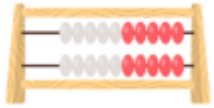
EYFS Reception Maths Overview 2026-27

At Pensans, children follow the Mastering Number programme to build strong early number sense. Through four short sessions each week (10-15 minutes), they develop fluency, flexibility and confidence with numbers, forming secure foundations before moving into Key Stage 1. Teaching is structured around six key areas of early mathematical understanding: cardinality, comparison, composition, pattern, shape and space, and measures.

At Pensans, we believe all children should experience success in maths, developing curiosity, confidence and a positive attitude towards problem-solving from the very start. Our approach ensures every child has the opportunity to explore, talk and make connections in meaningful ways.

Alongside Mastering Number, we use White Rose Maths to provide full coverage of shape, space and measure, offering rich opportunities for children to investigate shapes, compare quantities, describe position and explore early measurement in purposeful contexts. Together, these approaches create a balanced, developmentally appropriate curriculum that supports deep mathematical thinking and prepares children confidently for Year 1.





Autumn One

Overview by Week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Baseline		Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Baseline		Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking.' Use the language of comparison: more than and fewer than
	Small Steps (Children will...)						

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Session 1	Baseline	Subitise 1 and 2	Hear and join in with the counting sequence to 5, including using songs and rhymes. See that counting is useful because it tells us 'how many' See that the last number in the count tells us 'how many altogether' (cardinality).	Know that 2 is made of 1 and 'another 1' Make their own collections of 2 objects and identify the '1 and another 1' within them.	Subitise arrangements of 2 and 3 Practise making 2s and 3s with their fingers. Subitise auditory patterns up to 3.	Represent a given number on their fingers without looking. Compare 2 sets of objects and say which is 'more than'.
Session 2	Baseline	Subitise within 3 Make and describe spatial patterns with 3 dots.	Hear and join in with the counting sequence to 5, including using songs and rhymes. See that counting is useful because it tells us 'how many'. Practise counting each object, action or sound once and only once.	Identify when a collection is composed of 3 objects. Produce their own collection of 3.	Subitise auditory patterns up to 3 Identify when a small collection is rearranged, or the quantity changed.	Represent a given number on their fingers without looking. Compare 2 sets of objects and say which is 'more than'.
Session 3	Baseline	Represent quantities on their fingers in different ways.	experience counting sounds. practise counting each object, action or sound once and only once.	Identify when a collection is composed of 3 objects. Produce their own collection of 3.	Show small quantities on their fingers. Use positional language to describe patterns of 4.	Compare 2 sets of objects and say which is 'more than' or 'fewer than'.

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Session 4	Baseline	Identify sub groups.of 1, 2 and 3 within larger arrangements.	Record the results of their count. Count each object, action or sound once and only once.	Identify when a collection is composed of 3 or NOT 3 See that 4 can be made with four 1s.	Use positional language to describe patterns of 4. Make patterns showing 4.	Compare 2 sets of objects and say which is 'more than' or 'fewer than'.
Session 5	Baseline	Compare size	Compare mass	Compare capacity	Explore simple patterns	Copy and continue simple patterns Create simple patterns
	 White Rose Materials used to support Mastering Number 					
	Getting to Know You	It's Me 1, 2, 3 Find 1,2 & 3 Subitise 1, 2 & 3 Represent 1, 2 & 3 Composition 1, 2 & 3			1,2,3,4 & 5 Find 4 & 5 Suitise 4 7 5 Represent 4 & 5 1 more & 1 less Composition of 4 & 5 Composition of 1 to 5	

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Autumn Two

Overview by Week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Set 2	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality	White Rose – Match, Sort & Compare	Consolidation
	Focus on counting skills. Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets – by matching Use the language of comparison: *more than, fewer than, an equal number*	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practice object counting skills. Match numerals to quantities within 10 Verbal counting beyond 20	Match, Sort & Compare	Consolidation
	Small Steps (Children will...)						
Session 1	Practise counting each object, action or sound once Hear and join in with the counting sequence to 5 Tag each object with 1 number word (1:1 correspondence) See that they have 5 fingers on one hand.	Practise subitising amounts to 4 Revisit 'more than' or 'fewer than' by looking.	Identify the 'whole' when shown 1 part of a familiar object. Identify that the parts are still visible when they are assembled to make the whole. Hear the language of 'whole' and 'parts'.	Investigate ways to compose and de-compose sets of 3 Explore how 1 and 2 are parts of 3.	Hear and join in with the counting sequence to 10, including using songs and rhymes. Use their fingers to represent quantities to 5 and to begin to represent quantities to 10 Match different representations of quantities to 5 with amounts shown on their fingers.	Match pictures & objects	Misconceptions and consolidation

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Session 2	Say and make numbers to 5 on their fingers. Practise counting each object, action or sound once and only once. Make collections of 5 in different ways.	Compare groups of up to 3 objects by matching them 1:1 Say when they have an equal number.	Identify parts of their own body Recognise that some whole objects have parts that cannot be removed.	Investigate ways to compose and de-compose 4.	Remember that the 'stopping number' tells us how many we need altogether. Begin to recognise numerals to 5 Develop their understanding of equal amounts	Identify a set	Misconceptions and consolidation
Session 3	Practise counting each object once and only once. Use counters to represent 5 objects. Use a die frame to represent 5	Compare groups of up to 3 objects by matching them 1:1 Say when there is an equal number, too many or not enough.	Identify parts of some animals' bodies Recognise that some whole objects have parts that cannot be removed	Investigate ways to compose and de-compose 4 Use spatial language to describe the shapes. Explain that different parts can make the same whole.	Remember that the 'stopping number' tells us how many we need altogether. Begin to recognise numerals to 5 Represent quantities in more abstract ways, such as by clapping or jumping.	Sort objects to a type	Misconceptions and consolidation
Session 4	Count each object, action or sound once. Count 5 and 5 to make 10 altogether.	Build towers with an equal number of squares. match the squares in the towers 1:1 Say when there is an equal number, too many or not enough.	Investigate ways to compose and de-compose sets of 2 and 3 Know that 1 and 2 are parts of 3.	Investigate ways to compose and de-compose 5 Use spatial language to describe the shapes. Explain that different parts can make the same whole.	Remember that the 'stopping number' tells us how many we need altogether. Begin to recognise numerals to 5 Begin to understand that when a set of objects is rearranged, its quantity remains the same.	Explore sorting techniques	Misconceptions and consolidation

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Session 5	Identify and name circles and triangles	Compare circles and triangles	Shapes in the environment	Describe position	Match objects	Create sorting rules Compare amounts	Misconceptions and consolidation
	 White Rose Materials used to support Mastering Number 						
	Alive in 5! Introduce 0 Find 0 - 5 Subitise 0 -5 Represent 0 - 5 1 more, 1 less Composition 0 - 5 Conceptual subitising 0 - 5					Match, Sort & Compare Match pictures & objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts	



Spring 1

Overview by Week



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	(6 week term)
	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition	Mass and Capacity	
Set 3	Subitise within 5 focusing on die patterns. Match numerals to quantities within 5	Counting - focus on ordinality and the 'staircase' pattern. See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: *more than, fewer than, an equal number to* Make unequal sets equal	Mass and Capacity (White Rose)	

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	Small Steps (Children will...)						
Session 1	Use their fingers to quickly show quantities on 1 hand. Recognise the numerals 1-5 Begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots.	Recognise numerals 1-5 Order numbers from 1-5	Show numbers to 5 using their fingers. See that 5 can be partitioned into 4 and 1.	See that there are 5 dots on a die pattern. Represent 4 in different ways on a die frame.	Use 'more than' and 'fewer than' to describe quantities. Say when they can see that someone has more or fewer of the same kind of object. Know that it is quantity - not colour - that determines if 1 set has more or fewer of the same type of object than another.	Compare Mass	
Session 2	Subitise linear and paired arrangements of 2, 3 and 4 dots Visualise and recreate arrangements of 3, 4 and 5 dots	Match numerals to quantities in order Help to build towers in order from 1-5 squares. See the staircase pattern and recognise that each number is 1 more.	Show ways of making 5 on their fingers See that 5 can be partitioned into 3 and 2	Use their fingers to represent 6 as '5 and a bit.' use double dice frames to represent 6 as 5 and 1 more.	Use 'more than' and 'fewer than' to describe quantities. Say when they can see that someone has more or fewer of the same kind of object. Know that it is quantity - not colour or size - that determines if 1 set has more or fewer of the same type of object than another.	Find a balance	

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Session 3	Match numerals to quantities for 1-5 Recognise die arrangements. Visualise and describe arrangements of dots on a die Use dice to link subitised amounts with 1-to-1 counting actions.	Order towers of 1-5 interlocking cubes Notice when we have 'I more' and when we do NOT have 'I more'.	Find ways to partition a set of 5.	Match die representations of numbers 1-6 to representations on their fingers See that 5 and '2 more' make 7.	Use 'more than' and 'fewer than' to describe quantities. Say when they can see that someone has more or fewer of the same kind of object. Know that it is quantity - not colour or size - that determines if 1 set has more or fewer of the same type of object than another.	Explore Capacity	
Session 4	Recognise die patterns to 6 Link die patterns to numbers shown on their fingers Use die patterns to play track games.	Match numerals to representations Represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.	Understand that 5 can be partitioned (split) into different parts, Be able to explain what the parts are. Use what they know about 5 to work out a hidden number.	Count out 6 blocks from a collection. Replace 1 block and know that there are still 6 Add another block to make 7.	Use the words 'an equal number' to say when there is the same number of items in 2 sets. Say when they can see an equal number.	Compare Capacity	
Session 5	Identify and name shapes with 4 sides	Combine shapes with 4 sides	Shapes in the environment	My day and Night	Recap on shapes	Compare Mass	
	 White Rose Materials used to support Mastering Number 						

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	Alive in 5! Introduce 0 Find 0 - 5 Subitise 0 -5 Represent 0 - 5 1 more, 1 less Composition 0 - 5 Conceptual subitising 0 - 5	Growing 6, 7 & 8 Find 6, 7 & 8 Represent 6,7 & 8 1 more, 1 less Composition of 6, 7 & 8	Mass and Capacity Compare Mass Find a balance. Explore capacity. Compare capacity



Spring 2

Overview by Week



	Week 1	Week 2	Week 3	Week 4	Week 5	(5 week term)	(5 week Term)
	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition		
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of *less than*	Focus on 7	Doubles - explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers		
	Small Steps (Children will...)						

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Session 1	Practise counting aloud. Revisit the principles of counting.	Represent 8 as '5 and 3 more' Describe how to place the numbers 1 to 8 in order.	Use skills of conceptual subitising to describe parts of a whole set Visualise arrangements and use gestures to describe the numbers within a whole set.	Practise identifying when 2 sets are equal in number. Identify when a double is shown and explain why.	Say what the whole is when there are 2 equal parts. Recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.) Sort objects according to attributes described by an adult.		
Session 2	Practise counting aloud. Use generalised statements to describe the '5 and a bit' composition of the numbers 6-8.	Explain how to order quantities to 10 Reason about which numbers are 'more than' others.	Investigate ways of making 7 with two parts use their fingers to make and describe 7 as '5 and 2 more'.	Identify when a double is shown and explain why. Say what the whole is when there are 2 equal parts.	Say what the whole is when there are 2 equal parts. Describe attributes that they notice for a group of objects. Sort and re-sort objects according to their own attributes.		
Session 3	Practise counting aloud. investigate the '1 more/1 less' pattern of the base-10 counting system. Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure.	Consolidate their understanding of 8 as '5 and 3 more' Notice when numbers are increased or decreased and explain their thinking.	Notice when towers are made of 7 or NOT 7 interlocking cubes. Work out the missing part of 7 using the '5 and a bit' structure.	Say what the whole is when there are 2 equal parts. Use objects to make doubles patterns and describe what they can see.	Say what the whole is when there are 2 equal parts. Describe attributes of the Numberblocks. Sort the Numberblocks using the criteria 'odd blocks' or 'even tops.'		

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Session 4	Describe the '1 more/1 less' relationship of numbers to 10 Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.	Consolidate their understanding of 8 as '5 and 3 more.' Notice when numbers are increased or decreased and explain their thinking.	See that 7 can be composed in different ways. Explain their understanding of the composition of 7.	Show doubles patterns on their fingers in response to being given the whole. Use positional language to describe spatial arrangements of objects. Visualise doubles patterns to 5 and 5.	Say what the whole is when there are 2 equal parts. Describe attributes of the Numberblocks. Investigate patterns of doubles.		
Session 5	Recognise and name 3d shapes	Find 2 d shapes in 3d shapes	Use 3d shapes for tasks	3d shapes in the environment	Copy and continue patterns Patterns in the environment Identify more complex patterns		
	 White Rose Materials used to support Mastering Number 						
	Growing 6, 7 & 8 Find 6, 7 & 8 Represent 6,7 & 8 1 more, 1 less Composition of 6, 7 & 8 Find a double. Make a double. Combine two groups. Conceptual Subitising.						

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Summer 1

Overview by Week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	Length, height and time	Consolidation
Set 5	Counting - larger sets and things that cannot be seen	Subitising - to 6, including in structured arrangements	Composition - '5 and a bit'	Composition - of 10	Comparison - linked to ordinality Play track games	Length, height and time	Consolidation
	Small Steps (Children will...)						
Session 1	Count things that cannot be seen - sounds revisit rules for how to count. Discuss and practise strategies for counting larger sets.	Visualise, make and describe spatial arrangements of 6.	Recap that there are 5 fingers on 1 hand. Consolidate their use of finger patterns to represent the composition of 5.	Recap the numbers 6 to 9 in the '5 and a bit' structure. Recap that 10 can be composed of 5 and 5 Identify when 10 is shown using structured arrangements of objects.	Join in with a backward count from 5 to 1. Order towers of cubes or number plates from 1-10 on a class number track.	Explore length	Consolidation

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Session 2	Count things that cannot be seen - actions Discuss and practise strategies for counting larger sets by moving objects.	Practise subitising to 6 Make and describe arrangements of 6	Use their fingers to represent the composition of 5. Identify a missing part of 5.	Match numerals to quantities shown as the 5 and a bit structure. Explore ways in which 10 can be composed of 2 parts. Represent the composition of 10 using dice frames and finger patterns.	Join in with a backward count from 5 to 1. Use language to describe positions on a number track.	Compare length	Consolidation
Session 3	Count things that cannot be seen - periods of time Discuss and practise strategies for counting larger sets by moving images. Make or represent their own collections of larger amounts.	Listen to rhythmic patterns of up to 5 sounds and determine the quantity. Recognise Numberblocks and related doubles patterns on their fingers without counting.	Identify when a set of objects has 5/NOT 5 Identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2.	Use structured arrangements to find missing parts of 10 Solve problems involving the composition of 10.	Identify whether numbers are before or after 5 on the number track. begin to understand the rules for simple linear track games	Explore height	Consolidation
Session 4	practise counting on from a given number. Discuss and practise strategies for counting larger amounts that cannot be moved.	Subitise doubles amounts shown on 10-frames.	Identify arrangements of 6 or 7 objects Represent numbers 6 - 9 on their fingers as '5 and a bit'.	Identify pairs of numbers that make 10 in unstructured arrangements.Identify a missing part of 10 in structured arrangements.	Reason about the position of numbers on a number track Describe and follow the rules for simple, linear track games.	Compare height	Consolidation
Session 5	Explore length	Compare length	Explore height	Compare height	Talk about time	Order and sequence time	Consolidation

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	White Rose Materials used to support Mastering Number		
	Growing 6, 7 & 8 Find 6, 7 & 8 Represent 6,7 & 8 1 more, 1 less Composition of 6, 7 & 8 Find a double. Make a double. Combine two groups. Conceptual Subitising.		Length, height and time Explore length Compare length Explore height Compare height Talk about time

Summer 2

Overview by Week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
White Rose, transitioning to Y1	To 20 and beyond	How Many Now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections	Consolidation
	Small Steps (Children will...)						
Session 1	Build numbers beyond 10 (10 -13)	Add more.	Select shapes for a purpose.	Explore sharing.	Identify units of repeating patterns	Deepen understanding.	Consolidation

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Session 2	Continue patterns beyond 10 (10-13)	How many did I add?	Rotate shapes.	Sharing	Create own pattern rules.	Patterns and relationships	Consolidation
Session 3	Build numbers beyond 10 (14-20)	Take away.	Manipulate shapes.	Explore grouping.	Explore own pattern rules.		Consolidation
Session 4	Continue patterns beyond 10 (14-20)	How many did I take away?	Explain shape arrangements.	Grouping	Replicate and build scenes and constructions.		Consolidation
Session 5	Verbal counting beyond 20		Compose shapes.	Even and odd sharing	Visualise from different positions.		Consolidation
Session 6+	Verbal counting patterns		Step 6 Decompose shapes. Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shapes.	Play with and build doubles.	Step 6 Describe positions. Step 7 Give instructions to build. Step 8 Explore mapping. Step 9 Represent maps with models. Step 10		Consolidation

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					Create own maps from familiar places. **Step 11** Create own maps and plans from story situations.		