Contents

Y1 Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words

Steps towards securing mastery of Age Related Expectations

26. Recognise coins and begin to relate to value	27. Recognise a pair as two things / objects	28. Begin to understand even as paired and odd as unpaired	29. Recognise 5 fingers on one hand	30. Recognise 10 fingers on 2 hands	31. Recognise 2, 5 and 10 using coins and structured apparatus, e.g. numicon, five frames, ten frames
19. Say the number before/ after a given number from 1 to 10, 20	20. Begin to relate 1 more to the number after	21. Begin to relate 1 less to the number before	22. Use language of more and fewer when comparing 2 sets of objects	23. Understand amounts can be equal	24. Find 1 more than a small number of objects	25. Find 1 less than a small number of objects
13. Understand some numbers have 1 digit, some have more than 1 (digits make numbers as letters make words)	14. Identify first object in a row / number in a sequence; 2nd, 3rd, …last	15. Order numbers to 10, 20	16. Identify missing numbers within a number sequence to 10	17. Identify numbers in between given numbers on the number line	18. Locate numbers to 10, 20 on an empty number track/ line
10. Match correct numerals to 1-5 objects, 1-10 objects, 1-20 objects	10.Write numbers to 5, 10 in numerals and words	11. Count out a given number of objects from a larger set	11. Understand and represent zero	12. Understand anything can be counted, e.g. actions, sounds, jumps	13. Read numbers to 5, 10 in numerals and words	13. Talk about and describe numbers to 10, 20, e.g. odd, even
7. Recite a counting string, say number names in order to 10, 20	7. Count forwards from a given number within 20 to another given	8. Count backwards from 10 to 1, from 20 to 1	8.Count backwards from a given number within 20 to another given number	9. Count objects accurately using 1-1 correspondence – 1 number name per object	10. Understand cardinality – last number in the count is how many are in the set
1.Recognise numerals of personal significance	2.Subitise small amounts	3. Understand conservation of number	4.Estimate amounts to 10 and beyond	5. Recognise regular arrangements of small numbers	5. Represent given numbers to 10 with fingers, objects / equipment, to 20	5. Understand numbers can be made in different ways

ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

Development Matters

- Recognise some numerals of personal significance
- Recognise numerals 1 to 5
- Counts actions or objects which cannot be moved.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects
- Estimates how many objects they can see and checks by counting them.

- Counts objects to 10, and beginning to count beyond 10
- Counts up to three or four objects by saying one number name for each item.
- Counts out up to six objects from a larger group.
- Counts an irregular arrangement of up to ten objects.

Assessment Questions to clarify starting points

Question		Comment / Response
1	Show number cards ... what is this number? (0-10 then beyond)	
2	Count the dinosaurs into the basket. How many altogether? Find the numeral and label the basket. Put six dinosaurs into the small world	
3	Count these pennies as I drop them into the tin, how many pennies in the tin altogether?	
4	Which group of paper clips has more? Fewer? (no counting!)	
5	There are 20 pennies on the table, start counting them into the tin keeping track of how many pennies you have left: 20p, 19p, 18p, 17p etc. when I say stop, tell me how many pennies you have left.	
6	Here are 7 counters and 2 plates, put the counters onto the plates and record what you have done, e.g. 4 and 3 equals 7 Is there another way you could arrange the counters?	
7	How many ways can you make 5? 6?? 7? 8? 9? 10? (Use equipment, say or record mathematical statement)	
8	How many balls altogether?	