EYFS Preschool Maths Overview 2026-27

At Pensans, in Preschool, we use Master the Curriculum's Preschool Maths scheme as a starting point to give children a fun, practical and engaging start to their mathematical learning. Through Preschool rhymes, songs, play and hands-on activities, children develop early understanding of number, quantity, pattern, shape, space and measure, alongside the mathematical vocabulary needed to talk about their ideas.

Our Preschool maths curriculum supports the Early Years Foundation Stage curriculum and Development Matters, providing children with opportunities to explore, investigate, solve problems and make connections in meaningful, everyday contexts. We want children to develop a positive attitude towards maths from the very beginning, building confidence and curiosity as they learn. It provides strong foundations for the learning that follows in Reception, where children progress onto Mastering Number and White Rose Maths. The knowledge, vocabulary and mathematical thinking developed in Preschool are revisited and built upon as children move through the school.

This clear progression ensures that children develop secure early mathematical foundations and are ready to become confident, curious and resilient mathematicians as they move into Reception and beyond.




Autumn One

Overview by Week




	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Starters: Number songs	Colours	Colours	Matching	Matching	Sorting	Sorting	Consolidation
	· Red · Blue · Yellow	· Green · Purple · Mix of colours	Buttons and colours · Matching towers · Matching shoes	Match number shapes · Match shapes · Pattern handprints - big and small	Colour · Size · Shape	What do you notice? · Guess the rule · Guess the rule	
	Small Steps						

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Session 1	Recognise the colour red Children identify red objects and say if an object is red or not.	Recognise the colour green Children identify green objects and say if an object is green or not.	Recognise matching buttons Children identify a button that is the same shape or colour as a set of buttons on a shirt.	Match number shapes Children identify matching Numicon shapes and begin to identify how they have the same number of holes.	Sort by size Children sort objects, like counting bears, by creating groups of objects that are the same size.	Sorting - What do you notice? Children talk about what the notice about the objects that have been grouped by an adult.	
Session 2	Recognise the colour blue Children identify blue objects and say if an object is blue or not.	Recognise the colour purple Children identify purple objects and say if an object is purple or not.	Recognise matching shoes Children pair up shoes that match because they are the same colour or have the same shape on them.	Match the same size Children match up handprints that are the same size or colour.	Sort by colour Children sort objects that are 2 or 3 different colours.	Sorting - Guess My Rule Children are asked to identify how groups of objects have been sorted by identifying the similarities between the objects. They then sort objects based on their own criteria.	
Session 3	Recognise the colour yellow Children identify yellow objects and say if an object is yellow or not.	Recognise colours Children recap the colours they have already learnt and explore other colours. They talk about their favourite colours and match objects to the correct colour name.	Recognise and create matching towers Children match up towers of blocks that are made up of the same colours in the same order.	Match prints Children match prints that are the same shape, even though they might be different colours.	Sort by shape Children sort objects, like buttons, by creating groups of objects that are the same shape.		
	Development Matters						
	EAD 3 - 4 Year Olds: Explore colour and colour mixing		3 - 4 Year Olds: Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small' Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat		3 - 4 Year Olds: Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small'		

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Autumn Two

Overview by Week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Number 1	Number 2	Number 2	Pattern	Pattern	Consolidation Activities	
Starters: Number songs	· Subitising · Counting · Numeral	Subitising dice patterns Subitising random patterns Subitising - different sizes	· Counting · Numeral · Numeral	· Extend AB Colour patterns · Extend AB Outdoor Patterns · AB Movement Patterns	Fix my Pattern · Extend ABC Colour patterns · Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week	
	Small Steps						
Session 1	Number 1 -Subitising Children learn to recognise when there is 1 object in a set and how to show 1 on their fingers.	Number 2 - Subitising Dice Patterns Children will learn to recognise 2 dots, like they see on a dice, without counting them	Number 2 - Counting - Say One Number for Each Item Children practise counting 2 objects by touching them or pointing to them as they '1...2'.	Colour AB Patterns Children describe AB patterns from 2 different colours and predict what will come next in the pattern.	Fix My Pattern (AB Patterns) Children describe ABC patterns made from 3 different colours and predict what will come next.	Consolidation - Sorting and Matching	
Session 2	Number 1 - Counting Children practise counting 1 object by touching them and saying '1'.	Number 2 - Subitising Different Patterns Children will continue to recognise 2 objects without counting, this time in different arrangements.	Number 2 - Link Numeral and Amounts Children are introduced to the numeral 2 and link the numeral to amounts that show 2.	Extend AB Patterns - Outdoor Objects Children explore creating, describing and continuing AB patterns with natural objects.	Extend ABC Colour Patterns Children sort objects that are 2 or 3 different colours.	Consolidation - Counting	

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Session 3	Number 1 - Numeral Matching Children are introduced to the numeral 1 and match the numeral to amounts that show 1.	Number 2 - Subitising Different Sizes and Patterns Children will learn to recognise when there are 2 dots, even if they are different sizes.	Number 2 - Link Numeral and Amounts Children look at different fonts and images of number 2 and match them to the correct amount.	Extend AB Patterns - Movement In this lesson, children will continue AB patterns using movement of their body.	Outdoor ABC Patterns Children explore creating, describing and continuing ABC patterns with natural objects.	Consolidation - Pattern	
	Development Matters						
	3 - 4 Year Olds: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5. **Reception** **Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5**			**3 - 4 Year Olds:** Extend and create ABAB patterns - stick, leaf, stick, leaf. **Notice and correct an error in a repeating pattern.**			

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Spring 1

Overview by Week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Number 3	Number 3	Number 4	Number 4	Number 5	Number 5	
Starters: Number Songs	Subitising Subitising Subitising	3 Little pigs 1:1 counting Numerals/Triangles	1:1 counting Numerals Squares/rectangles	Composition of 4 Composition of 4 Composition of 4	1:1 counting Numerals Pentagon	Composition of 5 Composition of 5 Composition of 5	
	Small Steps						
Session 1	Subitising 3 - Dice Patterns Children will learn to recognise 3 dots, like they see on a die, without counting them.	Counting 3] Children focus on counting 3 objects.	**Counting 4** Children focus on counting 4 objects	Composition of 4 Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the number 4, by moving frogs between a log and a pond.	**Counting 5** Children focus on counting 5 objects.	**Composition of 5** Children explore the composition of number 5 using Numicon pieces to make a shell for Sammy the Snail.	
Session 2	**Subitising 3 -Different Patterns** Children will continue to recognise 3 objects without counting them, this time in different arrangements.	**Numeral 3** Children are introduced to what the numeral 3 looks like and learn what it represents	**Numeral 4** Children are introduced to what the numeral looks like and match the numeral 4 to the quantity.	**Composition of 4** Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the	**Numeral 5** Children are introduced to what the numeral 5 looks like and match the numeral 5 to the quantity.	**Composition of 5** Children explore fitting pieces of Numicon inside a number 5 'house' shape.	

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				number 4, by moving frogs exploring spots on a ladybird.			
Session 3	Subitising 3 Children will learn to recognise when there are 3 dots, even if they are different sizes.	Composition of 3 Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what smaller numbers the number 3 is composed of. Recognise triangles Children learn that triangles are 2-D shapes that have 3 sides. They are asked to identify triangles by counting their sides	Recognise squares and rectangles Children learn that squares and rectangles are 2-D shapes that have 4 sides. They are asked to identify them by counting their sides.	Composition of 4 Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the number 4, by throwing 4 beanbags at a hoop.	Recognise pentagons Children learn that pentagons are 2-D shapes that have 5 sides. They are asked to identify them by counting their sides	Composition of 5 Children explore the composition of 5 by arranging red and blue spots on a rocket.	
	Development Matters						
	3 - 4 Year Olds: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 5	Conceptual subitising 0 - 5	3 - 4 Year Olds: Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round				

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Spring 2



Overview by Week



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Consolidate 1 - 5	Number 6	Height and Length	Mass	Capacity	Consolidation	
Starters: Number Songs	Consolidate 1 - 5	Introduce 10 frame	· Tall and short · Long and short · Tall/long and short	Relate to books 3 little pigs and Goldilocks	Sorting numbers according to attributes - odd and even numbers		
	 Small Steps 						
Session 1	Consolidation - Subitising Subitise counters on a 5 frame and objects arranged in dice patterns. Then, show the matching amount on your fingers.	Counting 6 Children practise counting 6 objects with 1:1 correspondence.	Tall and Short Children compare the height of different objects using the word tall or short.	Mass - Introducing Balance Scales Children are introduced to balance scales. They explore what happens when they put different objects in them. They hear the words heavier and lighter.	Capacity - Full or Empty Children explore containers that are full or empty, both practically and pictorially.	Consolidation - Length Children say which objects are longer or taller and shorter.	
Session 2	Consolidation - Counting Count the toys in Crocodiles toybox	Counting 6 Children continue to practise counting 6 objects with 1:1 correspondence, in the context of pennies.	Long or Short Children compare the length of different objects using the word long or short.	Mass - Lighter Children use the balance scales to investigate which objects are lighter.	Capacity - Nearly Full or Nearly Empty Children explore containers that are nearly full or nearly empty.	Consolidation - Mass Children say which objects are heavier and which are lighter.	

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Session 3	Consolidation - Numerals Children see the numerals in different contexts and identify which number they represent.	Counting 6 - Ten Frame Children are introduced to a ten frame and learn how 6 objects can be arranged on a ten frame.	Tall / Long or Short Children compare the height or length of different objects using the words long or tall and short.	Mass - Heavier or Lighter Children use the balance scales again but this time they say which object is heavier and which is lighter.	Capacity - Comparing Containers Children compare the capacity of different containers by directly pouring from one to the other.	Consolidation - Capacity Children compare the capacity of different containers.	
	Development Matters						
	3 - 4 Year Olds: Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeralup to 5.		3 - 4 Year Olds Make comparisons between objects relating to size, length, weight and capacity.				

Summer 1

Overview by Week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Sequencing	Positional Language	More than/fewer than	Shape 2D	Shape 3D	Consolidation	
	Sequencing	Positional language	More than/fewer than	Revisit pattern from Autumn	Revisit pattern from Autumn	More than/fewer one more and one less	

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	Small Steps						
Session 1	Sequencing Children sequence pictures from a nursery rhyme.	Position - On and Under Children place an object on or under a chair, a table etc.	Comparing Groups - More Than Children look at two sets of objects and say which set has more.	2-D Shapes - Circles Children learn to identify circles and they begin to learn some properties of a circle.	3-D Shapes - Cubes and Cuboids Children identify cubes and cuboids and begin to talk about some of their properties.	Consolidation - Sequencing Children put familiar events in the correct order.	
Session 2	Sequencing Children sequence pictures from their daily routine.	Position - In and Out Children explore whether an object is in or out of a basket, bag etc.	Comparing Groups - Fewer Than Children look at two sets of objects and say which set has fewer.	2-D Shapes - Triangles Children learn to recognise triangles and begin to learn some of the properties of a triangle.	3-D Shapes - Cylinders Children learn to recognise cylinders and begin to talk about some of their properties.	Consolidation - Position Children recap the vocabulary on, under, in, out, in front of and behind.	
Session 3	Sequencing Children sequence pictures from a familiar story.	Position - In Front or Behind Children explore whether the gingerbread man is in front of or behind different animals	Comparing Groups - More Than and Fewer Than Children look at two sets of objects and identify which set has more and which set has fewer.	2-D Shapes - Rectangles Children learn to recognise rectangles. They learn that a square is a special rectangle. They learn some of the properties of a rectangle.	3-D Shapes - Spheres Children learn to recognise spheres and begin to talk about some of their properties.	Consolidation - More or Fewer Children compare two sets of objects and say which has more and which has fewer.	
	Development Matters						
	3 - 4 Year Olds: Begin to describe a sequence of events, real or fictional,	3 - 4 Year Olds: Understand position through words alone for	3 - 4 Year Olds: Compare quantities using language: 'more than', 'fewer	3 - 4 Year Olds: Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal			

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	using words such as 'first', 'then...'	example, "The bag is under the table," with no pointing.	than'.	and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	



Summer 2

Overview by Week



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Starters: subitising and revision	Number composition	What comes after?	What comes before?	Numbers to 5	Consolidation	Consolidation	Consolidation
	1 - 5 Revision	What comes after?	What comes before?	Numbers to 5	Activity weeks SUMMER	Activity weeks SUMMER	Activity weeks SUMMER
	 Small Steps 						
Session 1	Composition of 3 Children explore the different pairs of numbers that make up number 3.	What Comes After? Children explore jumping along the number line to find what comes after.	What Comes Before? Children jump back along a number track to find the number that comes before a given number.	Numbers to 5 Children count how many objects there are in a set and identify if there are enough of each object for everyone.	Consolidation - Shape Patterns Children describe patterns made up of 2-D and 3-D shapes.	Consolidation - Composition Children explore the composition of number 5, through the song '5 Green Bottles'.	
Session 2	Composition of 4 Children explore the different pairs of numbers that make up number 4.	What Comes After? Children count along the number track and fill in the missing number by identifying the number that comes	What Comes Before? Children identify the missing number on a number track by identifying what number comes before a given number.	Numbers to 5 Children work out what number is represented by different counting cards and then sequence them.	Consolidation - More or Fewer Children identify which has more and which has fewer out of two sets of objects.		

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		after the numbers they know.					
Session 3	Number Composition Children recap the different pairs of numbers that make up 3, 4 or 5.	What Comes After? Children sequence numerals to 5 by identifying what comes after each number.	What Comes Before? Children sequence numerals by counting backwards along a number line and identifying what comes before.	Numbers to 5 Children complete mazes by working their way through the numerals in the correct order.	Consolidation - What Comes Before or After? Children use a number line to help them identify what comes before or after a given number up to 5.		Consolidation
	Development Matters						
	3 - 4 Year Olds: Explore the composition of numbers to 10.	3 - 4 Year Olds: Recite numbers past 5.		3 - 4 Year Olds: Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Solve real-world mathematical problems with numbers up to 5			