

Red Class Maths Overview Term 2

At Emersons Green Primary, we follow the White Rose Maths scheme of learning. This scheme breaks the core learning for each year group down into 'small steps' which build gradually, allowing children to make steady and secure progress. The scheme also follows a mastery-based approach, which enables children to build the depth of their mathematical understanding.

The aim of maths teaching in EYFS is to build strong foundations which enable children to become confident mathematicians. You can find out more here:

<https://whiterosemaths.com/advice-and-guidance>.

Below is an overview of the key mathematical concepts we will be covering each week, as part of our 'main' maths teaching and learning – this maths will be explicitly taught through whole-class and small-group sessions. Children will be supported and challenged at an appropriate level during these sessions.

Maths is also part of everyday teaching and learning in Reception – things such as updating the calendar, and counting and comparing 'story votes', as well as using maths in children's play.

	W/B 30/10/23	W/B 06/11/23	W/B 13/11/23	W/B 20/11/23	W/B 27/11/23	W/B 04/12/23	W/B 11/12/23
Main focus	It's Me 1, 2, 3	Circles and Triangles	1, 2, 3, 4, 5	1, 2, 3, 4, 5	Shapes with four sides	Revision of areas taught	Revision of areas taught
	Step 4 1 more Step 5 1 less Step 6 Composition of 1, 2, 3	Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position	Step 1 Find 4 and 5 Step 2 Subitise 4 and 5 Step 3 Represent 4 and	Step 4 1 more Step 5 1 less Step 6 Composition of 4 and 5 Step 7 Composition of 1 - 5	Step 1 Identify and name shapes with 4 sides Step 2 Combine shapes with 4 sides Step 3 Shapes in the environment Step 4 My day and night		
Development Matters objectives Early Learning Goals are written in blue.	Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Link the number symbol (numeral) with its cardinal number value. Subitise. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.	Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		

Support at home

Mathematical understanding can be developed at home in lots of simple ways:

counting/subitising object or actions

comparing amounts of toys (e.g. there are more trains than cars)

referring to time (e.g. morning, tomorrow)

comparing length, weight and capacity of things around the home

looking out for numerals in the environment