The LTP for maths in the nursery consists of a combination of the following: The structure advised by ‘White Rose’, age appropriate ‘Early Excellence’ statements and the FPS calculation policy. Links between White Rose and Early Excellence have been drawn where appropriate and the plan carefully considers events throughout the year that could be linked to a maths activity. For example, capacity is taught around pancake day to ensure learning through exploration and play takes place. Although the structure of the planning is formal, this purely serves the purposes of ensuring that everything is taught throughout the year. Maths carpet sessions are entirely ‘concrete’ based following the CPD training that has been delivered and children are encouraged to take part using equipment where possible during every session. Staff are then able to record this evidence either pictorially, by taking a photograph of the children during learning or abstract by supporting the children in smalls groups and recording numbers.

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| Week | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| White Rose recommendations for the term: | Place Value – Numbers to 5  Addition and subtraction – Sorting  Place value – Comparing groups  Addition and Subtraction – Change within 5  Measurement - Time | | Addition and Subtraction – Numbers to 5  Place Value – Numbers to 10  Addition and Subtraction – Addition to 10  Geometry Shape and Space | | Geometry - Exploring patterns  Addition and Subtraction – Counting on and back  Place Value – Numbers to 20  Measurement - Measure | |
| 1 | Number and Place Value – number 0  Numbers (i) Shows an interest in numbers in the environment.  Numbers (i) Uses number names in play. | Number and Place Value – Comparing quantities/ more and less  Numbers (i) Makes comparisons between different quantities. | Number and Place Value – number 6  Numbers (i) Shows an interest in numbers in the environment.  Numbers (i) Uses number names in play. | Addition and subtraction - Number bonds to 5  Numbers (i) Recites numbers in order to 10 and can count up to four objects. | Geometry – Exploring patterns / making a simple pattern  SSM (i) Uses everyday language to describe patterns in nature or urban environments. | Measurement – weight  SSM (ii) Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building |
| 2 | Number and Place Value – number 1  Numbers (i) Shows an interest in numbers in the environment.  Numbers (i) Uses number names in play. | Number and Place Value – Comparing quantities/ more and less  Numbers (i) Makes comparisons between different quantities. | Number and Place Value – number 7  Numbers (i) Shows an interest in numbers in the environment.  Numbers (i) Uses number names in play. | Addition and subtraction - Number bonds to 5  Numbers (i) Recites numbers in order to 10 and can count up to four objects. | Geometry – Exploring patterns / making a simple pattern  SSM (i) Uses everyday language to describe patterns in nature or urban environments. | Measurement – weight  SSM (ii) Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building |
| 3 | Number and Place Value – number 2  Numbers (i) Shows an interest in numbers in the environment.  Numbers (i) Uses number names in play. | Addition and subtraction – sorting into groups (colour/size)  SSM (i) Engages in lining up, placing, arranging and repositioning materials. | Number and Place Value – number 8  Numbers (i) Shows an interest in numbers in the environment.  Numbers (i) Uses number names in play. | Measurement – Capacity full / empty  SSM (ii) Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building. | Addition and subtraction – Counting forwards and backwards to 20.  Numbers (i) Recites numbers in order to 10 and can count up to four objects. | Geometry – exploring patterns  SSM (i) Names simple geometric shapes in their construction and block play. |
| 4 | Number and Place Value – number 3  Numbers (i) Shows an interest in numbers in the environment.  Uses number names in play. | Addition and subtraction – sorting into groups (colour/size)  SSM (i) Engages in lining up, placing, arranging and repositioning materials. | Number and Place Value – number 9  Numbers (i) Shows an interest in numbers in the environment.  Numbers (i) Uses number names in play. | Measurement – Capacity length / tallest / smallest  SSM (ii) Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building. | Addition and subtraction – Counting forwards and backwards to 20.  Numbers (i) Recites numbers in order to 10 and can count up to four objects. | Geometry – exploring patterns  SSM (i) Names simple geometric shapes in their construction and block play. |
| 5 | Number and Place Value – number 4  Shows an interest in numbers in the environment.  Uses number names in play. | Measurement – Time / my day  SSM (ii) Understands that there is an order and sequence to familiar events. | Number and Place Value – number 10  Numbers (i) Shows an interest in numbers in the environment.  Numbers (i) Uses number names in play. | Geometry – Positional language  SSM (ii) Understands positional language; under, on, in. | Number and Place Value – Adding by counting on  Numbers (ii) Uses graphic representations to record number explorations in pictures and mark making. | Number and Place Value  Numbers (i) Recites numbers in order to 10 and can count up to four objects. |
| 6 | Number and Place Value – number 5  Shows an interest in numbers in the environment.  Uses number names in play. | Measurement – Time / my day  SSM (ii) Understands that there is an order and sequence to familiar events. | Geometry – 2D shapes | Geometry – Positional language  SSM (ii) Understands positional language; under, on, in. | Number and Place Value - Adding by counting on  Numbers (ii) Uses graphic representations to record number explorations in pictures and mark making. | Number and Place Value  Numbers (i) Recites numbers in order to 10 and can count up to four objects. |

**EYFS Teaching for Mastery Calculation Policy**

**Progression in Calculations**

**Nursery**

Addition

Before addition can be introduced, children need to have a secure knowledge of number. In Nursery, children are introduced to the concept of counting, number order and number recognition through practical activities and games. This is taught through child initiated games such as hide and seek and I spy. Children also learn how to count 1-1 (pointing to each object as they count) and that anything can be counted, for example, claps, steps and jumps. This is reinforced by opportunities provided in the outdoor area for the children to count e.g. counting building blocks, twigs etc.

Subtraction

Before subtraction can be introduced, children need to have a secure knowledge of number. In Nursery, children are introduced to the concept of counting backwards. This is taught through child-initiated games indoors and outdoors such as acting out counting songs and running races (children shouting “5,4,3,2,1,0 - GO!”).

