - Recite numbers to 10 - Recognise numerals to 5 and begin to recognise numerals to 10 - Count up to five objects in a set and begin to count larger sets - Count up to five objects from a set - Match items to numbers using one-to-one correspondence - Match numerals to a set - Count along a 1–10 number track - Estimate a set of objects, sounds, actions or images up to 10 - Recite numbers to 20 - Conserve numbers up to 10	The children will count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays without counting; identify a number 1 more (next number in count). - Count using one-to-one correspondence (≤ 12) - Count on and back to 20 - Count on and back to 12 - Order and compare numbers to 12 - Count using one-to-one correspondence (≤ 20) - Estimate a set of objects (≤ 20) - Say the number 1 more, i.e. the next number (numbers ≤ 10)
Week 3: 18 th September	This week's learning is all about patterns. Children will copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions. - Recognise and continue a repeating pattern using objects, sounds, actions or colours - Recognise and continue a repeating pattern using images or shapes	The children will find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences. - Find addition pairs to 5 and subitise to 5 - Find addition pairs to 6 and subitise to 6 - Find number bonds to 10 and subitise to 10 - Find the missing number in number sentences
Week 4: 25 th September	This is another week about counting; chanting numbers in order up to 20, counting 10 items into a set, counting up to 10 items taken from a larger set, matching how many to a numeral and matching written and spoken numerals. - Match items to numbers using one-to-one correspondence - Match numerals to a set - Count along a 1–10 number track - Recite numbers to 20 - Recognise numerals to 10 - Count up to ten objects in a set - Count up to ten objects from a set - Conserve numbers up to 10 - Order numbers along a 1–10 number track - Subitise; recognise how many without counting - Estimate a set of objects, sounds, actions or images up to 12	The children will read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set. - Read and write numbers from 1 to 20 in digits and words - Order and compare numbers to 12 - Understand 0 as the empty set - Estimate a set of objects (≤ 100) and count in 5s or 10s to check - Say the number 1 more (≤ 20) - Say the number 1 less (≤ 20)

Week 5: 2 nd October	This week is all about introducing children to addition and subtraction. Children start the week by practising subitising numbers up to 6 using fingers and dots on a dice. They move on to find number pairs to 5 and then to 6, and are shown the addition number sentence that goes with each pair. They are introduced to simple subtractions using their number pairs, and learn to recognise that adding and subtracting are inverse operations. • Subitise; recognise how many without counting • Partition a set of five objects into five and none, four and one, three and two in a practical context • Partition a set of six objects into six and none, five and one, four and two, three and three in a practical context • Begin to read simple number sentences that use + and = signs • Begin to recognise the relationship between addition and subtraction in a practical context	The children will double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less. • Double numbers to 5 and find related halves • Say the number 1 more (≤ 20) • Count on 1, 2, 3 more than numbers up to and just beyond 20 • Say the number 1 less, i.e. the number before (numbers ≤ 10) • Say the number 1 less (≤ 20)
Week 6: 9 th October	This week children are learning about the days of the week, reciting the names and beginning to order them. They will use language related to time such as yesterday, today, tomorrow, morning, afternoon, evening and night. They will see o'clock times in the context of their daily routine. Children will also be introduced to the language of position, playing hide and seek with a teddy bear using key vocabulary such as in, on, over, under, beside, left and right. • Understand and use the language of position: over, under, behind, in front of, beside etc. • Recognise and name left and right • Recognise days of the week and say which day it is • Recite the days of the week in order • Recognise key times in the day • Sequence events through the day in chronological order • Understand that something can happen 'after two sleeps' and understand the language: yesterday, tomorrow and today • Begin to match key events to o'clock times	The children will recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams. • Recognise, name and describe squares, rectangles, circles and triangles • Begin to recognise basic line symmetry • Sort 2D shapes into Venn diagrams using properties incl. symmetry • Sort 2D shapes by number of sides and corners (incl. right angles) using Venn diagrams • Sort basic 2D shapes according to their properties • Sort objects on to a Venn diagram (two overlapping sets) • Sort objects on to a Carroll diagram (two by two)
Week 7: 16 th October	Recap of term and assessments	