



1. Sorting objects

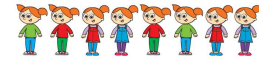
· Identify & represent no.s using objects & pictorial representations incl. the number line, use language of equal to, more / less than (fewer), most, least

Fluency:



Explain how you have sorted them.

Look at the pictures of Alex.



How many different ways can you find to sort them?

How have the shapes been sorted?



How else could you sort them?

2. Counting objects

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

Fluency:

- Here are some dogs.



How many dogs are there?

How many eyes are there?

- Here are some children.



How many children are there?

How many children have glasses?

How many children have a hat?

- What number is on each dice?



3. Counting objects from a larger group

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

Fluency:

- Count 3 balloons.



- Count 6 dogs.



- Count 4 trees.



- Colour 5 apples in each set.



- What do you notice?

4. Representing objects

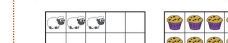
· Identify & represent no.s using objects & pictorial representations incl. the number line, use language of equal to, more / less than (fewer), most, least

Fluency:

- Use counters and a ten frame to show the number of objects in each set.

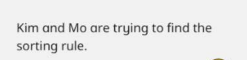


- Write the numeral to match each set of objects.



Reasoning and Problem solving:

Kim and Mo are trying to find the sorting rule.



Who is correct? How do you know?

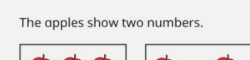


The objects are sorted into cubes and counters.

The objects are sorted into green and yellow.

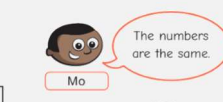
Reasoning and Problem solving:

The apples show two numbers.



Who do you agree with?

Why?



The numbers are the same.

The numbers are not the same.

Problem solving:

Circle a group of 2 cats.



Circle a group of 5 cats.



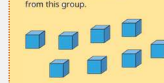
Circle a group of 6 cats.



How many cats are **not** circled in each set?

Reasoning:

Tiny wants to count 3 cubes from this group.



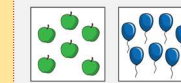
Here is my answer!



Explain the mistake that Tiny has made.

Problem solving:

Here are two sets of objects.



Which set of objects does the ten frame show?

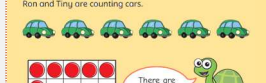


How many objects are there?

Show the other set of objects on a ten frame.

Reasoning:

Ron and Tiny are counting cars.



There are 6 cars.

There are 5 cars.



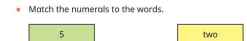
Who do you agree with?

5. Recognising numbers as words

· Read and write numbers from 1 to 20 in numerals and words

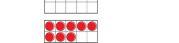
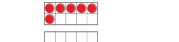
Fluency:

- Match the numerals to the words.



- How many counters does each ten frame show?

Match the ten frames to the words.



zero

eight

six

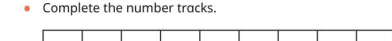
one

6. Counting on from any number

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

Fluency:

- Complete the number tracks.

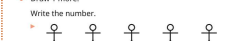


7. One more

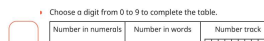
· Identify & represent no.s using objects & pictorial representations incl. the number line, use language of equal to, more / less than (fewer), most, least

Fluency:

- Draw 1 more.



- Choose a digit from 0 to 9 to complete the table.



8. Counting backwards within ten

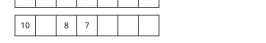
· Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number

Fluency:

- Complete the number tracks.



- Complete the number tracks.



Problem solving:

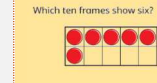
Tiny is counting to 10



What mistakes has Tiny made?

Reasoning:

Which ten frames show six?



How do you know?

Problem solving:

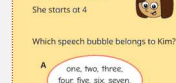
Complete the number tracks.



What do you notice where the tracks cross each other?

Reasoning:

Kim is counting to 10. She starts at 4.



Which speech bubble belongs to Kim?



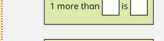
How do you know?

Problem solving:

Here are some digit cards.



Use the cards to complete the sentences.



What do you notice?

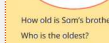
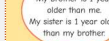
Reasoning:

Tom rolls a die.

He rolls 1 more than 3.



What mistake has Tiny made?



How do you know?

Problem solving:

Tiny counts backwards from 8.



What mistake has Tiny made?



What mistake has Tiny made this time?

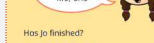
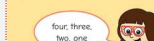
Work with a partner to help Tiny count backwards from 8.

Reasoning:

Ron counts backwards from 7.



Do you agree with Ron?



Has Jo finished?

How do you know?

· *Count within 100, forwards and backwards, starting with any number*

· *Count within 100, forwards and backwards, starting with any number*

· *Count within 100, forwards and backwards, starting with any number*

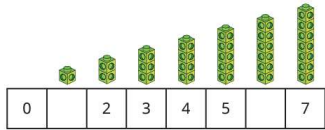


9. One less

Identify & represent no.s using objects & pictorial representations incl. the number line, use language of equal to, more / less than (fewer), most, least

Fluency:

- Complete the number track.



Complete the sentences.

- 1 less than 7 is _____
- _____ is 1 less than 7
- 1 less than 2 is _____
- _____ is 1 less than 2

Problem solving:

Complete the sentences.

1 less than 9 is

1 less than is 7

1 less than is 6

What pattern can you see?
What is the next sentence in the pattern?

Reasoning:

Tiny is counting 1 more and 1 less.



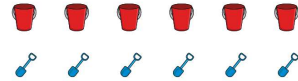
Is Tiny correct?
How do you know?
Think of another 1 more/1 less sentence.

10. Comparing groups by matching

Identify & repr. no.s using objects & pictorial representations incl. the number line, use equal to, more / less than (fewer), most, least

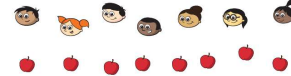
Fluency:

- Draw a line from each bucket to a spade.



Is there a spade for each bucket?

- Draw a line from each child to an apple.



Can each child have an apple?

Problem solving:

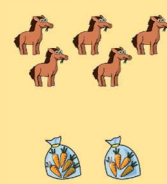
Here is a family.



Can the family travel in a car that has 5 seats?
How do you know?

Reasoning:

Tick the bag of carrots that matches the number of horses.



How did you choose?

11. Fewer, more, same

Identify & represent no.s using objects & pictorial representations incl. the number line, use language of equal to, more / less than (fewer), most, least

Fluency:

- Choose a word to complete the sentences.



Kim and Mo have the _____ number of cubes.

Kim has _____ cubes than Max.

Max has _____ cubes than Mo.

Reasoning and Problem solving:

Tiny is practising using the words "fewer", "more" and "same".



Which sentences are correct?

- There are **more** cars than balls.
- There are **fewer** strawberries than balls.
- There are the **same** number of cars as cakes.

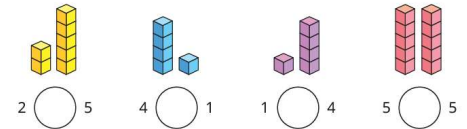
Correct the mistakes.

12. Less than, greater than, equal to

Identify & represent no.s using objects & pictorial representations incl. the number line, use language of equal to, more / less than (fewer), most, least

Fluency:

- Write <, > or = to compare the numbers.



Reasoning and Problem solving:

What is the missing number?

6 <

Help Tiny to choose a number from the track.



Is there more than one answer?

13. Comparing numbers

Compare numbers using <, > and = signs

Fluency:

- Circle 3 and 9 on the number track.

Write **less** or **greater** to compare the numbers.

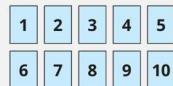
3 is _____ than 9 9 is _____ than 3

Write < or > to compare the numbers.

3 9 9 3

Problem solving:

Here are some number cards.



Use the cards to complete the sentence.

is greater than

How many ways can you do it?

Reasoning:

One statement is false.

8 > 4 7 < 10

3 > 6 eight = 8

Use cubes to show which one is false.

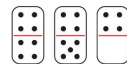
Talk about it with a partner.

14. Ordering objects and numbers

Compare numbers using <, > and = signs
Read and write numbers from 1 to 20 in numerals and words

Fluency:

- Each domino shows a number. Put the dominoes in order. Start with the smallest number. Complete the sentences. The greatest number is _____. _____ is the smallest number.

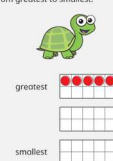


- Order the numbers in each set. Start with the smallest number.

> 3, 1, 7 > 6, 10, 9 > three, zero, two

Problem solving:

Tiny is making numbers in order from greatest to smallest.



Draw counters to show the numbers Tiny could have made. Is there more than one answer?

Reasoning:

The numbers are in order from smallest to greatest.



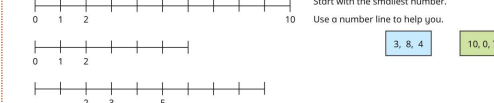
Do you agree with Tiny? Why?

15. The number line

Identify & represent no.s using objects & pictorial representations incl. the number line, use language of equal to, more / less than (fewer), most, least

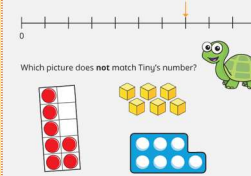
Fluency:

- Complete the number lines. Write each set of numbers in order. Start with the smallest number. Use a number line to help you.

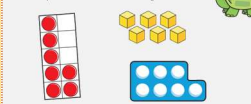


Reasoning and Problem solving:

Tiny draws an arrow to a number on the number line.



Which picture does **not** match Tiny's number?



Talk about it with a partner.

Vocabulary

count on	zero
count back	one
greater than	two
less than	three
more	four
fewer	five
equal	six
most	seven
least	eight
before	nine
after	ten

Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

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