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| **Learners are able to:** | **Nursery**   * **Listen to and join in with rhymes, songs, stories and games that have a mathematical theme** * **Realise that anything can be counted, not just objects *e.g. claps, steps*** * Count reliably up to 5 objects * **Recite numbers from 0 to 10 forwards and backwards using songs and rhymes** * Recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity * **Use mark making to represent numbers in play activities that can be interpreted and explained** * Compare and order numbers to at least 5 * Demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures * **Use the terms ‘first’, ‘second’, ‘third’ and ‘last’ in daily activities and play** | **Reception**   * **Recite a range of number rhymes and songs** * Count reliably up to 10 objects * **Recite numbers to 20, forwards and backwards, and from different starting points** * Read and write numbers to at least 10 * Compare and order numbers to at least 10 * **Understand that zero means ‘none’** * **Use ordinal numbers to 10 in daily activities and play** * **Begin to read number words** * **Use number facts up to 5** * **Count in 2s to 10 and in 10s to 100** | **Year 1**   * Count reliably up to 20 objects * **Recite numbers up to 100, forwards and backwards and from different starting points** * Read and write numbers to at least 20 **forming and orientating them correctly** * Compare and order numbers to at least 20 * **Demonstrate an understanding of place value *e.g. one 10 and four units equal 14, up to at least 20*** * **Use ordinal numbers to 20 in practical situations** * Read and write number words to10 * Use number facts within 10, i.e. * doubling and halving, e.g. *4 + 4* * bonds of 10 e.g. *6 + 4* * **Recall doubles and near doubles up to 10** * **Recognise and understand odd and even numbers up to 20** * **Count in 2s, 10s and 5s to 100**  * Find halves in practical situations * Recall halves up to 10 * Find halves in practical situations * **Recall halves up to 10** | **Year 2**   * Count sets of objects by grouping in 2s, 5s or 10s * **Recite numbers beyond 100, forwards and backwards and form different starting points** * Read and write numbers to **at least** 100 * Compare and order 2-digit numbers * **Demonstrate an understanding of place value up to at least 100** * Read and write number words to 100 * **Use and record ordinal numbers in practical situations** * **Partition 2-digit numbers and know the value of each digit** * Use mental recall of number facts to 10 to derive other facts, i.e. * doubling and halving, *e.g. derive 40 + 40 from knowing 4 + 4* * bonds of 10, *e.g. derive 60 + 40 from knowing 6 + 4* * **Recall doubles up to 20** * **Recognise and understand odd and even numbers up to 100** * **Count on in 2s, 5s and 10s from any given number** * Recall and use 2, 5 and 10 multiplication tables * **Begin to link multiplication with simple division e.g. grouping and sharing in 2s, 5s and 10s** * Find halves and quarters in practical situations |
| **Use number skills**  **Use number facts** | **See Calculation**  **Counting and Place Value**   * Rhymes and songs * Recognise numerals that are significant to them * Count to 10 orally, up and down * Recognise 1 2 3 4 and 5 * Read and write numbers to 5. * Correct formation of numbers up to 5 * Count a number of up to 5 objects in a set * Create a set of objects – specific number * Match a number, word, dots * Count from a specific number to a specific number * Count forward a specific number of steps from a specific number on a number line * Is there more or less in \_\_\_? Use objects/pictures to represent their work * Which number is this? * Where is \_\_\_? (number) * Zero – none * Match a number of objects to a number * Count by rote 10+ * Find the biggest number of objects in sets. Is there more of \_\_\_ or more of \_\_\_? * Is \_\_ more or less than \_\_\_? * Number conservation * Give numbers between \_\_\_ and \_\_\_, one less than \_\_\_ one more than \_\_\_ * Reliably count up to 10 objects * Recognise, record and use numerals to 10 * Which is the odd one out in a set of objects * Which number has the highest value? * Order a set of objects * Order and compare numbers to 10 * Order numbers * Which number comes before/after \_\_\_? * Place numbers on a number line l\_\_l\_\_l\_\_l\_\_l\_\_l\_\_l\_\_l * Which is the missing number? * Where is \_\_\_ on the line? * Is the number closer to 0 or 10? * Circle the biggest/smallest number * Move forwards and backwards on a number line – BeeBot * How many steps from 4 to 7? * If I start on 4 and move 3 steps forward, where will I land?   **Ordinal numbers**   * Children standing in rows, recognising the first and the last * Ordinal numbers – colour the first in \_\_\_ * Ordinal numbers – recognise the first, fourth….. child | | **See Calculation**  **See Multiplication and Division**  **Counting and Place Value**   * Read and write numbers to 20. Missing numbers * Reliably count up to 20 objects and write the answer * Place numbers on blank number lines * Which one has the greatest value? How much more/less than \_\_\_ is \_\_\_? * Place numbers on a number line * Recognise a number between two specific numbers * The number before/after * Estimate the position of a number on a blank number line *e.g. Where is* \_\_\_? * Order and compare numbers to 20 * Teen numbers * one ten and \_\_\_ units, 10 + 2 =, 10 + \_\_ = 15 * Abacus work, multibase, Numicon, place value grids * Work with a tens dice and an unit dice to generate TU numbers * Use digit cards to make *e.g. a number with 6 in the tens and 3 in the units* * Compare numbers up to 100 *e.g. 45 and 54* * Represent TU in various ways. Estimate up to 100 * Missing numbers / 100 square * Recognise 2-digit numbers and what each digit represents * Recognise the value of the digits *e.g. give me a number with 4 units* * Make the biggest/smallest number with 2 digits * Read and write numbers to 100 * Partition TU numbers *e.g. 37 = 3 tens and 7 units* * How many tens are there in 42? * Count to/from a specific number * Work with a 100 square – missing numbers. Where is 34? What is this number? * Count in 1s or 10s from a 2-digit number * Say the number that is 1/10/100 more/less than \_\_\_ * Add/subtract 1 or 10 from numbers up to 100 * Group in 10s to count a collection of objects * Make tally marks when counting a number of objects * If I add ten to 46, which digit changes? * In one step, make 3 to be 53 * Use a place value grid to record a number * Introduce < and > to compare two numbers to 100. Order numbers --<-->-- * What is the nearest ten / before / after? * Give a number between two specific numbers *e.g. give me a number between 35 and 50* * Give me a number so that all 3 numbers are in order *e.g. 45 \_ 84* * Say which multiple of 10 comes before / after a number * Round off to the nearest 10 * What is the next ten? How many do you need to count to the next ten? * Estimate addition and subtraction calculations by rounding off   **Ordinal numbers**   * First, second … * Recognise and record the order of objects using ordinal numbers *e.g. the tenth* * Use everyday situations to practise e.g. children in a line, sports day, cars in a race * Record position in a line/pattern through colouring *e.g. which is the fifth bead?* * Place objects to meet certain conditions *e.g. the red square is the ninth in the sequence* | |