

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Maths	Getting to know you Just like me	It's me 123 Light & Dark Consolidation	Alive in 5! Growing 6,7,8	Building 9 and 10 Consolidation	To 20 and Beyond First then. Now	Find my pattern. On the move
White Rose Maths	Count objects, actions and sounds.	Count objects actions and sounds.	Subitise to 5.	Compose and decompose shapes so that children recognises a shape can have other shapes within it, just as numbers can.	Begin to count in 2's, 10's and 5's.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
See separate planning - NCETM Mastering Number Scheme	To talk about and identify patterns.	Link the number symbol (numeral) to its cardinal number value.	Link the number symbol (numeral) to its cardinal number value.	Automatically recall the number bonds for numbers 0-5 and some to 10.	Subitise.	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.
	Explore the properties of shapes.	Compare numbers.	Begin to understand the composition of numbers 6, 7, 8.	Explore the composition of numbers to 10.	Compare numbers.	Have a deep understanding of number to 10, including the composition of each number.
	Say one number for each item in order 1, 2, 3, 4, 5.	Subitise.	Count beyond 10.	Link the number symbol (numeral) with its cardinal number value.	Have a deep understanding of number to 10, including the composition of each number.	Have a deep understanding of number to 10, including the composition of each number.
	Know that the last number reached when counting a small set of objects tells you how many in total. (Cardinal Principle)	Have a deep understanding of number to 5, including the composition of each number.	Explore the composition of numbers up to 10.	Continue, copy and create repeating patterns.	Explore and represent patterns within numbers up to 10, including some evens and odds, double facts and how quantities can be distributed equally.	Subitise (recognise quantities without counting) up to 5;
	Make comparisons between objects relating to size, length, weight and capacity.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Compare length, weight and capacity.	Verbally count beyond 20, recognising the pattern of the counting system.	Verbally count beyond 20, recognising the pattern of the counting system.	Verbally count beyond 20, recognising the pattern of the counting system.
	Learn that objects can be compared and ordered according to their size.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Have a deep understanding of number to 10, including the composition of each number.	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.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	To begin to recognise numerals 0 and 1.	Compare numbers.	Count objects, actions and sounds.	Subitise (recognise quantities without counting) up to 5.		
	Link the number symbol (numeral) with its cardinal number value.	Have a deep understanding of number to 10, including the composition of each number.	Count objects, actions and sounds.	Compare quantities up to 10 in different contexts. Recognising when one quantity is greater than, less than or the same.		
	Subitise 1	Subitise (recognise quantities without counting) up to 5.	Subitise (recognise quantities without counting) up to 5.	Explore and represent patterns within numbers up to 10, including some evens and odds, double facts and how quantities can be distributed equally.		