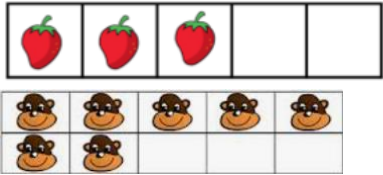
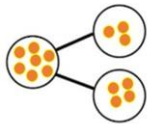

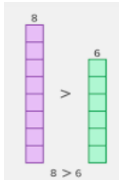
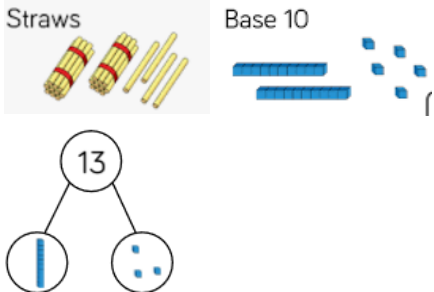
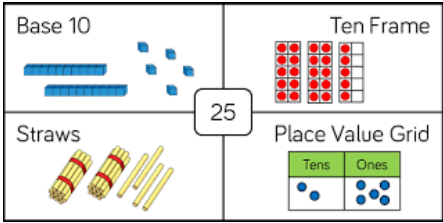


Maths Progression Document Number and Place Value EYFS / KS1

Key Vocabulary	<p>Reception Vocabulary</p> <p>Number</p> <p>Zero, number, one, two, three ... to twenty and beyond, teens numbers, eleven, twelve ... twenty, none how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens, is the same as, more, less, odd, even, few, pattern, pair</p> <p>Place Value</p> <p>Ones, tens, digit, the same number as, as many as, more, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least most, biggest, largest, greatest, one more, ten more, one less, ten less, compare order, size, first, second, third... twentieth last, last but one, before, after, next, between</p> <p>Estimating</p> <p>Guess, how many ...?, estimate, nearly, close to, about the same as, just over, just under, too many, too few, enough, not enough</p>	<p>Year 1 Vocabulary</p> <p>Number</p> <p>twenty-one, twenty-two ... one hundred, forwards, backwards, equal to, equivalent to, most, least, many, multiple of</p> <p>Place Value</p> <p>equal to, half-way between, above, below</p> <p>Estimating</p> <p>Roughly</p>	<p>Year 2 Vocabulary</p> <p>Number</p> <p>two hundred ... one thousand, count in threes, tally, sequence, continue, predict, rule, > greater than, < less than</p> <p>Place Value</p> <p>Hundreds, one-, two- or three-digit number, place, place value, stands for, represents, exchange, twenty-first, twenty-second and so on...</p> <p>Estimating</p> <p>Exact, exactly</p>
Year group	Reception	Year 1	Year 2
Key skills	<ul style="list-style-type: none"> Count on and back first to 5, then 10 and then twenty Children develop accurate counting skills of objects using the below 5 counting principles first to 5 then moving onto 10 and finally counting up to 20. <p>One to one correspondence – children assign one number name to one object when counting.</p> <p>Stable-Order Principle – children understand that numbers must be said in a certain order</p> <p>Cardinal Principle – children understand that the number name assigned to the final object in the group is the total.</p> <p>Abstraction Principle – understanding that anything can be counted included things you cannot see or touch such as sounds or star jumps</p>	<ul style="list-style-type: none"> Count forward and backward first to ten then twenty and beyond from any given number. Count, read and write numbers first to 10, then 20 and beyond in numbers and words. Given a number, identify one more and one less. Understand and use < > and = symbols. Order and compare groups of objects Represent numbers on a number line. Recognise tens and ones in a 2 digit number. Count in multiples of 2, 5 and 10 	<ul style="list-style-type: none"> Count objects to 100 and read and write numbers in numerals and words to at least 100. Represent numbers using different representations including the numberline. Recognise the place value of a 2 digit number in tens and ones Compare and order numbers from 0 to 100 using < > and = symbols. Count in steps of 2,3,5 and 10 from 0 or any number forwards and backwards. Use place value and number facts to solve problems.

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	<p>Order Irrelevance Principle – understanding that the order we count a group of objects in is irrelevant the total will remain the same.</p> <ul style="list-style-type: none"> Compare quantities of identical groups Compare quantities of non identical groups Using visual representations and images recognise odd and even numbers to 10. Partition single digit numbers using concrete apparatus e.g. 5 can be partitioned into 3 and 2 or 4 and 1 or 0 and 5 etc. 	<ul style="list-style-type: none"> Partition any single digit number Partition 2 digit numbers into tens and ones Recognise odd and even numbers beyond 10. 	
<p>What it looks like in models and images. Note – this is not exhaustive, guidance should be taken from our calculation policy as well as WR Maths small steps guidance.</p>	<p>Counting real life objects. ~Using a 5 and 10 frame can help visually.</p>  <p>Partitioning those objects into 2 groups and exploring different ways this can be done.</p>  <p>Use of numicon to help recognise odd and even numbers</p> 	<p>Using concrete objects to order and compare groups. Build towers of unifix to compare visually.</p>  <p>Partition numbers into tens and ones using first straws then diennes/base 10 and using part whole model.</p> 	<p>4 box grids for representing numbers in different ways. Can add numberline onto this too.</p>  <p>Partition numbers into tens and ones</p> 