

Reception Maths Overview

Autumn Term	
Week 1	Count reliably to 3 using objects and actions (1:1 correspondence, counting toys, children, claps, jumps, saying numbers in order).
Week 2	Recognise and match numerals 1–3 to quantities (Numeral recognition, matching numerals to sets, counting how many in total up to 3)
Week 3	Count to 4 and match numeral 4 to quantities (Continue 1:1 correspondence, careful counting, comparing groups – more / fewer)
Week 4	Subitise quantities to 3–4 (Recognising small quantities without counting, dice patterns, dot cards, fingers)
Week 5	Count to 5 and match numerals 0–5 to quantities (Secure counting to 5, matching numeral cards to groups, counting everyday objects)
Week 6	Subitise quantities to 4 (and some to 5) (Quick recognition of quantities, comparing amounts, number recognition 1–5)
Week 7	Understand that each number is one more than the number before (Counting on, number lines, “what comes next?”)
Week 8	Add one more to numbers within 5 (practical activities) (Physically adding one object, counting on, real-life contexts)
Week 9	Take one away from numbers within 5 (practical activities) (Removing objects, counting how many are left, one less)
Week 10	Explore partitioning: numbers made of smaller numbers (2, 3, 4) (Using practical resources, “How many ways can we make...?”)
Week 11	Explore partitioning: numbers made of smaller numbers (5, 6, 7) (Building on earlier partitioning work)
Week 12	Secure matching numerals to quantities up to 5 and simple partitioning (Revisit and embed key skills, mixed practical challenges)

Week 13	Apply counting, subitising, adding one, and taking one away (Consolidation, assessment, real-life maths)
Week 14	Add one and take away one with numbers within 10 (Practical resources, real-life examples, number lines)

Spring Term	
Week 1	Recognise and order numerals 0–5 (Order numerals practically, introduce zero as none, reinforce numeral formation)
Week 2	Recognise and order numerals 0–10 (Extending ordering beyond 5, spot missing numbers, reinforce numeral formation)
Week 3	Match numerals 0–10 to quantities (1:1 correspondence, matching numeral cards to groups, counting accurately to check totals)
Week 4	Count out up to 10 objects from a larger group (Careful counting and stopping at the right number, real-life context, checking the total by recounting)
Week 5	Compare groups using the language of more, fewer and same (up to 10) (Visual comparison, linking quantity size to numeral size, informal comparison before counting)
Week 6	Estimate quantities up to 10 and check by counting (“How many do you think?”, comparing small and large sets, developing understanding of relative size)
Week 7	Subitise smaller groups within numbers to 6 (Seeing 6 as 3 and 3 or 4 and 2)
Week 8	Conceptually subitise numbers to 8 using smaller groups (Recognising familiar groupings, partitioning using objects, building numbers in different ways)
Week 9	Conceptually subitise numbers to 10 (Seeing numbers as made of parts, using five- and ten-frames, linking grouping to counting efficiency)

Week 10	Estimate, count and represent numbers to 10 in different ways (Mixed challenges, choosing own strategies, applying skills in play)
Week 11	Apply ordering, matching, estimating, counting and subitising skills in practical problem solving (Consolidation, assessment, real-life scenarios, observations)

Summer Term	
Week 1	Compare numbers using number names and symbols, showing interest in larger numbers (More, fewer, greater, smaller, comparing quantities and numerals, simple comparison)
Week 2	Solve practical problems involving sharing fairly (Sharing snacks, toys and resources, discussing fairness and accuracy, using own strategies to check equal groups)
Week 3	Explore addition and subtraction using own marks and symbols (Using drawings, tallies and marks, introducing plus and minus symbols, explaining thinking verbally)
Week 4	Recall number bonds to 5, including simple subtraction facts (Part-whole model, "how many left?", using fingers, objects, songs and stories)

Week 5	Recall some number bonds to 10 (Building on bonds to 5, using ten frames, exploring different ways to make 10)
Week 6	Recall and explore double facts (Doubles with practical objects, linking doubles to real-life contexts, noticing patterns and similarities)
Week 7	Begin to recognise odd and even numbers (Pairing and sharing activities, identifying leftovers, odd, even, pair)
Week 8	Use positional and directional language when giving and following directions (Next to, behind, under, forwards, backwards, navigating obstacle courses, giving instructions)
Week 9	Describe shapes, positions and viewpoints using spatial language (Talking about what they can see, describing viewpoints, using in front of, side, top, bottom)
Week 10	Investigate turning and flipping shapes to make them fit (Rotating and reflecting shapes, construction and puzzles, creating and adapting models)
Week 11	Solve problems involving length, weight and capacity (Predicting and comparing longer/shorter, heavier/lighter, full/empty, encouraging reasoning)
Week 12	Use measuring tools in everyday play and experiences (Scales, measuring jugs, rulers, comparing results, focusing on accuracy and care)
Week 13	Tackle practical problems involving comparison, prediction and fairness (Real-life scenarios, explanation and justification, linking number, measure and reasoning)
Week 14	Apply number, shape, space and measure skills in independent problem solving (Consolidation week, child-led investigations, assessment and celebration of progress)