Team Donaldson Maths Overview   2025-26   EYFS / Year 1

Autumn

Weeks	EYFS	Weeks	Y1
1	**Settling in**	1	**Settling in**
2-3	Baseline assessment	2-5	**Number - number and place value (within 20)** Pupils should be taught to: • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words
3-5	**Match, sort and compare**		
5-6	**It's me, 1,2,3** Find, subitise, composition, 1 more, 1 less (numbers to 3)	6-10	**Number - addition and subtraction** Pupils should be taught to: • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete

			objects and pictorial representations, and missing number problems such as 7 = ? − 9
7-8	**Talk about measure and patterns** Capacity and patterns	11	**Consolidation**
9-10	**1,2,3,4,5** Find, subitise, composition, 1 more, 1 less (numbers to 5)	12-13	**Geometry - properties of shapes** Pupils should be taught to: • recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
11	**Consolidation**	14-15	**Consolidation**
12	**Circles and triangles**		
13	**Shapes with 4 sides**		
14-15	**Consolidation**		

Spring

Weeks	EYFS		Y1
1-2	**Alive in 5** Find, subitise, composition, 1 more, 1 less (numbers to 5)	1-3	**Number - number and place value - within 20 (Continued)** Pupils should be taught to: • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words
3-4	**Growing 6, 7, 8** Find, subitise, composition, 1 more, 1 less, doubles (numbers to 8)	4-7	**Number - addition and subtraction (within 20)** Pupils should be taught to: • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9
5-7	**Explore 3D shapes**	8-9	**Number - number and place value - within 50** Pupils should be taught to:

			• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words

8-9	**Building 9 and 10**
	
	Find, subitise, composition, 1 more, 1 less, doubles (numbers to 10)
		10-12	**Measurement (Length and Height)**
			Pupils should be taught to:
			• compare, describe and solve practical problems for:
			   • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
			   • time [for example, quicker, slower, earlier, later]

10-11	**Length, height and time**		
12	**Mass and capacity**		

Summer

Weeks	EYFS	Week	Y1
1	**To 20 and beyond** Build numbers beyond 20	1	**Measures (Mass and Volume)** • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

2-3	**How many now?**
	
	Adding and taking away
		2-3	**Number - multiplication and division (cont)**
			Pupils should be taught to:
			• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
			• measure and begin to record the following:
			  • lengths and heights
			  • mass/weight
			  • capacity and volume

4-5	**Manipulate, compose and decompose** 3D Shape	4-5	**Number - fractions** Pupils should be taught to: • recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
6-7	**Sharing and Grouping**	6-7	**Geometry - position and direction** Pupils should be taught to: • describe position, direction and movement, including whole, half, quarter and three-quarter turns

8-10	**Visualise, build and map** Position and direction	8-9	**Number - number and place value - within 100** Pupils should be taught to: - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words
11-12	**Make connections** Deepen understanding Patterns and connections	10	**Measurement (Money)** Pupils should be taught to: recognise and know the value of different denominations of coins and notes
		11	**Measures (Time)** Pupils should be taught to: - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		12	**Consolidation**