



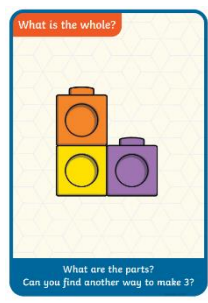
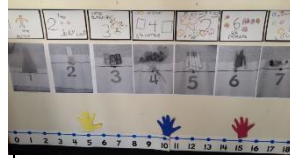
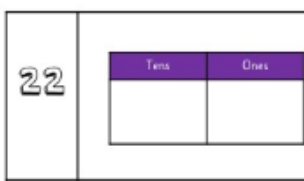
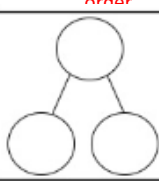
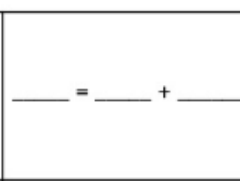

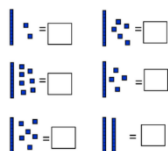


# NUMBER PLACE VALUE

**IMPORTANT: This is a progression of skills document – assess where your children are in relation to their ability – NOT their Year or Key Stage. Then you can plan the next steps in their learning.**

| Number: Ladder of Skills – Place Value                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Examples                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key vocabulary: lots, more, many, gone, one, same                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                    |
| Birth to 5                                                       | <ul style="list-style-type: none"> <li>Reacts when something is missing</li> <li>Looks for things that have moved out of sight</li> <li>Reacts to changes in amount (more than double)</li> <li>Shows an interest in patterned rhymes or songs with actions</li> <li>Beginning to arrange items in their own patterns</li> <li>Joins in with repeated actions in songs or stories</li> <li>Maybe aware of number names through songs and rhymes</li> <li>May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</li> <li>Uses number words, like one or two and sometimes responds accurately when asked to give one or two things</li> <li>Compare and recognise changes in the numbers of things – use words or symbols for more, lots or same</li> <li>Say – point to some counting words</li> <li>Assists with one to one matching i.e. cups on a saucer</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Provide small groups of the same objects as well as single items to explore</li> <li>Sing rhyming number songs with actions – jig, tap, clap or nod along</li> <li>Play hiding games so children notice something has gone or the objects have become fewer</li> <li>Explore language – lots, more, less, gone</li> <li>Share stories or songs with repeated action for children to anticipate what might come next</li> <li>Provide buckets, cups, bags for children to put objects in – encourage counting like behaviour</li> <li>Create a number rich environment – numbers on working walls, doors, cupboards, displays</li> </ul>                                                                                                                                |                                                                                           |
| Challenge                                                        | <ul style="list-style-type: none"> <li>Represent the number 1 – shows one finger, points to one object, one nod of head</li> <li>Give 1 object when asked</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Songs, rhymes, stories that involve simple counting – support child in anticipating when the number is coming up</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                    |
| Key vocabulary: Lots, more, many, less, same, numbers 1-10, zero |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                    |
| KS1<br>P4-5<br><br>P6-7                                          | <ul style="list-style-type: none"> <li>Recognise number numerals</li> <li>Represent the number 1 – shows one finger, points to one object, one nod of head – give one object when asked</li> <li>Compare two small groups of objects recognise if the same – less or more</li> <li>Be able to subitise 1, 2, 3 objects and see that there's more (match 1, 2, 3 objects to number)</li> <li>Understands that 0 = none</li> <li>Count up and down from 10 with support</li> <li>Count up to 5 items recognising that the last number counted represents the total so far</li> <li>Recognise that each counting number is one more than the one before</li> <li>Through play and exploration – know that numbers are made up (composed) of smaller numbers</li> <li>Separate a group of objects in different ways beginning to recognise that the total is still the same regardless of how you split them</li> <li>Use numbers names – begin to show an interest in larger numbers</li> </ul> | <ul style="list-style-type: none"> <li>Play counting up and down games, songs, rhymes, stories where children anticipate what's next</li> <li>Use number trays in and out of the classroom – find 2 pine cones, 3 leaves, 5 sticks</li> <li>Use composition resources such as interlocking cubes – find different ways of making a certain number</li> <li>Say counting sequences in a number of contexts, indoors and out</li> <li>Model using objects to illustrate counting songs</li> <li>Explore arrangements of the same number e.g. partitioning 5 in different ways – hide one group – can children 'guess' what's hidden?</li> <li>Have a number line on the wall – the highest number matching the ability of your children – use it often – <b>have a meaningful maths working wall</b></li> </ul> |                                                                                     |
| Challenge                                                        | <ul style="list-style-type: none"> <li>Become confident in putting numbers in order (0-10/0-20) (ordinality)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Remove all numbers except 1-10 or 1-20 – remove the rest up – children put back in order</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
|                                                                  | <ul style="list-style-type: none"> <li>Begin encouraging children to count as high as they can</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>If introducing 2 digit numbers begin to partition in the easiest way using vocabulary 10s and 1s</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |

# NUMBER PLACE VALUE

**IMPORTANT: This is a progression of skills document – assess where your children are in relation to their ability – NOT their Year or Key Stage. Then you can plan the next steps in their learning.**

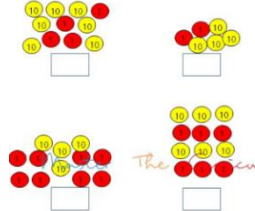
**Key Vocabulary:** Lots, more, many, less, same, numbers 1-100, zero, 1 digit, 2 digit number, 10s and 1s, order, bigger, smaller, multiple, times table, partition, tally

KS2  
P8-9

P10

- Put numbers in order when jumbled up
- Joins in rote counting up and back to/from 20 – count past 20

- Demonstrate an understanding of 10s and 1s in 2 digit numbers
- Partition and combine numbers using apparatus



- Write, sign or use symbols or apparatus to represent numbers up to 100

- Represent numbers up to 100 in different ways**

- Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number

- Count in multiples of 2s, 5s, 10s up to 100

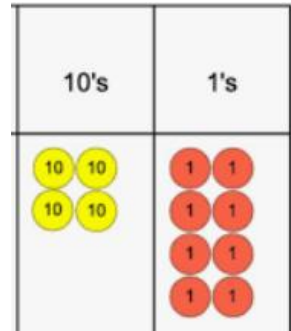
- Given a number identify one more and one less



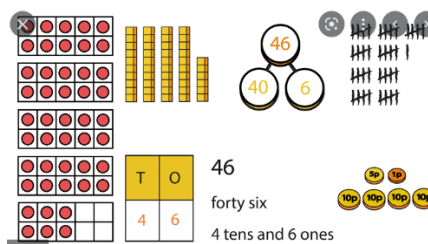
- Place numbers on a blank number line with increasing accuracy

- Use your class number square – mess up the order – go as high as the child's ability allows – can they put it back in order?

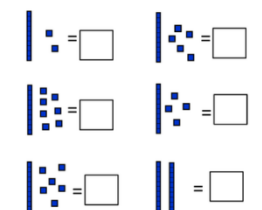
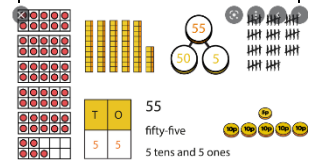
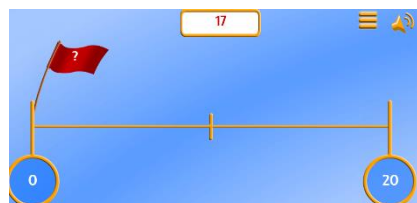
- Lots of work and reinforcing using manipulatives such as dienes and place value grids and counters



- Children will need lots of different apparatus to represent, combine and partition numbers



- Lots of counting stick games – write times table numbers on post its – count together pointing at numbers then remove one number – repeat – count again then remove another – repeat until they're all gone
- Have a 0-100 number line in your classroom – refer to it often – use in lesson starter



Number line game:

<http://mammothmath.co.uk/ib/resources/resources/37/playing-numbers-on-a-number-line>

Challenge

- Introduce odd and even
- Compare and order numbers using  $<$   $>$   $=$  using apparatus



# NUMBER PLACE VALUE

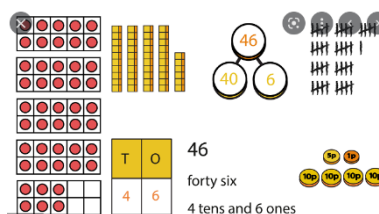
**IMPORTANT: This is a progression of skills document – assess where your children are in relation to their ability – NOT their Year or Key Stage. Then you can plan the next steps in their learning.**

Key vocabulary: Lots, more, many, less, same, numbers 1-100, zero, 1 digit, 2 digit number, 10s and 1s, order, bigger, smaller, multiple, times table, partition, tally, greater, less than, equals

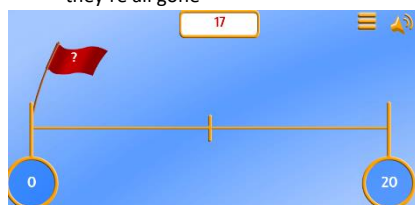
KS3  
P11

- Represent numbers up to 100 in different ways
- Recognise numbers up to 100 (moving onto: up to 1000, 10,000, 1000,000)
- Recognise the place value of each digit in two-digit numbers  
Moving onto:
- Recognise the place value of each digit in three-digit numbers
- Recognise the place value of each digit in 4 digit numbers
- Count in multiples of 2s, 3s, 5s, 10s
- Given a number identify one more and one less
- Place numbers on a blank number line with increasing accuracy
- Compare and order numbers using  $<$   $>$   $=$
- Use place value and number facts to solve problems
- Compare and order numbers up to... the child's ability (100, 1000, 10,000, 1000,000)
- Count backwards through zero to include negative numbers
- Round numbers to the nearest 10

- Children will need lots of different apparatus to represent, combine and partition numbers



- Lots of counting stick games – write numbers on post its – count together then remove one number – repeat until they're all gone



- Use children and whiteboards with different numbers on them – children order themselves into numerical order

Order the numbers from smallest to largest:

26, 94, 71, 83, 9, 80

What is the value of 2 in these numbers?

2  
12  
22  
52  
20

What is ten more than the following numbers?  
4  
15  
41  
73  
80

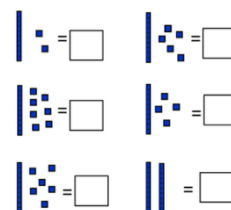
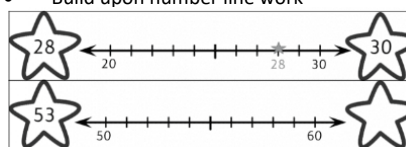
Compare the numbers using the following symbols:  $<$  or  $>$

12  $\square$  34  
45  $\square$  30  
59  $\square$  76  
99  $\square$  11  
78  $\square$  70

- When working with larger numbers partition in different ways (123 = 100+20+3 but also 120+2+1 etc)

- Use the context of temperature to introduce – number lines on working wall

- Build upon number line work



Number line game:

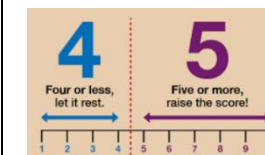
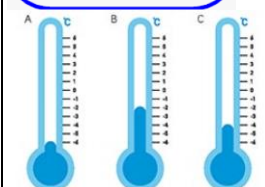
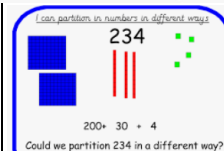
<https://mathsfairgame.co.uk/en/resources/resource/37/playing-numbers-on-a-number-line>



Continue counting in multiples of 5.

20, 25, 30 ...

$$76 = 60 + 16$$



Challenge  
P12-13

- Read Roman numerals I to C

- [https://www.youtube.com/results?search\\_query=roman+numerals+for+kids](https://www.youtube.com/results?search_query=roman+numerals+for+kids)









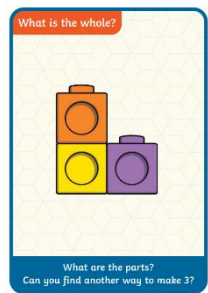


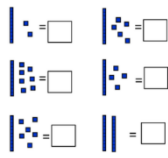
**IMPORTANT:** This is a progression of skills document –  
asses where your children are in relation to their ability  
– NOT their Year or Key Stage. Then you can plan the  
next steps in their learning.

| Week by week plan (progressive – filled in by teachers) | Notes/evaluations for each week (filled in by teachers) |
|---------------------------------------------------------|---------------------------------------------------------|
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |



# NUMBER PLACE VALUE

**IMPORTANT: This is a progression of skills document – assess where your children are in relation to their ability – NOT their Year or Key Stage. Then you can plan the next steps in their learning.**

| Number: Ladder of Skills – Place Value                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Examples                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key vocabulary: lots, more, many, gone, one, same                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                   |
| EYFS<br>KS1                                                      | <ul style="list-style-type: none"> <li>Reacts when something is missing</li> <li>Looks for things that have moved out of sight</li> <li>Reacts to changes in amount (more than double)</li> <li>Shows an interest in patterned rhymes or songs with actions</li> <li>Beginning to arrange items in their own patterns</li> <li>Joins in with repeated actions in songs or stories</li> <li>Maybe aware of number names through songs and rhymes</li> <li>May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</li> <li>Uses number words, like one or two and sometimes responds accurately when asked to give one or two things</li> <li>Compare and recognise changes in the numbers of things – use words or symbols for more, lots or same</li> <li>Say – point to some counting words</li> <li>Assists with one to one matching i.e. cups on a saucer</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Provide small groups of the same objects as well as single items to explore</li> <li>Sing rhyming number songs with actions – jig, tap, clap or nod along</li> <li>Play hiding games so children notice something has gone or the objects have become fewer</li> <li>Explore language – lots, more, less, gone</li> <li>Share stories or songs with repeated action for children to anticipate what might come next</li> <li>Provide buckets, cups, bags for children to put objects in – encourage counting like behaviour</li> <li>Create a number rich environment – numbers on working walls, doors, cupboards, displays</li> </ul>                                                                                                                                |          |
| Challenge                                                        | <ul style="list-style-type: none"> <li>Represent the number 1 – shows one finger, points to one object, one nod of head</li> <li>Give 1 object when asked</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Songs, thymes, stories that involve simple counting – support child in anticipating when the number is coming up</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                |
| Key vocabulary: Lots, more, many, less, same, numbers 1-10, zero |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                   |
| KS2<br>P4-5<br><br>P6-7                                          | <ul style="list-style-type: none"> <li>Recognise number numerals</li> <li>Represent the number 1 – shows one finger, points to one object, one nod of head – give one object when asked</li> <li>Compare two small groups of objects recognise if the same – less or more</li> <li>Be able to subitise 1, 2, 3 objects and see that there's more (match 1, 2, 3 objects to number)</li> <li>Understands that 0 = none</li> <li>Count up and down from 10 with support</li> <li>Count up to 5 items recognising that the last number counted represents the total so far</li> <li>Recognise that each counting number is one more than the one before</li> <li>Through play and exploration – know that numbers are made up (composed) of smaller numbers</li> <li>Separate a group of objects in different ways beginning to recognise that the total is still the same regardless of how you split them</li> <li>Use numbers names – begin to show an interest in larger numbers</li> </ul> | <ul style="list-style-type: none"> <li>Play counting up and down games, songs, rhymes, stories where children anticipate what's next</li> <li>Use number trays in and out of the classroom – find 2 pine cones, 3 leaves, 5 sticks</li> <li>Use composition resources such as interlocking cubes – find different ways of making a certain number</li> <li>Say counting sequences in a number of contexts, indoors and out</li> <li>Model using objects to illustrate counting songs</li> <li>Explore arrangements of the same number e.g. partitioning 5 in different ways – hide one group – can children 'guess' what's hidden?</li> <li>Have a number line on the wall – the highest number matching the ability of your children – use it often – <u>have a meaningful maths working wall</u></li> </ul> |    |
| Challenge                                                        | <ul style="list-style-type: none"> <li>Become confident in putting numbers in order (0-10/0-20) (ordinality)</li> <li>Begin encouraging children to count as high as they can</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Remove all numbers except 1-10 or 1-20 – mess the rest up – children put back in order</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                         |

# NUMBER PLACE VALUE

**IMPORTANT: This is a progression of skills document – assess where your children are in relation to their ability – NOT their Year or Key Stage. Then you can plan the next steps in their learning.**

**Key Vocabulary:** Lots, more, many, less, same, numbers 1-100, zero, 1 digit, 2 digit number, 10s and 1s, order, bigger, smaller, multiple, times table, partition, tally

KS3  
P8-9

P10

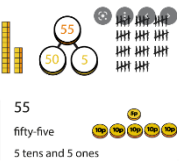
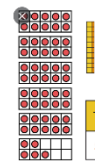
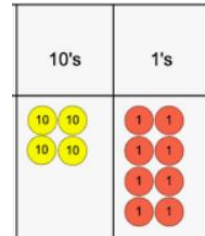
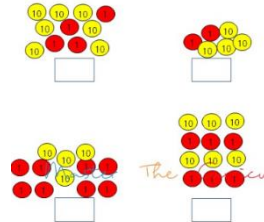
- Put numbers in order when jumbled up
- Joins in rote counting up and back to/from 20 – count past 20

- Use your class number square – mess up the order – go as high as the child's ability allows – can they put it back in order?



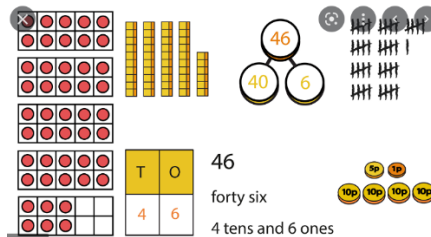
- Demonstrate an understanding of 10s and 1s in 2 digit numbers
- Partition and combine numbers using apparatus

- Lots of work and reinforcing using manipulatives such as dienes and place value grids and counters



- Write, sign or use symbols or apparatus to represent numbers up to 100
- Represent numbers up to 100 in different ways

- Children will need lots of different apparatus to represent, combine and partition numbers



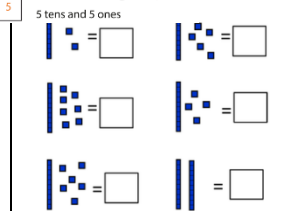
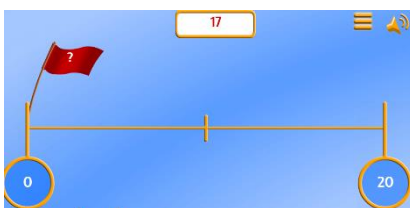
- Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number

- Count in multiples of 2s, 5s, 10s up to 100

- Given a number identify one more and one less



- Place numbers on a blank number line with increasing accuracy



Number line game:  
<http://mammothmath.co.uk/ib/resources/resources/37/placing-numbers-on-a-number-line>

Challenge

- Introduce odd and even
- Compare and order numbers using  $<$   $>$   $=$  using apparatus









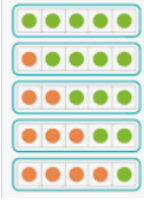


**IMPORTANT:** This is a progression of skills document –  
asses where your children are in relation to their ability  
– NOT their Year or Key Stage. Then you can plan the  
next steps in their learning.

| Week by week plan (progressive – filled in by teachers) | Notes/evaluations for each week (filled in by teachers) |
|---------------------------------------------------------|---------------------------------------------------------|
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |

# NUMBER PLACE VALUE

**IMPORTANT: This is a progression of skills document – assess where your children are in relation to their ability – NOT their Year or Key Stage. Then you can plan the next steps in their learning.**

| Number: Ladder of Skills – Place Value                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Examples                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key vocabulary: gone, more, same                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                  |
| EYFS<br>KS1                                                      | <ul style="list-style-type: none"> <li>Reacts when something is missing</li> <li>Looks for things that have moved out of sight</li> <li>Reacts to changes in amount (more than double)</li> <li>Shows an interest in patterned rhymes or songs with actions</li> <li>Beginning to arrange items in their own patterns</li> <li>Joins in with repeated actions in songs or stories</li> <li>Maybe aware of number names through songs and rhymes</li> <li>May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>Provide small groups of the same objects as well as single items to explore</li> <li>Sing rhyming number songs with actions – jig, tap, clap or nod along</li> <li>Play hiding games so children notice something has gone or the objects have become fewer</li> <li>Explore language – lots, more, less, gone</li> <li>Share stories or songs with repeated action for children to anticipate what might come next</li> <li>Provide buckets, cups, bags for children to put objects in – encourage counting like behaviour</li> <li>Create a number rich environment – numbers on working walls, doors, cupboards, displays</li> </ul>                                                                                                               |                                                                                            |
| Challenge                                                        | <ul style="list-style-type: none"> <li>Say – point to some counting words</li> <li>Assists with one to one matching i.e. cups on a saucer</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                               |
| Key vocabulary: Lots, more, many, less, same, numbers 1          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                  |
| KS2<br>P4-5                                                      | <ul style="list-style-type: none"> <li>Uses number words, signs or symbols like one or two and sometimes responds accurately when asked to give one or two things</li> <li>Compare and recognise changes in the numbers of things – use words or symbols for more, lots or same</li> <li>Say – point to some counting words</li> <li>Assists with one to one matching i.e. cups on a saucer</li> <li>Recognise number numerals</li> <li>Represent the number 1 – shows one finger, points to one object, one nod of head – give one object when asked</li> <li>Compare two small groups of objects recognise if the same – less or more</li> </ul> | <ul style="list-style-type: none"> <li>Play counting up and down games, songs, rhymes, stories where children anticipate what's next</li> <li>Use number trays in and out of the classroom – with adult support find 2 pine cones, 3 leaves, 5 sticks – adult emphasises the numbers and they're counted onto the counting trays</li> <li>Say counting sequences in a number of contexts, indoors and out</li> <li>Model using objects to illustrate counting songs</li> <li>Explore arrangements of the same number e.g. partitioning 5 in different ways – hide one group – can children 'guess' what's hidden?</li> <li>Have a number line on the wall – the highest number matching the ability of your children – use it often – <u>have a meaningful maths working wall</u></li> </ul> |    |
| Challenge                                                        | <ul style="list-style-type: none"> <li>Understands that 0 in none or gone</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Counting games counting down</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                  |
| Key Vocabulary: Lots, more, many, less, same, numbers 1-20, zero |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                  |
| KS3                                                              | <ul style="list-style-type: none"> <li>Represent the number 1 – shows one finger, points to one object, one nod of head – give one object when asked</li> <li>Compare two small groups of objects recognise if the same – less or more</li> <li>Understands that 0 = none</li> <li>Count up and down from 5 with support</li> <li>With support – with an adult experience counting up to 5 items recognising that the last number counted represents the total so far</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Say counting sequences in a number of contexts, indoors and out</li> <li>Model using objects to illustrate counting songs</li> <li>Explore arrangements of the same number e.g. partitioning 5 in different ways – hide one group – can children 'guess' what's hidden?</li> <li>Have a number line on the wall – the highest number matching the ability of your children – use it often – <u>have a meaningful maths working wall</u></li> <li>When counting be very clear with your use of objects that the numbers represent the total – so show them as you are counting</li> </ul>                                                                                                                                                              |                                                                                        |





**IMPORTANT: This is a progression of skills document – asses where your children are in relation to their ability – NOT their Year or Key Stage. Then you can plan the next steps in their learning.**

|           |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                             |  |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|           | <ul style="list-style-type: none"> <li>Recognise that each counting number is one more than the one before</li> <li>Through play and exploration – know that numbers are made up (composed) of smaller numbers</li> <li>Separate a group of objects in different ways beginning to recognise that the total is still the same regardless of how you split them</li> </ul> | <ul style="list-style-type: none"> <li>Use objects when counting – can child anticipate what number is next?</li> <li>Have 3 -5 of the same object – say – I have 4 for example – rearrange them – how many have I got? Repeat then move onto a different number</li> </ul> |  |
| Challenge | <ul style="list-style-type: none"> <li>Begin to use words, signs or symbols to indicate their knowledge of numeral names</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Lots of number ‘talk’ in and out of the classroom – have numbers displayed in areas highly used by the children.</li> </ul>                                                                                                          |  |



**IMPORTANT:** This is a progression of skills document –  
asses where your children are in relation to their ability  
– NOT their Year or Key Stage. Then you can plan the  
next steps in their learning.

| Week by week plan (progressive – filled in by teachers) | Notes/evaluations for each week (filled in by teachers) |
|---------------------------------------------------------|---------------------------------------------------------|
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |
|                                                         |                                                         |