Power Maths Reception yearly overview

Some *Power Maths* weeks do not match exactly to the 2020 Early Learning Goals but that does not mean that the work is optional or unimportant. For example, the importance of shape, space and measures work is clear in the Educational Programme for Mathematics which accompanies the revised Early Learning Goals.

Autumn term

Strand	Unit		Week	Weekly title	Early Learning Goal 2020	Old Early Learning Goal
Number – number and place value	Unit 1	Numbers to 5	1	Counting to 1, 2 and 3	Have a deep understanding of number to 10, including the composition of each number. Recognise the pattern of the counting system.	Children count reliably with numbers from 1 to 20, place them in order.
			2	Counting to 4		
			3	Counting to 5		
Number – addition and subtraction	Unit 2	Sorting	4	Sorting into 2 groups	Compare quantities up to 10 in different context	Children explore characteristics of everyday objects.
Number – number and place value	Unit 3	Comparing groups within 5	5	Comparing quantities of identical objects	Compare quantities up to 10 in different context Subitise (recognise quantities without counting) up to 5.	Prerequisite to: Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			6	Comparing quantities of non- identical objects		

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Number – addition and subtraction	Unit 4	Change within 5	7	One more	Have a deep understanding of number to 10, including the composition of each number. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Say which number is one more or one less than a given number.
			8	One less		
	Unit 5	Time	9	My day		Children use everyday language to talk about time to solve problems.

Spring term

Strand		Unit	Week	Weekly title	Early Learning Goal 2020	Old Early Learning Goal
	Unit 6	Number bonds within 5	1	Introducing the part-whole model	Have a deep understanding of number to 10, including the composition of each number. Automatically recall number bonds up to 5.	Prerequisite to: Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.
	Unit 7	Numbers to 10	2	Counting to 6, 7 and 8	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count, recognising the pattern of the counting system.	Children count reliably with numbers from 1 to 20, place them in order.
			3	Counting to 9 and 10		
	Unit 8	Comparing numbers within 10	4	Comparing groups up to 10	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.	Children explore characteristics of everyday objects.

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					Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	
	Unit 9	Addition to 10	5	Combining two groups to find the whole	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall numbers bonds up to 5 and some number bonds to 10, including double facts. Compare different contexts, recognising when one quantity is greater than, less than or the same as the other quantity quantities up to 10 in.	Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.

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					Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	
	Unit 10	Number bonds to 10	6	Using a ten frame	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.	Prerequisite to: Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.
			7	The part-whole model to 10		
	Unit 11	Shape and space	8	Spatial awareness		Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			9	3D shapes		
			10	2D shapes		

Summer term

Strand		Unit	Week	Weekly title	Early Learning Goal 2020	Old Early Learning Goal
	Unit 12	Exploring patterns	1	Making simple patterns		Children recognise, create and describe patterns.
			2	Exploring more complex patterns		
	Unit 13	Counting on and back	3	Add by counting on	Have a deep understanding of number to 10, including the composition of each number. Verbally count, recognising the pattern of the counting system.	Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			4	Taking away by counting back		
	Unit 14	Numbers to 20	5	Counting to 20	Verbally count beyond 20, recognising the pattern of the counting system.	Children count reliably with numbers from 1 to 20, place them in order.
	Unit 15	Numerical patterns	6	Doubling	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Children solve problems, including doubling, halving and sharing.
			7	Halving and sharing		
			8	Odds and evens		

Strand	Unit		Week	Weekly title	Early Learning Goal 2020	Old Early Learning Goal
	Unit 16	Measure	9	Length, height and distance		Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			10	Weight		
			11	Volume and capacity		