Maths (White Rose Maths)

Number ELG

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

<table>
<tr><th>Pre-Reception</th><th>Reception</th><th colspan="3">Reception Taught Content</th><th>EYFS End Points- to access Year 1 Curriculum</th><th>Year 1 Curriculum</th></tr>
<tr>
<td>- Start counting to 5
- Start to match items based on their size or colour
- Engage in completing puzzles/ simple jigsaws
- Explore AB patterns</td>
<td>Autumn:
- Match, Sort and Compare
- Talk about Measure and Patterns
- It’s Me 1,2,3
- Circles and Triangles
- 1,2,3,4,5
- Shapes with 4 sides

Spring:
- Alive in 5
- Mass and Capacity
- Growing 6,7,8
- Length, Height and Time
- Building 9 and 10
- Exploring 3D shapes</td>
<td>Autumn:

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects to a type
- Explore sorting techniques
- Create sorting rules
- Compare amounts
- Compare size
- Compare mass</td>
<td>Spring:
- Introduce zero
- Find 0 to 5
- Subitise 0 to 5
- Represent 0 to 5
- 1 more (0-5)
- 1 less (0-5)
- Composition
- Conceptual subitising to 5
- Compare mass
- Find a balance - Explore capacity
- Compare capacity
- Find 6, 7 and 8
- Represent 6, 7 and 8</td>
<td>Summer:
- Build numbers beyond 10 (10–13)
- Continue patterns beyond 10 (10–13)
- Build numbers beyond 10 (14–20)
- Continue patterns beyond 10 (14–20)
- Verbal counting beyond 20
- Verbal counting patterns
- Add more</td>
<td>Number
- know numbers to 10, including the composition of each number.
- Children can subitise to 5.
- know and automatically recall number bonds up to 5 and some number bonds to 10, including double facts, evens and odds
- Children can verbally count beyond 20.
- Children can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less</td>
<td>Autumn:
- Place Value (within 20)
- Addition and Subtraction (within 20)
- Place Value (within 100)
- Shape

Spring:
- Addition and Subtraction (within 100)
- Multiplication and Division
- Length and Height</td>
</tr>
</table>

	Summer: - To 20 and Beyond - How many now? - Manipulate, Compose and Decompose - Sharing and Grouping - Visualise, Build and Map - Make Connections	- Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns - Find 1, 2 and 3 - Subitise 1, 2 and 3 - Represent 1, 2 and 3 - 1 more (0-3) - 1 less (0-3) - Composition of 1, 2 and 3 - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 - 1 more (4-5) - 1 less (4-5)	- 1 more - 1 less - Composition of 6, 7 and 8 - Make pairs – odd and even - Double to 8 (find a double) - Double to 8 (make a double) - Combine two groups - Conceptual subitising - Explore length - Compare length - Explore height - Compare height - Talk about time - Order and sequence time - Find 9 and 10 - Compare numbers to 10 - Represent 9 and 10 - Conceptual subitising to 10 - 1 more - 1 less - Composition to 10 - Bonds to 10 - Make arrangements of 10 - Doubles to 10 (find a double)	- How many did I add? - Take away - How many did I take away? - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes - Explore sharing - Sharing - Explore grouping - Grouping - Even and odd sharing - Play with and build doubles - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules	than or the same as the other quantity.	- Statistics **Summer:** - Money - Fractions - Time - Mass, capacity and temperature - Position and direction

		- Composition of 4 and 5 - Composition of 1–5 - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night	- Doubles to 10 (make a double) - Explore even and odd - Recognise and name 3-D shapes - Find 2-D shapes within 3-D shapes - Use 3-D shapes for tasks - 3-D shapes in the environment - Identify more complex patterns - Copy and continue patterns - Patterns in the environment	- Replicate and build scenes and constructions - Visualise from different positions - Describe positions - Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations		

EYFS to Year 1 transition:

As the whole school follows the White Rose Maths scheme, there is an effortless transition from EYFS into Year 1. Small steps have been made for Reception to break knowledge into manageable blocks. Reception children are supported to explore counting, money, shapes, patterns, objects, position, sequence, and grouping. These steps allow Reception children to achieve early learning goals and provide foundations going into year 1.