Mathematics Long Term Overview 2024 to 25

EYFS			
Counting, properties of numbers and number sequences	**Place Value and Ordering and rounding**	**Understanding addition and subtraction**	**Rapid recall of addition and subtraction facts**
Count objects, actions and sounds. *Count forwards to 10* *Count backwards from 10* *Count out a smaller number of objects from a larger group.* *When counting objects, know that the last number (the stop number) indicates the total number in the group.* *Say one number for each item in order up to 10.* *Show finger numbers up to 10.* *Verbally count beyond 20, recognising the pattern of the counting system* *Have a deep understanding of number to 10, including the composition of each number .*	To recite numbers beyond 10. Say one number for each item in order up to 10. Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity To say how many objects there might be before counting to check giving a purpose to counting. To develop fast recognition of up to 10 objects without having to count them individually (subitising)	To use the 'part whole' model to explore aggregation and partitioning of quantities.	- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Understanding multiplication and division	**Reasoning and generalising about numbers or shapes**	**Measurement**	**Geometry - properties of shapes - position and direction**
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. E.g. Double 2 is 4. 10 biscuits shared into 2 groups is 5 biscuits each.	- To understand the 'one than/one less than' relationship between consecutive numbers	To be able to make comparisons between objects relating to size, length, weight and capacity	- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - To be able to talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language. 'sides', 'corners', 'straight' 'flat' 'round'. - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Continue, copy and create repeating patterns.