Red Class Maths Overview Term 3

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.

	WB 1/1/24	WB 8/11/24	WB 15/1/24	WB 22/1/24	WB 29/1/24	WB 5/2/24
Main focus	**Alive in Five**	**Alive in Five**	**Mass and Capacity**	**Growing 6, 7, 8**	**Growing 6, 7, 8**	**Length, Height and Time**
	Step 1 Introduce 0 **Step 2** Find 0 - 5 **Step 3** Subitise 0 - 5	**Step 4** Represent 0 - 5 **Step 5** 1 more **Step 6** 1 less **Step 7** Composition **Step 8** Conceptual subitising to 5	**Step 1** Compare mass **Step 2** Find a balance **Step 3** Explore capacity **Step 4** Compare capacity	**Step 1** Find 6, 7 and 8 **Step 2** Represent 6, 7 and 8 **Step 3** 1 more **Step 4** 1 less **Step 5** Composition of 6, 7 and 8	**Step 6** Make pairs – odd and even **Step 7** Double to 8 (find a double) **Step 8** Double to 8 (make a double) **Step 9** Combine 2 groups **Step 10** Conceptual subitising	**Step 1** Explore length **Step 2** Compare length **Step 3** Explore height
Development Matters objectives	Link the number symbol (numeral) with its cardinal number value. Count objects, actions and sounds. Subitise.	Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Subitise.	Compare length, weight and capacity.	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.	Explore the composition of numbers to 10. Subitise.	Compare length, weight and capacity.

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**