

Autumn Term 1						
Disciplinary blocks	Substantive concepts					Vocabulary
White Rose	Getting to know you		Match, Sort and Compare		Talk about Measure and Pattern	
Mastering Number	Baseline Assessments		Week 1 Subitising	Week 2 Cardinality, Ordinality and Counting	Week 3 Composition	Week 4 Subitising
Cardinality and Counting			<i>To represent the number in a given set using objects</i> <i>To name quantities with number words</i>	<i>To be able to count how many objects there are in a small group 1,2,3</i> <i>To be able apply 1:1 correspondence</i>		<i>To be able to show how many fingers to represent a number 1,2,3</i> <i>To be able to say the number of sounds that they can hear without needing to count</i>
Comparison				I know how to compare numbers, objects		
Composition					<i>To explore how numbers can be composed of 1s (and then the composition of 3 and 4)</i> <i>Explore that a whole is made up of smaller parts</i>	
Pattern						To explore simple patterns To be able to copy and continue simple patterns To create simple patterns
Shape and Space			To be able to match objects To match pictures and objects To identify a set	To know how to sort objects to a type To explore sorting techniques To create sorting rules		
Measures					To be able to compare size To be able to compare mass To be able to compare capacity	
Same Different Sort Subitise Set Size Mass Capacity Pattern						

Same
Different
Sort
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Autumn Term 2

Autumn Term 2								
Disciplinary blocks	Substantive concepts							
White Rose	It's Me 1, 2, 3		Circles and Triangles	1,2,3,4,5		Shapes with 4 sides		Vocabulary
Mastering Number	Week 5 Comparison	Week 6 Cardinality, Ordinality and Counting	Week 7 Comparison	Week 8 Composition	Week 9 Composition	Week 10 Counting, ordinality and cardinality	Week 11 Subitising	
Cardinality and Counting	I know how to subitise 1,2 and 3 I know how to find 1,2, and 3 I know how to represent 1,2 and 3	<i>To understand the principle of cardinality – how many altogether?</i> <i>To be able to use 1:1 correspondence when counting aloud by touching each item</i> I am beginning to know what 1 more means I am beginning to know 1 less means I recognise that the order of the numbers when counting does not change		I know how to find 4 and 5 I know how to represent 4 and 5 I know how to subitise 4 and 5		<i>I know how to use 1:1 correspondence by making sure that I match collections of objects to their representations.</i> <i>I know ‘how many’ things there are altogether – begin to apply this concept to count more abstract things, such as claps and jumps.</i> <i>I know how to count together to numbers *larger than 20</i>	<i>I recognise and say the pattern of the counting system to 10</i> <i>I know the stable order of numbers and link the numbers on a track to the quantities on a die.</i>	Triangle Circle Square Rectangle Sides Straight Corner pointy First Then after before on top next to behind in front underneath
Comparison	<i>To use the language of more than and fewer than</i> <i>To be able to compare 2 groups of objects</i>		<i>To use the language of ‘more than’, ‘fewer than’ and ‘an equal number’ to describe how many objects there are in each set.</i> <i>To compare the number of objects in 2 sets by matching them 1:1.</i>					
Composition		I know the composition of 1,2 and 3 I am beginning to see the smaller parts of a number I am learning to see a whole number and its parts		<i>To be able to predict how many there will be if I add one more or take away one</i> <i>I know the concept of ‘wholes’ and ‘parts’</i> <i>I will begin to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts.</i>	<i>I can recognise that numbers can be made by combining parts in different ways.</i> <i>I know that spatial arrangements can be made with different combinations of the same number of objects.</i> I know how partition a number practically into two parts up to 5		<i>To know how to subitise to 5 and how to use spatial language to describe sub-groups within arrangements</i> <i>I can represent quantities in different ways</i>	

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					I know how to add one more working with numbers to 5 I know how to take one away working with numbers to 5			
Pattern								
Shape and Space			I can identify a triangle I can identify a circle I can use informal language such as pointy I will begin to use the words sides, straight, corners and round to describe shapes I can notice circles and triangles in everyday contexts I know how to use positional language to describe the location of items in relation to others			I can identify a square I can identify a rectangle I can use mathematical vocabulary to describe the properties of a square and rectangle I can explore what happens when shapes are combined to make new shapes I can find shapes within the environment		
Measures						I can begin to talk about the difference in the key events throughout the day I know what happens during the day and the night I will begin to use language such as first, then, after, before to describe different events I can begin to measure time in simple ways such as 'how many sleeps'		

Spring 1							
Disciplinary blocks	Substantive concepts						Vocabulary
White Rose	Alive in 5		Mass and Capacity	Growing 6,7,8			
Mastering Number	Week 12 Counting, ordinality and cardinality	Week 13 Composition	Week 14 Composition	Week 15 Comparison	Week 16 Counting, Ordinality and Cardinality	Week 17 Comparison	Pair Odd Even Double Balance Mass Capacity
Cardinality and Counting	<i>I know that the last number in the count tells us how many things there are ALTOGETHER.</i> <i>To be able to rehearse the order of the first 5 numbers and understanding that the position each number holds in our number sequence does not change.</i> <i>To investigate the difference in value of consecutive whole numbers.</i> <i>To know that each number has a value of 1 more than the previous number.</i> <i>To be able to order quantities from 1 to 5.</i> To be able to find 0 to 5 To be able to subitise 0 -5 To represent 0-5			I can find 6, 7 and 8 I know how to represent 6, 7 and 8	<i>To consolidate the ‘stable order principle’ – rehearsing the order of the first 10 numbers and understanding that the position that each number holds in our number sequence does not change.</i> <i>To develop understanding of the ordinal aspect by consolidating understanding that each number has a value of ‘1 more’ than the previous number.</i>		
Comparison		To add 1 more up to 5 To know 1 less up to 5		<i>To notice when quantities are equal or unequal.</i> <i>To consider how they can manipulate the number of objects in 2 sets to make them equal.</i>	I know what 1 more is than 6,7,8 I know what 1 less is than 6,7,8	<i>To know ‘more than’, ‘less than’ and ‘equal to’ to describe the relationships between numbers.</i> <i>To use ‘less than’ instead of ‘fewer than’ when the focus is on each number’s position in the counting sequence.</i>	
Composition		To understand composition of numbers 1-5 To conceptually subitise to 5	<i>To be able to explore ways to represent numbers using the Hungarian number pattern (die pattern).</i> <i>To secure understanding of the pairs of numbers that make 5.</i> <i>To use double dice frames to begin to explore 6 and 7 as</i>	I know the composition of 6, 7 and 8		I know how to make pairs – odd and even I know how to double to 8 (find a double) I know how to combine two groups	



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			<i>numbers that are composed of '5 and a bit'</i>				
Pattern							
Shape and Space							
Measures			I know how to compare mass I can find a balance I can begin to explore capacity I can compare capacity				

Spring 2							
Disciplinary blocks	Substantive concepts						Vocabulary
White Rose	Length, Height and Time		Building 9 and 10			Exploring 3D Shapes	
Mastering Number	Week 18 Composition	Week 19 Composition	Week 20 Composition	Week 21 Counting, Ordinality and Cardinality	Week 22 Subitising	Week 23 Composition	Length Height Tall Short Long Tallest Shortest Longest cubes, cuboids, cylinders, cones spheres
Cardinality and Counting			I can find 9 and 10 I know how to compare numbers to 10 I know how to represent 9 and 10 I can conceptually subitise to 10	To find out 'how many' objects there are. To be given opportunities to hear and practise key differences in the number names e.g. between 'teen' and '-ty' numbers. To develop confidence in counting strategies, including counting on from different starting numbers. To consider strategies for counting larger numbers of objects, including those that cannot be moved	To develop their abstract understanding of number, which will help to support future calculation strategies. To consider when they can subitise and when they might need to use counting as a strategy. To develop understanding of doubles to support their subitising skills.		
Comparison				I know how to add one more up to 10 I know what one less is up to 10			
Composition	To investigate ways of making 7 with two parts To use fingers to make and describe 7 as '5 and 2 more'. To notice when towers are made of 7 or NOT 7 interlocking cubes To be able to work out the missing part of 7 using the '5 and a bit' structure.	To identify when a double is shown and explain why. To use objects to make doubles patterns and describe what can be seen To show doubles patterns on their fingers in response to being given the whole Visualise doubles patterns to 5 and 5.	To recognise and talk about ways in which objects are similar to or different from each other To be able to sort objects according to attributes described by an adult. To describe attributes for a group of objects and to sort and re-sort objects according to their own attributes.	I know the composition of numbers to 10 I know number bonds to 10 – 2 parts	I know how to make arrangements of 10 I know number bonds to 10 – 3 parts I can find doubles to 10 I can make doubles to 10 I know odd and even numbers	To have opportunities to explore and make links between different, increasingly abstract, representations of the numbers within 5 To consolidate their understanding of the composition of 5. To deepen understanding of a 'whole' being made up of smaller parts through games and practical experiences	
Pattern	To use positional language to describe spatial arrangements of objects						
Shape and Space						I recognise and name 3-D shapes	



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						I can find 2-D shapes within 3-D shapes I know how to use 3-D shapes for tasks	
Measures	I can explore length I can compare length I can explore height I can compare height	I can talk about time I know how to order and sequence time					

Summer 1

Summer 1							
Disciplinary blocks	Substantive concepts						Vocabulary
White Rose	Pattern Seeking	To 20 and beyond		How many now?	Manipulate, compose and decompose		
Mastering Number	Week 24 Composition	Week 25 Comparison	Week 26 Subitising - Rekenrek	Week 27 Review - Counting	Week 28 Review - Comparison	Week 29 Review - Pattern in Number	Rekenrek Set Whole Parts Rotate
Cardinality and Counting		I know how to continue patterns beyond 10 (10–13) I know how to continue patterns beyond 10 (14–20)	I know how to use a rekenrek. I will continue to develop subitising skills exploring the structure of small numbers (with a rekenrek) I know how to verbally counting beyond 20 To understand verbal counting patterns	I can join in with counting rhymes and activities, consistently saying the number names in the correct order I can count a set of up to 10 objects, and then say how many there are altogether, without re-counting I can count from 1 to 20 and apply my counting skills in play I can count from 20 to 29 and then count from 20 to 35		I know how to distribute a quantity of objects to 10 between two I can recognise when I have an equal amount I can show doubles amounts on my fingers I can show and explain a number that is NOT a double? I can use representations (e.g. interlocking cubes, 10-frames, rekenreks, etc.) to make even and odd numbers I can recognise the difference between an odd and an even number	
Comparison		To be able say ‘Less than’ instead of ‘fewer than’ when the focus is on each number’s position in the counting sequence. To use the language of ‘more than’, ‘fewer than’ (for countable objects), ‘less than’ (for positions on a number track) and ‘equal to’ to describe the relationships between numbers.		I know how to add more To know how many did I add? I know how to take away To know many did I take away?	I can look at 2 sets of up to 10 similar objects and say which has more I can compare 2 sets of up to 10 objects by looking and/or matching, regardless of the colour, size or type of objects being compared I can say when 2 sets have an equal number of objects I can make 2 sets that have an equal number of objects		
Composition	To deepen understanding of a ‘whole’ being made up of smaller parts through games To use fingers, 10-frames and Hungarian number patterns to begin to explore ‘5 and a bit’ numbers to 10.	I know how to build numbers beyond 10 (10–13) I know how to build numbers beyond 10 (14–20)	I know how to visualise and describe arrangements of objects (with a rekenrek)				



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	<i>To compose and de-compose numbers when investigating part-part-whole relations</i>						
Pattern	I can find patterns in the environment I know how to identify more complex patterns I can copy and continue patterns						
Shape and Space	I can find 3-D shapes in the environment				I can select shapes for a purpose I know how to rotate shapes I know how to manipulate shapes I can explain shape arrangements	To understand the composition of shapes To understand how to decompose shapes I know how to copy 2-D shape pictures I know how to find 2-D shapes within 3-D shapes	
Measures							

Summer Term 2							
Disciplinary blocks	Substantive concepts						Vocabulary
White Rose	Sharing and grouping		Visualise, build and map			Make connections	
Mastering Number	Week 30 Automatic recall	Week 31 Review – understanding numbers to 10	REVISIT Week 21 Counting, Ordinality and Cardinality	REVISIT Week 15 Comparison	REVISIT Week 22 Subitising	REVISIT Week 24 Composition	Share Group Repeating Position Map Mapping
Cardinality and Counting	<i>I know how to use dice frames as a different structure with which to represent the same numbers within 5</i> <i>I can visualise and describe doubles patterns up to '5 and 5'.</i>	<i>Use what I know about the number sequence to work out missing numbers</i>	<i>To find out 'how many' objects there are.</i> <i>To be given opportunities to hear and practise key differences in the number names e.g. between 'teen' and '-ty' numbers.</i> <i>To develop confidence in counting strategies, including counting on from different starting numbers.</i> <i>To consider strategies for counting larger numbers of objects, including those that cannot be moved</i>		<i>To develop their abstract understanding of number, which will help to support future calculation strategies.</i> <i>To consider when they can subitise and when they might need to use counting as a strategy.</i> <i>To develop understanding of doubles to support their subitising skills.</i>		
Comparison		<i>I know one more and one less than a given number</i>		<i>To notice when quantities are equal or unequal.</i> <i>To consider how they can manipulate the number of objects in 2 sets to make them equal.</i>			
Composition	<i>I know how to partition 5</i> I know how to explore sharing I know how to share I know how to explore grouping I know how to group	<i>I can make and know double facts</i> <i>I can represent the composition of 5 on a rekenrek</i> I know how to share even and odd amounts I can play with and build doubles				<i>To deepen understanding of a 'whole' being made up of smaller parts through games</i> <i>To use fingers, 10-frames and Hungarian number patterns to begin to explore '5 and a bit' numbers to 10.</i> <i>To compose and de-compose numbers when investigating part-part-whole relations</i>	
Pattern	<i>I can use spatial language to describe my arrangements.</i>		I know how to identify units of repeating patterns I can create my own pattern rules I can explore my own pattern rules				



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Shape and Space				I know how to replicate and build scenes and constructions I know how to visualise from different positions I can describe positions I can give instructions to build	I can explore mapping I know how to represent maps with models I know how to create own maps from familiar places I know how to create own maps and plans from story situations		
Measures						I know how to use non standard measure to compare length I know how to plan, design and make adjustments	