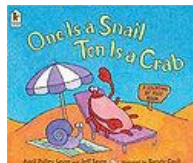
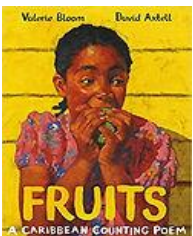
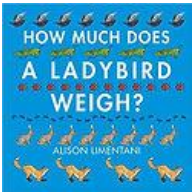


Pre-phase 1 (Nursery)	Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts/ Vocabulary	Numberblocks links	Books/songs	Birth to 5	
	Autumn 1	1	Just Like Me!	Baseline	The key principles of counting: 1-1 correspondence cardinality stable order	BBC iPlayer - Numberblocks - Series 1: How to Count How to count	Counting songs - BBC Teach	Comparison: Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting: May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 Cardinality Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)	
		2		Number songs Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of the day, class routines.					
		3		Exploring continuous provision inside and out. Where do things belong? (positional language)			Number songs Days of the Week Numerals, counting, tagging, how many, what do you see and how do you see it?		
		4							
		5							

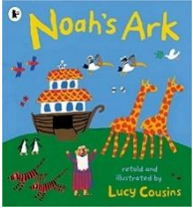
		6		Colours Recognise and name and compare colours in a variety of contexts	Colour Colours, compare, primary, secondary, mix, mixing, predict			Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Spatial Awareness: Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like Shape Chooses items based on their shape which are appropriate for the child's purpose
		7		Colours Recognise and name and compare colours in a variety of contexts				

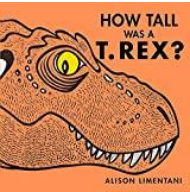
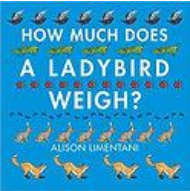
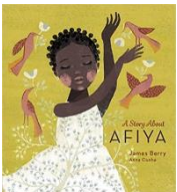
EYFS Scheme of Work

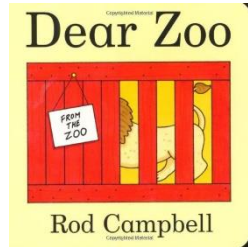
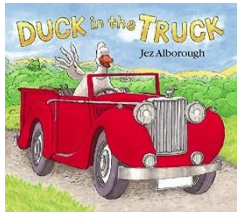
Maths

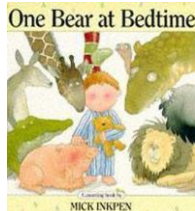
Nursery & Reception

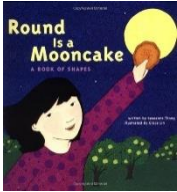
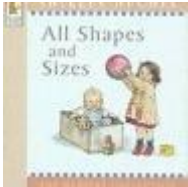
								Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Attempts to create arches and enclosures when building, using trial and improvement to select blocks Pattern Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next Measures In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories
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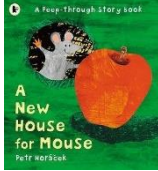
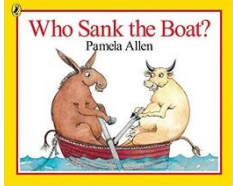
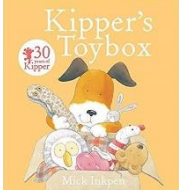
Phase 1 (Nursery)	Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts/ Vocabulary	Numberblocks links	Books/songs	Birth to 5
	Autumn 2	8	Just Like Me!	Match: Find and match objects which are the same	Matching Match/ing, same, different, like, pairs, find, 'odd one out'			
		9		Sort: Learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape.	Learning to sort and categorise are essential for problem-solving. Sorting objects based on size, colour etc. Sort, size, shape, colour sets, same, different, like, find, group			
		10		Compare Amounts: Learn that sets can be compared and ordered.	Comparison Compare, order, sets, more, fewer, same, different, equal			Comparison: Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!

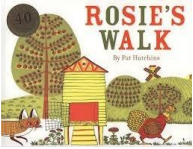
	11		Compare Amounts: Understand that when making comparisons a set can have more items, fewer items or the same	Comparison Compare, order, sets, more, fewer, same, different, equal			
	12		Compare Size, Mass and Capacity: Learn that objects can be compared and ordered according to their size.	Comparison Compare, order, sets, measure, long, short, longer, shorter, more full, less full, empty, weigh, heavy, light, heavier, lighter			Measures: In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
	13		Exploring Pattern: Copy, continue and create their own simple repeating patterns.	Pattern Shape, pattern, repeating pattern, colour, circle, square, rectangle, triangle	BBC iPlayer - Numberblocks - Series 3: Building Blocks		Pattern: Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

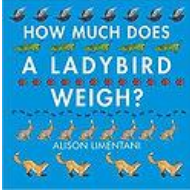
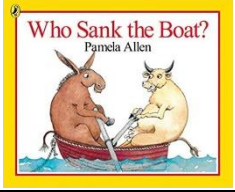
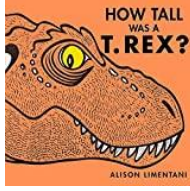
Phase 2 (Nursery)	Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts/ Vocabulary	Numberblocks links	Books/songs	Birth to 5
	Spring 1	1	It is Me 1 2 3!	Representing 1, 2 & 3: Identify representations of 1, 2 and 3. Subitise or count to find how many and make own collections	Counting Count/ing, one, two, three, subitise, different, represent	BBC iPlayer - Numberblocks - Series 1: One Meet One Counting to 1		Counting : May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10
		2		Representing 1, 2 & 3: Count up to 3 objects in different arrangements by touching as they count and recognise final number is the quantity of the set.	Counting & Cardinality Count/ing, one, two, three, subitise, different, represent	BBC iPlayer - Numberblocks - Series 1: Another One Meet Two 2 is one more than 1		Counting: May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10

							Cardinality: Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Beginning to use understanding of number to solve practical problems in play and meaningful activities Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
	3	Representing 1, 2 & 3: Use own mark making to represent 1, 2 and 3 (eg scoring a game)	Counting & Cardinality One, two, three, represent, counting, numerals	BBC iPlayer - Numberblocks - Series 1: Two Counting to 2 The 'twoness' of 2		Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings	
	4	Comparing 1, 2 & 3: Begin to understand as we count, each number is one more than the number before.	Comparison One, two, three, one more, counting, compare	BBC iPlayer - Numberblocks - Series 1: Three Meet three 3 is one more than 2	Five Little firefighters	Comparison Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!	

								Beginning to recognise that each counting number is one more than the one before
		5		Comparing 1, 2 & 3: Begin to understand as we count back, each number is one less than the previous number	Comparison One, two, three, less, counting, compare	BBC iPlayer - Numberblocks - Series 1: One, Two, Three! counting to 3 comparing numbers 1,2 and 3 – ‘bigger’ and ‘smaller’ ordering numbers 1 to 3 3 is made of 2 and 1	Ten in a bed Five little ducks Five speckled frogs	
		6		Circles & Triangles: Circles have 1 curved side and triangles have 3 straight sides	Shape Circle, triangle, curve, sides, straight, flat, 2D, shape			
		7		Verbal reasoning Consolidation	Assorted problem solving			

Phase 2 (Nursery)	Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts/ Vocabulary	Numberblocks links	Books	Birth to 5
	Spring 2	8	It is Me 1 2 3	Compare size, mass and capacity: Consolidation	Measure Long, short, tall, big, small Full, Empty, Half full, Half empty, Nearly full, Nearly empty, heavy, light.			Measures: In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
		9		Composition of 1, 2 & 3 Idea that all numbers are made up of smaller numbers	Composition How many? What can you see? How do you see it? subitise, same, not same/different, 1, 2, 3			Composition: Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers
		10		Composition of 1, 2 & 3 Idea that all numbers are made up of smaller numbers	Composition How many? What can you see? How do you see it? same, not same/different, 1, 2, 3			
		11		Composition of 1, 2 & 3 Idea that all numbers are made	Composition How many? What can you see? How do you see it? Same, not			

				up of smaller numbers	same/different, 1, 2, 3			
		12		Positional Language Develop the language of position and direction	Position/Direction P - in, on, under, up, D - down, across			Spatial Awareness: Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like
		13		Positional Language Develop relative positional language	Position/Direction P - In front of, behind, beside, D - forwards, backwards			
		14		Verbal Reasoning: Challenge to count unseen objects and to visualise one more and one less within 3	Problem solving Estimate, explore lots, not lots, heavy, light, thinking, idea, how many? compare, fair, not fair, equal, how, explain 1, 2, 3, 4, 5			

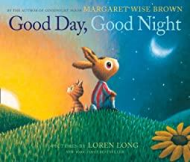
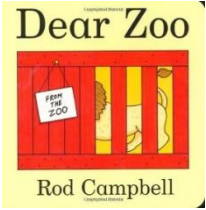
Phase 2 + (Nursery)	Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts/ Vocabulary	Numberblocks links	Books	Birth to 5
	Summer 1	8		Weight Recognising attributes	Measure Heavy, not heavy, light, predict, compare, weight and classify			Measures: In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
		9		Weight Comparing (downward pull)	Measure Heavier than, lighter than, predict, compare			
		10		Length and Height Recognising attributes	Measure Long, longer, length, tall, taller, compare, measure/ find out			
		11		Length and Height Comparing	Measure Tall, taller, tallest, short, shorter, shortest, compare, measure, length			
		12		1 more 1 less Explore using concrete resources	Composition One more, one less			Composition: In practical activities, adds one and subtracts one with numbers to 3/5

EYFS Scheme of Work

Maths

Nursery & Reception

		13		Shapes: Developing shape awareness through construction	Shape Build, shape, pointy, flat, compare	BBC iPlayer - Numberblocks - Series 3: Flatland		Shape Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Attempts to create arches and enclosures when building, using trial and improvement to select blocks
		14		Shapes: Identifying similarities between shapes	Shape Same Different shape, side, corner, faces, compare			

Phase 2+ (Nursery)	Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts/ Vocabulary	Numberblocks links	Books	Birth to 5
	Summer 2	8		My Day: Night and day	Measure Sequencing first, next, last, day, morning, afternoon, night			Measures Recalls a sequence of events in everyday life and stories
		9		My Day: Ordering key events	Measure First, next, last, day, morning, afternoon, night			
		10		Capacity: Recognising attributes	Measure Full, empty explore, compare.			
		11		Capacity: Comparing	Measure Spatial awareness Holds more, holds less, explore, compare.			Measures: In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
		12		Positional Language Develop the language of position (and direction – cohort depending)	Spatial awareness Next to, on top of, behind, under			Spatial Awareness: Responds to and uses language of position and direction

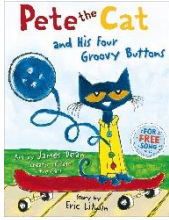
EYFS Scheme of Work

Maths

Nursery & Reception

		13		Positional Language Develop relative positional language	Spatial awareness next to, on top of, behind, under			Predicts, moves and rotates objects to fit the space or create the shape they would like
		14		Verbal Reasoning Consolidation	Problem solving what do you see, how do you see it..., tag count, subitise			

Phase 3 (Reception)

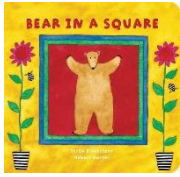
Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts/ Vocabulary	Numberblocks links	Books	Birth to 5 (Range 6)
Autumn 1	1	Getting to know you!	Baseline/Number songs: Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of the day, class routines. Exploring continuous provision inside and out. Where do things belong? (positional language)	Number songs Days of the week Months of the year Seasons		Counting songs - BBC Teach	Shape: Is increasingly able to order and sequence events using everyday language related to time.
	2						
	3						
	4	Light and Dark	Introduce 4: Children count on and back to 4. They count or subitise sets of up to 4 objects	Number 4 Four, one more, one less, subitise.	BBC iPlayer - Numberblocks - Series 1: Three BBC iPlayer - Numberblocks - Series 1: One, Two, Three!		Cardinality: Engages in subitising numbers to four and maybe five. Composition: Shows awareness that numbers are made up (composed) of smaller

					BBC iPlayer - Numberblocks - Series 1: Four		numbers, exploring partitioning in different ways with a wide range of objects
	5	Light and Dark	Introduce 5: Children continue to subitise up to 5 items and to count forwards and backwards, accurately. They represent up to 5 objects on a five frame and understand if the frame is full then there are 5. Good opportunity to link to number songs which use the number 5.	Shape (pentagons) Five, one more, one less, subitise, 5 frame	BBC iPlayer - Numberblocks - Series 1: Three Little Pigs BBC iPlayer - Numberblocks - Series 1: Off We Go	Songs: 5 currant buns 5 little monkeys One elephant went out to play.	Cardinality: Engages in subitising numbers to four and maybe five. Composition: Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
	6		1 more/ 1 less: Children continue to count, subitise	One more/ one less + -	BBC iPlayer - Numberblocks - Series 1: The Whole of Me	Songs: 5 currant buns 5 little speckled frogs	Cardinality: Engages in subitising numbers to four and maybe five.

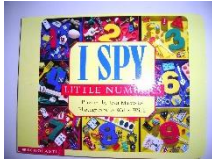
EYFS Scheme of Work

Maths

Nursery & Reception

			Light and Dark	and compare numbers. Encourage children to use 5 frames to represent numbers. Prompt children to see the link between counting forwards and the one more and counting backwards and one less.	One more, one less, 5 frame, forwards, backwards		5 little ducks.	
	7		Light and Dark	Comparing shapes: Children learn that squares and rectangles have 4 straight sides and 4 corners. They begin to recognise these shapes on everyday items in the classroom and outside.	Shape Measure Rectangle, triangle, sides, corners		 Days of the week song.	Measures: Is increasingly able to order and sequence events using everyday language related to time

				Night and Day: Children talk about night and day and the order key events in their daily routine. They use language to describe when events happen eg. Day, night, morning, afternoon, today, tomorrow.	Morning, afternoon, night, today, tomorrow, yesterday			
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				quantity can be more than, the same as or fewer than another quantity.				
	2	Alive in 5!	Composition of 4 & 5: Children will continue to develop that numbers are made up of smaller numbers. Allow them to explore and notice different compositions of 4 & 5. For example: 5 can be composed of 1 and 1 and 4 or 4 & 1.	Composition of numbers 4 & 5. What do you see? How do you see it?	BBC iPlayer - Numberblocks - Series 3: The Numberblocks Express		Cardinality: Engages in subitising numbers to four and maybe five. Composition: Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.	

3

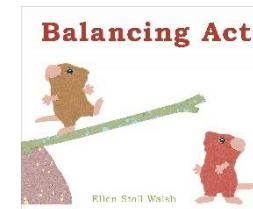
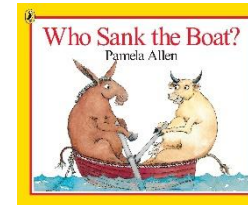
Alive in 5!

Compare Mass & Capacity:

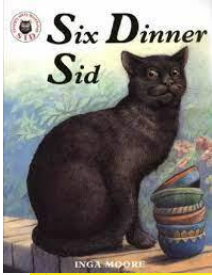
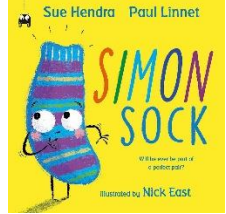
Children will begin to have an understanding of weight through carrying heavy and light items. Encourage children to make direct comparisons holding items and estimate which feels the heaviest/lightest then use the balance scales to check. Avoid the misconception that bigger items are always heavier by providing small heavier items and large lighter items. Provide opportunities for children to

Measure (weight & capacity)

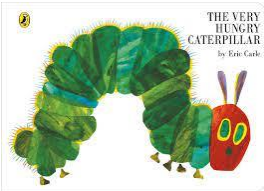
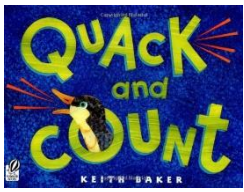
Heavy, light, heavier, lighter, full, empty, half full, half empty, nearly full, nearly empty, compare

**Measures:**

Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy

			build on their understanding of full, half full, half empty and empty. Provide different sized and shaped containers to investigate.				
	4	Growing 6,7,8	Introduce 6: Children to continue to apply the counting principles when counting to 6. They represent 6 in different ways and can count out the required number of objects from a larger group. Making pairs/doubling/symmetry Children build on their skills of matching and finding pairs. They	Number 6 Pairs Doubling Symmetry Six, one more, subitise, Double, pair, two, symmetry	BBC iPlayer - Numberblocks - Series 2: Six BBC iPlayer - Numberblocks - Series 2: Counting Sheep BBC iPlayer - Numberblocks - Series 2: Double Trouble	  Songs: 1,2 buckle my shoe Noah's Ark	Composition: Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three

				begin to understand that a pair is 2. Teach children to play games which involve matching pairs. Children also begin to understand that pairs of numbers are known as doubles. Children will begin to understand how to make doubles using simple symmetry.					
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	5	Growing 6,7,8	Introduce 7:	One more one less	BBC iPlayer - Numberblocks - Series 2: Seven		
	6	Growing 6,7,8	Combining 2 groups: Children begin to combine 2 groups to find out how many altogether. They should be given opportunities to do this in many contexts using real objects. Encourage children to subitise where possible.	Combining groups Adding (+) Equals (=) Altogether			Composition: Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. In practical activities, adds one and subtracts one with numbers to 10
	7	Alive in 5! Growing 6,7,8 (consolidation)	Provide opportunities for children to consolidate numbers 0-10. Children should start to	Consolidation of 0-6 One more, one less	BBC iPlayer - Numberblocks - Series 3: Zero BBC iPlayer - Numberblocks - Series 3: Once Upon a Time		Composition: Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. In practical activities, adds one and subtracts one with numbers to 10

EYFS Scheme of Work

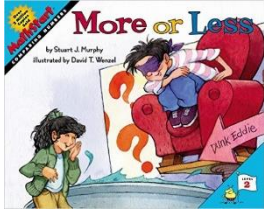
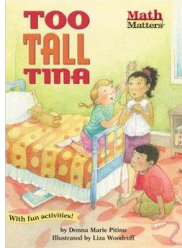
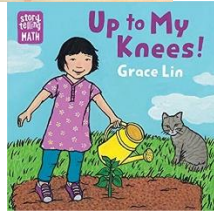
Maths

Nursery & Reception

				become secure with combining 2 groups and should understand what adding means.	One more one less Combining 2 groups Adding (+) Equals (=) Altogether	BBC iPlayer - Numberblocks - Series 2: Six BBC iPlayer - Numberblocks - Series 2: Counting Sheep BBC iPlayer - Numberblocks - Series 2: Double Trouble		Measures: Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Cardinality: Engages in subitising numbers to four and maybe five.
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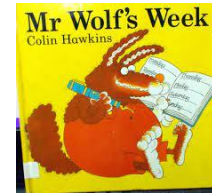
Phase 5 + 6

Spring 1

Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts	Numberblocks links	Books	Birth to 5 (Range 6)
	1	Growing 6,7,8	Introducing 8: Children can continue to apply the counting principles when counting to 8. They represent 8 in different ways and can count objects from a larger group.	Number 8 Number sentences Addition (+) Eight (8), number sentences, adding (+) What do you see? How do you see it?	BBC iPlayer - Numberblocks - Series 2: Eight		Cardinality: Counts out objects from a larger group. Composition: Shows awareness that numbers are made up of smaller numbers.
	2	Growing 6,7,8	Length, Height: Children begin by using language to describe length and height. Encourage children to use more specific mathematical vocabulary (longer, shorter, taller, and shorter).	Measure (Length, Height & Time) Long, short, measure, longer, taller, shorter, equal,		 	Measures: Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity. Becomes familiar with measuring tools in everyday experiences in play. Beginning to experiences measuring time with timers and calendars.

Time:
Children continue to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. They begin to recognise that regular events happen on the same day each week and use vocabulary such as yesterday. Encourage children to describe significant events in their lives and talk about events they are looking forward to.

Now, later, next, before, today, tomorrow, Yesterday Days of the week Months of the Year



Songs:
Days of the week song
Months of the year song

3

Building 9 &
10**Introducing 9 & 10:**

Children continue to apply the counting principles when counting to 9 & 10 (forwards and backwards). They represent 9 & 10 in different ways. Children also notice that a 10 frame is full when there is 10. They can use frames, fingers and bead strings to subitise groups of 9 & 10.

Comparing numbers to 10:

Children continue to make comparisons by lining items up with 1:1

Number 9

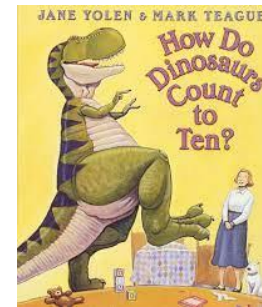
Number 10

**Nine (9),
Ten (10),
ten frame****Compare,
more,
fewer**

[BBC iPlayer -
Numberblocks - Series 2:
Nine](#)

[BBC iPlayer -
Numberblocks - Series 2:
Ten](#)

[BBC iPlayer -
Numberblocks - Series 2:
Ten Green Bottles](#)

**Ordinality:**

Increasingly confident at putting numerals in order from 0-10.

Cardinality:

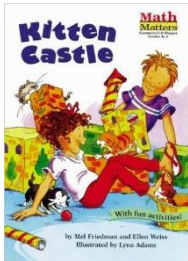
Counts out up to 10 objects from a larger group.

Composition:

Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways.

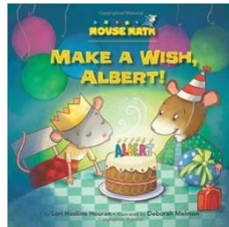
Composition:

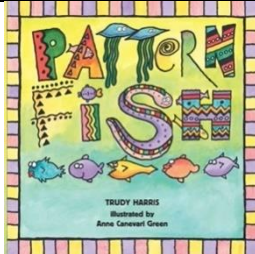
In practical activities adds one and subtracts one with numbers to 10.

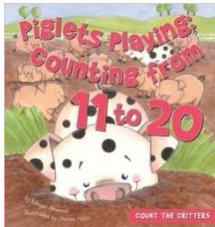
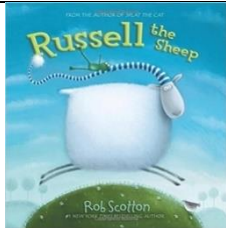
			correspondence. They begin to compare 2 quantities.				
	4	Building 9 & 10	Number bonds to 10: The children explore number bonds to 10 using real objects in different contexts. Use 10 frames or egg boxes and partially fill to encourage children to work out how many more they need to make 10.	Number bonds to 10. Number bonds, Add	BBC iPlayer - Numberblocks - Series 2: Blast Off	Songs: Farmer Pete	Composition: In practical activities adds one and subtracts one with numbers to 10.
	5	Building 9 & 10	3D shapes: Children should be given opportunities to build using a variety of shapes to construct their own 3D shapes in different ways.	Shape (3D) 3D shapes, fat shapes, vertices, edges			Shape: Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.

			Children should be introduced to the names of the shapes and be given opportunities to explore similarities and differences between them.				
	6	Growing 6,7,8 Building 9 & 10 (Consolidation Week 1)	Provide opportunities for children to use their counting skills to count forwards and backwards to and from 10. Give children opportunities to combine numbers in maths games. Use 3D shapes to build and construct their own building giving reasons why they have chosen particular shapes.	Consolidation Combining 2 groups Adding 3D shapes Adding (+) Equals (=) Altogether, 3D shapes, fat shapes, Faces, vertices, edges, curved, straight	BBC iPlayer - Numberblocks - Series 2: Eight BBC iPlayer - Numberblocks - Series 2: Nine BBC iPlayer - Numberblocks - Series 2: Ten BBC iPlayer - Numberblocks - Series 2: Ten Green Bottles BBC iPlayer - Numberblocks - Series 2: Blast Off		Shape: Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Ordinality: Increasingly confident at putting numerals in order from 0-10. Cardinality: Counts out up to 10 objects from a larger group. Composition: Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways.

							Composition: In practical activities adds one and subtracts one with numbers to 10.
	7	Growing 6,7,8 Building 9 & 10 (Consolidation Week 2)	Provide opportunities for children to use their counting skills to count forwards and backwards to and from 10. Give children opportunities to combine numbers in maths games. Use 3D shapes to build and construct their own building giving reasons why they have chosen particular shapes.	Consolidation Combining 2 groups Adding 3D shapes Adding (+) Equals (=) Altogether, 3D shapes, fat shapes, faces, vertices, edges, curved, straight	BBC iPlayer - Numberblocks - Series 2: Eight BBC iPlayer - Numberblocks - Series 2: Nine BBC iPlayer - Numberblocks - Series 2: Ten BBC iPlayer - Numberblocks - Series 2: Ten Green Bottles BBC iPlayer - Numberblocks - Series 2: Blast Off		Shape: Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Ordinality: Increasingly confident at putting numerals in order from 0-10. Cardinality: Counts out up to 10 objects from a larger group. Composition: Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways. Composition: In practical activities adds one and subtracts one with numbers to 10.

Phase 6 + 7	Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts	Numberblocks links	Books	Birth to 5
	Spring 2	1	Building 9 and 10	3D shapes: Explore and manipulate 3D shapes through prompting them to consider which shapes stack and which roll- and <i>why</i> that is. Introduce the names of shapes and give opportunities to explore similarities and differences between them and sort according to what they notice.	Shape 3D shapes, fat shapes, faces, vertices, edges, curved, straight			Shape: Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.

	2	Building 9 and 10	Patterns: Build on earlier AB pattern work by introducing more complex patterns. Explore patterns using items more than once in each unit of repeat e.g. ABB, AAB, AABB. Each pattern should have <i>at least</i> three units of repeat, encourage children to say the pattern aloud and create patterns around the edge of shapes as well as in straight lines.	Pattern Patterns, AB, AAB, AABB, ABB, ABC			Pattern: Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat
	3	To 20 and Beyond	Building numbers to 20: Encourage children to build and	Addition / counting beyond 10	BBC iPlayer - Numberblocks - Series 5: Twoland		Composition: Begins to explore and work out mathematical problems, using signs and strategies of their own choice,

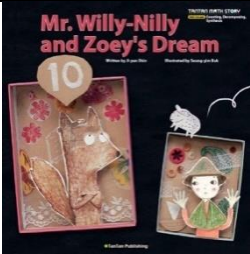
			identify numbers to 20 (and beyond) using a range of concrete and pictorial resources. 10 frames, number shapes, towers of cubes etc. Encourage children to recognise that the numbers 1-9 repeat after every full 10. E.g. one full 10 and 1 = 11, one full 10 and 2 = 12.	Addition, Adding, add (+), ten frame, Tens, ones, of the next ten, teen numbers	BBC iPlayer - Numberblocks - Series 4: Balancing Bridge		including (when appropriate) standard numerals, tallies and "+" or "-". Counting: Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Comparison: Uses number names and symbols when comparing numbers, showing interest in large numbers
	4	To 20 and Beyond	Counting patterns beyond 20: Provide regular opportunities for children to count on and back from 10. Representations and numerals can support children to	Counting to and from 10 / repeating number pattern Counting, forwards, backwards, counting patterns, number	BBC iPlayer - Numberblocks - Series 4: Tall Stories BBC iPlayer - Numberblocks - Series 2: Ten Green Bottles		Composition: Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-". Counting: Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Comparison:

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			count on and back notice the repeating 1-9 patterns. Encourage children to count on or back from different starting points, to say what comes before or after a given number and place sequences of numbers in order.	sequence, order			Uses number names and symbols when comparing numbers, showing interest in large numbers
	5	Building 9 and 10, To 20 and Beyond Consolidation Week 1	Encourage children to find larger numbers on number tracks and 100 squares and count on from these numbers. Explore what comes before and after each number.	Large numbers / counting on Counting, forwards, backwards, before, after numicon, teen numbers	BBC iPlayer - Numberblocks - Series 4: One Hundred BBC iPlayer - Numberblocks - Series 4: I Can Count to Twenty		Counting: Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) Comparison: Estimates of numbers of things, showing understanding of relative size

							Uses number names and symbols when comparing numbers, showing interest in large numbers
	6	Building 9 and 10, To 20 and Beyond Consolidation Week 2	Encourage children to notice similarities in differences in number in a range of contexts. Using numicon explore ways of making numbers to 10. Explore the shapes that the numicon make and how we can break apart the numicon to create the number using smaller quantities.	Number bonds to 10 Number bonds Numicon, smaller numbers	BBC iPlayer - Numberblocks - Series 3: Ten Again BBC iPlayer – Numberblocks – series 3: hiccups		Counting: Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Comparison: Estimates of numbers of things, showing understanding of relative size Uses number names and symbols when comparing numbers, showing interest in large numbers Increasingly confident at putting numerals in order 0 to 10 (ordinality).

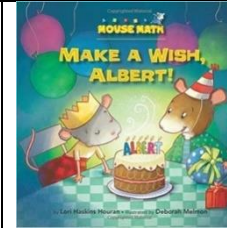
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Building 9
and 10, To
20 and
Beyond
Consolidati
on Week 3

Explore 3D shapes and their uses in real life contexts. Explore real life shapes and make connections to their mathematical names. Use 3D shapes to build and explore their uses e.g. use tubes and boxes to create a bridge for the 3 billy goats, build chairs for the 3 bears etc. Children should use shape key vocabulary, such as face, vertices, and edge.

Shape

**3D shapes,
fat shapes,
faces,
vertices,
edges,
curved,
straight**



Shape:

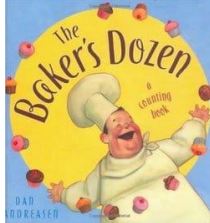
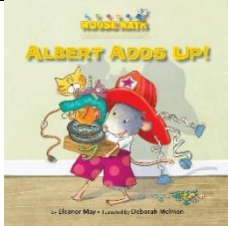
Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.

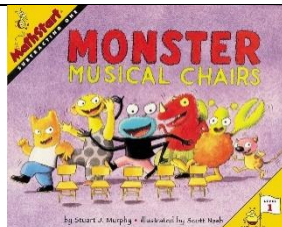
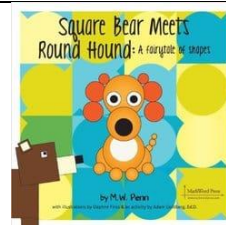
Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.

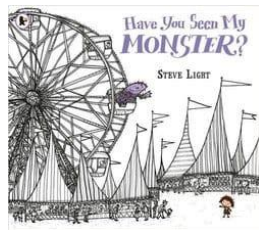
Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.

Phase 7 + 8

Summer 1

Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts	Numberblocks links	Books	Birth to 5
Summer 1	1	To 20 and Beyond	Counting patterns beyond 10: Provide opportunity for children to count on and back beyond 10. Use representations of numbers and numerals to help make the link between teen numbers and 10. E.g. 14 is 10 and 4 more.	Counting patterns Counting patterns, Counting forwards, backwards, Of the next ten, ordering,	BBC iPlayer - Numberblocks - Series 5: The Many Friends of Twenty		Counting: Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality).
	2	First Then Now	Adding more: Use real objects to see that the quantity of a group can be changed by adding more. Using mathematical stories with meaningful contexts. E.g.	Addition Addition, adding, altogether, (+), first, then, now, number sentences	BBC iPlayer - Numberblocks - Series 2: Just Add One		Composition: In practical activities, adds one and subtracts one with numbers to 10. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-". Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

			<i>First I had 2 sweets, Then my friend gave me 3 more, Now I have 5. $2+3=5$.</i>				
3	First Then Now	Taking away: Use real objects to see that the quantity of a group can be changed by taking objects away. Encourage children to count out all objects to start, take away the required amount practically, and then subitise or recount to see how many are left.	Subtraction Subtraction, takeaway, (-), fewer.	BBC iPlayer - Numberblocks - Series 3: Numberblock Rally		Composition: In practical activities, adds one and subtracts one with numbers to 10. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	
4	First Then Now	Compose and decompose: Understand shapes can be combined and separated to make new	Shape Shape, new shapes, combine.	BBC iPlayer - Numberblocks - Series 5: Making Patterns		Shape: Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.	

			shapes. Provide opportunities for the children to fit shapes together and break shapes apart. Investigate how many ways a given shape can be built using smaller shapes, e.g. a square as 2 triangles.	fit, new shapes			Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Spatial Awareness: Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).
5	To 20 and Beyond, First Then Now Consolidation Week 1	Provide opportunity to consolidate shapes, use Cuisenaire rods to create squares and other shapes- encourage children to make the links between the size of the rods and the sides of the shapes. How could we make a square?	Shape Shape, new shapes, combine, fit, new shapes				Shape: Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.

EYFS Scheme of Work

Maths

Nursery & Reception

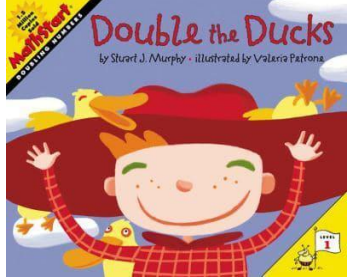
			What does each side need to look like?				
	6	To 20 and Beyond, First Then Now Consolidation Week 2	Children should explore subtraction as taking away using tens frames. Using counters to count out the required amount on the tens frame and then take away the required quantity. E.g., $5-2=3$. Children should practise using "take away" or "minus" vocab.	Subtraction. Subtraction, takeaway, (-), fewer, altogether	BBC iPlayer - Numberblocks - Series 3: Numberblock Rally	Ten in the bed- bbc teach	Composition: In practical activities, adds one and subtracts one with numbers to 10. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-". Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
	7	To 20 and Beyond, First Then Now Consolidation Week 1	Give the opportunity to explore addition using number stories with meaningful contexts. Children should use the	Addition Addition, adding, altogether, (+), first, then, now, number sentences	BBC iPlayer - Numberblocks - Series 2: Just Add One	One big hippo balancing – bbc teach	Composition: In practical activities, adds one and subtracts one with numbers to 10. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-".

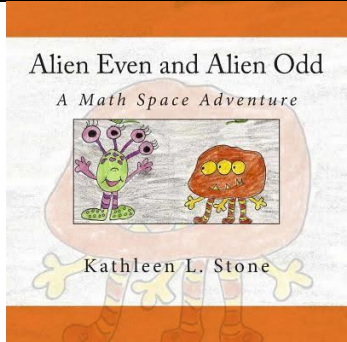
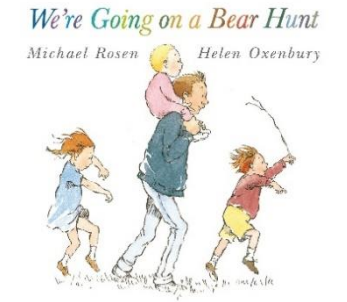
EYFS Scheme of Work

Maths

Nursery & Reception

				number stories to construct a number sentence, and in turn work out the addition calculation.				Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
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Phase 9 + 10	Term	Wk	White Rose Maths Theme	Focus and guidance	Concepts	Numberblocks links	Books	Birth to 5 / National Curriculum Y1
	Summer 2	1	Find My Pattern	Doubling: Adding 2 of the same number e.g. $2+2=4$ "double 2 is 4". Using real life objects to add 2 equal groups. Sharing and grouping: Recognise and make equal groups e.g. sharing 6 biscuits onto 2 plates. Children will recognise when there are items left over when sharing odd numbers.	Doubling Double, Groups, Equal, Sharing Share, equal, even	BBC iPlayer - Numberblocks - Series 2: Double Trouble BBC iPlayer - Numberblocks - Series 4: The Lair of Shares BBC iPlayer - Numberblocks - Series 4: Sign of the Times BBC iPlayer - Numberblocks - Series 5: The Team Factor		Cardinality: Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. Number: 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.

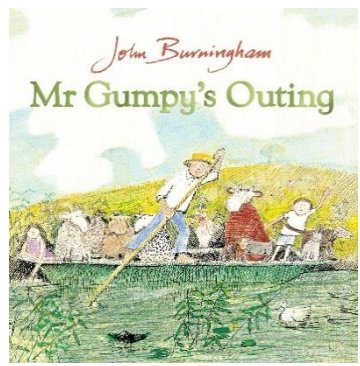
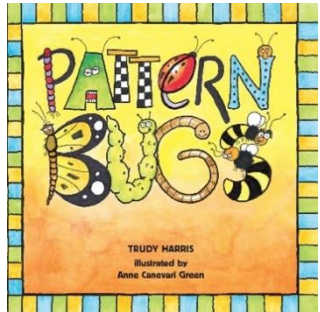
	2	Find My Pattern	Even and odd: Children are beginning to understand that some quantities will not share into 2 equal groups. We will explore the odd and even structure using numicon and 10's frames.	Odd and Even Equal groups, odd, even, 10 frames, numicon	BBC iPlayer - Numberblocks - Series 2: Odds and Evens BBC iPlayer - Numberblocks - Series 5: Odd Side Story		Cardinality / Number
	3	Find My Pattern	Spatial Reasoning: Children can replicate simple constructions, models, real places and places in stories. Children will use positional language and give verbal instructions.	Positional Language Under, over, next to, on top, through, in	BBC iPlayer - Numberblocks - Series 3: Building Blocks		Spatial Awareness: Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). May enjoy making simple maps of familiar and imaginative environments, with landmarks.

	4	On the Move	Deepening understanding: Encourage children to talk about pictures- what do we need to recreate it?	Positional Language / Shape Shapes, new shapes, join			Shape Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Spatial Awareness: Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).
	5	Find My Pattern and On the Move Consolation Week 1	Provide regular opportunities for children to practise and consolidate counting on and back within 10.	Counting within 10 Counting, forwards, backwards		One tomato, two tomatoes - BBC Teach Ten green bottles - BBC Teach	Counting: Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality). Composition: Shows awareness that numbers are made up (composed) of smaller

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			Continue to develop the understanding that quantities are made up of smaller quantities.	Number Bonds Number bonds, add, altogether		Ten in the bed - BBC Teach	numbers, exploring partitioning in different ways with a wide range of objects.
	6	Find My Pattern and On the Move Consolation Week 2	Provide opportunities to engage in extended problem solving and critical thinking skills – worded questions and longer more complex problems.	Problem Solving / Critical Thinking Solve, problems, problem solving			Composition: Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”. Beginning to use understanding of number to solve practical problems in play and meaningful activities.
	7	Find My Pattern and On the Move Consolation Week 3	Exploring relationships between numbers and shapes. Extend their knowledge of repeating patterns by building ABBC patterns.	Pattern Patterns, AB, AAB, AABB, ABB, ABC			Pattern: Spots patterns in the environment, beginning to identify the pattern “rule”. Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat