Little Eaton 2025-2026 Maths Yearly Overview

Statutory Guidance from the EYFS Framework for Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/Interests	Starting School Autumn Family People who help us Teddy bears	Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch	Growing up - babies, generations Health inc. oral health Spring Easter	Life Cycles - butterflies, owls, frogs Our Local Area Gardening	Summer Hot environments Looking after our Environment Mermaids / Pirates Seaside
Celebrations & Experiences	Starting School, , Autumn, Black History Month,	Diwali, Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, Science week, Safer Internet Day	, Comic Relief, Mother's Day, Pancake Day, World Book Day, Easter	National Storytelling Week Tiger Tea Party Explore Little Eaton	Father's Day , Fitness week and Sports Day, Transition, Assessment Chatsworth Trip

Ladybirds (NCETM - Mastering Number & White Rose Shape, Space and Measure)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Baselining	Baselining	Subitising - 1 to 3 SSM - comparing mass.	Counting, cardinality and ordinality - how many? SSM - comparing capacity.	Composition - 2, 3 and 4. SSM - exploring simple patterns.	Subitising - objects and sounds. SSM - copy and continue simple patterns.	Comparison - more than / fewer than SSM - create a simple pattern.
Autumn 2	Counting, ordinality and cardinality - deepening understanding of 5. SSM - identify and name circles and triangles.	Comparison - comparing amounts through matching and sharing. SSM - compare circles and triangles.	Composition - concept of 'wholes' and 'parts'. SSM - shapes in the environment.	Composition - 3, 4 and 5. SSM - describe positions.	Counting skills. Matching numerals. Verbal counting beyond 20. SSM - identify and name shapes with 4 sides.	Subitising - within 5: focus die patterns. Matching numerals. SSM - Combine shapes with 4 sides.	
Spring 1	Counting, ordinality and cardinality - staircase patterns SSM - compare mass.	Composition - 5: part, part, whole. SSM - find a balance.	Composition - 6 & 7 as '5 and a bit' SSM - explore capacity.	Composition - equal, unequal. SSM - compare capacity.	Counting, ordinality and cardinality - order and position of number. SSM - explore and compare length.	Comparison - numbers to 8. SSM - explore and compare height.	
Spring 2	Composition - 7 SSM - talk about time.	Subitising - doubling quantities to 10. SSM - sequencing.	Composition - odd and even numbers. SSM - recognise and name 3D shapes.	Cardinality, ordinality and counting - counting strategies. SSM - Find 2D shapes within 3D shapes.	Subitising - to 6 including unstructured arrangements. SSM - 3D shapes in the environment.		

Summer 1	Composition - 5 and a bit. SSM - explore mapping.	Composition - numbers to 10. SSM - represent maps with models.	Comparison - ordinality. SSM - create own maps from familiar places.	Subitising SSM - create own maps from stories.	Review for assessment - recall of number bonds to 5.	Review for assessments - composition of numbers to 10.	
Summer 2	Review for assessment - comparison.	Review for assessments - number patterns.	Review for assessments counting.	Composition - bar model and number sentences.	Building numbers to 20.		

The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Where are they going? Y1 Expectations:	**Number and place value (within 20):** use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	**Addition and subtraction (within 20)** (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	**Number and place value (within 100):** Begin to recognise the place value of each digit in a two-digit number (tens, ones)	**Fractions:** Recognise, find and name a half as one of two equal parts of an object, shape or quantity	**Fractions:** Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	**Multiplication and Division:** count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time	**Number Bonds**: Represent and use number bonds and related subtraction facts within 20	**Shape:** Recognise and name common 2-D and 3-D shapes,	**Positional Language:** Describe position, direction and movement, including half, quarter and three quarter turns	**Money:** Recognise and know the value of different denominations of coins and notes	**Time:** Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years