



Number – counting	Number-number sense	Measurement
<p><b>Rote counting</b></p> <ul style="list-style-type: none"> <li>-Rote count from 1</li> <li>-Rote count on from a given number between 1 and 20</li> <li>-Rote count back from 20 to 0</li> <li>-Rote count back from a given number between 0 and 20</li> <li>-Know what number comes before or after a given number</li> <li>-Say a number between two given numbers</li> </ul> <p><b>Counting objects</b></p> <ul style="list-style-type: none"> <li>-Understand that counting is to find out how many</li> <li>-Use one to one correspondence when counting</li> <li>-Understand the last number said is the number in the set</li> <li>-Count up to 20 objects, pictures, sounds and actions</li> <li>-Understand and use conservation of number</li> <li>-Use the word 'zero' to represent 'none'</li> <li>-Compare two sets of different objects saying which set is more, fewer, same, equal</li> <li>-Order three or more sets of objects</li> <li>-State without counting (subitise) quantities within 5</li> <li>-Make a sensible guess of quantities within 10</li> </ul> <p><b>Count reliably with numbers from 1 to 20</b></p>	<ul style="list-style-type: none"> <li>-Partition a set of objects in different ways using the terminology part - part - whole</li> <li>-Understand that 'teen' numbers are a group of 10 plus another number</li> <li>-Understand 20 is the same as two groups of 10</li> <li>-Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19</li> </ul> <p><b>Number- number recognition</b></p> <ul style="list-style-type: none"> <li>-Recognise and identify numerals 0 to 20</li> <li>-Select the numeral that represents a set of objects</li> <li>-Order numerals 0 to 20</li> </ul> <p><b>Count reliably with numbers from 1 to 20, place them in order.</b></p> <p><b>Number- graphics</b></p> <ul style="list-style-type: none"> <li>-Represent amounts in their own ways, explaining what they mean</li> <li>-Represent and explain their thinking in their own ways</li> <li>-Write numerals 0 to 20</li> </ul>	<p><b>Distance</b></p> <ul style="list-style-type: none"> <li>-Understand that measures of distance can have different names including length, width, height</li> <li>-Understand and use language to compare two objects of different length/width, e.g. longer / shorter; wider / narrower</li> <li>-Understand and use language to compare two objects of different height, e.g. taller / shorter</li> <li>-Understand and use language of comparison when ordering three objects of different lengths/widths/heights, e.g. longest / shortest; widest / narrowest; tallest / shortest</li> <li>-Find an object of similar length/width/height</li> <li>-Understand the concept of the conservation of length/width/height</li> <li>-Use uniform non-standard units to measure length/width/height</li> </ul> <p><b>Weight</b></p> <ul style="list-style-type: none"> <li>-Understand the measurement of weight (heavy/light)</li> <li>-Understand and use language to compare two objects of different weight, e.g. heavier/lighter</li> <li>-Understand the concept of conservation of weight</li> <li>-Use uniform non-standard units to measure weight</li> </ul> <p><b>Volume/capacity</b></p> <ul style="list-style-type: none"> <li>-Understand the measurement of volume/capacity (empty/full/nearly)</li> <li>-Understand and use language to compare two of the same container holding different amounts, e.g. more/less</li> <li>-Understand and use the language of comparison when ordering three of the same container holding different amounts, e.g. most/least</li> <li>-Understand the concept of the conservation of volume/capacity</li> <li>-Use uniform non-standard units to measure volume/capacity</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>-Understand that we need to pay for goods</li> <li>-Talk about things they want to spend their money on</li> <li>-Talk about different ways we can pay for things</li> <li>-Recognise that there are different coins</li> <li>-Recognise 1p coin</li> <li>-Use 1p coins to pay for objects Time</li> </ul>
<p><b>Number- calculating</b></p> <ul style="list-style-type: none"> <li>-Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole -</li> <li>-Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole</li> <li>-Relate subtraction to addition in practical situations using the terminology part – part – whole</li> <li>-Identify one more and one less than a given number</li> <li>-Identify two more and two less than a given number</li> <li>-Add two single-digit numbers totalling up to 10, using practical equipment</li> <li>-Add two single-digit numbers totalling greater than 10, using practical equipment</li> <li>-Subtract a single-digit number from a number up to 10, using practical equipment.</li> <li>-Subtract a single-digit number from a number greater than 10, using practical equipment</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>-Use everyday language to talk about shapes in the environment</li> <li>-Know that shapes can appear in different ways and be different sizes</li> <li>-Build and make models with 3-D shapes</li> <li>-Create patterns and pictures with 2-D shapes</li> <li>-Name common 2-D shapes (circle, triangle, square, rectangle, oblong)</li> <li>-Name common 3-D shapes (sphere, cube, cuboid, cone)</li> <li>-Talk about shapes using mathematical language (straight, curved, sides, flat, solid)</li> <li>-Sort shapes according to their own criteria</li> </ul> <p><b>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>-Understand and use positional language in everyday situations</li> </ul>	

<p><b>Say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems involving doubling, halving and sharing.</b></p>	<ul style="list-style-type: none"> <li>-Understand and use ordinal numbers when describing position</li> <li>-Understand and use the language of movement/direction</li> <li>-Describe and recognise patterns made of objects, numbers and shapes</li> <li>-Create patterns made of objects, numbers and shapes</li> </ul> <p><b>Use everyday language to talk about position. They recognise, create and describe patterns.</b></p>	<ul style="list-style-type: none"> <li>-Talk about significant times of the day, e.g. home time, lunch time, snack time, bed time, etc.</li> <li>-Understand and use language – before, after, yesterday, today, tomorrow</li> <li>-Use the language of comparison when talking about time, e.g. longer/ shorter; faster/slower</li> <li>-Sequence two or three familiar events and describe the sequence</li> <li>-Know the names of the days of the week</li> <li>-Say the names of the days of the week in order</li> </ul>
<p>Number- fractions</p>	<p>Statistics</p>	
<ul style="list-style-type: none"> <li>-Understand that sharing is splitting an amount into equal parts</li> <li>-Understand that halving is sharing into two equal parts</li> <li>-Understand that doubling is adding the same number to itself</li> </ul> <p><b>They solve problems, including doubling, halving and sharing.</b></p>	<ul style="list-style-type: none"> <li>-Sort objects and say what features they have in common</li> </ul>	<p><b>Use everyday language to talk about size, weight, capacity, distance, time and money to compare quantities and objects and to solve problems.</b></p>