SPRING; BLOCK 3 – NUMBER; WITHIN 50 – YEAR 1

STRAND	WHAT DO I ALREADY KNOW? (EYFS Early Learning Goals)	WHAT AM I GOING TO BE LEARNING IN YEAR 1?	WHAT WILL I LEARN IN YEAR 2?
COUNTING	• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality)	• 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	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
COMPARING NUMBERS	• Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size	• use the language of: equal to, more than, less than (fewer), most, least	• compare and order numbers from 0 up to 100; use and = signs
IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS	• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"	• identify and represent numbers using objects and pictorial representations including the number line	• identify, represent and estimate numbers using different representations, including the number line
READING & WRITING NUMBERS	• • Matches the numeral with a group of items to show how many there are (up to 10)	• read and write numbers from 1 to 20 in numerals and words.	• read and write numbers to at least 100 in numerals and in words
	EYFS Early Learning Goals; Number • Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - 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. **EYFS Early Learning Goals; Numerical Patterns** • Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
VOCABULARY	Ten more/less, digit, numeral, figure(s), compare, (in) order/a different order, size, value, between, halfway between, above, below, tens, ones		