

Intent

- To develop children's curiosity in Maths and to foster a sense of enjoyment and love of learning about the subject.
- To be aware of Maths in the everyday world.
- To be equipped with the tools and strategies needed to solve Mathematical problems.
- To become confident and competent Mathematicians.

F1	Curriculum	Knowledge	Skills	Vocabulary
	<p>Number and Place Value (Counting, Identifying, Representing and Estimating Numbers, Reading and Writing Number, Compare and Order Numbers, and Solve Problems).</p> <p>Counting</p> <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number name for each item in order...1, 2, 3, 4, 5. • To know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). <p>Identifying, Representing and Estimating Numbers</p> <ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually (subitising). • To show "finger numbers" up to 5. • Link numerals and amounts for example showing the right number of objects to match the numeral up to 5. • Experiment with their own symbols and marks as well as numerals. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> • Link numerals and amounts for example showing the right number of objects to match the numeral up to 5. 	<p>Number and Place Value</p> <p>Counting</p> <ul style="list-style-type: none"> • To know the number names up to 10. • To know the order of numbers to 5. • To point to one object at a time when counting. • To know the last number they say when counting a given amount tells them how many there are in total. • To understand that one objects can represent the amount, 1. <p>Identifying, Representing and Estimating Numbers</p> <ul style="list-style-type: none"> • To know the finger numbers up to 5. • To recognise the "finger numbers". • To recognise the dice pattern for 1, 2 and 3. • To know that sometimes you do not have to count objects to know how many there are. • To recognise that a numeral does represent an amount. • To know that symbols and marks can represent numerals. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> • To recognise that a numeral does represent an amount (count out an amount and match to a numeral and match a groups of a given amount to a numeral). • To know that symbols and marks can represent numerals. <p>Compare and order numbers.</p> <ul style="list-style-type: none"> • Children to know that they can discuss and compare amounts by using the language more than, fewer than. • Children know that more than means an amount is greater compared to another amount and that fewer than means that the amount is less than, has few objects than the other. <p>Solve problems.</p> <ul style="list-style-type: none"> • Children know that they can apply their knowledge of numbers up to 5 to solve problems. 	<p>Number and Place Value</p> <p>Counting</p> <ul style="list-style-type: none"> • To be able to rote count up to 10 or beyond if appropriate. • To be able to order numbers and amounts to 5 forwards. • To be able to count objects by pointing at one at a time. <p>Identifying, Representing and Estimating Numbers</p> <ul style="list-style-type: none"> • To be able to show a number using their fingers up to 5. • To be able to say what they see – finger numbers. • To be able to subitise amounts up to 3. (not counting). • To be able to recognise the dice patterns up to 5 without counting. • To be able to count a small set of objects giving the amount. • To recognise the numerals to 5. • To be able to match an amount to its numeral. • To be able to read a given numeral and count out its matching amount. • To be able to represent a numeral/amount in a written form (e.g. marks, symbols, jottings). • To be able to write the numerals 0, 1, 2, 3, 4, 5. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> • To recognise and read the numerals to 5. • To be able to match an amount to its numeral. • To be able to read a given numeral and count out its matching amount. • To be able to represent a numeral/amount in a written form (e.g. marks, symbols, jottings). • To be able to write the numerals 0, 1, 2, 3, 4, 5. <p>Compare and order numbers.</p> <ul style="list-style-type: none"> • To be able to identify an amount which has more than another amount. 	<p>Counting Forwards, number names, count, increase.</p> <p>Identifying, Representing and Estimating Numbers Finger numbers, estimate, subitise, number, numeral, amount, match, marks, jottings.</p> <p>Reading and writing numbers Read, write, numeral, objects, match, number, amount, marks, jottings.</p> <p>Compare and order numbers. Compare, more than, fewer than, amount, number.</p> <p>Solve problems Problem, how many is left, how many more, how many altogether.</p>

	<ul style="list-style-type: none"> To experiment with their own symbols and marks as well as numerals. <p>Compare and order numbers.</p> <ul style="list-style-type: none"> Compare quantities using language more than, fewer than. <p>Solve problems</p> <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. <p>3 and 4 year statements from Development Matters 2021</p> <p>(Maths)</p>	<ul style="list-style-type: none"> Children to know that they can use a range of resources and pictorial representations to solve problems. 	<ul style="list-style-type: none"> To be able to identify an amount which has fewer than another amount. <p>Solve problems</p> <ul style="list-style-type: none"> To be able to solve problems with numbers up to 5. To be able to use a range of resources and pictorial representations to solve problems. 	
F2	Curriculum	Knowledge	Skills	Vocabulary
	<p>Number and Place Value (Counting, Identifying, Representing and Estimating Numbers, Reading and Writing Number, Compare and Order Numbers, Understanding Place Value and Solve Problems).</p> <p>Counting</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Count beyond 10. To verbally count beyond 20 recognising the pattern of the counting system. <p>Identifying, Representing and Estimating Numbers</p> <ul style="list-style-type: none"> To link the number symbol (numeral with its cardinal number value). To subitise (recognising quantities without counting) up to 5. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> To link the number symbol (numeral) with its cardinal number value. <p>Compare and order numbers.</p> <ul style="list-style-type: none"> To compare quantities up to 10 in different contexts, recognising when one 	<p>Number and Place Value</p> <p>Counting</p> <ul style="list-style-type: none"> To know the number names up to 20. To know the order of numbers to 20. To point to one object at a time when counting. To know the last number they say when counting a given amount tells them how many there are in total. To know the names of numbers beyond 20. To know that when you count forwards the number increases. <p>Identifying, Representing and Estimating Numbers</p> <ul style="list-style-type: none"> To recognise the dice pattern for 1 to 6. To know that sometimes you do not have to count objects to know how many there are. To recognise that a numeral does represent an amount. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> To recognise that a numeral does represent an amount (count out an amount and match to a numeral and match groups of a given amount to a numeral). To know that symbols and marks can represent numerals. To understand that you can match a numeral to an amount. <p>Compare and order numbers.</p> <ul style="list-style-type: none"> To know what compare means. To know how to count quantities within 10. To know that some amounts within 10 will be more or less than others. <p>Understanding Place Value.</p>	<p>Number and Place Value</p> <p>Counting</p> <ul style="list-style-type: none"> To be able to count, saying the number names up to 20. To be able to count in the correct order, forwards, to 20. To be able to count a given amount to 20 To be able to count out an amount saying how many there are in total. To be able to count forwards, saying the number names beyond 20. To understand that when counting forwards to number increases. <p>Identifying, Representing and Estimating Numbers</p> <ul style="list-style-type: none"> To be able to match an amount to its numeral. To be able to read a given numeral and count out its matching amount. To be able to subitise amounts up to 5. (not counting). <p>Reading and writing numbers</p> <ul style="list-style-type: none"> To recognise and read the numerals to 10. To be able to match an amount to its numeral. To be able to read a given numeral and count out its matching amount. To be able to write the numeral to match an amount. To be able to write the numerals 0 – 10. <p>Compare and order numbers.</p>	<p>Counting Forwards, number names, count, increase, in total, amount.</p> <p>Identifying, Representing and Estimating Numbers Estimate, subitise, number, numeral, amount, match, pattern, objects.</p> <p>Reading and writing numbers Read, write, numeral, objects, match, number, amount, marks, jottings.</p> <p>Compare and order numbers. similarities and differences. Least. Most. More. Less. Fewer.</p> <p>Solve problems</p>

	<p>quantity is greater than, less than, or the same as the other quantity.</p> <p>Understanding Place Value.</p> <ul style="list-style-type: none"> Understand the one more than/ one less than relationship between consecutive numbers. To explore to composition of numbers to 10. To have a deep understanding of numbers to 10, including the composition of each number. Automatically recall number bonds for number 0-5 and some to 10. <p>Solve problems</p> <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. <p>Reception statements from Development Matters 2021</p> <p>(Maths)</p>	<ul style="list-style-type: none"> To know what one more and one less looks like in a ones number pattern. To know that one less will mean that the number/amount decreases and one ore means the number/amount increases. To know that numbers can be made in different ways e.g the numbers six to 9 are composed of five and a bit. 10 is composed of five and five. To know that six, seven, eight and nine lie between 5 and 10. <p>Solve problems</p> <ul style="list-style-type: none"> Children know that they can apply their knowledge of numbers up to 5 to solve problems. Children to know that they can use a range of resources and pictorial representations to solve problems. 	<ul style="list-style-type: none"> To be able to compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than ot the same as. <p>Understanding Place Value.</p> <ul style="list-style-type: none"> To be able to say what one more or one less is of a given number and amount. To be able to partition 10 in different ways. <p>Solve problems</p> <ul style="list-style-type: none"> To be able to solve problems with numbers up to 5. To be able to use a range of resources and pictorial representations to solve problems. 	<p>Problem, how many is left, how many more, how many altogether, in total.</p>
Year 1	Curriculum	Knowledge	Skills	Vocabulary
	<p>Number and Place Value (Counting, Comparing Numbers, Identifying, representing and estimating numbers, Reading and writing numbers, understanding place value)</p> <p>Counting</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. <p>Comparing Numbers.</p> <ul style="list-style-type: none"> Use the language of equal to, more than, less than (fewer), most and least. <p>Identifying, representing and estimating numbers</p>	<p>Number and Place Value Counting</p> <ul style="list-style-type: none"> To know fixed number order. To know the number increases when you count forwards and the number decreases when counting backwards. To know number names and link them to a numeral. To know which way round numerals go. To know how to chant the numbers in order to 100. To know the order of the 2, 5 and 10s pattern. To know you do not say all numbers when counting in 2, 5 and 10. To know you can count objects in groups of 2, 5 and 10. To know it can be more efficient to count in 2, 5 and 10. To know that one object can represent 2, 5 or 10 e.g coins, bags of. To know 1 more is the number after and 1 less is the number before. To know than 1 more is add 1 and 1 less is take away 1. <p>Comparing Numbers.</p> <ul style="list-style-type: none"> To know what the terms equal to, more than, less than (fewer), most and least mean. 	<p>Number and Place Value Counting</p> <ul style="list-style-type: none"> To be able to count forwards and backwards from any given number To be able to count out the correct amount from a larger group. To be able to chant in 2, 5 and 10s. To be able to count groups of objects in 2, 5 and 10. To be able to identify 1 more and 1 less than any number to 100. To be able to write recogniseable numerals with correct orientation. <p>Comparing Numbers.</p> <ul style="list-style-type: none"> To be able to use the terms equal to, more than, less than (fewer), most and least to describe amounts. To be able to compare amounts and numerical representations using the terms equal to, more than, less than (fewer), most and least. To be able to order a random set of numerals (within 50) from most to least and least to most. 	<p>Counting Forwards, backwards, increase, decrease, number names, numeral, more, less, count, pattern.</p> <p>Comparing Numbers comparing, least, most, equal to, less than, fewer than, more than, greater than, smaller than, equasion. ($<$ $=$ $>$).</p> <p>Identifying, representing and estimating numbers Jottings, numeral track, numeral line,</p>

	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the numeral line. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words. <p>Understanding Place Value</p> <ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones) <p>Problem solving</p> <ul style="list-style-type: none"> To use number facts to solve simple problems. 	<ul style="list-style-type: none"> To know the terms equal to, more than, less than (fewer), most and least can be used to describe and compare amounts and numerals. To know the term least means the smallest amount. To know when comparing numbers & numerals they need to look at the tens first then the ones. <p>Identifying, representing and estimating numbers</p> <ul style="list-style-type: none"> To know the number names linked to numbers 0 – 100. To know the stable order of numbers. To know numbers and amounts can be represented by a range of drawings. To know that a ten can be represented as a vertical line and ones can be represented at circles. To know what a numeral track and line represents. To know how to identify half way on a number track and number line and use this knowledge to help place other numerals. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> To know numerals can be written as words. To know how to write the names of numerals 1 to 20 in words. <p>Understanding Place Value</p> <ul style="list-style-type: none"> To know what a two-digit numeral is. To know the digits in a two-digit numeral represent tens and ones. To know which digit in a two-digit numeral represents tens and which represents ones. To know zero is a place holder in two-digit numerals. To know how to partition a number into tens and ones, using manipulatives and pictorial representation e.g. 33 can be partitioned into 30 and 3. <p>Problem solving</p> <ul style="list-style-type: none"> To know they can use their number knowledge to solve simple problems. 	<ul style="list-style-type: none"> To be able to complete missing number patterns e.g. placing numerals in order between two given numerals. <p>Identifying, representing and estimating numbers</p> <ul style="list-style-type: none"> To be able to count out the correct amount when told or shown a numeral. To be able to interpret drawings representing numbers and amounts. To be able to match a numeral to a pictorial representation. To be able to create their own drawings/jottings to match a numeral or amount given. To be able to interpret a numeral track. To be able to interpret a numeral line. To be able to match amounts to the correct position on a numeral track and line. To be able to draw a numeral track and line. To be able to complete a numeral track and line with missing numerals. To be able to place a small group of numerals on a numeral track and line estimating where they should be. To be able to recognise a numeral track or line vertically and horizontally. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> To be able to write recognisable numerals with correct orientation. <p>Understanding Place Value</p> <ul style="list-style-type: none"> To be able to identify the tens and ones in a two-digit numeral. To be able to partition two-digit numerals into tens and ones, using objects or pictorial representation. <p>Problem solving</p> <ul style="list-style-type: none"> To be able to use their number knowledge to solve simple problems. To be able to explain reasoning about an answer to a problem. (I know because..) 	<p>vertical, horizontal, represent, tens and ones, number names, estimate.</p> <p>Reading and writing numbers Numeral, words, formation.</p> <p>Understanding Place Value Numeral, digit, tens and ones, represent, place holder, partition.</p> <p>Problem solving Solve, problem, reason, apply.</p>
Year 2	Curriculum	Knowledge	Skills	Vocabulary
	<p>Number and Place Value (Counting, Comparing Numbers, Identifying, representing and estimating numbers, Reading and writing numbers, understanding place value, problem solving) Counting</p> <ul style="list-style-type: none"> To count in steps of 2, 3, and 5 from 0. 	<p>Number and Place Value Counting</p> <ul style="list-style-type: none"> To know the number increases when you count forwards and the number decreases when counting backwards. To know the order of the 3s pattern. To know you do not say all the numbers when counting in 3s. To know you can count objects in groups of 3. 	<p>Number and Place Value Counting</p> <ul style="list-style-type: none"> To be able to chant in 3s. To be able to count groups of objects in 3s. To be able to identify a number pattern with missing numerals. To be able to complete missing number patterns. 	<p>Counting Forwards, backwards, increase, decrease, number names, numeral, more, less, count, pattern.</p>

<ul style="list-style-type: none"> • To count in 10s from any number forward or backward. <p>Comparing Numbers.</p> <ul style="list-style-type: none"> • To compare and order numbers from 0 up to 100. • To use greater than, less than and equals signs ($<$ $>$ $=$) <p>Identifying, representing and estimating numbers</p> <ul style="list-style-type: none"> • Identify, represent and estimate numbers using different representations including the numeral line. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals and in words. <p>Understanding Place Value</p> <ul style="list-style-type: none"> • Recognise the place value of each digit in a two-digit number (tens, ones) <p>Problem solving</p> <ul style="list-style-type: none"> • Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> • To know it can be more efficient to count in 3s. • To know one object can represent 3 e.g. bags of, boxes. • To know when counting forward in 10s you are adding 10 each time. • To know when counting backwards in 10s you are taking 10 away each time. • To know the tens digit increases by 1 each time you add ten/count in tens. • To know the tens digit decreases by 1 each time you take away ten/count back in tens. • To know when counting in 2s from 0 numerals in the 2s pattern will always end with 0, 2, 4, 6, 8. • To know when counting in 5s from 0 numerals in the 5s pattern will always end with 0 or 5. • To know when counting in 3s from 0 numerals in the 3s pattern will end with a range of numerals. <p>Comparing Numbers.</p> <ul style="list-style-type: none"> • To know when comparing numbers & numerals they need to look at the tens first then the ones. • To know what each symbol means ($<$ $>$ $=$) <p>Identifying, representing and estimating numbers</p> <ul style="list-style-type: none"> • To know how to estimate an amount. • To know a numeral line does not have to start at 0. • To know numeral lines may increase or decrease in steps of more than 1. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> • To know numerals can be written as words. • To know how to write the names of numerals 20 to 100 in words. <p>Understanding Place Value</p> <ul style="list-style-type: none"> • To know which digit in a two-digit numeral represents tens and which represents ones. • To know zero is a place holder in two-digit numerals. • To know how to partition a number into tens and ones, using manipulatives and pictorial representation in a variety of ways e.g. 33 can be split into 30 and 3, 20 and 13 etc. <p>Problem solving</p> <ul style="list-style-type: none"> • To know they can use their number knowledge to solve problems. 	<ul style="list-style-type: none"> • To be able to count objects in groups of 2, 3 and 5. • To be able to chant numerals, forward and backwards, in 10s starting from different single and two-digit numerals. • To be able to count groups of objects, forwards and backwards, in 10s starting from different single and two-digit numerals. <p>Comparing Numbers.</p> <ul style="list-style-type: none"> • To be able to order a random set of numerals (within 100) from most to least and least to most. • To be able to interpret equations containing $<$ $>$ and $=$ • To be able to complete equations with missing symbols or numerals using $<$ $>$ $=$ <p>Identifying, representing and estimating numbers</p> <ul style="list-style-type: none"> • To be able to interpret a range of number representations and use this knowledge when estimating. • To be able to interpret a numeral line identifying where it starts, ends and what it is increasing in. • To be able to identify the half way point on a numeral line depending on the start and end point. • To be able to use knowledge of the half way point to help place numerals on a numeral line. <p>Reading and writing numbers</p> <ul style="list-style-type: none"> • To be able to write recognisable numerals with correct orientation. <p>Understanding Place Value</p> <ul style="list-style-type: none"> • To be able to identify the tens and ones in a two-digit numeral. • To be able to partition two-digit numerals into tens and ones, using objects or pictorial representation, in a variety of ways. <p>Problem solving</p> <ul style="list-style-type: none"> • To be able to use their number knowledge to solve problems. • To be able to explain reasoning about an answer to a problem. (I know because..) 	<p>Comparing Numbers Greater than $>$, less than $<$, equal to $=$, compare, equation, least, most.</p> <p>Identifying, representing and estimating numbers Jottings, numeral track, numeral line, vertical, horizontal, represent, tens and ones, number names, estimate, half way point.</p> <p>Reading and writing numbers Numeral, words, formation.</p> <p>Understanding Place Value Numeral, digit, tens and ones, represent, place holder, partition.</p> <p>Problem solving Solve, problem, reason, apply.</p>
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