



	Mastering Number	SSM (White Rose Maths)
Autumn	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts	Match, sort and compare Small steps: Step 1: Match objects Step 2: Match pictures and objects Step 3: Identify a set Step 4: Sort objects to a type Step 5: Explore sorting techniques Step 6: Create sorting rules Step 7: Compare amounts Talk about measure and patterns Small steps: Step 1: Compare size Step 2: Compare mass Step 3: Compare capacity Step 4: Explore simple patterns Step 5: Copy and continue simple patterns Step 6: Create simple patterns Mass and capacity Small steps: Step 1: Compare mass Step 2: Find a balance Step 3: Explore capacity Step 4: Compare capacity
Spring	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing number • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Circles and triangles Small steps: Step 1: Identify and name circles and triangles Step 2: Compare circle and triangles Step 3: Shapes in the environment Step 4: Describe Position Shapes with 4 sides Small steps: Step 1: Identify and name shapes with 4 sides Step 2: Combine shapes with 4 sides Step 3: Shapes in the environment Step 4: My day and night
Summer	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek	Explore 3-D shapes Small steps: Step 1: Recognise and name 3-D shapes Step 2: Find 2-D shapes within 3-D shapes Step 3: Use 3-D shapes for tasks Step 4: 3-D shapes in the environment Step 5: Identify more complex patterns Step 6: Copy and continue patterns Step 7: Patterns in the environment Manipulate, compose and decompose Small steps: Step 1: Select shapes for a purpose Step 2: Rotate shapes Step 3: Manipulate shapes Step 4: Explain shape arrangements Step 5: Compose shapes Step 6: Decompose shapes Step 7: Copy 2-D shape pictures Step 8: Find 2-D shapes within 3-D shapes