

Nursery Maths (White Rose)

Red – N1

Blue – N2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No N1s <u>Counting 1 – Hear and say number names</u> *I can hear some number names, join in saying some number names, practise and say number names in order, join in stable order counting forwards and backwards. <u>Comparison 1 – More than, fewer than, same</u> *I can collect objects to compare amounts, make simple comparisons of amounts, look for collections of large and small amounts, compare and talk about large and small amounts, make large and small collections, make collections the same. <u>Shape, space and measures 1 – Explore and</u>	No N1s <u>Counting 2 – Begin to order number names</u> *I can model saying 1,2 and 3 in play, copy the sequence of 1,2 and 3, copy fingers to represent 1, 2, and 3, begin to count actions, say number names in order, begin to recognise that anything can be counted. <u>Subitising 1 – I see 1,2,3</u> *I can notice images in books, respond to "I see 1, 2, 3", recognise "I see 1, 2, 3", copy "I see 1, 2, 3", point to 1, 2, 3, recognise 1, 2, 3 in well-known tales. <u>Pattern 2 – Join in with repeats</u> *I can join in with repeated actions in songs, join in with repeats in songs	*I can join in with number rhymes, using my fingers. *I can start to join in when counting by rote. *I can complete simple jigsaws and peg puzzles. *I can create simple arrangements with construction equipment such as building blocks and train tracks. <u>Subitising 2 – Show me 1,2,3</u> *I can copy fingers to show 1, copy fingers to show 2, copy fingers to show 3, show 1 finger when seeing 1 item in stories, show 2 or 3 fingers when seeing 2 or 3 in stories, show 1,2,3 on fingers when asked. <u>Counting 3 – Move and label 1,2,3</u> *I can make actions when saying counting words, move fingers when saying counting words, count out up to 3 objects from rhymes, notice number symbols as labels, label amounts as 1 and	*I can start to link numbers and amounts e.g. please give me two. *I can start to select shapes appropriately e.g. flat surfaces for building, a triangle to represent a roof. *I can start one or two objects without having to count them individually (subitising). *I can understand the words 'more' and 'same' when comparing amounts. <u>Counting 4 – Take and give 1,2,3</u> *I can choose a group to count, take out 2 from a group, take out 3 from a group, give others 2 items, give others 3 items, count 3 objects with one-to-one correspondence. <u>Shape space and measures 4 – Match, talk, push and pull</u> *I can match simple shapes, push some shapes and blocks together, make simple arrangements, talk about arrangements, follow simple routes outside, follow toys	*I can start to recognise and explore simple patterns and sequences e.g. spots and stripes. *I can follow a familiar route and recognise simple features of it. *I can copy a simple AB pattern of actions, objects or colours. *I can start to subitise up to 3 objects using words or fingers. <u>Pattern 4 – Lead on own repeats</u> *I can join in fully with sequences and songs, sing rhymes independently, lead sequences and songs, read on in familiar repeating stories, Copy art-based simple patterns, explore own line and repeating patterns in art. <u>Shape, space and measures 5 – Start to puzzle</u> *I can complete shape-match puzzles, complete simple jigsaws, match objects to pictures, match objects to	*I can join in with number songs, showing 'finger numbers' or actions. *I can start to copy simple constructions and begin to sequence events. *I can explore counting to 5 in different ways e.g. using objects, counting actions or beats, counting by rote. *I can match simple objects, colours and shapes. <u>Counting 5 – Show me 5</u> *I can sing rhymes to 5 and join in with movements, move props to 5, move props back from 5, show fingers to 5, begin to count 5 objects with one-to-one correspondence, match numerals to quantities when acting out songs. <u>Pattern 6 – My own pattern</u> *I can continue AB patterns, create my own AB pattern, notice an error in a pattern, build constructions with simple enclosures, copy simple repeated constructions, begin to

<u>build with shapes and objects</u> *I can explore and play with shapes, show interest in simple differences between shapes, put shapes and blocks into position, select shapes for a reason, begin to explore and describe natural shapes and objects, find and select objects for a purpose. <u>Pattern 1 – Explore repeats</u> *I can listen to repeats in songs and stories, start to join in songs with repeats, start to join in with repeats from stories, clap along to songs, make line patterns with own sequences, choose blocks to build roads and towers.	and stories, sing some refrains independently, have a sense of daily routines, say what happens next, make arrangements in art. <u>Shape, space and measure 2 – Explore position and space</u> *I can respond to simple language of position, arrange blocks in a chosen position, select shapes for a space, recognise when two objects are the same shape, explore and describe shapes and objects, sort shapes and objects into simple categories.	not 1, label amounts as 1,2 or 3. <u>Shape, space and measures 3 – Explore position and routes</u> *I can explore shape resources, explore more complex inset jigsaws, talk about simple positions, move into simple positions, move through positions, follow simple small-world routes. <u>Pattern 3 – Explore own first patterns</u> *I can explain simple pattern arrangements, make roads and bridges with intent, choose blocks to copy simple creations, make simple line patterns with objects, make simple pattern arrangements, show an interest in patterns and shapes.	around a simple route. <u>Subitising 3 – Talk about dots</u> *I can become familiar with dot patterns, say when there is 1 dot, say when there are 2 dots, recognise 1 and 2 in different arrangements, say when there are 3 dots, recognise 1,2, and 3 in different arrangements. <u>Comparison 2 – Compare and sort collections</u> *I can notice when 2 collections are the same, make collections of small objects the same, make collections of large objects the same, recognise 2 collections are the same using large and small objects, sort and talk about their own collections.	shadows, explore objects and small world from different positions, make simple routes in small world with lines and curves. <u>Pattern 5 – Making patterns together</u> *I can sing my own songs independently, clap in time to a beat, make and talk about movement patterns, talk about objects in patterns and arrangements, copy AB patterns with support, continue AB patterns with support. <u>Subitising 4 – Make games and actions</u> *I can match dot patterns, be introduced to subitising games, play subitising games, copy sets of sounds, listen to and represent sounds with fingers, listen to and represent sounds with resources.	sequence some events. <u>Counting 6 – Stop at 1,2,3,4,5</u> *I can count out up to 5 objects from a larger group, explore counting to 5 in different ways, verbally count to a given number, label objects with numerals, independently show fingers to 5, begin to make marks to represent quantities. <u>Comparison 3 – Match sort and compare</u> *I can compare up to 5 different objects, compare by matching, make the same set by matching, match by type, recognise attributes of objects, begin to sort some objects to a type.
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Reception Maths

Mastering Number (Number)

White Rose (Numerical Patterns)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number					
Subitising objects within 3 Exploring how	The 'fiveness' of 5 Compare sets and use comparison language	Subitise within 5 Match numerals to quantities within 5	Ordering numbers to 8 Language of less than Understand doubles	Count larger sets and things that can't be seen Subitise to 6	Review and assess: Introduction to rekenreks Subitise to 5

numbers are made of ones Comparing sets and using the numbers of comparison	Explore the whole and part Composition of 3 and 4	One more than Compare sets and the language of comparison Know that 6 and 7 equals 5 and a bit	Odd and even	Composition of 5 and a bit Composition of numbers to 10 Play track games	Automatic recall of number bonds to 5 Composition of numbers to 10 Comparison to 10 Number patterns Counting
Numerical Patterns					
Match sort and compare Measure and patterns Circles and triangles Shapes with 4 sides	Mass and capacity Length, height and time Explore 3-d shapes			Manipulate compose and decompose Visualise, build and map Maths connections	