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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Place Value** | **Reciting number names to 10 in order** | **Recognising some numerals of personal significance** | **Recognising and ordering numbers 1 – 5** | **Recognising and ordering numbers to 10** | **Recognising and ordering numbers to 20** | **Recognising and ordering numbers to 50** | **Recognising and ordering numbers to 100** |
| **Skill – Practical/ Fluency** | **Recognising and Ordering** | Using number names spontaneously in playe.g. I’m a vet, I have 3 animals in todayReciting number names in order e.g. singing nursery rhymes and songs | house number or agee.g. I’m 4, look that’s number 4 | Recognising and ordering numbers to 5 when number are placed in a random order e.g. not just reciting in sequenceChildren may use a visual cue to initially support the recognition and orderingUnderstanding the value of each number e.g. 4 is o, o, o, o | Recognising and ordering numbers to 10 when number are placed in a random order e.g. not just reciting in sequence | Recognising and ordering numbers to 20 when number are placed in a random order e.g. not just reciting in sequenceUnderstanding teen numbers – e.g. 10 and a 1 = 11 | Recognising and ordering numbers to 50 when number are placed in a random order e.g. not just reciting in sequenceRecognising the pattern in numbers and apply this to greater quantities | Recognising and ordering numbers to 100 when number are placed in a random order e.g. not just reciting in sequenceRecognising the pattern in numbers and apply this to greater quantities |
| **Representation** | **Representing using physical objects and actions** | **Representing numbers to 10** | **Understanding place value of teen numbers** | **Representing numbers (0-100)** | **Representing numbers by partitioning into different quantities** |
| e.g. 3 claps, 4 jumpsNumeral 4 is the same as | Knowing a number is made up of 3 parts 1. The name
2. The numeral
3. The value

e.g. 8 is represented as it’s name, as the physical representation of the number (numeral) and the value | Misconception: teen numbers are sometimes recognised by children as 1teen2teen3teen Children need to understand the 1 at the beginning of a teen number represents a 10.See the source imagee.g. 12See the source image12210 | Representing numbers as shown in examples previous, focusing on language of tens and ones, part and whole.This also includes looking at numbers being represented in words and children being able to write the number in wordse.g. 121. Twelve
2. 12
3. See the source image

21012Or/.. | e.g. 5454 = 5 tens, 4 ones54 = 4 tens, 14 ones54 = 3 tens, 24 ones54= 2 tens, 14 ones,54 = 1 ten, 44 ones54 = 0 tens, 54 onesAt this stage, children should also be using known facts to support partitioning e.g.partitioning 25knowing number bonds to 20 e.g. 10, 10, 5 |
| **Comparing** | **More and Less** | **1 more and 1 less with a number line** | **Quick fire recall of 1 more and 1 less to a given number (up to 20, up to 50, up to 100)** | **Using symbols** |
| Use language of more, less and fewerThere are MORE green counters than blue counters.There are LESS/FEWER blue counters than green counters. | lessmoreNumbers 0-20 Number Line (teacher made)e.g 1 more than 4Numbers 0-20 Number Line (teacher made) | This could be initially supported by a visual cue e.g. number line or 100 square | < less than> greater than= equal to45 < 7635 > 1232 = 3 tens, 2 ones |
| **Vocabulary** | **Recognising and Ordering** | **Reciting number names to 10 in order** | **Recognising some numerals of personal significance** | **Recognising and ordering numbers 1 – 5** | **Recognising and ordering numbers to 10** | **Recognising and ordering numbers to 20** | **Recognising and ordering numbers to 50** | **Recognising and ordering numbers to 100** |
| ReciteNumbersNumber names | NumeralsNumberQuantity | NumeralNumberQuantityValueRecogniseOrder | NumeralNumberQuantityValueRecogniseOrder | NumeralNumberQuantityValueRecogniseOrderTensOnes | NumeralNumberQuantityValueRecogniseOrderTensOnesPattern | NumeralNumberQuantityValueRecogniseOrderTensOnesHundredPattern |
| **Representation** | **Representing using physical objects and actions** | **Representing numbers to 10** | **Understanding place value of teen numbers** | **Representing numbers (0-100)** | **Representing numbers by partitioning into different quantities** |
| MatchQuantityNumber | MatchQuantityNumberNumeralRepresentValue | MatchQuantityNumberNumeralRepresentValueTensOnesPart WholePartition | MatchQuantityNumberNumeralRepresentValueTensOnesPart WholePartitionWordsWriteName | MatchQuantityNumberNumeralRepresentValueTensOnesPart WholePartitionWordsWriteNameCombinationsDifferent amounts |
| **Comparing** | **More and Less** | **1 more and 1 less** | **Quick fire recall of 1 more and 1 less to a given number (up to 20, up to 50, up to 100)** | **Using symbols** |
| MoreLessFewerQuantity | MoreLess1 more1 lessIncreasing in quantityDecreasing in quantity | More Less 1 more1 lessIncreasing in quantityDecreasing in quantityRecall | More Less 1 more1 lessIncreasing in quantityDecreasing in quantityGreater thanLess thanEqual toTensOnes |
| **Skills – Knowledge (Address this knowledge through taught input and diagnostic questioning)** | **Recognising and Ordering** | **Reciting number names to 10 in order** | **Recognising some numerals of personal significance** | **Recognising and ordering numbers 1 – 5** | **Recognising and ordering numbers to 10** | **Recognising and ordering numbers to 20** | **Recognising and ordering numbers to 50** | **Recognising and ordering numbers to 100** |
| * Some understanding of number names
 | * Understanding a numeral is a physical representation of a number
 | * Understanding ordering can be in ascending or descending order
 | * Understanding ordering can be in ascending or descending order
 | * Understanding ordering can be in ascending or descending order
 | * Understanding ordering can be in ascending or descending order
 | * Understanding ordering can be in ascending or descending order
 |
| **Representation** | **Representing using physical objects and actions** | **Representing numbers to 10** | **Understanding place value of teen numbers** | **Representing numbers (0-100)** | **Representing numbers by partitioning into different quantities** |
| * Understanding the quantity represents how many e.g. 3 represents 1,2,3
 | * Understanding the numeral represents the quantity
 | * Understanding teen numbers are made up of 10’s and 1’s e.g. 11 is 10 and 1 not 1 and 1
 | * Understanding of a jotting to represent a quantity e.g. / = 10 and . = 1
 | * Secure understanding of partitioning into tens and ones
* Secure knowledge of number bonds and related addition and subtraction facts
 |
| **Comparing** | **More and Less** | **1 more and 1 less** | **Quick fire recall of 1 more and 1 less to a given number (up to 20, up to 50, up to 100)** | **Using symbols** |
| * Understanding a physical representation of more and less e.g. 100 sweets and 3 sweets – being able to recognise there are more in the pile of 100 sweets
 | * Directionality of more and less on a number line
* Understanding more also means increasing in quantity
* Understanding that less also means decreasing in quantity
 | * Directionality of more or less on a number line
* Understanding of language increasing, more, greater etc
* In-depth knowledge of numbers to 20, 50 and 100
 | * Understanding that the open side of the symbol faces towards the largest quantity e.g. crocodile analogy – crocodiles like to eat the largest quantity
 |
| **Skill - Evaluation** | Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses |