

## Early Level: Use With Understanding/ Apply [Early \*\*\*]

|  | Term 1   | Term 2  | Term 3   | Term 4  |
|--|--|---|--|---|
| <b>Estimating and Rounding</b>   | <ul style="list-style-type: none"> <li>▪ Checks estimates by counting</li> <li>▪ Demonstrates skills of estimation in the context of number including more than, less than and the same</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Checks estimates by counting</li> <li>▪ Demonstrates skills of estimation in the context of number including more than, less than and the same</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Checks estimates by counting</li> <li>▪ Demonstrates skills of estimation in the context of number including more than, less than and the same</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Checks estimates by counting</li> <li>▪ Demonstrates skills of estimation in the context of number including more than, less than and the same</li> </ul>  |
| <b>Awareness of Number</b> <ul style="list-style-type: none"> <li>▪ <b>Number word sequences</b></li> <li>▪ <b>Numerals</b></li> <li>▪ <b>Subitising</b></li> <li>▪ <b>Counting</b></li> <li>▪ <b>Place Value</b></li> </ul> | <ul style="list-style-type: none"> <li>▪ Say short forward number word sequences (to at least 30)</li> <li>▪ Recognise numerals (from 0 to at least 20)</li> <li>▪ Represent a number using fingers (throw)</li> <li>▪ Use 1 to 1 correspondence (to at least 20)</li> <li>▪ Count objects in a row (at least 20)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Say short backward number word sequences (to at least 20)</li> <li>▪ Say next number word forward (to at least 30)</li> <li>▪ Identify (name) numerals (to at least 20)</li> <li>▪ Sequence numerals forwards and backwards (to at least 20)</li> <li>▪ Count objects in a group – regular &amp; irregular arrangements (to at least 10)</li> <li>▪ Count objects in a group/ irregular arrangement (to at least 20)</li> <li>▪ Count objects actions &amp; sounds (without touching)</li> <li>▪ Partition numbers visually to at least 10 (2 or more sets)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Say next number word backward (from 20)</li> <li>▪ Say number word after (within 20)</li> <li>▪ Say number word before (to at least 20)</li> <li>▪ Sequence numerals forwards and backwards (to at least 20)</li> <li>▪ Identify number before and after (to at least 20)</li> <li>▪ Identify numbers in a group without counting – subitise (to at least 10)</li> <li>▪ Count objects using an array (to at least 20)</li> <li>▪ Skip count in 2s (to at least 20)</li> <li>▪ Identify number bonds to 10</li> </ul> | <ul style="list-style-type: none"> <li>▪ Say alternate numbers (to at least 30)</li> <li>▪ Identify missing numbers in a sequence (to at least 20)</li> <li>▪ Skip count in 5s (to at least 20)</li> <li>▪ Recognise zero as a place holder</li> </ul>  |
| <b>Addition &amp; Subtraction</b>  | <ul style="list-style-type: none"> <li>▪ Find one more and one less than a given number of objects</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Combine 2 or more quantities to find the total</li> <li>▪ Count on when adding to a group</li> <li>▪ Recognise and read +, - and = symbols</li> <li>▪ Combine two quantities to find the total</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Read an addition/ subtraction number sentence</li> <li>▪ Solve addition/ subtraction number sentences</li> <li>▪ Partition numbers into part, part, whole to 10</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Count on or back in 1s when finding the difference</li> <li>▪ Translate a word problem into a number sentence</li> <li>▪ Use part-part-whole relationship to find linked number sentences</li> <li>▪ Solve missing number problems</li> </ul>  |
| <b>Multiplication &amp; Division</b>   |  | <ul style="list-style-type: none"> <li>▪ Solve division problems by sharing equally (to at least 20)</li> <li>▪ Count patterns of 2</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Solve division problems by grouping (to at least 20)</li> <li>▪ Place objects in arrays</li> <li>▪ Double quantities of objects (to at least 10)</li> <li>▪ Double numbers mentally to a total of at least 10</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Identify odd and even (to at least 20)</li> <li>▪ Find the total of equal groups</li> <li>▪ Find the total of equal groups using repeated addition</li> <li>▪ Find matching groups (to a total of 20)</li> <li>▪ Solve problems involving doubles (to at least double 10)</li> </ul> |

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|---|---|--|--|---|
| <b>Fractions, Decimals and Percentages</b>  |   | <ul style="list-style-type: none"> <li>▪ Recognise half of an object (as 1 of 2 equal parts)</li> <li>▪ Recognise quarter of an object (as 1 of 4 equal parts)</li> <li>▪ Identify half of a shape (object)</li> <li>▪ Identify quarter of a shape (object)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify half of a quantity</li> <li>▪ Identify quarter of a quantity</li> <li>▪ Find a quarter by halving a half</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Place fractions on a number line</li> </ul>  |
| <b>Measurement:</b> <ul style="list-style-type: none"> <li>▪ Money</li> <li>▪ Time</li> <li>▪ Length</li> <li>▪ Mass</li> <li>▪ Capacity</li> <li>▪ Patterns and Relationships</li> </ul> | <ul style="list-style-type: none"> <li>▪ Recognise everyday devices used to measure or display time</li> <li>▪ Talk about everyday devices used to measure or display time</li> <li>▪ Engage with everyday devices used to measure or display time including: sand timers, clocks, calendars and visual timetables</li> <li>▪ Copies simple patterns involving objects, shapes and numbers</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use appropriate language when discussing time including: before, after, o'clock, hour hand and minute hand</li> <li>▪ Continues simple patterns involving objects, shapes and numbers</li> </ul>                              | <ul style="list-style-type: none"> <li>▪ Identify coins and assign values up to £2</li> <li>▪ Put them in order of value up to £2</li> <li>▪ Can sequence months in the year</li> <li>▪ Compare and describe the lengths, heights, mass and capacities using everyday language including: longer, shorter, taller, heavier, lighter more and less</li> <li>▪ Estimate then measure the length, height, mass and capacity of familiar objects using a range of non-standard units</li> <li>▪ Creates simple patterns involving objects, shapes and numbers</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use 1p, 2p, 5p and 10p coins to pay the exact value for items to at least 10p</li> <li>▪ Apply addition and subtraction skills</li> <li>▪ Read analogue and digital o'clock times (12 hours only) and represent this to a digital display or clock face</li> <li>▪ Finds missing numbers on a number line within the range 0-20</li> </ul> |
| <b>Shape, Position and Movement</b> <ul style="list-style-type: none"> <li>▪ Shape</li> <li>▪ Angles, Symmetry and Transformation</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Understand and correctly use the language of position and direction, including: in front, behind, above, below, left, right, forwards and backwards to solve problems in movement games</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Recognise 2D shapes and 3D objects according to various criteria, e.g. straight, round, flat and curved</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Describe 2D shapes and 3D objects according to various criteria, e.g. straight, round, flat and curved</li> <li>▪ Identify, describe and create symmetrical pictures with one line of symmetry</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Sort 2D shapes and 3D objects according to various criteria, e.g. straight, round, flat and curved</li> </ul>  |
| <b>Information Handling:</b> <ul style="list-style-type: none"> <li>▪ Data Handling and Analysis</li> </ul>   |   |  | <ul style="list-style-type: none"> <li>▪ Apply counting skills to ask and answer different questions and make relevant choices and decisions based on data</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Contribute to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate</li> <li>▪ Interpret simple graphs, charts and signs and demonstrate how they support planning, choices and decision making</li> </ul>   |