Spring Meadow Nursery and Infant School
Mathematics scheme of work 2014
Block A: Number & place value (suggested time - 2 weeks)

EYFS Number 40 – 60 + months	• Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. **Early Learning Goal - Number** **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. They solve problems, including doubling, halving and sharing.**
	Notes: Objectives in black show what is relevant to this block Related parts of the Early Learning Goal are in bold

Year 1	**Autumn** • count to 50 forwards and backwards from 20, beginning with 0 or 1 • count in multiples of ten • given a number, identify one more and one less to 50 • 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
	Spring • count to 100 forwards and backwards from 50, beginning with 0 or 1, or from any given number • count, read and write numbers to 50 in numerals • count in multiples of twos 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.
	Summer • 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.
	Notes: Any underlining indicates progression of the objective from one term to another

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Year 2	**Autumn** • read and write numbers to at least 100 in numerals and in words • recognise the place value of each digit in a two-digit number (tens, ones) *then three-digit numbers if ready (hundreds, tens, ones)* • count in steps of 2 and 5 from 0, and in tens from any number, forward and backward • compare and order numbers from 0 up to 100, use <, > and = signs to help do this • use place value and number facts to solve problems • *recognise odd and even numbers*
	Spring • read and write numbers to at least 100 in numerals and in words • count in steps of 2, 3 (forward only), and 5 from 0, and in tens from any number, forward and backward • compare and order numbers from 0 up to 100; estimate and identify on representations such as a blank number line • use place value and number facts to solve problems. • *recognise odd and even numbers* • *round 2-digit numbers to the nearest 10*
	Summer • read and write numbers to at least 100 in numerals and in words • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • compare and order numbers from 0 up to 100; estimate and identify on representations such as a blank number line. • use place value and number facts to solve problems. • *round 2-digit numbers to the nearest 10*
	Notes: Any underlining indicates progression of the objective from one term to another Italics indicates optional objectives that are not in the new curriculum but we have kept

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<table>
<tr><td rowspan="3">Year 3</td><td>Autumn
read and write numbers up to 1000 in numerals and in words
compare and order numbers up to 1000; identify; represent and estimate them using different representations such as a blank number line
recognise the place value of each digit in a three-digit number (hundreds, tens, ones) then four-digit numbers if ready
count from 0 in multiples of 10, 20, 50 and 100; find 10 or 100 more or less than a given number
solve number problems and practical problems involving these ideas.</td></tr>
<tr><td>Spring
count from 0 in multiples of 4, 8, 25, 50 and 100
round 2 or 3-digit numbers to the nearest 10 or 100; use to give estimated answers for calculations.
solve number problems and practical problems involving these ideas.</td></tr>
<tr><td>Summer
count from 0 in multiples of 4, 8, 50 and 100
round 2 or 3-digit numbers to the nearest 10 or 100; use to give estimated answers for calculations.
solve number problems and practical problems involving these ideas.</td></tr>
<tr><td></td><td>Notes:
Italics indicates optional objectives that are <u>not</u> in the new curriculum but we have kept</td></tr>
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