

Reception Class Small Steps Maths Planning: Steps taken from White Rose planning.

For detail about each step, please refer to the relevant White Rose Scheme of Learning  
Please remember that each step is not necessarily one lesson. In some cases, depending on the cohort, one step may take several lessons, in others, more than one step may be incorporated into a single lesson.

| Autumn term                     |                                         |                         |
|---------------------------------|-----------------------------------------|-------------------------|
|                                 | Step                                    | White Rose SOW Position |
| Match, Sort and Compare         |                                         |                         |
|                                 | Match objects                           | Autumn                  |
|                                 | Match pictures and objects              | Autumn                  |
|                                 | Identify a set                          | Autumn                  |
|                                 | Sort Objects to a type                  | Autumn                  |
|                                 | Explore sorting techniques              | Autumn                  |
|                                 | Create sorting rules                    | Autumn                  |
|                                 | Compare amounts                         | Autumn                  |
| Talk about Measure and Patterns |                                         |                         |
|                                 | Compare size                            | Autumn                  |
|                                 | Compare mass                            | Autumn                  |
|                                 | Compare capacity                        | Autumn                  |
|                                 | Explore simple patterns                 | Autumn                  |
|                                 | Copy and continue simple patterns       | Autumn                  |
|                                 | Create simple patterns                  | Autumn                  |
| It's me 1,2,3                   |                                         |                         |
|                                 | Find 1,2 and 3                          | Autumn                  |
|                                 | Subitise 1,2 and 3                      | Autumn                  |
|                                 | Represent 1,2 and 3                     | Autumn                  |
|                                 | 1 more                                  | Autumn                  |
|                                 | 1 less                                  | Autumn                  |
|                                 | Composition of 1,2 and 3                | Autumn                  |
| Circles and Triangles           |                                         |                         |
|                                 | Identify and name circles and triangles | Autumn                  |

|                     |                                       |        |
|---------------------|---------------------------------------|--------|
|                     | Compare circles and triangles         | Autumn |
|                     | Shapes in the environment             | Autumn |
|                     | Describe pattern                      | Autumn |
| 1,2,3,4,5           |                                       |        |
|                     | Find 4 and 5                          | Autumn |
|                     | Subitise 4 and 5                      | Autumn |
|                     | Represent 4 and 5                     | Autumn |
|                     | 1 more                                | Autumn |
|                     | 1 less                                | Autumn |
|                     | Composition of 4 and 5                | Autumn |
|                     | Composition of 1 - 5                  | Autumn |
| Shapes with 4 sides |                                       |        |
|                     | Identify and name shapes with 4 sides | Autumn |
|                     | Combine shapes with 4 sides           | Autumn |
|                     | Shapes in the environment             | Autumn |
|                     | My day and night                      | Autumn |

|                   |                            |                            |
|-------------------|----------------------------|----------------------------|
| Spring term       |                            |                            |
|                   | Step                       | White Rose SOW<br>Position |
| Alive in 5        |                            |                            |
|                   | Introduce zero             | Spring                     |
|                   | Find 0 to 5                | Spring                     |
|                   | Subitise 0 to 5            | Spring                     |
|                   | Represent 0 to 5           | Spring                     |
|                   | 1 more                     | Spring                     |
|                   | 1 less                     | Spring                     |
|                   | Composition                | Spring                     |
|                   | Conceptual subitising to 5 | Spring                     |
| Mass and Capacity |                            |                            |
|                   | Compare mass               | Spring                     |

|                         |                             |        |
|-------------------------|-----------------------------|--------|
|                         | Find a balance              | Spring |
|                         | Explore capacity            | Spring |
|                         | Compare capacity            | Spring |
| Growing 6,7,8           |                             |        |
|                         | Find 6, 7 and 8             | Spring |
|                         | Represent 6, 7 and 8        | Spring |
|                         | 1 more                      | Spring |
|                         | 1 less                      | Spring |
|                         | Composition of 6,7 and 8    | Spring |
|                         | Make pairs - odd and even   | Spring |
|                         | Double to 8 (make a double) | Spring |
|                         | Combine 2 groups            | Spring |
|                         | Conceptual subitising       | Spring |
| Length, height and time |                             |        |
|                         | Explore length              | Spring |
|                         | Compare length              | Spring |
|                         | Explore height              | Spring |
|                         | Compare height              | Spring |
|                         | Talk about time             | Spring |
|                         | Order and sequence time     | Spring |
| Building 9 and 10       |                             |        |
|                         | Find 9 and 10               | Spring |
|                         | Compare numbers to 10       | Spring |
|                         | Represent 9 and 10          | Spring |
|                         | Conceptual subitising to 10 | Spring |
|                         | 1 more                      | Spring |
|                         | 1 less                      | Spring |
|                         | Composition to 10           | Spring |
|                         | Bonds to 10 (2 parts)       | Spring |
|                         | Make arrangements of 10     | Spring |

|                    |                                   |        |
|--------------------|-----------------------------------|--------|
|                    | Bonds to 10 (3 parts)             | Spring |
|                    | Doubles to 10 (find a double)     | Spring |
|                    | Doubles of 10 (make a double)     | Spring |
|                    | Explore even and odd              | Spring |
| Explore 3-D shapes |                                   |        |
|                    | Recognise and name 3-D shapes     | Spring |
|                    | Find 2-D shapes within 3-D shapes | Spring |
|                    | Use 3-D shapes for tasks          | Spring |
|                    | 3-D shapes in the environment     | Spring |
|                    | Identify more complex patterns    | Spring |
|                    | Copy and continue patterns        | Spring |
|                    | Patterns in the environment       | Spring |

| Summer           |                                       |                         |
|------------------|---------------------------------------|-------------------------|
|                  | Step                                  | White Rose SOW Position |
| To 20 and Beyond |                                       |                         |
|                  | Build numbers beyond 10 (10 - 13)     | Summer                  |
|                  | Continue patterns beyond 10 (10 - 13) | Summer                  |
|                  | Build numbers beyond 10 (14 - 20)     | Summer                  |
|                  | Continue patterns beyond 10 (14 - 20) | Summer                  |
|                  | Verbal counting beyond 20             | Summer                  |
|                  | Verbal counting patterns              | Summer                  |

| How many now?                     |                                              |        |
|-----------------------------------|----------------------------------------------|--------|
|                                   | Add 1 more                                   | Summer |
|                                   | How many did I add                           | Summer |
|                                   | Take away                                    | Summer |
|                                   | How many did I take away                     | Summer |
| Manipulate, compose and decompose |                                              |        |
|                                   | Select shapes for a purpose                  | Summer |
|                                   | Rotate shapes                                | Summer |
|                                   | Manipulate shapes                            | Summer |
|                                   | Explain shape arrangements                   | Summer |
|                                   | Compose shapes                               | Summer |
|                                   | Decompose shapes                             | Summer |
|                                   | Copy 2-D shape pictures                      | Summer |
|                                   | Find 2-D shapes within 3-D shapes            | Summer |
| Sharing and Grouping              |                                              |        |
|                                   | Explore sharing                              | Summer |
|                                   | Sharing                                      | Summer |
|                                   | Explore grouping                             | Summer |
|                                   | Grouping                                     | Summer |
|                                   | Even and odd sharing                         | Summer |
|                                   | Play with and build doubles                  | Summer |
| Visualise, Build and Map          |                                              |        |
|                                   | Identify units of repeating patterns         | Summer |
|                                   | Create own pattern rules                     | Summer |
|                                   | Explore own pattern rules                    | Summer |
|                                   | Replicate and build scenes and constructions | Summer |
|                                   | Visualise from different positions           | Summer |
|                                   | Describe positions                           | Summer |
|                                   | Give instructions to build                   | Summer |
|                                   | Explore mapping                              | Summer |

|               |                                       |                       |
|---------------|---------------------------------------|-----------------------|
|               | Represent maps with models            | Summer                |
|               | Create own maps from familiar places  | Summer                |
|               | Create own maps from story situations | Summer                |
| Consolidation |                                       |                       |
|               | Revisit number knowledge to 20        | From across all terms |

- When teaching calculation methods, please see Calculation Policy to ensure that this is being followed. Additional methods should only be used if children need an alternative.