



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
White Rose Maths Small Steps Mastering Number and White Rose (Reception)	<i>Foundational concepts of place value to support development of calculation and numerical reasoning</i> -More than, fewer than, same -Begin to order number names - I see 1, 2, 3 -Show me 1, 2, 3 -Move and label 1, 2, 3 -Take and give 1, 2, 3 -Talk about dots -Compare and sort collections -Make games and actions (subitising) -Show me 5 -Stop at 1, 2, 3, 4, 5 -Match, sort, compare	<i>Foundational concepts of place value to support development of calculation and numerical reasoning</i> Subitising, Counting, ordinality, cardinality and comparison -subitising within 3 -focus on counting skills -subitise objects and sounds -comparison of sets just by looking -using the language of comparison: more than, fewer than -focus on counting skills -focus on the five-ness of 5 using one hand and the die pattern for 5 -comparison of sets by matching -using the language of comparison: more than, fewer than, and equal number -practice object counting skills -match numerals to quantities within 10 -verbal counting beyond 20 -Subitise within 5 focusing on die patterns -match numerals to quantities within 5 -Counting – focus on ordinality and the ‘staircase’ pattern	<u>Within 10</u> -Sort objects -Count objects -Count objects from a larger group -Represent objects -Recognise numbers as words -Count on from any number -1 more -Count backwards within 10 -1 less -Compare groups by matching -Fewer, more, same -Less than, greater than, equal to -Compare numbers -Order objects and numbers -The number line <u>Within 20</u> -Count within 20 -Understand 10 -Understand 11, 12 and 13 -Understand 14, 15 and 16 -Understand 17,18 and 19 -Understand 20 -1 more and 1 less -The number line to 20 -Use a number line to 20 -Estimate on a number line to 20 -Compare numbers to 20 -Order numbers to 20 <u>Within 50</u> -Count from 20 to 50 -20, 30, 40 and 50 -Count by making groups of tens -Groups of tens and ones -Partition into tens and ones	-Numbers to 20 -Count objects to 100 by making 10s -Recognise tens and ones -Use a place value chart -Partition numbers to 100 -Write numbers to 100 in words Flexibly partition numbers to 100 -Write numbers to 100 in expanded form -10s on the number line to 100 -10s and 1s on the number line to 100 -Estimate numbers on a number line -Compare objects -Compare numbers -Order objects and numbers -Count in 2s, 5s and 10s -Count in 3s	-Represent numbers to 100 -Partition numbers to 100 -Number line to 100 -Hundreds -Represent numbers to 1,000 -Flexible partitioning of numbers to 1,000 -Hundreds, tens and ones -Find 1, 10 or 100 more or less -Number line to 1,000 -Estimate on a number line to 1,000 -Compare numbers to 1,000 -Order numbers to 1,000 -Count in 50s	-Represent numbers to 1,000 -Partition numbers to 1,000 -Number line to 1,000 -Thousands -Represent numbers to 10,000 -Partition numbers to 10,000 -Flexible partitioning of numbers to 10,000 -Find 1,10,100,1,000 more or less -Number line to 10,000 -Estimate on a number line to 10,000 -Compare numbers to 10,000 -Order numbers to 10,000 -Roman numerals -Round to the nearest 10 -Round to the nearest 100 -Round to the nearest 1,000



		-See that each number is one more than the previous number -Compare sets and use language of comparison: more than, fewer than, an equal number to. -Make unequal sets equal -focus on the 'staircase' pattern and ordering of numbers -focus on ordering numbers to 8 -use the language of less than -sorting numbers according to attributed – odd and even numbers -Counting – larger sets and things than cannot be seen -subitising to 6 including in structured arrangements <u>Comparison</u> -Comparison – linked to ordinality -play track games	-The number line to 50 -1 more, 1 less <u>Within 100</u> -Count from 50 to 100 -Tens to 100 -Partition into tens and ones -The number line to 100 -1 more, 1 less -Compare numbers with the same number of tens -Compare any two numbers			
National Curriculum Links	<u>Development Matters – 3- to 4-year-olds:</u> -Develop fast recognition of up to 3 objects, without having to count them	<u>Early Learning Goal – Number:</u> -Have a deep understanding of numbers to 10, including the composition of each number.	-Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. -Count numbers to 100 in numerals; count in multiples of twos, fives and tens.	-Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. -Recognise the place value of each digit in a two-digit number (tens, ones)	-Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. -Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). -Compare and order numbers up to 1000.	-Count in multiples of 6, 7, 9. 25 and 1000. -Find 1000 more or less than a given number. -Count backwards through zero to include negative numbers.



	individually ('subitising'). -Recite numbers past 5. -Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Show 'finger numbers' up to 5. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals. -Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	-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. <u>Early Learning Goal- Numerical patterns:</u> -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. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	-Identify and represent numbers using objects and pictorial representations. -Read and write numbers to 100 in numerals. -Read and write numbers from 1 to 20 in numerals and words. -Given a number, identify one more and one less.	-Identify, represent and estimate numbers using different representations including the number line. -Compare and order numbers from 0 up to 100; use and = signs. -Read and write numbers to at least 100 in numerals and in words. -Use place value and number facts to solve problems.	-Identify, represent and estimate numbers using different representations. -Read and write numbers up to 1000 in numerals and in words. -Solve number problems and practical problems involving these ideas.	-Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). -Order and compare numbers beyond 1000. -Identify, represent and estimate numbers using different representations. -Round any number to the nearest 10, 100 or 1000. -Solve number and practical problems that involve all of the above and with increasingly large positive numbers. -Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.
Vocabulary	amount, backwards, collection, count, few, fewer (than), forwards, how	after, before, different, represent, zero, more, less, equal, ones	compare, count on, digit, fewest, greater than, greatest, less than, most, one(s), order, partition, represent, ten(s),	exchange, interval, least, multiple, value,	ascending, descending, hundred(s), part, whole	place holder, roman, numeral, round, thousands



Maths – Place Value - Whole School Progression

	many, largest, lot(s), more (than), number, numeral, same, smallest, subitise		ordinal numbers (first, second, third, etc)			
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