Year R Maths Overview 2024 -2025

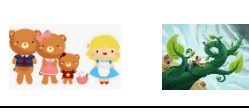| How do we catch children who are not keeping up with the planned curriculum? Interventions / a rotation in Maths groups						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Week 1	Baseline	Pattern	Number sense – introduce zero Number sense – represent 4 and 5	Time	Number bonds to 5	Doubling
Week 2		Position	Number sense – compare 4 and 5	Number sense – represent, compare and composition of 9 and 10	Count beyond 20	Sharing and grouping
Week 3		2D shape – circles, triangles, squares and rectangles.	Number sense - composition 4 and 5	Comparing numbers to 10	Making 20 Recognising patterns of the number system	Odd and even
Week 4	Matching and sorting		Mass and capacity	3D shape	Adding	Number bonds to 5 (and 10)
Week 5	Number sense – represent 1, 2, 3	Length and height	Number sense – represent, compare and composition of 6, 7 and 8	Pattern	Subtraction	Reasoning
Week 6	Number sense – compare 1, 2, 3	One more and one less		Spatial awareness	Compose and decompose	Interleaving opportunities
Week 7	Number sense – composition 1, 2, 3	Time	Combination two amounts	Interleaving opportunities	Reasoning	

<u>**Number sense to include:**</u>
- **Cardinality and counting** (the cardinal value of a number refers to the quantity of things it represents, e.g. the numerosity, 'howmanyness', or 'threeness' of three. When children understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. Counting is one way of establishing how many things are in a group, because the last number you say tells you how many there are. Children enjoy learning the sequence of counting numbers long before they understand the cardinal values of the numbers.)
- **Subitise** (subitising is recognising how many things are in a group without having to count them one by one. Children need opportunities to see regular arrangements of small quantities.)
- **Conversation** (Knowing that the number does not change if things are rearranged. Children need the opportunity to recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same.)
- **Comparison** (understanding that comparing numbers involves knowing which numbers are worth more or less than each other. Comparing numbers involves knowing which numbers are worth more or less than each other. This depends both on understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental number line which children will develop later, which represents the relative value of numbers, i.e. how much bigger or smaller they are than each other.

- **Composition** (understanding that one number can be made up from (composed from) two or more smaller numbers. Knowing numbers are made up of two or more other smaller numbers involves 'part–whole' understanding. Learning to 'see' a whole number and its parts at the same time is a key development in children's number understanding. Partitioning numbers into other numbers and putting them back together again underpins understanding of addition and subtraction as inverse operations.)