	Weeks 1-5	Weeks 6-10	Week 11
White Rose Maths Small Steps	**Place Value (within 10)** Sort object Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The numberline	**Addition and Subtraction (within 10)** Introduce part and wholes Part-whole model Write number sentences Face families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (How many left?) Take away (how many left) Subtraction on a number line Add or subtract 1 or 2	**Shape** Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Patterns with 2D and 3D shapes
EYFS ELG	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. They solve problems, including doubling, halving and sharing. Children can select the correct numeral to represent 1 to 5, then 1 to 10 objects. Children can count an irregular arrangement of up to 10 objects. Children can estimate how many objects they can see & checks by counting them. Children can use the language of 'more' and 'fewer' to compare two sets of objects. Children can say the number that is one more than a given number and can find one more or one less from a group of up to five objects, then ten objects. Children can record & that they can interpret and explain.	Using quantities and objects, children can add and subtract two single-digit numbers and count on or back to find the answer. Children can find the total number of items in two groups by counting all of them. In practical activities and discussion, children are beginning to use the vocabulary involved in adding and subtracting	Children recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Children will have experienced solid (3D) and flat (2D) shapes and mathematical terms to describe them. Children can select a named shape Children can use familiar objects and shapes to create patterns.
NC Objective	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Compare numbers using and = signs • Read and write numbers from 1 to 20 in numerals and words	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including zero	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
Ready to Progress Criteria	1NPV-1 – Count within 100, forwards and backwards, starting at any number. 1NPV-2 - Reason about the location of numbers to 20 within the linear number system, including comparing using ‹ › and =	1NF-1 - Develop fluency in addition and subtraction facts within 10 1AS-1 - Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1AS-2 - Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	1G-1 - Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another 1G-2 - Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.