Cornerstones		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Maths	Preschool Skills & Knowledge	To talk about what happened today, yesterday and tomorrow. To say number names to 5 in order. To show an understanding of 1:1 counting to 5. Sing a range of number songs. To know that time can be measured using days. To know that the last number said represents the total number of objects	To count out a group of up to 5 objects. To match number of objects to numeral. Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners. Sing a range of number songs. To show an awareness and name some 2D shapes in the environment. To explore space and measure through capacity, weight and length using a range of resources.	To count out a group of up to 10 objects. To count up to 10. To talk about and explore patterns in the environment To create and repeat simple patterns. To subitise to 3. To be able to say number names forwards and backwards to 10. To know that each object should only be counted once. Sing a range of number songs.	To identify, describe and compare groups of objects. To compare and order objects according to their weight and distance. To develop fast recognition of numbers. To show an awareness of positional language such as under/behind/ next to/over/ on top of. To independently create and talk about own patterns using a range of objects and resources. To subitise to 3. To use the language of more and less to compare amounts.	Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures. To begin to make sensible comparisons between objects relating to size, length, weight and capacity. To begin to describe a sequence of events accurately and in the correct order. To recall simple facts about a familiar journey. To know that subtraction means taking an amount away from a group.	To count, order and recognise numbers to 10, in and out of sequence. To name and describe 2D shapes. To name some common 3D shapes and properties. To compare and order objects according to their size and distance. To begin to describe a sequence of events accurately. To subitise to 5. To be able to say number names forwards and backwards to 15.	**Number** •Have a deep understanding of

	White Rose Maths Reception Scheme of Learning	**Getting to know you** Key times of day, routines, where do things belong, positional language **Just Like Me** Match & sort Compare amounts Compare size, mass & capacity Explore pattern	**It's Me 1 2 3!** Representing, comparing & composition of 1,2 & 3 Circles & triangles Positional language **Light and Dark** Representing numbers to 5 One more & less Shapes with 4 sides Time	**Alive in 5!** Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass & capacity **Growing 6 7 8** 6, 7 & 8 Making pairs Combining 2 groups Length & height Time	**Building 9 & 10** 9 & 10 Comparing numbers to 10 Bonds to 10 3d shape Pattern	**To 20 & Beyond** Building numbers beyond 10 Representing numbers beyond 10 Spatial reasoning Match, rotate, manipulate **First, Then, Now** Adding more Taking away Spatial reasoning Compose & decompose	**Find My Pattern** Doubling Sharing & grouping Even & odd Spatial reasoning Visualise & build **On the Move** Deepening understanding Patterns & relationships Spatial reasoning Mapping	number to 10, including the composition of each number; - 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>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.
	Reception Skills & Knowledge	To count up to 10 objects with 1:1 correspondence. To match quantities to numeral. To begin to recognise numbers automatically on a dice/card to 5. To say the number names to 10 in order. To recognise number to 10. To know that patterns are repeated designs. To say the days of the week in order.	To find the total of 2 groups of objects. To identify 2D shapes and talk about their properties. To begin to recognise numbers automatically on a dice/card to 5. To be able to count to 10 independently. To know that addition involves combining two or more groups of objects. To know the names of 2D shapes. To begin to say the months of the year in order.	To use non-standard units to measure length, weight and capacity. To use money during role play activities to buy items. To begin to explore number bonds to 5. To be able to count to 20 independently. To know that length, capacity and weight can all be measured. To be able to measure periods of time in simple ways. To begin to read addition number sentences.	To write numbers to 10, forming them correctly. To know the names of basic 3D shapes. To use objects to solve addition and subtraction problems. To explore number bonds to 10. To know that addition involves combining two or more groups of objects. To know that subtraction involves removing an object from a group.	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. To know that the word 'more' indicates that the group is getting larger. To know that the word 'less' indicates that a group is getting smaller. To count forwards and backwards to 20.	To make observations of and compare length, weight and capacity. To share objects between a group of people equally. To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. To know that sharing equally means everyone has the same amount of an object. To read number addition sentences. To know the difference between odd and even.	