
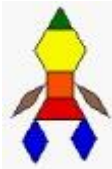


Maths development in F1

Number Concept:	Starting Point	Next Step
Verbal Counting. Learning the standard sequences of number words.	Count 1 to 3/5/10	Count one to 5/10/20
Number Recognition. Recognise numbers	Recognise numbers 1-3 Recognise own age number	Recognise numbers 1-5 1-10 (more able)
Object Counting. Creating a one-to-one correspondence between a number word and an item.(learning to count in sequence)	Count one to four items, maintaining one-to-one correspondence	Count one to 5 items consistently (to10 items for more able), knowing that the last counting word tells "how many"
Representing Numbers Showing an amount using fingers, marks/pictures on paper	Show finger numbers up to 3/5	Show finger numbers up to 5/10
Subitising Numbers. Instantly "seeing how many" supports counting, comparing, and adding.	See groups of one to three- "quick recognition"	See groups of one to five/six
Comparing Numbers. Comparing and ordering build on nonverbal knowledge and experience with real collections.	Identify whether collections are the "same" number or which is "more" visually	Use counting or matching to compare two collections one to five, despite distracting appearances
Adding and Subtracting. Solving problems using informal strategies is critical in learning arithmetic.	Use nonverbal adding and subtracting with very small numbers of objects. E.g. next number =1 more than	Solve and make problems practically using sums to five e.g. "How many altogether?"
Geometry & Measurement:	Starting Point	Next Step
Shapes. Geometric shapes can be used to represent and understand objects in the world around us.	Match shapes, first with same size and orientation, then with different sizes and orientation	Recognise and name basic 2D shapes, including more complex such as semi-circle, diamond etc. 3D shapes for more able
Problem Solving/putting Together Shapes. Shapes can be decomposed and composed into other shapes and structures.	Use shapes in isolation to make a picture 	Makes a picture by combining shapes 
Locations, Directions, and Coordinates. Mathematics can precisely specify directions, routes, and locations in the world.	Understand and use ideas such as in, over, under, above, on, next to, behind, between	Learn a simple route from a map placed in direct relation to the space. Understand/use positional language
Symmetry. Symmetry can be used to analyse, understand, and create shapes in geometry and art.	Show awareness of symmetry in block buildings or butterfly wings	Informally create 2-D shapes and 3-D buildings that have symmetry
Measurement. Measuring can be used to specify and compare "how much."	Develop language such as bigger, longer, little, heavy and taller Compare/sort objects by size	Discuss and compare attributes informally. Compare length using another object. Measure with multiple copies of a unit (such as blocks)
Patterns. Patterns weave through all other topics in mathematics.	Notice simple repeating patterns, such as a wall of blocks with long, short, long, short, long ...	Continue and copy simple AB repeating patterns