

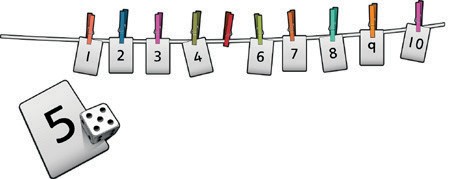
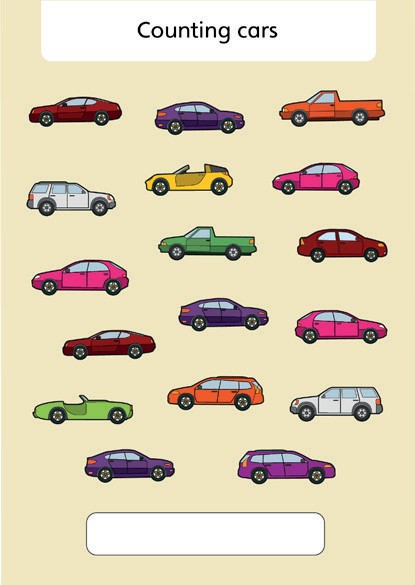
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|  | **A** | | **B** |
| **Counting** | **How many in a set?**  Estimate, and encourage estimation, within a range |  | **How many in a set?**  Estimate, and encourage estimation, within a range    Count a large set of objects in 2s, 5s or 10s |

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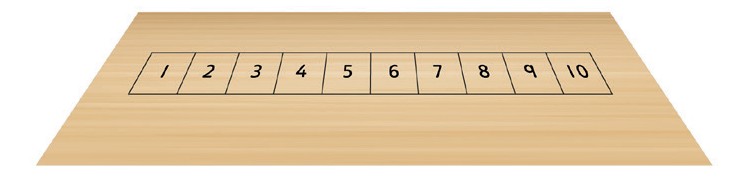
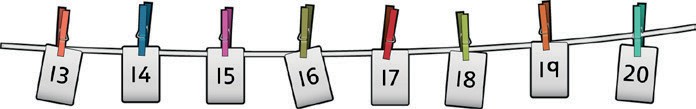
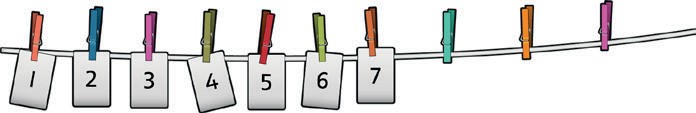


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|  | **A** | **B** |
| **Counting** | Count, matching one-to-one    Conservation of number  Match numerals to a set of objects, sounds or images  Subitise  *e.g. know there are 4 without counting* | Match numerals to a set of objects, sounds (count claps) or images  counting cars  Subitise  *e.g. know there are 6 without counting* |

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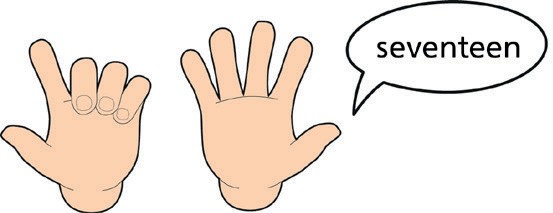


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|  | **A** | **B** | | |
| **Counting** | **Numbers in a line or sequence** | **Numbers in a line or sequence** |  |  |
| Recognise numerals | Recognise numerals |  |  |
| Count along a number line or track | Count along a 100-square, spotting missing numbers | |  |
|  | 1 2 3 4 5 6 7 8 | 9 |  |
|  |  |  | 20 |
|  | 22 23 24 25 26 27 28 | 29 | 30 |
|  | 31 32 33 34 35 36 37 38 | 39 | 40 |
| Spot missing numbers in the line | 42 43 44 45 46 47 48 | 49 | 50 |
| 52 53 54 55 56 57 58 | 59 | 60 |
| 62 63 64 65 66 67 68 | 69 | 70 |
| 71 72 73 74 75 76 77 78 | 79 | 80 |
| 81 82 83 84 85 86 87 88 | 89 | 90 |
| 92 93 94 95 96 97 98 | 99 |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |  |
|  |  |  |  |  |  |  |  |  | 20 |
|  | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|  | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|  | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
|  | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
|  | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |  |

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|  | **A** | **B** |
| **Counting** | Chant numbers in order to 10 and 20 Match the units to fingers  Chant numbers in order to 100 | Chant numbers in order to 100 Match the units to fingers |

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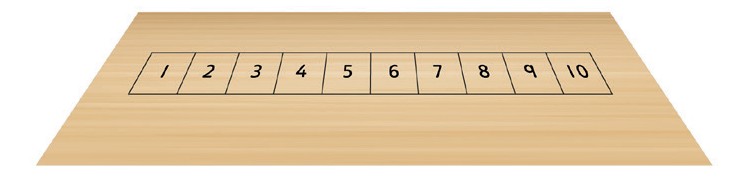
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |  |
|  |  |  |  |  |  |  |  |  | 20 |
|  | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|  | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|  | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
|  | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
|  | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |  |

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|  | **A** | **B** |
| **Counting** | **Place value**  Understand ‘teen’ numbers (10 to 20)  Begin to recognise 2-digit numbers    Begin to count in 10s | **Place value**  Understand ‘teen’ numbers (10 to 20)    Recognise place value in 2-digit numbers |

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|  | **A** | **B** |
| **Addition** | **Counting on**  Count on one more, saying the next number  7 + 1 = 8  Count on 2 or 3 or 4 more from any number up to 10      5 + 3 = 8 | **Using place value**  Count in 1s  *e.g. 45 + 1*  Count in 10s  *e.g. 45 + 10 without counting on in 1s*    Add 10 to any given 2-digit number  **Counting on**  Count on in 1s  *e.g. 8 + 3 as 8, 9, 10, 11*  Add, putting the larger number first Count on in 10s  *e.g. 45 + 20 as 45, 55, 65* |

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|  | **A** | **B** |
| **Addition** | **Number bonds**  Subitise  Split sets into bonds    4 + 2 = 6    4 + 3 = 7  Make small amounts | **Using number facts**  ‘Story’ of 4, 5, 6, 7, 8 and 9  *e.g. 7 = 7 + 0, 6 + 1, 5 + 2, 4 + 3*  Number bonds to 10  *e.g. 5 + 5, 6 + 4, 7 + 3, 8 + 2, 9 + 1, 10 + 0*    4 + 6 = 10    Know that we can always use our fingers to work out number bonds to 10  Use patterns based on known facts when adding  *e.g. 4 + 3 = 7 so we know 24 + 3 = 27, 44 + 3 = 47* |

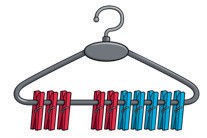
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|  | **A** | **B** |
| **Subtraction** | **Counting back**  Count back 1 less, saying the number before    7 – 1 = 6  Take away 2 or 3 or 4 from any number up to 10    5 – 2 = 3    7 – 1 = 6 | **Using place value**  Count back in 1s  *e.g. know 53 – 1*  Count back in 10s  *e.g. know 53 – 10 without counting back in 1s*    **Taking away**  Count back in 1s  *e.g. 11 – 3 as 11, 10, 9, 8*  *e.g. 14 – 3 as 14, 13, 12, 11*  Count back in 10s  *e.g. 53 – 20 as 53, 43, 33* |

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|  | **A** | **B** |
| **Subtraction** | **Number bonds**  Subitise  Split sets into bonds    6 – 2 = 4    7 – 4 = 3  Use money | **Using number facts**  'Story' of 4, 5, 6, 7, 8 and 9  *e.g. 'Story' of 7 is 7 – 1 = 6, 7 – 2 = 5, 7 – 3 = 4*  Number bonds to 10  *e.g. 10 – 1 = 9, 10 – 2 = 8, 10 – 3 = 7*  10 – 7 = 3  Subtract using patterns of known facts  *e.g. 7 – 3 = 4 so we know 27 – 3 = 24, 47 – 3 = 44, 77 – 3 = 74* |

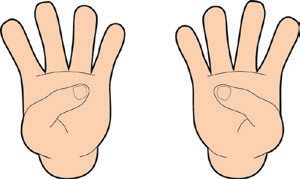
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|  | **A** | **B** |
| **Multiplication and division** | **Counting in steps ('clever counting')**  Begin to count in 2s    Two, four, six...  Begin to count in 5s Begin to count in 10s    Five, ten, fifteen, twenty... Ten, twenty, thirty...  **May start to sing 2, 5 and 10 times tables** | **Counting in steps ('clever counting')**  Counting in 2s    Count in 10s |

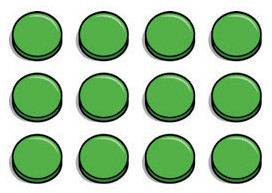
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|  | **A** | **B** |
| **Multiplication and division** | **Doubling and halving**  Double numbers to 5    Double 3 is 6 Halve even numbers to 10  Half of 8 is 4 | **Doubling and halving**  Find doubles to double 5 using fingers  *e.g. double 3*    Find half of even numbers up to 12, including realising that it is hard to halve an odd number |

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|  | **A** | **B** |
| **Multiplication and division** | **Sharing**  Share multiples of 2 and 4 into halves and quarters | **Grouping**  Begin to use visual and concrete arrays and sets of objects to find the answers to 'three lots of four' or 'two lots of five'  *e.g. three lots of four*    Begin to use visual and concrete arrays and sets of objects to find the answers to questions such as *'How many towers of three can I make with twelve cubes?'*  **Sharing**  Begin to find half of a quantity using sharing  *e.g. find half of 16 cubes by giving one each repeatedly to two children*  Ysgol Maes-y-Llan |