

Mathematics – Specific Area

At **Bollin Primary School** we build our children’s mathematical knowledge and skills systematically through the White Rose Maths scheme. This ensures that mathematical concepts are introduced and carefully developed with frequent opportunities to practise core skills. Our mathematics curriculum pays close attention to key vocabulary and is designed to give all children a secure grounding in number, number operations and spatial reasoning. Mathematical concepts are introduced through carefully selected texts which aim to hook our children into their learning. We aim to develop enjoyment with mathematics so that children confidently apply their knowledge and skills across all areas of learning and within continuous provision. We make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas. In addition, we use Number Sense to support children who need additional support to develop a deep understanding of quantities to ten - the foundation for factual fluency.

Statutory Framework Educational Programme for Literacy (September 2026)

‘Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.’

Development Matters

Nursery

Foundational Knowledge and Skills

Reception

Foundational Knowledge and Skills

• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • 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'.	• Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
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- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
- Make comparisons between objects relating to size, length, weight and capacity.
- 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.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

Early Identification and Support – Nursery Entry Checkpoint (around age of 3)

As part of transition, we pro-actively work with prior settings, professionals and parents/carers to ascertain key milestones for Mathematics Development. Our own early observations also support gaining a holistic view of each child. Where there are concerns,

we are quick to identify these, involving parents/carers and other professionals as appropriate. We support children through high quality targeted and timely interventions. The following ‘Bollin’ checkpoints are based on research and key milestones (Development Matters does not list any for Mathematics):

1. Can the child count in everyday contexts (sometimes skipping numbers – ‘1-2-3-5’)?
2. Can the child compare amounts, saying ‘lots’, ‘more’ or ‘same’?
3. Can the child notice patterns and arrange things in patterns?

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<u>Block 1 – Comparison 1 – More than, fewer than, same</u> Harry and the Bucketful of Dinosaurs Rosie’s Zoo More, Fewer, Less Full, Full, Full of Love Little Red Riding Hood	<u>Block 4 – Counting 1 – Hear and say number names</u> Five Little Ducks Round and Round the Garden Nursery Rhymes and Finger Play collections <u>Block 5 – Counting 2 –</u>	<u>Block 9 – Subitising 2 – Show me 1, 2, 3</u> Fox’s Socks Three Little Bunnies Peepo! <u>Block 10 – Counting 3 – Move and label 1, 2, 3</u> Goldilocks and the Three Bears	<u>Block 13 – Counting 4 – Take and give 1, 2, 3</u> Postman Bear Three Little Bunnies Meg and Mog <u>Block 14 – Shape, space and measure 4 – Match, talk, push and pull</u> The Train Ride	<u>Block 17 – Pattern 4 – Lead on own repeats</u> Traditional tales: The Enormous Turnip, The Gingerbread Man, The Three Little Pigs and The Little Red Hen Elmer <u>Block 18 – Shape, space and</u>	<u>Block 21 – Counting 5 – Show me 5</u> Bears in Beds Five Wiggly Babies Never Touch series <u>Block 22 – Pattern 6 – My own pattern</u> The Skipping-Rope Snake

	<u>Block 2 – Shape, space and measure 1 – Explore and build with shapes and objects</u> Big and Small Whatever Next! Crash! Boom! A Math Tale <u>Block 3 – Pattern 1 – Explore repeats</u> The Little Red Hen Dig Dig Digging	<u>Begin to order number names</u> The Three Billy Goats Gruff <u>Block 6 – Subitising 1 – I see 1, 2, 3</u> Guess Who? Macdog's Home Peepo! Each Peach Pear Plum The Three Billy Goats Gruff The Three Little Pigs Goldilocks and the Three Bears	<u>Block 11 – Shape, space and measure 3 – Explore position and routes</u> Where's Spot? Everyone Hide From Wiggly Pig Where, Oh Where, is Rosie's Chick? <u>Block 12 – Pattern 3 – Explore own first patterns</u> The Three Billy Goats Gruff Dinosaur Roar! Cave Baby	Naughty Bus Where's Bear? <u>Block 15 – Subitising 3 – Talk about dots</u> TouchThinkLearn: Numbers Let's Play! <u>Block 16 – Comparison 2 – Compare and sort collections</u> Oliver's Fruit Salad The Very Hungry Caterpillar's 123 Finger Puppet Counting Book Never Touch a Hungry Hippo	<u>measure 5 – Starting to puzzle</u> Usborne First Jigsaws: Wild Animals Usborne First Jigsaws: Things that go Shark in the Park Off to the Park! The Gruffalo The Gingerbread Man <u>Block 19 – Pattern 5 – Making patterns together</u> Hooray for Fish! Beep Beep, Vroom Vroom!	A New House for Mouse The View at the Zoo When I Build With Blocks Lulu's First Day <u>Block 23 – Counting 6 – Stop at 1, 2, 3, 4, 5</u> Trains Trains Trains! Five Little Dinosaurs Five Little Princesses <u>Block 24 – Comparison 3 –</u>
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		<u>Block 7 – Pattern</u> <u>2 – Join in with repeats</u> Peck Peck Peck Splish, Splash, Ducky! Brown Bear, Brown Bear, What Do You See? <u>Block 8 – Shape,</u> <u>space and</u> <u>measure 2 –</u> <u>Explore position</u> <u>and space</u> Duck in the Truck Cat Up, Cat Down		Handa's Surprise	A–B–A–B–A– a Book of Pattern Play <u>Block 20 –</u> <u>Subitising 4 – Make</u> <u>games and</u> <u>actions</u> The Very Hungry Caterpillar Ooo Ooo Ooo Gorilla!	<u>Match, sort,</u> <u>compare</u> We're Going to a Birthday Party: A Lift-the-Flap Adventure Kipper's Birthday A Mother for Choco Farmer Duck Aliens Love Underpants
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White Rose Maths	<u>Block 1 – Comparison 1 – More than, fewer than, same</u> <u>(starting in wk3)</u> Steps 1-3 (Wk.3) Steps 4-6 (Wk.4)	<u>Block 4 – Counting 1 – Hear and say number names</u> Steps 5-6 (Wk.1)	<u>Block 9 – Subitising 2 – Show me 1, 2, 3</u> Steps 3-6 (Wk.1)	<u>Block 13 – Counting 4 – Take and give 1, 2, 3</u> Steps 3-6 (Wk.1)	<u>Block 16 – Comparison 2 – Compare and sort collections</u> Steps 5-6 (Wk.1)	<u>Block 21 – Counting 5 – Show me 5</u> Steps 3-6 (Wk.1)
	<u>Block 2 – Shape, space and measure 1 – Explore and build with shapes and objects</u> Steps 1-4 (Wk.5) Steps 5-6 (Wk.6)	<u>Block 5 – Counting 2 – Begin to order number names</u> Steps 1-2 (Wk.1) Steps 3-6 (Wk.2)	<u>Block 10 – Counting 3 – Move and label 1, 2, 3</u> Steps 1-4 (Wk.2) Steps 5-6 (Wk.3)	<u>Block 14 – Shape, space and measure 4 – Match, talk, push and pull</u> Steps 1-4 (Wk.2) Steps 5-6 (Wk.3)	<u>Block 17 – Pattern 4 – Lead on own repeats</u> Steps 1-2 (Wk.1) Steps 3-6 (Wk.2)	<u>Block 22 – Pattern 6 – My own pattern</u> Steps 1-4 (Wk.2) Steps 5-6 (Wk.3)
	<u>Block 3 – Pattern 1 – Explore repeats</u> Steps 1-2 (Wk.6) Steps 3-6 (Wk.7)	<u>Block 6 – Subitising 1 – I see 1, 2, 3</u> Steps 1-4 (Wk.3) Steps 5-6 (Wk.4)	<u>Block 11 – Shape, space and measure 3 – Explore position and routes</u> Steps 1-2 (Wk.3) Steps 3-6 (Wk.4)	<u>Block 15 – Subitising 3 – Talk about dots</u> Steps 1-2 (Wk.3) Steps 3-6 (Wk.4)	<u>Block 18 – Shape, space and measure 5 – Starting to puzzle</u> Steps 1-4 (Wk.3) Steps 5-6 (Wk.4)	<u>Block 23 – Counting 6 – Stop at 1, 2, 3, 4, 5</u> Steps 1-2 (Wk.3) Steps 3-6 (Wk.4)
		<u>Block 7 – Pattern 2 – Join in with repeats</u>	<u>Block 12 – Pattern 3 – Explore own first patterns</u>	<u>Block 16 – Comparison 2 –</u>		<u>Block 24 – Comparison 3 – Match, sort, compare</u>

	<u>Block 4 – Counting</u> <u>1 – Hear and say</u> <u>number names</u> Steps 1-4 (Wk.8)	Steps 1-2 (Wk.4) Steps 3-6 (Wk.5) <u>Block 8 – Shape,</u> <u>space and</u> <u>measure 2 –</u> <u>Explore position</u> <u>and space</u> Steps 1-4 (Wk.6) Steps 5-6 (Wk.7) <u>Block 9 –</u> <u>Subitising 2 –</u> <u>Show me 1, 2, 3</u> Steps 1-2 (Wk.7)	Steps 1-4 (Wk.5) Steps 5-6 (Wk.6) <u>Block 13 – Counting 4</u> <u>– Take and give 1, 2, 3</u> Steps 1-2 (Wk.6)	<u>Compare and sort</u> <u>collections</u> Steps 1-4 (Wk.5)	<u>Block 19 – Pattern</u> <u>5 – Making</u> <u>patterns together</u> Steps 1-2 (Wk.4) Steps 3-6 (Wk.5) <u>Block 20 –</u> <u>Subitising 4 – Make</u> <u>games and</u> <u>actions</u> Steps 1-4 (Wk.6) Steps 5-6 (Wk.7) <u>Block 21 –</u> <u>Counting 5 – Show</u> <u>me 5</u> Steps 1-2 (Wk.7)	Steps 1-4 (Wk.5) Steps 5-6 (Wk.6)
Vocabulary	<u>Block 1</u>	<u>Blocks 4, 5 & 6</u>	<u>Blocks 9 & 10</u>	<u>Block 13</u>	<u>Block 17</u>	<u>Block 21</u>

	amount, collection, few, fewer (than), largest, lot(s), more (than), same, smallest <u>Block 2</u> build, curved, curvy, different, flat, match, pointy, round, same, sharp, stack <u>Block 3</u> after, line, next, pattern	amount, backwards, collection, count, few, fewer (than), forwards, how many, largest, lot(s), more (than), number, numeral, same, smallest, subitise <u>Block 7</u> after, line, next, pattern, spot, star, stripe, swirl, zigzag <u>Block 8</u> after, line, next, pattern, spot, star, stripe, swirl, zigzag	amount, backwards, collection, count, few, fewer (than), forwards, how many, largest, lot(s), more (than), number, numeral, same, smallest, subitise <u>Block 11</u> behind, between, down in, in front, inside, move, on, out, outside, over, through, under, up <u>Block 12</u> after, line, next, pattern, spot, star, stripe, swirl, zigzag	amount, backwards, collection, count, few, fewer (than), forwards, how many, largest, lot(s), more (than), number, numeral, same, smallest, subitise <u>Block 14</u> build, curved, curvy, different, flat, match, pointy, round, same, sharp, stack behind, between, down in, in front, inside, move, on, out, outside, over, through, under, up	after, line, next, pattern, spot, star, stripe, swirl, zigzag <u>Block 18</u> build, curved, curvy, different, flat, match, pointy, round, same, sharp, stack, behind, between, down in, in front, inside, move, on, out, outside, over, through, under, up <u>Block 19</u> after, line, next, pattern, spot, star, stripe, swirl, zigzag	amount, backwards, collection, count, few, fewer (than), forwards, how many, largest, lot(s), more (than), number, numeral, same, smallest, subitise <u>Block 22</u> after, line, next, pattern, spot, star, stripe, swirl, zigzag, first, next, now, then <u>Block 23</u> amount, backwards, collection, count, few, fewer (than),
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As part of nursery to reception transition, our Early Years team pro-actively work together to ensure checkpoint assessments inform future learning. Where gaps continue to remain a concern, we work with parents, our EYFS Lead and SENDCo to identify next steps. The following ‘Bollin’ checkpoints are based on research and key milestones (Development Matters does not list any for Mathematics):

1. Can the child subitise up to 3 objects?
2. Can the child solve real world mathematical problems with numbers up to 5?
3. Can the child make comparisons between objects relating to size, length, weight and capacity?

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<u>Block 1 – Match, sort and compare</u> A Pair of Socks Seaweed Soup The Button Box Beep Beep, Vroom Vroom! <u>Block 2 – Talk about measure and pattern</u> Where’s My Teddy?	<u>Block 3 – It’s me 1, 2, 3</u> Anno’s Counting Book How to Count to One Goldilocks and the Three Bears The Gingerbread Man A Squash and a Squeeze	<u>Block 1 – Alive in 5</u> Zero is the Leaves on the Tree None the Number Anno’s Counting Book I Spy Numbers The Ugly Five Five Small Stars Room on the Broom	<u>Block 4 – Length, height and time</u> Superworm Actual Size Jim and the Beanstalk I Can Only Draw Worms Titch Tall Jack and the Beanstalk	<u>Block 1 – To 20 and beyond</u> Anno’s Counting Book Monster Counting Book 1 to 20 13 Ways to Eat a Fly The Real Princess One Moose, Twenty Mice	<u>Block 4 – Sharing and grouping</u> The Last Marshmallow The Squirrels Who Squabbled One Hungry Cat The Doorbell Rang Ness the Nurse The Gingerbread Man Bean Thirteen

	It's the Bear! The Blue Balloon Dear Zoo My First Book of Patterns We're Going on a Bear Hunt A-B-A-B-A – A Book of Pattern Play	The Three Billy Goats Gruff <u>Block 4 – Circles and triangles</u> Circle, Triangle, Elephant! A Book of Shapes and Surprises Triangle Shapes, Shapes, Shapes We're Going on a Bear Hunt Rosie's Walk <u>Block 5 – 1, 2, 3, 4, 5</u> Witches Four Five Little Fiends	<u>Block 2 – Mass and capacity</u> Who Sank the Boat? Balancing Act A Beach for Albert <u>Block 3 – Growing 6, 7, 8</u> Handa's Surprise Sidney the Silly Who Only Eats 6 Six Dinner Sid 1, 2, 3 to the Zoo Kipper's Toybox Quack and Count Simon Sock Missing Mittens Noah's Ark Double Dave	The Giraffe Who Got in a Knot Five Minutes' Peace Mr Wolf's Week A Dark, Dark Tale Jasper's Beanstalk <u>Block 5 – Building 9 and 10</u> Nine Naughty Kittens Ten Little Fingers and Ten Little Toes Cockatoos How Do Dinosaurs Count to Ten? The 'Ten Little ...' series	20 Big Trucks in the Middle of the Street Jack the Builder Monster Math 1 is One <u>Block 2 – How many now?</u> Mouse Count One Ted Falls out of Bed My Granny Went to Market Mr Gumpy's Outing Splash! Tad The Shopping Basket	Missing Mittens Alison Hubble <u>Block 5 – Visualise, build and map</u> I See a Pattern Here Pattern Fish Pattern Bugs Art Forms in Nature Rosie's Walk What the Ladybird Heard Disney's The Lion King We're Going on a Bear Hunt Cockatoos
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		Pete the Cat and his Four Groovy Buttons Kipper's Birthday The Very Hungry Caterpillar Stella to Earth! Anno's Counting Book <u>Block 6 – Shapes with 4 sides</u> Bear in a Square Square Shapes, Shapes, Shapes Night Monkey, Day Monkey The Fox in the Dark	Minnie's Diner Two of Everything Don't Forget the Bacon! The Snail and the Whale	Anno's Counting Book One Duck Stuck Mouse Count Ten in the Bed One Gorilla Mr Willy-Nilly and Zoey's Dream Pete the Cat and the Missing Cupcakes Ten Black Dots Two of Everything Double the Ducks One Odd Day <u>Block 6 – Explore 3-D shape</u> Circle! Sphere!	 <u>Block 3 – Manipulate, compose and decompose</u> Big Box of Shapes Which One Doesn't Belong? Mr Gumpy's Motor Car Tangram Cat Three Pigs, One Wolf, and Seven Magic Shapes Mouse Shapes Pezzettino Jack and the Flumflum Tree Perfect Square Grandpa's Quilt	<u>Block 6 – Make connections</u> Billy's Bucket Mr Gumpy's Outing How Many Legs? Ants Rule: The Long and Short of it Mr Archimedes' Bath Who Sank the Boat? You Can't Take an Elephant on the Bus
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				Changes, Changes Naughty Bus Rapunzel Kitten Castle Shapes, Shapes, Shapes Pattern Fish Pattern Bugs Busy, Busy, Busy The Leopard's Drum Jamil's Clever Cat	Color Zoo Cubes, Cones, Cylinders, & Spheres Boxitects	
White Rose Maths	<u>Aut Block 1:</u> <u>Match, sort and</u> <u>compare (starting</u> <u>in wk3)</u> Steps 1-3 (Wk.3)	<u>Aut Block 3: It's</u> <u>Me 1, 2, 3</u> Steps 4-6 (Wk. 1)	<u>Spr Block 1: Alive in 5</u> Steps 5-8 (Wk. 1) <u>Spr Block 2: Mass</u> <u>and Capacity</u> Steps 1-4 (Wk. 2)	<u>Spr Block 4:</u> <u>Length, Height &</u> <u>Time</u> Steps 4-6 (Wk. 1)	<u>Spr Block 6:</u> <u>Explore 3D</u> <u>shapes</u> Steps 5-7 (Wk. 1)	<u>Sum Block 4:</u> <u>Sharing and</u> <u>grouping</u> Steps 4-6 (Wk.1)

	<u>Aut Block 1:</u> <u>Match, sort and compare (starting in wk3)</u> Steps 4-7 (Wk.4)	<u>Aut Block 4:</u> <u>Circles and Triangles</u> Steps 1-4 (Wk. 2)	<u>Spr Block 3: Growing</u> <u>6, 7, 8</u> Steps 1-4 (Wk. 3)	<u>Spr Block 5:</u> <u>Building 9 and 10</u> Steps 1-4 (Wk. 2)	<u>Sum Block 1: To 20 and beyond</u> Steps 1-3 (Wk.2)	<u>Sum Block 5:</u> <u>Visualise, Build and Map</u> Steps 1-3 (Wk. 2)
	<u>Aut Block 2: Talk about Measure</u> Steps 1-3 (Wk. 5)	<u>Aut Block 5: 1, 2, 3, 4, 5</u> Steps 1-3 (Wk. 3)	<u>Spr Block 3: Growing</u> <u>6, 7, 8</u> Steps 5-8 (Wk. 4)	<u>Spr Block 5:</u> <u>Building 9 and 10</u> Steps 5-8 (Wk. 3)	<u>Sum Block 1: To 20 and beyond</u> Steps 4-6 (Wk.3)	<u>Sum Block 5:</u> <u>Visualise, Build and Map</u> Steps 4-7 (Wk. 3)
	<u>Aut Block 2: Talk about Measure</u> Steps 4-6 (Wk. 6)	<u>Aut Block 5: 1, 2, 3, 4, 5</u> Steps 4-7(Wk. 4)	<u>Spr Block 3: Growing</u> <u>6, 7, 8</u> Steps 9-10 (Wk. 5)	<u>Spr Block 5:</u> <u>Building 9 and 10</u> Steps 9-13 (Wk. 4)	<u>Sum Block 2: How many now?</u> Steps 1-4 (Wk.4)	<u>Sum Block 5:</u> <u>Visualise, Build and Map</u> Steps 8-10 (Wk. 4)
	<u>Aut Block 3: It's Me 1, 2, 3</u> Steps 1-3 (Wk. 7)	<u>Aut Block 6:</u> <u>Shapes with 4 Sides</u> Steps 1-4 (Wk. 5)	<u>Spr Block 4: Length, Height & Time</u> Steps 1-3 (Wk. 6)	<u>Spr Block 6:</u> <u>Explore 3D shapes</u> Steps 1-4 (Wk. 5)	<u>Sum Block 3: Manipulate, compose and decompose</u> Steps 1-4 (Wk. 5)	<u>Sum Block 6: Make connections</u> Steps 1-2 (Wk.5)
		<u>Spr Block 1: Alive in 5</u>			<u>Sum Block 3: Manipulate,</u>	

		Steps 1-4 (Wk. 6)			<u>compose and decompose</u> Steps 5-8 (Wk. 6) <u>Sum Block 4:</u> <u>Sharing and grouping</u> Steps 1-3 (Wk. 7)	
Vocabulary	<u>Aut Block 1</u> number, none, after count, subitise, order compare, forwards backwards, numerals, digit, one more, one less, many, equal to/same as, more than, less than, fewer, greater,	<u>Aut Block 3</u> 1,2,3,4,5, altogether, combine, compare, <u>Aut Block 4</u> Sides, straight, circle, triangle, shape, corners, round, in, on, under, over,	<u>Spr Block 1</u> Zero, one, two, three, four, five, count, how many?, part, part-whole, subitise, represent, zero, not zero (concept of none/nothing there) <u>Spr Block 2</u> Heavier, lighter, Heaviest, lightest,	<u>Spr Block 4</u> Long, longer than, short, shorter than, longest, shortest, height, same, length, tall, tallest, taller, shorter, time, day, yesterday, today, tomorrow, next week, weekend, last week, last month, last year, minute, before, after,	<u>Spr Block 6</u> Cubes, cuboids, cylinders, pyramids, cones, spheres, solid, face, surface, 2D, 3D, shape, roll, stack, same, different, pattern, flat, curved, rotate, fit,	<u>Sum Block 4</u> Share/sharing, group/grouping, equal, not equal, fair, unfair, same, even, odd, double, half, more, less, left over, set <u>Sum Block 5</u>

different match, sort, subitise	above, beside, between, in front of, around, through, behind	compare, balance, scale, float, sink, equal, mass, full, empty, tall, thin, narrow, wide, shallow, more, less, greatest, smallest, capacity, cupfuls, spoonfuls	quicker, slower, morning, afternoon, evening, day, night, hours	<u>Sum Block 1</u> Zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, count, how many? together, more than, fewer than, next, before, after, pattern	Pattern, repeating pattern, copy, build, instruction, aerial, physical, nautical, thematic, road, maps, route, plan
<u>Aut Block 2</u> Size, big, little, large, small, bigger/smaller, larger/smaller, tall, short, long, short, weight, heavy, light, heavier/lighter, capacity, most, least, more, less, full, empty, pattern, next, holds more, holds less, enough/not enough	<u>Aut Block 5</u> Count, how many? Same/not same, different, one more, one less, part, whole, part-whole, number	<u>Spr Block 3</u> Six, seven, eight, count, count whole (count the complete set), groups, fewer/fewer than, more/greater than, greatest, long, longer than, longest, number, number before, number after, count forwards/backwards, pair, equal, same, odd, even, matching,	<u>Spr Block 5</u> Nine, ten, how many? Count, altogether, total, part, part-whole, make, more, fewer, pattern, odd one out, match, group	<u>Sum Block 6</u> Variety of vocabulary from Sum Blocks throughout the year	
<u>Aut Block 3</u> 1,2,3,4,5, altogether,	<u>Block 1</u> Zero, one, two, three, four, five, count, how many?, part, part-whole, subitise, represent, zero, not zero (concept		<u>Spr Block 6</u> Cubes, cuboids, cylinders, pyramids, cones, spheres, solid, face, surface, 2D, 3D, shape, roll, stack, same, different, pattern,	<u>Sum Block 2</u> Add, plus, subtract, take away, minus, more, how many left?, total,	

	combine, compare,	of none/nothing there)	left over, double, not double, group, combine, whole <u>Spr Block 4</u> Long, longer than, short, shorter than, longest, shortest, height, same, length, tall, tallest, taller, shorter, time, day, yesterday, today, tomorrow, next week, weekend, last week, last month, last year, minute, before, after, quicker, slower, morning, afternoon, evening, day, night, hours	flat, curved, rotate, fit,	same/not the same <u>Sum Block 3</u> 2D, 3D, square, triangle, rectangle, circle, cube, cone, cylinder, shape, match, manipulate, rotate, orientate, position, move, turn, flip, arrange, next to, in front of, behind, around, under, over, between, through, beneath, different, separate, compose, decompose, pattern, repeat, rule, build, scene, position, next to,	
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					above, below, in front of, behind, <u>Sum Block 4</u> Share/sharing, group/grouping, equal, not equal, fair, unfair, same, even, odd, double, half, more, less, left over, set	
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Early Identification and Support – Reception End of Key Stage Assessment

Early Learning Goals (ELGs) – are they Year 1 ready?

As part of transition, our Early Years team pro-actively work with the Year 1 Phase Lead and SENDCo to discuss the ELG outcomes in detail. These assist the Year 1 team with planning for an effective transition. We continue to work closely with parents/carers and appropriate professionals during this time.

Number	Numerical Patterns
Children at the expected level of development will:	Children at the expected level of development will:

• Have a deep understanding of numbers 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.	• 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.
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At Bollin Primary School we prepare our reception pupils for the next stage of their education. We are ambitious for Year 1. In Mathematics we aim for our reception pupils to leave:

- Having a deep understanding of numbers to 10, including part-whole relationships and composition
- Securely subitising to 5 and recognising patterns within numbers to 10
- Verbally counting to 30 accurately
- Counting objects reliably to 20 with one-to-one correspondence
- Recalling (or quickly deriving) number bonds within 5 and beginning to know number bonds to 10
- Solving practical addition and subtraction problems within 10 using concrete, pictorial and abstract methods
- Composing and manipulating shapes, and using positional language accurately when describing how objects fit and move in space