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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
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| **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*
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