

**Reasoning about the Number System and Measure**

- Count to 50 forwards, beginning with 0 or 1, or from any given number.
- Count backwards from 50 beginning with 0 or 1, or from any given number.
- Count to 100 forwards, beginning with 0 or 1, or from any given number.
- Count backwards from 100 beginning with 0 or 1, or from any given number.
- Read numbers to 50 in numerals
- Read numbers to 100 in numerals
- Write numbers to 50 in numerals
- Write numbers to 100 in numerals
- Read numbers from 1 to 20 in numerals and words
- Write numbers from 1 to 20 in numerals and words
- Count in multiples of twos
- Count in multiples of fives
- Count in multiples of tens.
- Given a number identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line.
- Use the language of: equal to, more than, less than (fewer), most, least.
- Recognise and know the value of different denominations of coins.
- Recognise and know the value of different denominations of notes

*Could be using number lines, tally charts, pictograms.*

**Compare:**

- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Mass/weight [for example, heavy/light, heavier than, lighter than]
- Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Time [for example, quicker, slower, earlier, later]

**Reasoning about Fractions**

- Recognise, find and name a half as one of two equal parts of an object or shape.
- Recognise, find and name a half as one of two equal parts of a quantity.
- Recognise, find and name a quarter as one of four equal parts of an object or shape.
- Recognise, find and name a quarter as one of four equal parts of a quantity.

**Geometry – Position and direction**

- Describe direction and movement, including whole, half, quarter and three-quarter turns
- Describe position

**Reasoning about Addition and Subtraction**

- Read, write and interpret mathematical statements involving addition (+) and equals (=) signs.
- Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 10
- Represent and use number bonds and related subtraction facts within 20
- Mentally calculate – 1 more
- Mentally calculate – 1 less
- Add one-digit numbers including zero
- Add two-digit numbers to 20.
- Subtract one-digit numbers including zero
- Subtract two-digit numbers to 20.
- Solve one-step problems that involve addition using concrete objects and pictorial representations,
- Solve one-step problems that involve subtraction using concrete objects and pictorial representations,
- Solve missing number problems. EG  $7 = \square - 9$

*Problems can be in the context of measures and statistics.*

**Reasoning about Measures**

**Measure and begin to record the following:**

- Lengths and heights
- Mass/weight
- Capacity and volume
- Time (hours, minutes, seconds)
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour.
- Tell the time to half past the hour.
- Draw the hands on a clock face to show o'clock times.
- Draw the hands on a clock face to show half past times.

**Solve practical problems for:**

- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Mass/weight [for example, heavy/light, heavier than, lighter than]
- Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Time [for example, quicker, slower, earlier, later]

**Reasoning about Multiplication and Division**

- Solve one-step problems involving multiplication by calculating the answer using concrete objects with the support of the teacher.
- Solve one-step problems involving multiplication by calculating the answer using pictorial representations and arrays with the support of the teacher.
- Solve one-step problems involving division by calculating the answer using concrete objects, with the support of the teacher.
- Solve one-step problems involving division by calculating the answer using pictorial representations and arrays with the support of the teacher.

**Reasoning about Geometry – properties of shape**

- Recognise and name common 2-D shapes, including: for example, rectangles (including squares), circles and triangles.
- Recognise and name common 3-D shapes, including: for example, cuboids (including cubes), pyramids and spheres.