

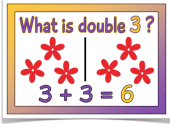
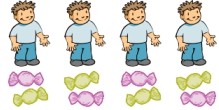
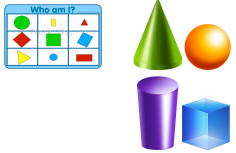


YR Maths Development	Number and Place Value	Addition	Subtraction	Multiplication	Division	Shape, Space and Measure
Vocabulary	names of all integers to 20 1 st , 2 nd etc	add, altogether, addition, total, plus, makes, one more	take away, minus, subtract, hide, one less	doubling	sharing, equal groups, halving	<ul style="list-style-type: none"> superlatives and comparatives – eg big, bigger, biggest. 2D shapes – rectangle, triangle, circle, square 3D shape – cube, sphere, cuboid, pyramid, cone, cylinder repeating patterns
Developing Conceptual understanding	In practical activities and in discussion, using concrete materials, start to understand 1:1 correspondence.	In practical activities and in discussion, using concrete materials, using marks the child can explain.	In practical activities and in discussion, using concrete materials, using marks the child can explain.	Begin to understand 1: many correspondence. Count repeated groups of the same size and make up some mathematical stories	In practical activities and in discussion, using concrete materials, start to understand concept of division as sharing	
Models and images	Mark making by the child 	mouse ears pics Linear presentation 	mouse ears pics Linear presentation		 8 sweets shared between 4 children	
Known facts	order of numbers to 20	one more (up to 19) and some doubles to 10 for use in practical problems	Solve problems in a practical context for one less and halving.	Double of numbers to 5	Halves from 10 down	
End of year expectations	To place number of objects in order	To say one more of any number up to 19	To say what is one less than any number from 20 down to 1 (including using 0)	To begin to count in 2s, 5s and 10s		To recognise familiar 2D and 3D shapes as identified above
	To correctly form all numbers up to 20	To add 2 single digit numbers		Double of numbers to 5		To use language of comparative and superlative
	1:1 correspondence	To know some doubles to 10 and use this to solve practical problems		Begins to understand 1: many correspondence		To start to use measurement with standard units