

The Counting Principles		
<ul style="list-style-type: none"> • The one – one principle This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object. • The stable-order principle Children understand when counting the numbers have to be said in a certain order. • The abstraction principle This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps. • The order-irrelevance principle This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number. 		
Number and Place Value	Addition and Subtraction	Multiplication and Division
<ul style="list-style-type: none"> • Numbers to five <ul style="list-style-type: none"> ○ 1, 2, 3, 4 and 5 ○ Subitise (recognise quantities without counting) up to 5 ○ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 • Comparing groups <ul style="list-style-type: none"> ○ Comparing quantities of identical objects ○ Comparing quantities of non-identical objects • Numbers to ten <ul style="list-style-type: none"> ○ Counting to 6, 7, 8, 9 and 10 ○ Comparing groups up to 10 ○ Have a deep understanding of number to 10, including the composition of each number ○ Automatically recall (without reference to rhymes, counting or other aids) (including subtraction facts) some number bonds to 10 • Numbers to 20 	<ul style="list-style-type: none"> • Sorting <ul style="list-style-type: none"> ○ Sorting into groups • Change within 5 <ul style="list-style-type: none"> ○ One more/one less • Numbers to 5 <ul style="list-style-type: none"> ○ Number bonds to 5 • Addition to 10 <ul style="list-style-type: none"> ○ Combining two groups to find the whole ○ Number bonds to 10 – ten frame ○ Number bonds to 10 – part-whole model • Count on and back <ul style="list-style-type: none"> ○ Adding (2 single digit numbers) by counting on ○ Taking away (2 single digit numbers) by counting back 	<ul style="list-style-type: none"> • Numerical Patterns <ul style="list-style-type: none"> ○ Doubling ○ Halving and sharing ○ Odds and evens

<ul style="list-style-type: none"> ○ Counting to 20 ○ Place numbers in order ○ Say which number is 1 more or 1 less than a given number 		
Geometry	Measurement	Measurement
<ul style="list-style-type: none"> ● Shape and space <ul style="list-style-type: none"> ○ Spatial awareness ○ 3-D shapes ○ 2-D shapes ● Exploring patterns <ul style="list-style-type: none"> ○ Making simple patterns ○ Exploring more complex patterns 	<ul style="list-style-type: none"> ● Time <ul style="list-style-type: none"> ○ My day 	<ul style="list-style-type: none"> ● Measure <ul style="list-style-type: none"> ○ Length, height and distance ○ Weight ○ capacity

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.