# Maths/White Rose Progression Ladder – Nursery and Reception

## Nursery – Based on Development Matters (3-4 Years)

| | Mathematics | | | | | |
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| Daily maths lessons<br><br>Individual and group focus tasks<br><br>Continuous Provision<br><br>**Number – green objectives**<br><br>**Measure, Shape and Spatial Thinking – orange objectives** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | To take part in finger rhymes e.g. 1,2,3,4,5 once I caught a fish alive.<br><br>To develop counting like behaviour by saying some numbers in sequence.<br><br>Begin to notice patterns and arrange things such as toys in patterns.<br><br>To begin to compare sizes and weights using different language and gestures e.g. bigger, little, small high/low or heavy. | To count in every day contexts, sometimes skipping numbers.<br><br>To talk about the patterns around them for example spotty or stripy clothes.<br><br>Use informal language to talk about patterns in the environment e.g. blobs or pointy.<br><br>To begin to extend simple ABAB patterns e.g. stick, leaf, stick, leaf.<br><br>To experiment with their own symbols to | To count numbers up to and beyond 5.<br><br>To develop fast recognition of up to three objects (Subitising).<br><br>To begin to talk about 2D shapes using informal mathematical language such as flat and round.<br><br>To select shapes appropriately through play for example, using shapes with flat surfaces for a building.<br><br>To begin to describe a sequence of events, real or fiction, using | To continue experimenting with their own symbols and marks as well as numerals.<br><br>To recite numbers past 5 and begin to show finger numbers for numbers 1-10.<br><br>To use large shapes and use them to create bigger shapes and objects for example selecting a triangle for the roof of a house and a square for the base of the house.<br><br>To begin to use positional language for everyday objects for example, the bag is under the table. | To solve real world mathematical problems with numbers up to 5.<br><br>To be able to recognise numerals up to 3.<br><br>To begin to link numerals to the amounts for example, recognising the numeral 5 and then matching it with 5 objects.<br><br>To begin to compare quantities using 'more than' and 'fewer than'.<br><br>To find different ways of representing numbers using their own marks. | To recognise numerals up to 5.<br><br>To use their knowledge on 2D shapes to use informal language to talk about 3D shapes.<br><br>To positional language that they have previously learnt to describe a familiar route.<br><br>To describe the route using words such as 'in front of' and 'behind'.<br><br>To continue using their mark to represent numbers, forming some numbers correctly.<br><br>To notice an error in repeating ABAB patterns. |

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| | | represent some numbers.<br><br>To continue counting numbers up to 5.<br><br>To begin to understand that the last number reached is the total number of objects (cardinal principle).<br><br>To begin to show finger numbers up to 5. | words such as 'first, next, then'. | | | |
| Taught through provision and adult focus activities<br><br>Adaptive teaching provided for pupils working on 0-3 objectives | | | | | | |

# Maths/White Rose Progression Ladder – Nursery and Reception

## Reception – Based on White Rose Scheme and Development Matters (Reception Child)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
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| **Autumn Number – green objectives**<br><br>**Measure, Shape and Spatial Thinking – orange objectives** | **Getting to Know You – Objective Led Planning**<br>Opportunities for settling in, introducing the areas of provision and getting to know the children.<br>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong?<br>Positional language<br>Compare length, weight and capacity<br>Count objects, actions and sounds<br>**See evidence on Tapestry** | | | **Just like Me**<br>Number<br>Match and sort<br>Compare amounts<br>Count objects, actions and sounds<br>Compare numbers<br>Subitise<br>**See evidence on Tapestry** | | | **It's Me – 1,23! – Move to formal Maths lessons**<br>Number<br>Representing 1,2 and 3<br>Comparing 1,2 and 3<br>Composition of 1, 2 and 3<br>Count objects, actions and sounds<br>Subitise to 3<br>Link the number symbol (numeral) with its cardinal number value. | | | **Light and Dark**<br>Number<br>Representing numbers to 5<br>One more and one less<br>Understand the 'one more than/one less than' relationship between consecutive numbers<br>Subitise to 5<br>Link the number symbol (numeral) with its cardinal number value. | | | Consolidation |
| | | | | **Measure, Shape and Spatial Thinking**<br>Compare Size, Mass and Capacity<br>Exploring patterns<br>Continue, copy and create repeating patterns<br>**See evidence on Tapestry** | | | **Measure, Shape and Spatial Thinking**<br>Spatial Thinking<br>Circles and triangles<br>Positional language<br>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | | | **Measure, Shape and Spatial Thinking**<br>Shapes with 4 sides<br>Time<br>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | | |

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| **Spring**<br>**Number – green objectives**<br><br>**Measure, Shape and Spatial Thinking – orange objectives** | **Alive in 5!**<br>**Number**<br>Introducing zero<br>Comparing numbers to 5<br>Composition of 4 & 5<br>Link the number symbol (numeral) with its cardinal number value.<br>Subitise tO 5 | **Growing 6,7,8**<br>**Number**<br>6,7 and 8<br>Combining 2 amounts<br>Making pairs<br>Link the number symbol (numeral) with its cardinal number value.<br>Subitise to 8 | **Building 9 and 10**<br>**Number**<br>Counting to 9 and 10<br>Comparing numbers to 10<br>Number bonds to 10<br>Count beyond ten<br>Explore the composition of numbers to 10<br>Automatically recall number bonds for numbers 0-5 and some to 10 | Consolidation | |
| | **Measure, Shape and Spatial Thinking**<br>Compare Mass<br>Compare Capacity | **Measure, Shape and Spatial Thinking**<br>Length and Height<br>Time | **Measure, Shape and Spatial Thinking**<br>3D shapes<br>Patterns<br>Continue, copy and create repeating patterns. | | |
| **Summer**<br>**See calculations policy**<br>**Number – green objectives**<br><br>**Measure, Shape and** | **To 20 and Beyond**<br>**Number**<br>Building numbers beyond 10<br>Counting Patterns Beyond 10<br>Explore the composition of numbers to 10.<br>Automatically recall number bonds for numbers 0-5 and some to 10. | **First, Then and Now**<br>**Number**<br>Adding more<br>Taking away<br>***(Begin calculations – Calculate It)***<br>Understand the 'one more than/one less than' relationship between consecutive numbers. | **Find my Pattern**<br>**Number**<br>Doubling<br>Sharing & Grouping<br>Even & Odd<br>Explore the composition of numbers to 10 | **On the Move**<br>**Number**<br>Deepening understanding<br>Patterns and relationships<br>Explore the composition of numbers to 10 | Consolidation |

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| Spatial Thinking – orange objectives | Measure, Shape and Spatial Thinking<br>Spatial Reasoning<br>Match, rotate, manipulate<br>Select, rotate and manipulate shapes to develop spatial reasoning skills. | Measure, Shape and Spatial Thinking<br>Spatial Reasoning 2<br>Compose and Decompose<br>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Measure, Shape and Spatial Thinking<br>Spatial Reasoning 3<br>Visualise and build | Measure, Shape and Spatial Thinking<br>Spatial Reasoning 4<br>Mapping | |
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| ELG<br>Number | - Have a deep understanding of number to 10, including the composition of each number.<br>Summer – To 20 and Beyond<br>Summer – On the Move<br>Summer – Find my pattern<br>- Subitise (recognise quantities without counting) up to 5.<br>Spring – Number – Alive in 5!<br>Spring – Number – Building 9 and 10<br>Summer – Find my pattern<br>- 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.<br>Spring – Number – Building 9 and 10<br>Summer – On the Move<br>Summer – Find my pattern | | | | |
| ELG Numerical Patterns | - Verbally count beyond 20, recognising the pattern of the counting system<br>Summer – To 20 and Beyond<br>Summer – On the Move<br>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br>Autumn – Light and Dark<br>Spring – Number – Building 9 and 10<br>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.<br>Summer – Find my Pattern<br>Summer – On the Move | | | | |