

# Our Maths Curriculum

## Nursery – White Rose Maths

When	Focus	Outcome	Activity	Key vocabulary	Maths through story
Nursery Autumn 1					
Week 1	<b>Just Like Me</b> Week 1 Session 1&2	I can make comparisons between objects relating to size, length, weight and capacity  I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	<i>Matching with buttons</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-1.pdf</a> <i>Matching with socks</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-2.pdf</a> <i>Matching lotto game</i>	Same different	Where's My Teddy?
Week 2	<b>Just Like Me</b> Week 1 Session 3 to 5	I can recognise objects that are the same	<i>Matching lids</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-3.pdf</a> <i>Sorting with buttons</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-4.pdf</a> <i>Sorting with natural objects</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Phase-1-Week-1-Session-5.pdf</a>	Same different	The Button Box – Margarette Reid
Week 3	<b>Just Like Me</b> Week 2 Session 1 to 2	I can make comparisons between objects relating to size, length, capacity  I can recognise objects that are the same	<i>Compare size</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-1.pdf</a> <i>Compare amounts</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-2.pdf</a>	Big. Little, small, large, more, less, lots, 1,2,3, taller than, taller, shorter than, shortest	Mr Big-Ed Vere
Week 4	<b>Just Like Me</b> Week 2 Session 3,4,5		<i>Compare height</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-3.pdf</a> <i>Compare length</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-4.pdf</a>	Big. Little, small, large, more, less, lots, 1,2,3, taller than, taller, shorter than, shortest	Dear Zoo – Rod Campbell

			<p><i>Who or what will fit inside?</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Wk-2-Session-5.pdf</a></p>		
Week 5	<b>Just Like Me</b> Week 6 Session 1,2,3,	<p>I can make comparisons between objects relating to size, length</p> <p>I can recognise objects that are the same</p> <p>I can talk about and identify the patterns. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p><i>Repeating patterns</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-2.pdf</a>  <i>Repeating patterns</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-1.pdf</a>  <i>Printing patterns</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-3.pdf</a></p>	<b>First, next, after, pattern, same, different</b>	Duck in the Truck- Jez Alborough
Week 6	<b>Just Like Me</b> Week 6 Session 4,5	<p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>I can notice and correct an error in a repeating pattern.</p>	<p>Read Marmaduke's Patterns  <i>Fruit skewers</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-4.pdf</a>  <i>Autumn walk</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-2-just-like-me/PDF-Week-6-Session-5.pdf</a></p>	<b>First, next, after, pattern, same, different</b>	Marmadukes Patterns
Week 7	<b>Story of 3</b>	<p>I can make comparisons between objects relating to size, length</p> <p>I can recognise objects that are the same.</p> <p>I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p><i>Read Goldilocks and the Three Bears using props</i>  <i>Read The Three Billy Goats Gruff using props</i>  <i>Read The Three Little Pigs using props</i></p>	<b>Big, medium, small, middle, little, tiny, large On, in, under</b>	Goldilocks and the Three Bears The Three Billy Goats Gruff The Three Little Pigs
<b>Nursery Autumn 2</b>					
Week 1	<b>It's Me 1,2,3</b> Week 1 Session 1,2,3	<p>I can link numerals and amounts.</p> <p>I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p>	<p><i>Representing 1</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-1.pdf</a>  <i>Representing 2</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-2.pdf</a>  <i>Representing 3</i></p>	<b>Number, 1,2,3, numeral, count, show me</b>	1,2,3 at the farm- Aric Carle I'm number one- Michael Rosen

		I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	<a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-3.pdf</a>		
Week 2	It's Me 1,2,3 Week 1 Session 4,5	I can show 'finger numbers' up to 5.	<p><i>Sorting 1,2,3 Using Happy Home table to count and match 3 cups, plates, spoons, forks, knives</i></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-4.pdf</a></p> <p><i>Matching 1,2,3</i></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Phase-2-Week-1-Session-5.pdf</a></p> <p><i>Sock counting 1,2,3 objects</i></p>	Number, 1,2,3, numeral, count, show me	One Bear at Bedtime-Mick Inkpen
Week 3	It's Me 1,2,3		<p>1,2,3 tray collections using Real Maths Area</p> <p>Posting 1,2,3 in bags</p>	Number, 1,2,3, numeral, count, show me Match, same	Pink Tiara Cookies for Three-Maria Dismondy
Week 4	It's Me 1,2,3 Week 2 Session 1,2,3		<p><b>Comparing 1,2,3</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-1.pdf</a></p> <p><b>Snap – Matching numeral and amount 123</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-2.pdf</a></p> <p><i>Memory game Snap – Matching numeral and amount 123</i></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-3.pdf</a></p>	Number, 1,2,3, numeral, count, show me Match, same	Number Farm-Stephen Holmes Three Little Firefighters-Stuart Murphy
Week 5	It's Me 1,2,3 Week 2 Session 4,5		<p><i>Numberblocks 1,2,3</i></p> <p>Comparing one more, one less</p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-4.pdf</a></p> <p><b>Composition-bean bag game</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-2-Session-5.pdf</a></p>	Number, 1,2,3, numeral, count, show me Match, same	Each Peach Pear Plum-Janet/Allan Ahlberg

Week 6	<b>It's Me 1,2,3</b> Week 3 Session 1,2,3	I can Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	<i>Sorting circles and triangles</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-1.pdf</a> <i>Drawing shapes</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-2.pdf</a> <i>Shape hunt</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-3.pdf</a>	<b>Circle, triangle, straight, curved</b>	Round is the Moon Cake-Rosanne Thong Circle/Triangle-Mac Barnett
Week 7	<b>Counting linked to Christmas</b>	I can link numerals and amounts.  I can show 'finger numbers' up to 5  I can solve real world mathematical problems with numbers up to 5.	<i>Reading My Christmas Counting Book</i> <i>Christmas number rhymes</i> <i>No little Christmas Elf sitting on the shelf</i> <i>5 presents under the Christmas Tree</i>	<b>One more, one less, how many, count, how many altogether</b>	
<b>Nursery Spring 1</b>					
Week 1	<b>It's Me 1,2,3</b> Week 3 Session 4,5	I can understand position through words alone – for example, "The bag is under the table," – with no pointing.  I can describe a familiar route.  I can discuss routes and locations, using words like 'in front of' and 'behind'.	<b>Where's teddy hiding?</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-4.pdf</a> <b>Obstacle course</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-3-it-s-me-1-2-3/PDF-Its-me-1-2-3-Week-3-Session-5.pdf</a>		Rosies Walk-Pat Hutchins Me on a Map-Joan Sweening
Week 2	<b>Light and Dark</b> Week 1 session 1,2,3	I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  I can say one number for each item in order.	<i>Representing 4</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-1-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-1-Session-1.pdf</a> <i>Representing 5</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-1-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-1-Session-2.pdf</a> <i>Sorting 4 and 5</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-1-.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-1-.pdf</a>	<b>Number, 1,2,3, 4,5 Next, after, before, numeral, count, show me</b>	Pete the Cat and his 4 Groovy Buttons-Eric Litwin

Week 3	<b>Light and Dark</b> Week 1 session 4,5	I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').  I can show 'finger numbers' up to 5	<i>Composition of 4</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-1-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-1-Session-4.pdf</a> <b>Composition of 5</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-1-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-1-Session-5.pdf</a>		Witches 4-Marc Brown
Week 4	<b>Light and Dark</b> Week 2 session 1,2,3		<i>Composition of 4 and 5</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-1-.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-1-.pdf</a> <i>Arrangements of 4 and 5</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-2.pdf</a> <i>One Elephant went out to play</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-3.pdf</a>	<b>Number, 1,2,3, 4,5</b> <b>Next, after, before, numeral, count, show me</b>	Kipper's Birthday-Mick Inkpen
Week 5	<b>Light and Dark</b> Week 2 session 4,5	I can experiment with their own symbols and marks as well as numerals.  I can solve real world mathematical problems with numbers up to 5.  I can compare quantities using language: 'more than', 'fewer than'.	<i>5 green bottles</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-4.pdf</a> <i>1 more, 1 less</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-2-Session-5.pdf</a>	<b>1,2,3,4,5</b> <b>How many in one group?</b> <b>How many altogether?</b>	5 Little Friends-Sarah Dyer The Ugly 5 –Julia Donaldson
Week 6	<b>Light and Dark</b> Week 3 session 1,2,3	I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	<i>Squares and rectangles</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-3-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-3-Session-1.pdf</a> <i>Shape pictures</i> <i>Shape hunt</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-3-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-3-Session-2.pdf</a>	<b>Square, rectangle, shape 'sides', 'corners'; 'straight', 'flat', 'round'.</b>	Square-Mac Barnett Bear in a Square-Della Blackstone

Nursery Spring 2

Week 1	<b>Light and Dark</b> Week 3 session 4,5	I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	<i>Day and Night</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-3-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/autumn-block-4-light-and-dark/PDF-Light-and-Dark-Week-3-Session-4.pdf</a> <i>Sequencing activity</i>	<b>First, then, next, after</b>	Night Monkey, Day Monkey-Julia Donaldson
Week 2	<b>Alive in 5</b> Week 1 Session 1,2,3	I can experiment with their own symbols and marks as well as numerals.  I can solve real world mathematical problems with numbers up to 5.  I can compare quantities using language: 'more than', 'fewer than'.	<b>5 currant buns</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-1.pdf</a> <b>Representing zero</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-2-.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-2-.pdf</a> <b>Composition of 5</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-3.pdf</a>	<b>fair, unfair 1,2,3,4,5</b> <b>How many in one group?</b> <b>How many altogether?</b> <b>Zero</b>	Non the Number – Oliver Jeffers
Week 3	<b>Alive in 5</b> Week 1 Session 4,5		<b>Comparing numbers to 5</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-4.pdf</a> <i>Equal and unequal groups</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-1-Session-5.pdf</a>	<b>fair, unfair 1,2,3,4,5</b> <b>How many in one group?</b> <b>How many altogether?</b>	Zero is the Leaves on the Tree-Betsy Franco
Week 4	<b>Alive in 5</b> Week 2 Session 1,2,3		<b>Comparing numbers to 5 (2 groups)</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-1.pdf</a> <i>How many altogether?</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-2.pdf</a> <b>Composition of numbers to 5 (3 groups)</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-3.pdf</a>	<b>fair, unfair 1,2,3,4,5</b> <b>How many in one group?</b> <b>How many altogether?</b>	A Squash and a Squeeze-Julia Donaldson

Week 5	Alive in 5 Week 2 Session 4,5		<p><i>How many are hiding?</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-4.pdf</a></p> <p><i>How many are hiding?</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-2-Session-5.pdf</a></p>	<p>fair, unfair 1,2,3,4,5 How many in one group? How many altogether?</p>	<p>Room on the Broom-Julia Donaldson One Elephant Came Out to Play</p>
Week 6			<p><b>Pattern</b>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-4-Pattern.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-4-Pattern.pdf</a></p>	<p>First, next, after, pattern, same, different</p>	<p>I Spy Numbers-Jean Marzello</p>
<b>Nursery Summer 1</b>					
Week 1	Alive in 5 Week 3 Session 1,2	I can make comparisons between objects relating to size, length, weight and capacity	<p><i>Comparing mass - Heavier and lighter</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-1.pdf</a></p> <p><i>Full and empty</i>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-2.pdf</a></p>	<p>Heavy, light Heavier, lighter, Up, down, weigh</p>	<p>Balancing Act-Ellen Stoll Walsh Who Sank the Boat-Pamela Allen</p>
Week 2	Alive in 5 Week 3 Session 3,4,5		<p><b>Measuring capacity</b>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-3.pdf</a></p> <p><b>Measuring capacity-How many will fit in side?</b>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-4.pdf</a></p> <p><b>Making playdough-Measuring ingredients</b>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-1-alive-in-5/PDF-Alive-in-5-Week-3-Session-5.pdf</a></p>		
Week 3	Building 9 and 10 Week 3 session 4,5	I can talk about and identify the patterns. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	<p><b>Order numerals 1 to 5</b>  <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-3-Ordering-Numerals-to-10.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-3-Ordering-Numerals-to-10.pdf</a></p> <p><b>Pattern</b></p>	<p>1,2,3,4,5 Numeral First, next, after, pattern, same, different</p>	<p>Anno's Counting Book-Mitsumasa Anno</p>

		<p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>I can notice and correct an error in a repeating pattern.</p>	<p><a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-4-Pattern.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-4-Pattern.pdf</a></p> <p><b>Pattern</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-5-Pattern.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-5-Pattern.pdf</a></p>		
Week 4	<p><b>Growing 6,7,8</b></p> <p>Week 1 Session 5</p> <p>Week 2 Session 2</p>	<p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p><b>1 more, 1 less</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-5.pdf</a></p> <p><b>Making pairs</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-2.pdf</a></p>	<p><b>More, less, Same, pair</b></p>	<p>Simon'sw Sock-Sue Hendra Pairs in the Garden-Smriti Prasadam-Halls</p>
Week 5	<p><b>Growing 6,7,8</b></p> <p>Week 2 Session 3</p>	<p>I can say one number for each item in order.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p><b>Combining two groups</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-3.pdf</a></p>	<p><b>1,2,3,4,5</b></p> <p><b>How many in one group?</b></p> <p><b>How many altogether?</b></p>	<p>Kippers Toybox- Mick Inkpen</p>
Week 4	<p><b>Growing 6,7,8</b></p> <p>Week 1 Session 3,4</p>	<p>I can show 'finger numbers' up to 5</p> <p>I can experiment with their own symbols and marks as well as numerals.</p> <p>I can solve real world mathematical problems with numbers up to 5.</p>	<p><b>Which show 6? - Composition of 6</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-1.pdf</a></p> <p><b>Sorting 6,7,8 – Composition of 7</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-2.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-2.pdf</a></p>	<p><b>6,7,8</b></p> <p><b>Before, after, next, first, count, How many altogether?</b></p>	<p>Sidney the Silly Only Easts Six-MW Penn Six Dinner Sid-Igna Moore</p>
Week 5	<p><b>Growing 6,7,8</b></p> <p>Week 1 Session 5 Week 2 Session 1</p>	<p>I can compare quantities using language: 'more than', 'fewer than'.</p>	<p><b>Composition of 8</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-3.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-3.pdf</a></p> <p><b>Matching 6,7,8</b></p> <p><a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-1-Session-4.pdf</a></p>	<p><b>6,7,8</b></p> <p><b>Before, after, next, first, count, How many altogether?</b></p>	<p>The Blue Balloon- Mick Inkpen</p>
Week 6					

			<a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-1.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-1.pdf</a>		
<b>Nursery Summer 2</b>					
Week 1	<b>Building 9 and 10</b> Week 3 session 1,2,3	<p>I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>I can combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p><i>3D matching shapes</i> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-1-Building-with-3-D-Shapes.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-1-Building-with-3-D-Shapes.pdf</a> <b>Building with 3D shapes</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-2-3-D-shape-Matching-Objects.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-2-3-D-shape-Matching-Objects.pdf</a> <b>Printing with 3D shapes</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-3-Printing-with-3-D-Shapes.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-3-Printing-with-3-D-Shapes.pdf</a></p>	'sides', 'corners'; 'straight', 'flat', 'round' Square, circle, triangle	
Week 2	<b>Growing 6,7,8</b> Week 2 Session 4,5	<p>I can experiment with their own symbols and marks as well as numerals.</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p>	<p><b>Combining two groups</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-4.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-4.pdf</a> <b>Adding more</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-5.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Week-2-Session-5.pdf</a></p>	1,2,3,4,5,6,7,8 How many in one group? How many altogether?	
Week 3	<b>Growing 6,7,8</b> Week 3 Session 1,2	I can make comparisons between objects relating to size, length, weight and capacity	<p><b>Comparing height</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-1-Comparing-Height.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-1-Comparing-Height.pdf</a> <b>Comparing length</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-2-Comparing-Length.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-2-Comparing-Length.pdf</a></p>	Long, short, longer, shorter Tall, short, taller, shorter	Titch-Pat Hutchins Tall-Jez Alborough
Week 4	<b>Growing 6,7,8</b> Week 3 Session 3,4,5	I can make comparisons between objects relating to size, length, weight and capacity	<p><b>Days of the week</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-3-Days-of-the-Week.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-3-Days-of-the-Week.pdf</a> <b>Measuring height</b></p>	Monday, Tuesday, Wednesday, Thursday, Friday,	The Very Hungry Caterpillar-Eric Carle Jasper's Beanstalk-Nick Butterworth

			<a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-4-Measuring-Height.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-4-Measuring-Height.pdf</a> <b>Measuring time</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-5-Measuring-Time.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-2-growing-6-7-8/PDF-Growing-6-7-8-Session-5-Measuring-Time.pdf</a>	Tall, short, taller, shorter 1 minute, faster, slower, fast, slow	
Week 5	<b>Building 9 and 10</b> Week 1 session 1,2	<p>I can experiment with their own symbols and marks as well as numerals.</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p>	<b>Representing 9 and 10</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-1-Representing-and-Sorting-9-and-10.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-1-Representing-and-Sorting-9-and-10.pdf</a> <b>Representing and sorting 9 and 10</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-2-Representing-and-Sorting-9-and-10.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-2-Representing-and-Sorting-9-and-10.pdf</a>	1,2,3,4,5,6,7,8, 9,10 Two hands, 10 fingers	10 in the Bed 10 Cheeky Monkeys
Week 6	<b>Building 9 and 10</b> Week 1 session 3,4		<b>Order numerals 1 to 10</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-3-Ordering-Numerals-to-10.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-3-Ordering-Numerals-to-10.pdf</a> <b>Composition of 9 and 10</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-4-Composition-of-9-and-10.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-4-Composition-of-9-and-10.pdf</a>	1,2,3,4,5,6,7,8, 9,10 Two hands, 10 fingers How many in one group? How many altogether?	
Week 7	<b>Building 9 and 10</b> Week 3 session 4,5	<p>I can talk about and identify the patterns. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>I can notice and correct an error in a repeating pattern.</p>	<b>Order numerals 1 to 10</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-3-Ordering-Numerals-to-10.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-1-Session-3-Ordering-Numerals-to-10.pdf</a> <b>Pattern</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-4-Pattern.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-4-Pattern.pdf</a> <b>Pattern</b> <a href="https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-5-Pattern.pdf">https://assets.whiterosemaths.com/home-learning/early-years/spring-block-3-building-9-and-10/PDF-Building-9-10-Wk-3-Session-5-Pattern.pdf</a>	First, next, after, pattern, same, different	