


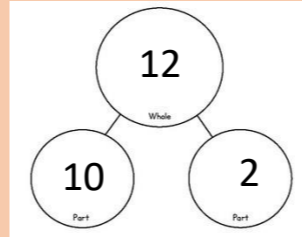
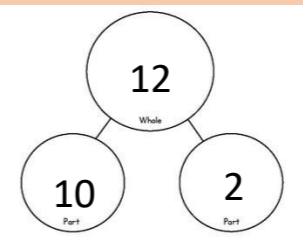



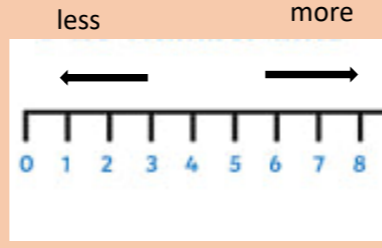
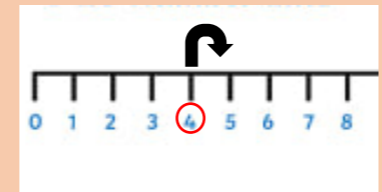
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 'Where everyone is valued and futures matter'



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 e.g. 3 claps, 4 jumps Numeral 4 is the same as 	Representing numbers to 10 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 	Understanding place value of teen numbers 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. e.g. 12  	Representing numbers (0-100) 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)  Or /..	Representing numbers by partitioning into different quantities e.g. 54 54 = 5 tens, 4 ones 54 = 4 tens, 14 ones 54 = 3 tens, 24 ones 54 = 2 tens, 34 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		



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	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							
		<p>Use language of more, less and fewer</p>  <p>There are MORE green counters than blue counters.</p> <p>There are LESS/FEWER blue counters than green counters.</p>		 <p>e.g 1 more than 4</p> 		<p>This could be initially supported by a visual cue e.g. number line or 100 square</p>		<p>< less than</p> <p>> greater than</p> <p>= equal to</p> <p>45 < 76</p> <p>35 > 12</p> <p>32 = 3 tens, 2 ones</p>							
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					



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	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 <ul style="list-style-type: none"> Some understanding of number names 	Recognising some numerals of personal significance <ul style="list-style-type: none"> Understanding a numeral is a physical representation of a number 	Recognising and ordering numbers 1 – 5 <ul style="list-style-type: none"> Understanding ordering can be in ascending or descending order 	Recognising and ordering numbers to 10 <ul style="list-style-type: none"> Understanding ordering can be in ascending or descending order 	Recognising and ordering numbers to 20 <ul style="list-style-type: none"> Understanding ordering can be in ascending or descending order 	Recognising and ordering numbers to 50 <ul style="list-style-type: none"> Understanding ordering can be in ascending or descending order 	Recognising and ordering numbers to 100 <ul style="list-style-type: none"> Understanding ordering can be in ascending or descending order 	
	Representation	Representing using physical objects and actions <ul style="list-style-type: none"> Understanding the quantity represents how many e.g. 3 represents 1,2,3 	Representing numbers to 10 <ul style="list-style-type: none"> Understanding the numeral represents the quantity 	Understanding place value of teen numbers <ul style="list-style-type: none"> Understanding teen numbers are made up of 10's and 1's e.g. 11 is 10 and 1 not 1 and 1 	Representing numbers (0-100) <ul style="list-style-type: none"> Understanding of a jotting to represent a quantity e.g. / = 10 and . = 1 	Representing numbers by partitioning into different quantities <ul style="list-style-type: none"> Secure understanding of partitioning into tens and ones Secure knowledge of number bonds and related addition and subtraction facts 			
	Comparing	More and Less <ul style="list-style-type: none"> 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 	1 more and 1 less <ul style="list-style-type: none"> Directionality of more and less on a number line Understanding more also means increasing in quantity Understanding that less also means decreasing in quantity 	Quick fire recall of 1 more and 1 less to a given number (up to 20, up to 50, up to 100) <ul style="list-style-type: none"> 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 	Using symbols <ul style="list-style-type: none"> 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							