

Early Years Foundation Stage			
Berkswich CE Mathematics Coverage and Progression Overview - Quick View (also see the summary overview)			
Nursery		Reception	
Autumn Term	Colours (2 weeks) Identify red, green, yellow, purple and blue objects. Explore other colours, discuss their favourite colour and match objects to the correct colour name. Matching (2 weeks) Match a range of objects such as buttons, pairs of shoes, prints and tower blocks made of the same colour. Identify matching Numicon shapes and begin to identify how they have the same number of holes. Sorting (2 weeks) Sort objects by a range of categories: size, shape and colour and look at similarities and differences between objects. Number 1 and Number 2 (3 weeks) Subitise, count and match objects to the numerals 1 and 2. Use Ten Town to further practise and embed fluency skills. Pattern (2 weeks) Describe, explore, create and continue AB patterns with natural objects. Children describe and predict ABC patterns using different colours. Consolidation and Winter Activities (1 week)	Maths Mastery (Rekenrek Subitising)	Just like me (3 weeks) Count in rhymes, songs and stories. Classify objects based on one attribute. Match equal and unequal sets. Compare size, mass and capacity by comparing objects and sets. Order objects and sets and children are introduced to manipulatives. Continue with subitising and number recognition. Introduce to 2-D shape names. Recognise, describe, copy and extend colour and size patterns. Estimate and check by counting. Recognise numbers in the environment. Make patterns, spot mistakes in patterns (link to celebrations Raksha Bandhan holiday, making bracelets with patterns). It’s me 1, 2, 3! (3 weeks) Represent, compare and compose numbers 1, 2 & 3. Perceptually subitise within 3. Relate the counting sequence to cardinality. Develop knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence. Introduce to curved and straight sides when investigating circles and triangles. Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including ‘more than’ and ‘fewer than’ compare sets ‘just by looking’. Light and dark (3 weeks) Represent numbers to 5. Find one more or less. Develop geometry and spatial thinking by investigating shapes with four sides and combine shapes. Children discuss night and day and order key events in their daily routines. Begin to measure time in simple ways (e.g. counting the number of sleeps to an important event) or using timers to measure duration..
	Number 3, 4, 5 and 6 (8 weeks) Children will subitise and count objects using the counting principles. Children will be introduced to the numerals 3, 4, 5 and 6. Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what smaller numbers these are composed of. Learn 2D shapes such as triangles, squares, rectangles and pentagons and identify these by counting their sides. Children will use Ten Town to further practice and embed fluency skills. Height and Length Children compare the height or length of different objects using the vocabulary long, tall and short. Mass Children are introduced to balance scales. Explore what happens when they put different objects in them and investigate which is heavier and lighter. Capacity Explore containers that are full, empty or nearly full and nearly empty both practically and pictorially. Compare capacities of different containers by directly pouring from one to another.		Alive in 5! (3 weeks) Introduce the number name zero and numeral 0. Comparing numbers to 5 with more than, fewer than or the same. Explore the different compositions of 4 and 5 encouraging to subitise. Compare mass using balance scales and comparative language. Compare capacity using different materials and containers. Growing 6, 7, 8 (3 weeks) Continue to apply counting principles when counting to 6, 7 and 8 continuing to encourage subitising. Make pairs understanding that a pair is two. Combine two amounts to find out how many altogether. Begin to use language to describe length and height making direct comparisons (longer, shorter, taller, wider and narrower). Order and sequence important times in the day describing when events happen. Building 9 & 10 (3 weeks) Apply counting principles when counting to 9 and 10. Comparing numbers to 10 by lining objects up with 1:1 correspondence. Explore number bonds to 10 using objects in different contexts. Explore and manipulate 3-D shapes in construction. Introduce children to shape names and explore similarities and differences sorting them according to what they notice. Children are introduced to more complex patterns e.g. ABB, AABB.
Summer Term	Sequencing (1 week) Sequence pictures from nursery rhymes, their daily routines and from familiar stories. Pictorial Language (1 week) Explore positions of objects using the vocabulary in, out, in front and behind. More/ Fewer (1 week) Look at two sets of objects and identify which set has more and which set has fewer. 2D and 3D shapes (2 weeks) Learn to identify and recognise circles, triangles, squares, rectangles, cubes, cuboids, cylinders and spheres and begin to talk about some of their properties. Number composition (1 week) Children explore the different pairs of numbers that make up 3, 4 or 5. What comes after and before? (2 weeks) Children count and sequence numerals on a number track (up to 5) identifying what comes before or after a given number. Numbers to 5 (1 week) Count how many objects are in a set and work out what number is represented by different counting cards and then sequence them. Complete mazes by working their way through the numerals in the correct order. Consolidation of learning		To 20 and beyond Continue to practise and consolidate subitising, counting, composition, matching, sorting, comparing and ordering. Build numbers to 20 using a range of resources. Count on and back beyond 10. Develop spatial reasoning through jigsaws and shape puzzles where children match, rotate and manipulate using positional language. Children will explore 2D shapes and manipulate these to create animals facilitated through the book ‘Tangram Cat’ helping children to link maths and shape in everyday life. First, then, now Use objects and understand that quantity can be changed by adding more and taking items away. Develop spatial reasoning by combining and separating shapes to make new shapes (composing and decomposing). Find my pattern Learn that double means ‘twice as many’. Share fairly and make equal groups sometimes with items left over. Understand that some quantities share equally into two groups and some won’t; look at the odd and even structure of numbers in 10 frames. Develop spatial reasoning by replicating simple constructions, models, real places and places in stories encouraging positional language. Visualise simple models by playing barrier games and provide verbal instructions for children to follow as they build. On the move Deepen understanding by engaging in extended problem solving to develop critical thinking skills linked to stories or play. Explore and investigate patterns and relationships between numbers and shapes. Develop spatial reasoning through investigating and making maps.