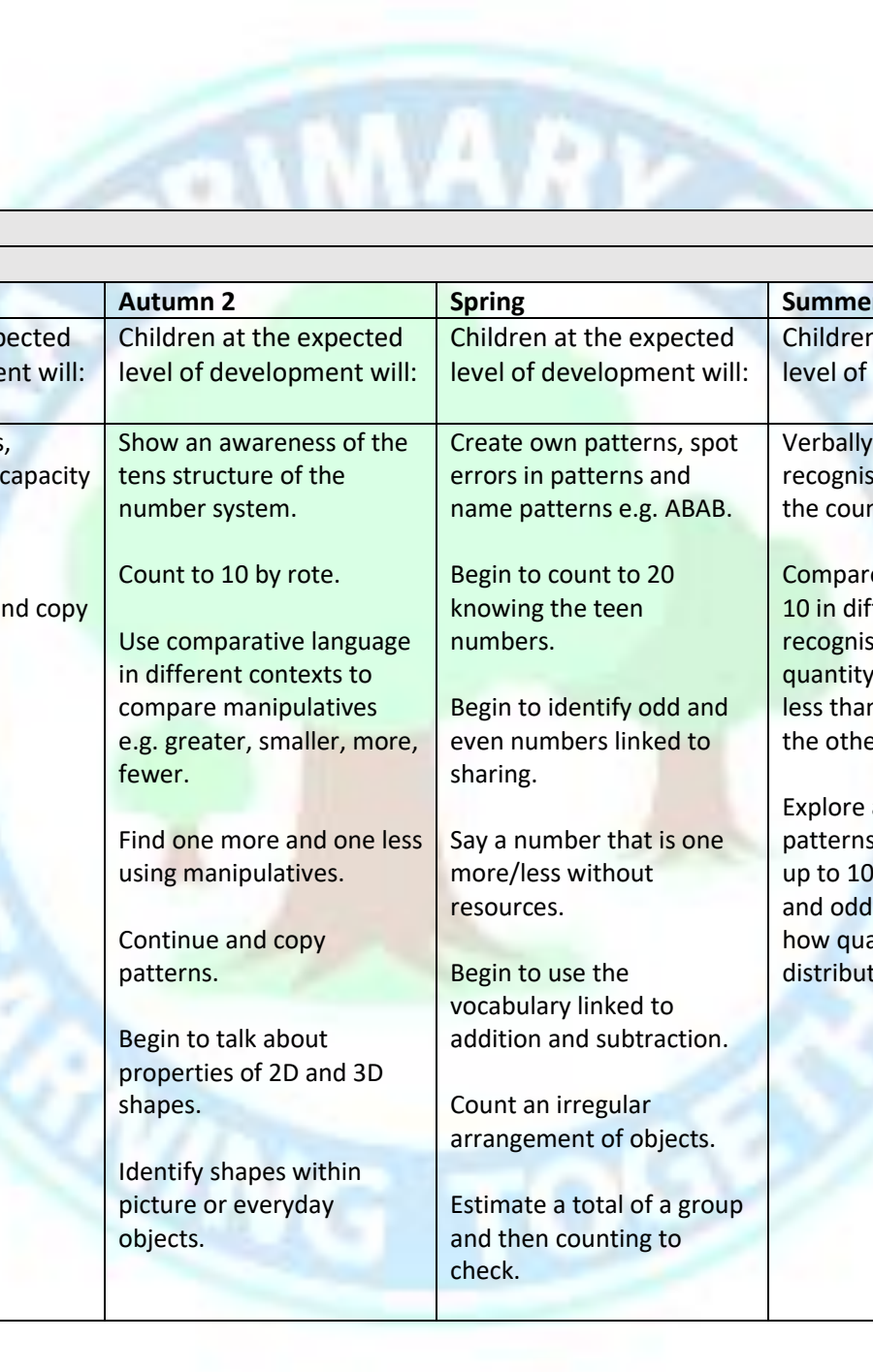


Area of Learning: Mathematics					
Statement: Number					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Recite numbers beyond 5.</p> <p>Represent numbers to 5 using 'finger numbers'.</p> <p>Link numerals and quantity up to 5.</p> <p>Solve real world problems with numbers to 5.</p>	<p>Begin to show 1:1 correspondence.</p> <p>Represent numbers to 5 using concrete resources.</p> <p>Count to 5 using different mathematical resources and counting rhymes.</p> <p>Begin to use models e.g. five frame, part-whole models.</p> <p>Recognise some numerals of personal significance.</p> <p>Begin to form numerals to 5.</p>	<p>Show 1:1 correspondence.</p> <p>Represent numbers to 5 and beyond using concrete resources.</p> <p>Show how numbers can be made up, up to 5 using different models.</p> <p>Develop use of models e.g. five/ten frames, part-whole models.</p> <p>Form numerals to 5.</p> <p>Subitise up to 3.</p>	<p>Link numerals and quantities up to 10.</p> <p>Recall some number facts.</p> <p>Automatically recall number bonds to 5 and beginning to recall number bonds to 10.</p> <p>Start to give some linked subtraction facts.</p> <p>Count objects, sounds and actions up to 10.</p> <p>Subitise up to 5.</p> <p>Recall some double facts.</p> <p>Explore numbers to 10 using concrete, pictorial, and abstract representations.</p> <p>Form numerals to 10.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Representing numbers beyond 10 with concrete resources.</p> <p>Writing numerals beyond 10.</p> <p>Use and understand range of mathematical terminology e.g. more/less/add/subtract equals/fewer/greater.</p>



Area of Learning: Mathematics					
Statement: Numerical Patterns					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Say when two small groups have the same number of objects.</p> <p>Comment on differences in objects or groups of objects relating to their size, amount, length, weight and capacity.</p> <p>Identify patterns around them.</p> <p>Identify numerals in the environment.</p> <p>Travel backwards.</p>	<p>Compare quantities, length, weight and capacity using non-standard vocabulary.</p> <p>Begin to continue and copy patterns.</p>	<p>Show an awareness of the tens structure of the number system.</p> <p>Count to 10 by rote.</p> <p>Use comparative language in different contexts to compare manipulatives e.g. greater, smaller, more, fewer.</p> <p>Find one more and one less using manipulatives.</p> <p>Continue and copy patterns.</p> <p>Begin to talk about properties of 2D and 3D shapes.</p> <p>Identify shapes within picture or everyday objects.</p>	<p>Create own patterns, spot errors in patterns and name patterns e.g. ABAB.</p> <p>Begin to count to 20 knowing the teen numbers.</p> <p>Begin to identify odd and even numbers linked to sharing.</p> <p>Say a number that is one more/less without resources.</p> <p>Begin to use the vocabulary linked to addition and subtraction.</p> <p>Count an irregular arrangement of objects.</p> <p>Estimate a total of a group and then counting to check.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Count forwards and backwards within 20 starting at different points.</p> <p>Be able to use a number lines and number tracks confidently to solve problems.</p> <p>Be able to choose the right resource to help answer a problem.</p> <p>Be able to write number sentences.</p> <p>Begin to understand number facts including number families.</p> <p>Show an understanding of position e.g. on top of, under, next to, in between</p> <p>Show an understanding of capacity and use the language full and empty.</p>

		<p>Make and explore equal and unequal groups.</p> <p>Tell number stories (first/then/now).</p>	<p>Compose and decompose shapes so that they know a shape can have other shapes within it.</p> <p>Discuss how 3D shapes can move e.g. roll, slide or stack.</p> <p>Develop spatial reasoning skills through shape manipulation.</p>		<p>Show an understanding of measure and use the language heavy, light, tall, short, long, fast and slow</p>
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