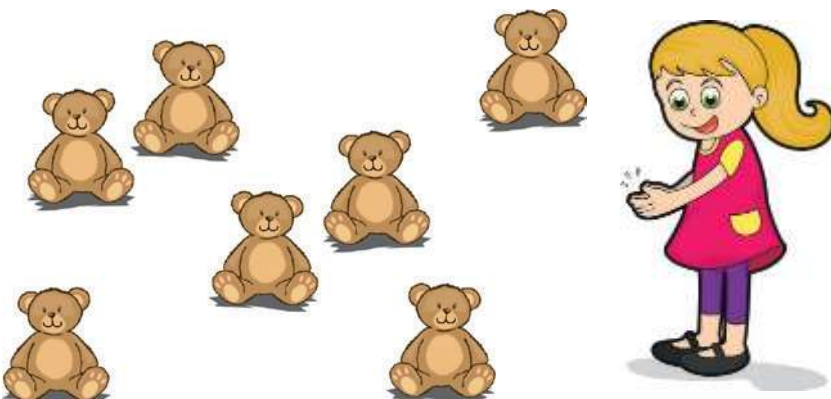



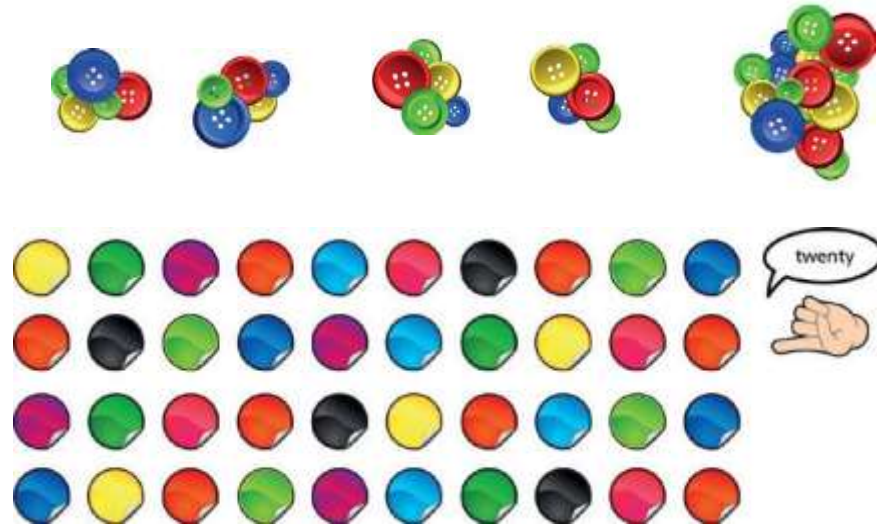
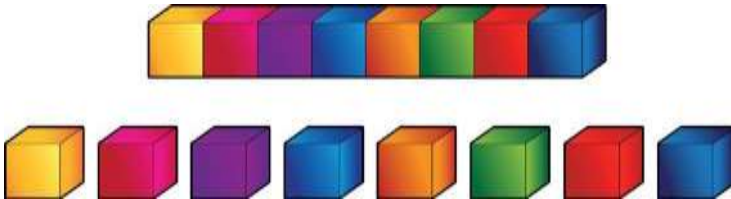


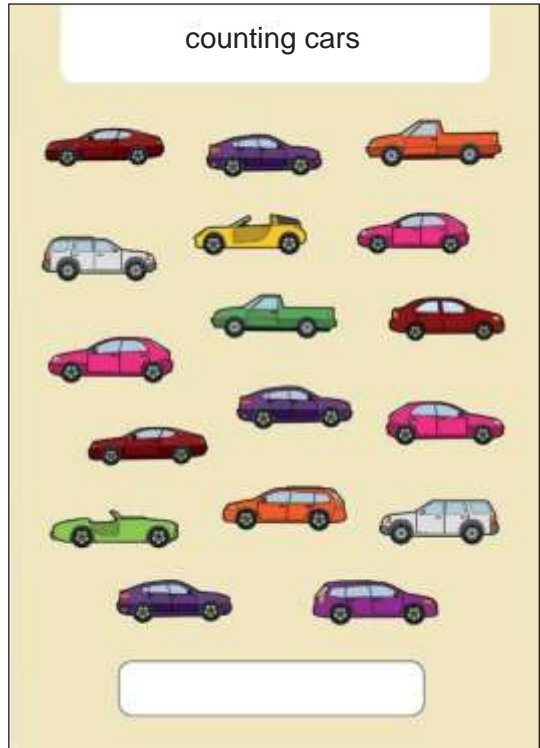


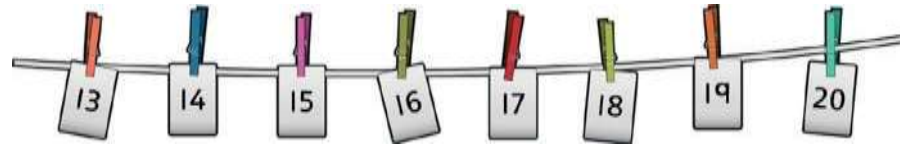
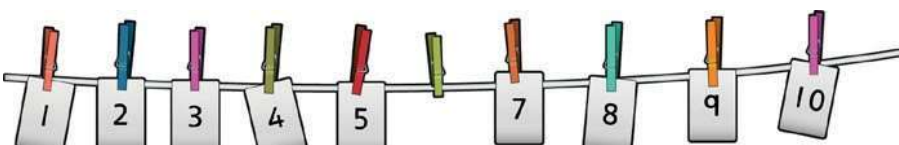
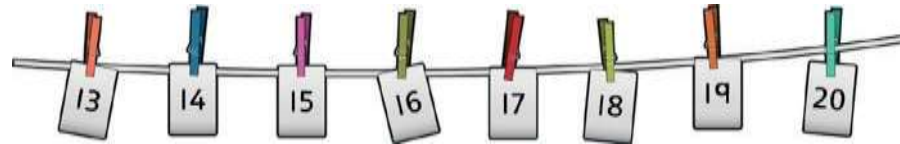
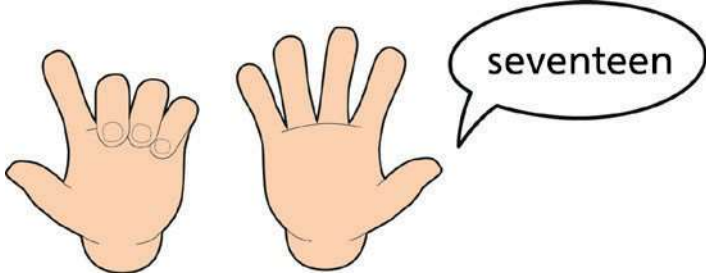








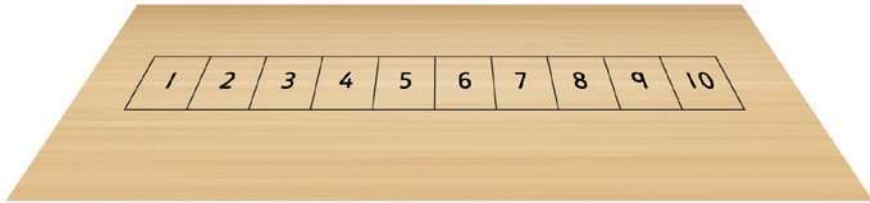

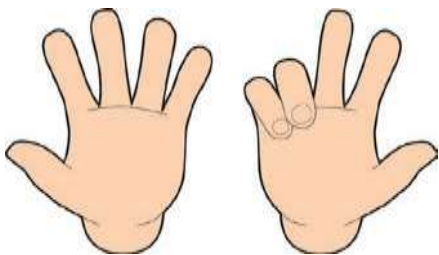




	Reception	Year 1														
Counting	<p>How many in a set?</p>  <p>Seven hand claps</p> <p>Estimate, and encourage estimation, within a range</p>  <table border="1" data-bbox="728 845 1075 1228"> <tr><td>5</td></tr> <tr><td>10</td></tr> <tr><td>Evie, George, Sunil</td></tr> <tr><td>15</td></tr> <tr><td>Max, Ayscha, Toby, Beth, Oliver</td></tr> <tr><td>20</td></tr> <tr><td>Ruby, Jake</td></tr> </table>	5	10	Evie, George, Sunil	15	Max, Ayscha, Toby, Beth, Oliver	20	Ruby, Jake	<p>How many in a set?</p> <p>Estimate, and encourage estimation, within a range</p>   <table border="1" data-bbox="1702 255 2060 638"> <tr><td>10</td></tr> <tr><td>Ayscha, Toby, Max</td></tr> <tr><td>20</td></tr> <tr><td>Sunil, Ruby, Jake, Beth, Oliver</td></tr> <tr><td>30</td></tr> <tr><td>Evie, George</td></tr> <tr><td>40</td></tr> </table> <p>Count a large set of objects in 2s, 5s or 10s</p>  <p>twenty</p>	10	Ayscha, Toby, Max	20	Sunil, Ruby, Jake, Beth, Oliver	30	Evie, George	40
5																
10																
Evie, George, Sunil																
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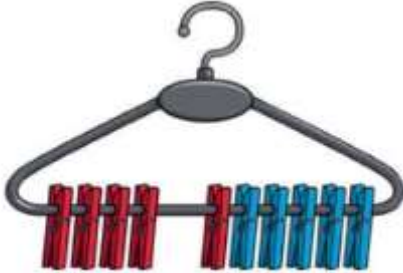

	Reception	Year 1
Counting	<p>Count, matching one-to-one</p>  <p>Conservation of number Match numerals to a set of objects, sounds or images</p>  <p>Subitise</p>  <p>e.g. know there are 4 without counting</p>	<p>Match numerals to a set of objects, sounds or images</p> <div data-bbox="1377 295 1915 1045" style="border: 1px solid black; padding: 10px;"> <p>counting cars</p>  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px auto;"></div> </div> <p>Subitise e.g. know there are 6 without counting</p> 

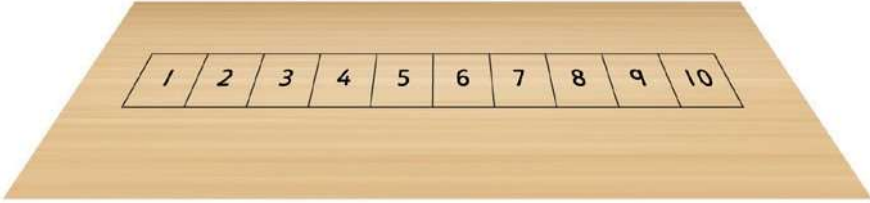






	Reception	Year 1																																																																																																				
Counting	<p>Numbers in a line or sequence</p> <p>Recognise numerals</p> 	<p>Numbers in a line or sequence</p> <p>Recognise numerals</p> 																																																																																																				
	<p>Count along a number line or track</p> 	<p>Count along a 100-square, spotting missing numbers</p> <table border="1" data-bbox="1276 686 1993 1372"> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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<p>Spot missing numbers in the line</p> 																																																																																																						





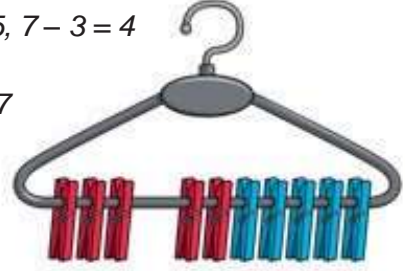
Counting	Reception	Year 1																																																																																																			
	<p>Chant numbers in order to 10 and 20 Match the units to fingers</p>  <p>Chant numbers in order to 100</p> <table border="1" data-bbox="340 767 1010 1398"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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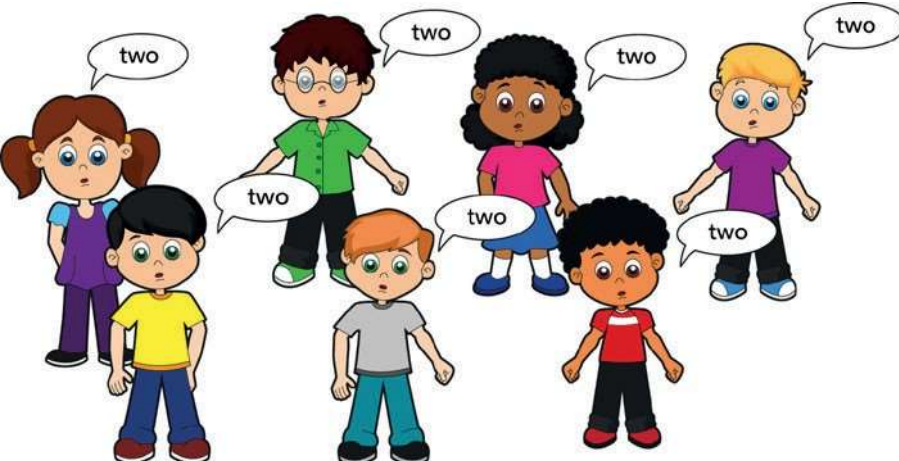
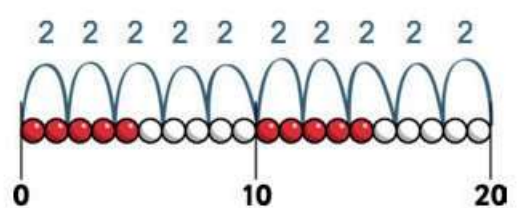


		Reception	Year 1																																																																																																				
Counting	<p>Place value</p> <p>Understand 'teen' numbers (10 to 20)</p>  <p>Begin to recognise 2-digit numbers</p>  <p>Begin to count in 10s</p> 	<p>Place value</p> <p>Understand 'teen' numbers (10 to 20)</p>   <p>Recognise place value in 2-digit numbers</p> 	<table border="1"> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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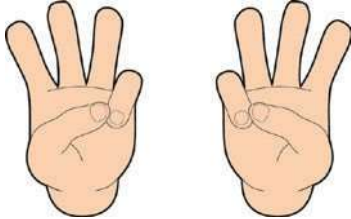
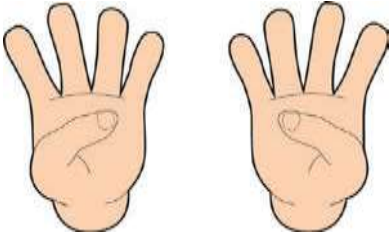
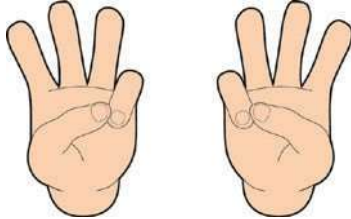
		Reception	Year 1								
Addition	<p>Counting on</p> <p>Count on one more, saying the next number</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $7 + 1 = 8$ </div> <p>Count on 2 or 3 or 4 more from any number up to 10</p>   <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $5 + 3 = 8$ </div>	<p>Using place value</p> <p>Count in 1s e.g. $45 + 1$</p> <p>Count in 10s e.g. $45 + 10$ without counting on in 1s</p> <table border="1" style="margin: 10px auto;"> <tr> <td>34</td> <td>35</td> <td>36</td> </tr> <tr> <td>44</td> <td style="background-color: #d8bfd8;">  </td> <td>46</td> </tr> <tr> <td>54</td> <td>55</td> <td>56</td> </tr> </table> <p>Add 10 to any given 2-digit number</p> <p>Counting on</p> <p>Count on in 1s e.g. $8 + 3$ as 8, 9, 10, 11</p> <p>Add, putting the larger number first Count on in 10s e.g. $45 + 20$ as 45, 55, 65</p> 	34	35	36	44		46	54	55	56
	34	35	36								
44		46									
54	55	56									


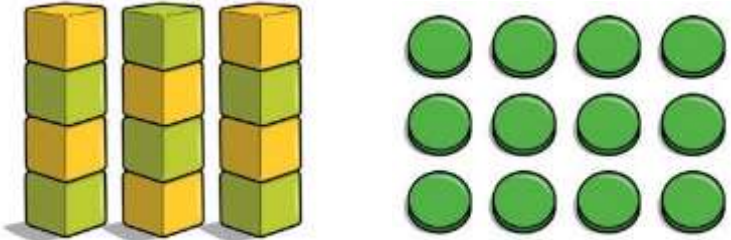
		Reception	Year 1
Addition	Number bonds		
	Subitise		Using number facts 'Story' of 4, 5, 6, 7, 8 and 9 e.g. $7 = 7 + 0$, $6 + 1$, $5 + 2$, $4 + 3$ Number bonds to 10 e.g. $5 + 5$, $6 + 4$, $7 + 3$, $8 + 2$, $9 + 1$, $10 + 0$
	Split sets into bonds	 $4 + 2 = 6$  $4 + 3 = 7$	 $4 + 6 = 10$
	Make small amounts		Use patterns based on known facts when adding e.g. $4 + 3 = 7$ so we know $24 + 3$, $44 + 3$, $74 + 3$

	Reception	Year 1									
Subtraction	<p>Counting back Count back 1 less, saying the number before</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $7 - 1 = 6$ </div> <p>Take away 2 or 3 or 4 from any number up to 10</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $5 - 2 = 3$ </div>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $7 - 1 = 6$ </div>	<p>Using place value Count back in 1s <i>e.g. know 53 - 1</i> Count back in 10s <i>e.g. know 53 - 10 without counting back in 1s</i></p> <table border="1" style="margin: 10px auto;"> <tr> <td>32</td> <td>33</td> <td>34</td> </tr> <tr> <td>42</td> <td style="background-color: #d8bfd8;">43</td> <td>44</td> </tr> <tr> <td>52</td> <td style="text-align: center;">  </td> <td>54</td> </tr> </table> <p>Taking away Count back in 1s <i>e.g. 11 - 3 as 11, 10, 9, 8</i> <i>e.g. 14 - 3 as 14, 13, 12, 11</i></p>  <p>Count back in 10s <i>e.g. 53 - 20 as 53, 43, 33</i></p>	32	33	34	42	43	44	52		54
32	33	34									
42	43	44									
52		54									

	Reception	Year 1
Subtraction	<p>Number bonds</p> <p>Subitise </p> <p>Split sets into bonds </p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $6 - 2 = 4$ </div>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $7 - 4 = 3$ </div> <p>Use money </p>	<p>Using number facts</p> <p>'Story' of 4, 5, 6, 7, 8 and 9 <i>e.g. 'Story' of 7 is $7 - 1 = 6$, $7 - 2 = 5$, $7 - 3 = 4$</i></p> <p>Number bonds to 10 <i>e.g. $10 - 1 = 9$, $10 - 2 = 8$, $10 - 3 = 7$</i></p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $10 - 7 = 3$ </div> <p>Subtract using patterns of known facts <i>e.g. $7 - 3 = 4$ so we know $27 - 3 = 24$, $47 - 3 = 44$, $77 - 3 = 74$</i></p>

		Reception	Year 1																																																																																																			
Multiplication and division	Counting in steps ('clever counting')	<p>Begin to count in 2s</p>  <p>Two, four, six...</p>	<p>Counting in steps ('clever counting')</p> <p>Counting in 2s</p> 																																																																																																			
	Counting in 5s	<p>Begin to count in 5s</p>  <p>Five, ten, fifteen, twenty...</p>	<p>Count in 10s</p> <table border="1" data-bbox="1344 782 1926 1372"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99
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	Begin to count in 10s	 <p>Ten, twenty, thirty...</p>																																																																																																				

	Reception	Year 1
Multiplication and division	<p>Doubling and halving Double numbers to 5</p>  <p>Double 3 is 6</p> <p>Halve even numbers to 10</p>  <p>Half of 8 is 4</p>	<p>Doubling and halving Find doubles to double 5 using fingers <i>e.g. double 3</i></p>  <p>Find half of even numbers up to 12, including realising that it is hard to halve an odd number</p>

		Reception	Year 1
Multiplication and division	<p>Sharing</p> <p>Share multiples of 2 and 4 into halves and quarters</p> 	<p>Grouping</p> <p>Begin to use visual and concrete arrays and sets of objects to find the answers to 'three lots of four' or 'two lots of five'</p> <p><i>e.g. three lots of four</i></p>  <p>Begin to use visual and concrete arrays and sets of objects to find the answers to questions such as 'How many towers of three can I make with twelve cubes?'</p> <p>Sharing</p> <p>Begin to find half of a quantity using sharing</p> <p><i>e.g. find half of 16 cubes by giving one each repeatedly to two children</i></p>	

