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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 play  e.g. I’m a vet, I have 3 animals in today  Reciting number names in order e.g. singing nursery rhymes and songs | house number or age  e.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 sequence  Children may use a visual cue to initially support the recognition and ordering  Understanding 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 sequence  Understanding 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 sequence  Recognising 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 sequence  Recognising 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 jumps  Numeral 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  1teen  2teen  3teen  Children need to understand the 1 at the beginning of a teen number represents a 10.  See the source imagee.g. 12  See the source image  12  2  10 | | | | | | 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 words  e.g. 12   1. Twelve 2. 12 3. See the source image   2  10  12  Or  /.. | | | | | e.g. 54  54 = 5 tens, 4 ones  54 = 4 tens, 14 ones  54 = 3 tens, 24 ones  54= 2 tens, 14 ones,  54 = 1 ten, 44 ones  54 = 0 tens, 54 ones  At this stage, children should also be using known facts to support partitioning  e.g.  partitioning 25  knowing 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 fewer  There are MORE green counters than blue counters.  There are LESS/FEWER blue counters than green counters. | | | | | less  more  Numbers 0-20 Number Line (teacher made)  e.g 1 more than 4  Numbers 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 to  45 < 76  35 > 12  32 = 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** | |
| Recite  Numbers  Number names | Numerals  Number  Quantity | | | | | | Numeral  Number  Quantity  Value  Recognise  Order | | | | Numeral  Number  Quantity  Value  Recognise  Order | | | Numeral  Number  Quantity  Value  Recognise  Order  Tens  Ones | | Numeral  Number  Quantity  Value  Recognise  Order  Tens  Ones  Pattern | | | | | Numeral  Number  Quantity  Value  Recognise  Order  Tens  Ones  Hundred  Pattern | |
| **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** | | | |
| Match  Quantity  Number | | | Match  Quantity  Number  Numeral  Represent  Value | | | | | | | Match  Quantity  Number  Numeral  Represent  Value  Tens  Ones  Part  Whole  Partition | | | | | Match  Quantity  Number  Numeral  Represent  Value  Tens  Ones  Part  Whole  Partition  Words  Write  Name | | | | | Match  Quantity  Number  Numeral  Represent  Value  Tens  Ones  Part  Whole  Partition  Words  Write  Name  Combinations  Different 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** | | | | | | |
| More  Less  Fewer  Quantity | | | | | More  Less  1 more  1 less  Increasing in quantity  Decreasing in quantity | | | | | | | More  Less  1 more  1 less  Increasing in quantity  Decreasing in quantity  Recall | | | | | More  Less  1 more  1 less  Increasing in quantity  Decreasing in quantity  Greater than  Less than  Equal to  Tens  Ones | | | | | | |
| **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 | | | | | | | | | | | | | | | | | | | | | | |