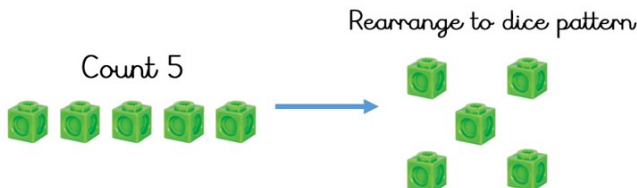
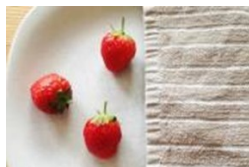
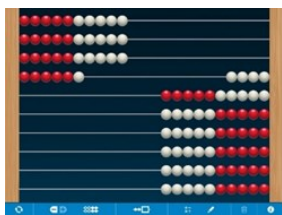
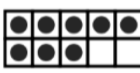
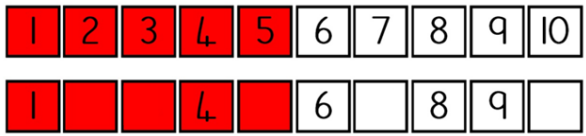
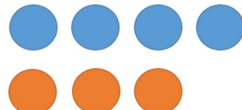
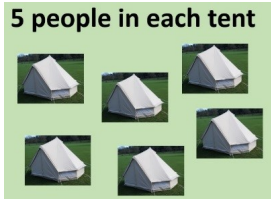
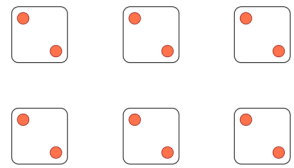
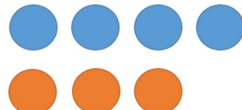
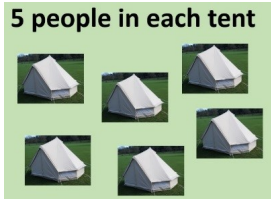
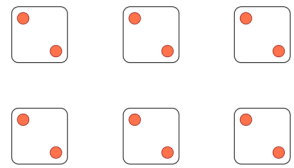
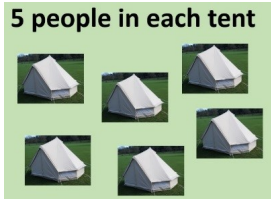
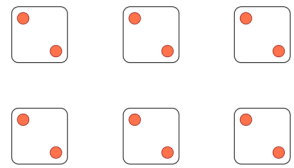
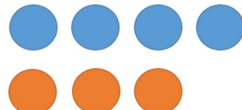
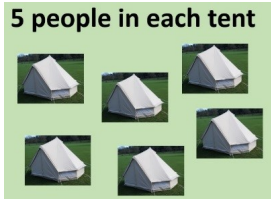
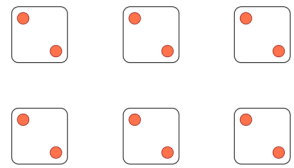
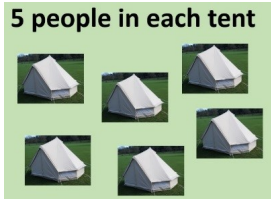
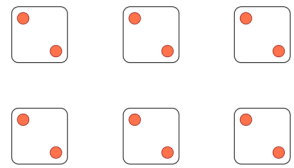
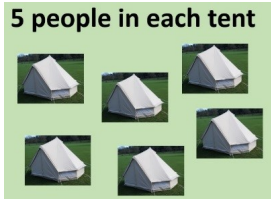
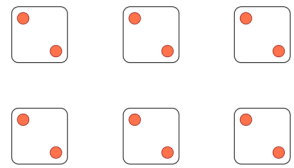


# Reception

| Objective                                                                           | Visual representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                     |          |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
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| Count reliably with numbers from 1-20                                               | <p>For 1:1 counting, number sounds are clearly separated and items counted with exaggerated movements. Counted objects are rearranged in regular patterns to support quantity recognition.</p> <div><div>Count 5</div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Children learn that each object is counted once and the last number is the total for the set—count small sets in irregular arrangements. Progress by counting out items from larger set; objects that can't be moved; make objects not visible once counted; count movements and sounds. Counting on taught by counting two sets, then screening one of the counted sets.</p> <div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                     |          |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| Identify and use numerals                                                           | <p>Children match numerals to different representations of number for quantities 1-10 (see ‘knowledge of numbers as quantities’) e.g. making and finding 5 in different ways. Children learn that ‘teen’ represents 10 and match teen/ten visual cards. Place value arrow cards used for partitioning and combining tens and units.</p> <div><div><table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></div><div><div>Different representations matched to numerals</div><div><table><tr><td></td><td>Thirteen</td><td>13</td></tr><tr><td></td><td>Thirty-one</td><td>31</td></tr></table></div></div><div></div></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |  | Thirteen | 13 |  | Thirty-one | 31 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
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|  | Thirteen                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                     |          |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
|  | Thirty-one                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 31                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                     |          |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| Understand 10 as a unit                                                             | <p>Items are counted into groups of 10, for example pipe cleaners bundled into 10s or items counted into 10-frames. Children recognise quantities in multiple 10-frames as ‘how many tens, how many ones’.</p> <div><div></div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Children count tens/ones on Slavonic Abacus. Coloured 100-square supports counting in tens.</p> <div><div></div><div><table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr><tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr></table></div></div> | 1                                                                                 | 2                                                                                 | 3                                                                                 | 4                                                                                 | 5                                                                                 | 6                                                                                   | 7        | 8  | 9                                                                                   | 10         | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 1                                                                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4                                                                                 | 5                                                                                 | 6                                                                                 | 7                                                                                 | 8                                                                                 | 9                                                                                   | 10       |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| 11                                                                                  | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 14                                                                                | 15                                                                                | 16                                                                                | 17                                                                                | 18                                                                                | 19                                                                                  | 20       |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| 21                                                                                  | 22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 24                                                                                | 25                                                                                | 26                                                                                | 27                                                                                | 28                                                                                | 29                                                                                  | 30       |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| 31                                                                                  | 32                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 33                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 34                                                                                | 35                                                                                | 36                                                                                | 37                                                                                | 38                                                                                | 39                                                                                  | 40       |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| 41                                                                                  | 42                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 43                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 44                                                                                | 45                                                                                | 46                                                                                | 47                                                                                | 48                                                                                | 49                                                                                  | 50       |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| 51                                                                                  | 52                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 53                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 54                                                                                | 55                                                                                | 56                                                                                | 57                                                                                | 58                                                                                | 59                                                                                  | 60       |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| 61                                                                                  | 62                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 63                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 64                                                                                | 65                                                                                | 66                                                                                | 67                                                                                | 68                                                                                | 69                                                                                  | 70       |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| 71                                                                                  | 72                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 73                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 74                                                                                | 75                                                                                | 76                                                                                | 77                                                                                | 78                                                                                | 79                                                                                  | 80       |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| 81                                                                                  | 82                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 83                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 84                                                                                | 85                                                                                | 86                                                                                | 87                                                                                | 88                                                                                | 89                                                                                  | 90       |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| 91                                                                                  | 92                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 93                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 94                                                                                | 95                                                                                | 96                                                                                | 97                                                                                | 98                                                                                | 99                                                                                  | 100      |    |                                                                                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |

# Reception

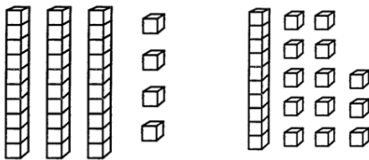
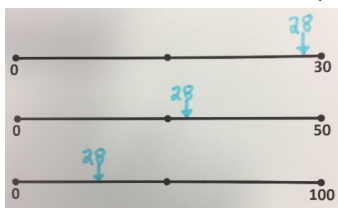
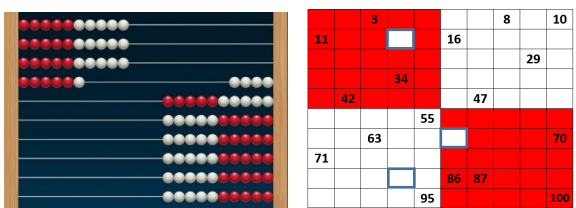
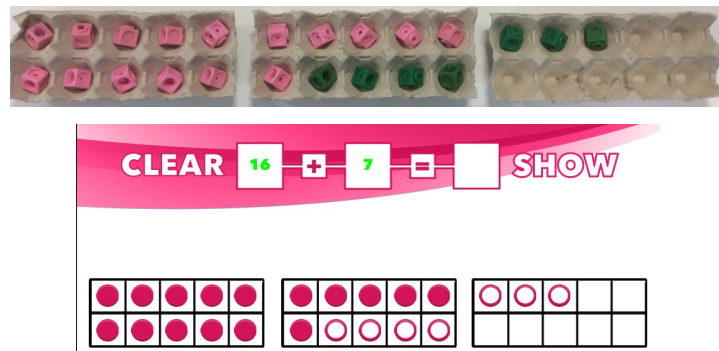
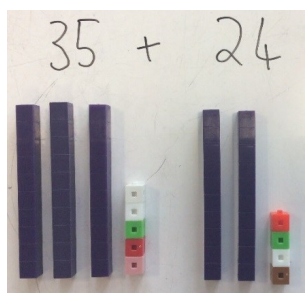
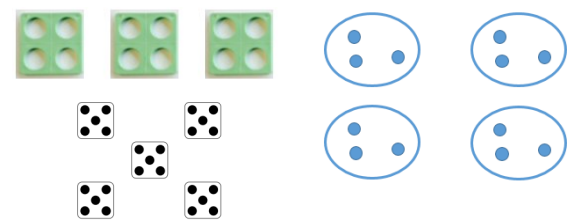
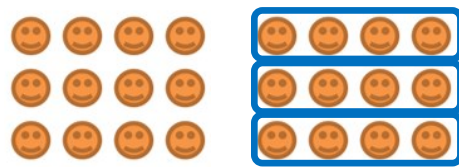
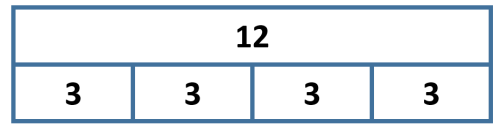


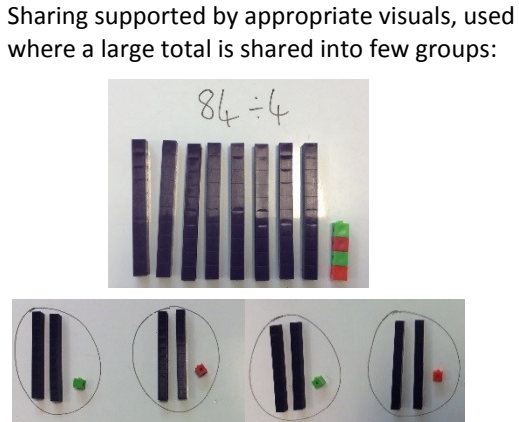
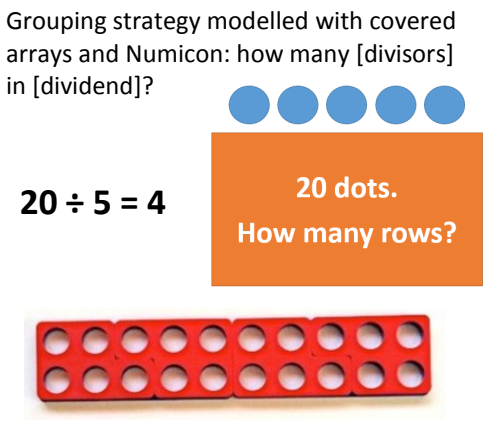
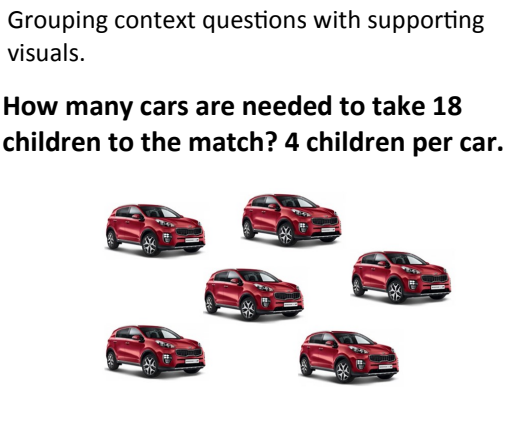
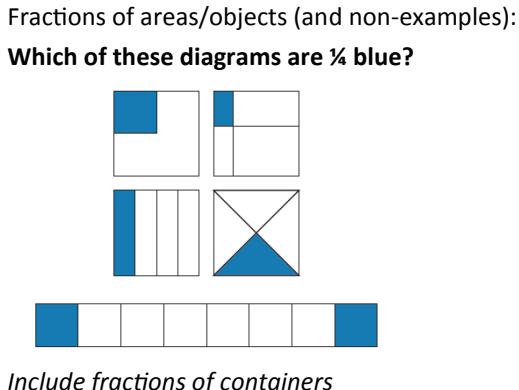
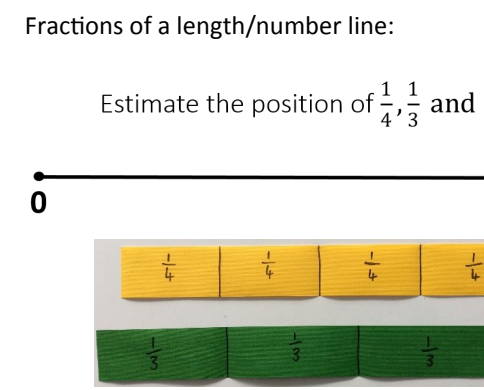
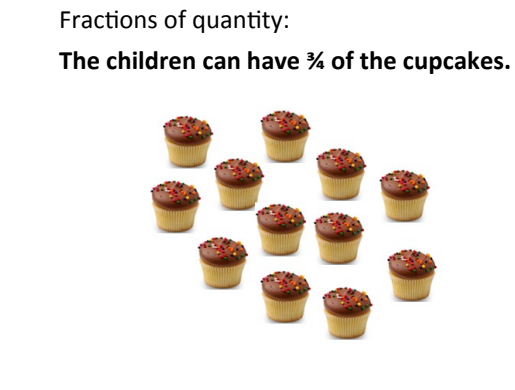
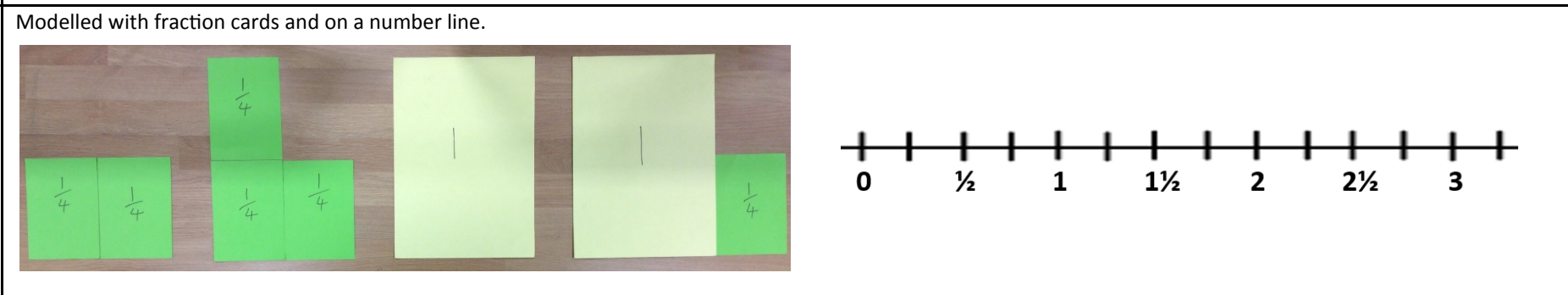
| Objective                                        | Visual representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| Secure knowledge of numbers as quantities        | <div><div>Children instantly subitize 1-3 items through dot pattern games and everyday experiences. Items may be unrelated.</div><div><div><p>Image shown briefly. How many toys?</p></div><div><div><p>'Circle 7 on the number track'</p></div></div></div><div><div>Forwards and backwards number word sequences supported using songs and rhymes. Children continue number sequences starting from different numbers with some prior words in appropriate range e.g. 3, 4, 5, 6... or 24, 23... The transition over 10s boundaries supported by visuals. Number tracks used, with numbers hidden to add challenge as appropriate.</div><div></div></div><tr><td>Add and subtract single-digit numbers</td><td><div><div>Addition built on experience of counting two groups. Opportunities provided for comparing quantities, using language more/less. Combining quantities in 10-frames and using Numicon encourage non-counting-in-ones strategies. 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Shown on 10-frames and with Numicon.</div><div></div><div><div>Counting in 2s supported by colouring of 100-square</div><table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr><tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr></table></div><div><div>Opportunities for 'repeat add' counting in context e.g. counting socks. 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| Develop pre-multiplication and division concepts | <div><div>Halves and doubles identified in a range of contexts, with a focus on equal halves. 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| Objective                                                                                          | Visual representations                                                                                          |                                                                                 |                                                                                               |                                                        |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Know 1 more/less in the range 1-100, focusing on bordering tens boundaries                         | Identify and show one more/less in different ways.<br>Example game: one more/less bingo.<br>                    | Find missing numbers on number track, focusing on tens boundaries.<br>          | Slavonic Abacus to show quantities 1-100 (iPad app 'Number Rack').<br>                        |                                                        |
| With visuals, discern teens from tens                                                              | Organise large quantities in groups of 10 e.g. with egg boxes or pipe cleaners.<br>                             | Use teens/tens matching cards.<br>                                              | Identify and make 2-digit numbers with dienes, showing in different ways.<br><p>Is it 34?</p> | Partition 2-digits numbers using place-value cards<br> |
| Able to represent 1-10 in a range of ways, working out small quantities without counting all items | Immediate recognition of Numicon, 10-frame images, tally charts, dot patterns and finger patterns.<br>          | Represent numbers on fingers in different ways.<br>                             | Estimate position of numbers on blank number lines with different start/end numbers.<br>      |                                                        |
| Break down 1-10 in all possible ways, write number sentences using +, - and =                      | Subitizing games for regular and irregular dot patterns, with children visualising quantities in two parts.<br> | Arrangement of 2 colours of items e.g. in egg box 10-frame or with Numicon.<br> | Introduction of part-whole model from individuals squares/items to bars.<br>                  |                                                        |

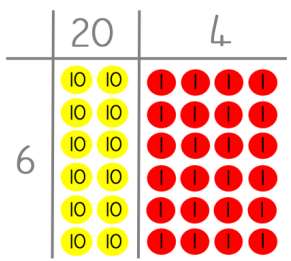
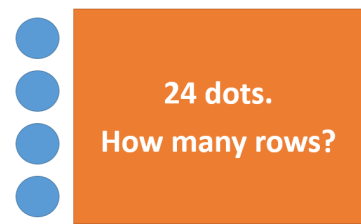
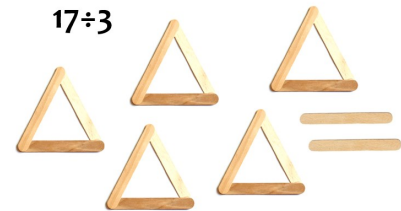
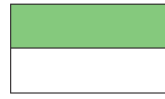
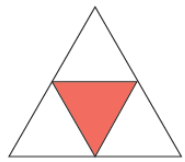
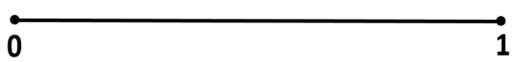
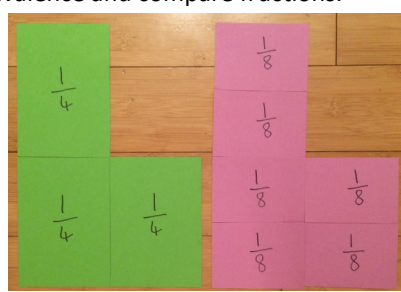
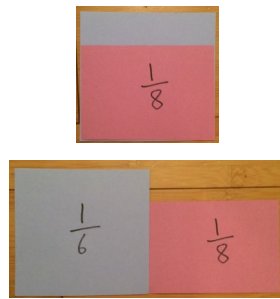
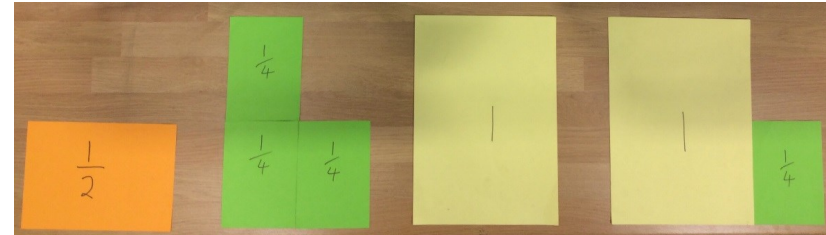
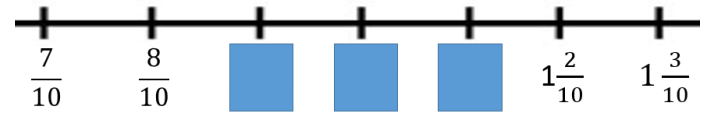
| Objective                                                                                                 | Visual representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Represent and use number bonds and related subtraction facts within 20                                    | <p>10-frames and 2-colour number tracks show calculations bordering 10: 'how many to 10, how many more?' Lead to use of blank number line.</p> <div> </div> <p><math>7 + 5</math></p> <p><math>9 + 6 = \square</math></p> <p><math>11 - 3 = \square</math></p> <p>Equivalence shown with balance scales and dice patterns.</p> <p><math>5 = 3 + 2</math></p> <p>Bar models used to show relationship between addition and subtraction.</p> <p><math>\square = 8 + 3</math></p> <p><math>14 - 6 = \square</math></p> |
| Count in multiples of 2, 5 and 10                                                                         | <p>100-square with columns highlighted used to support counting. The Slavonic Abacus (iPad app 'Number Rack') used to visualise quantity when counting.</p> <div> </div> <p>Count in visual then hidden groups of 2, 5 and 10.</p> <p>5 people in each tent</p>                                                                                                                                                                                                                                                     |
| Recognise and make one-half in a range of ways (discern examples from non-examples); identify one-quarter | <p>Half of a shape/capacity, number of objects, 10-frame half/double, half of length, half of an amount of money.</p> <p>Colour half of each whole shape:</p> <p>Circle half of this group of strawberries.</p> <p>What is half of this amount?</p>                                                                                                                                                                                                                                                                 |
| Link the value of coins to a matching visual                                                              | <p>Match value of coins to Numicon pieces, use Numicon to support calculations involving money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |



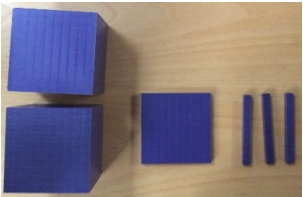
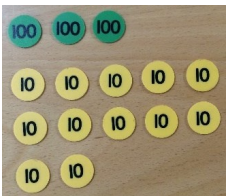
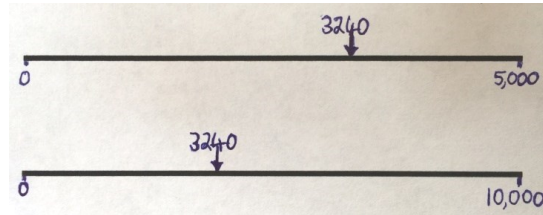
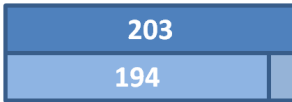
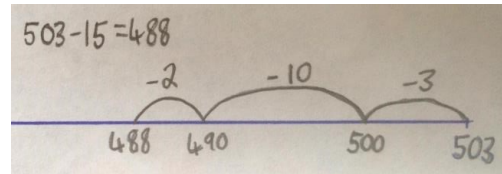
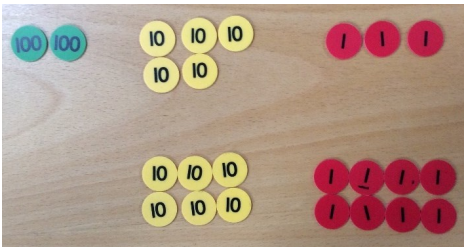
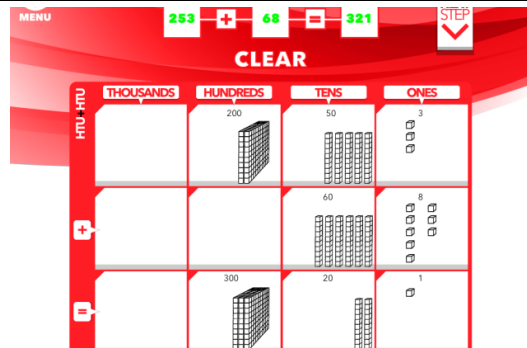
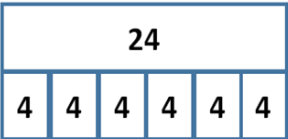
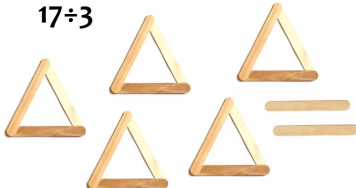
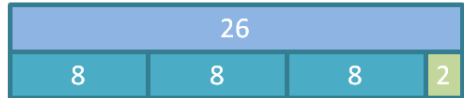
| Objective                                                                                 | Visual representations                                                                                                                                                                                                        |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                       |  |    |   |    |    |   |  |   |  |    |   |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|---|----|----|---|--|---|--|----|---|
| Represent numbers 1-100 in a range of ways, showing understanding of place value          | Represent tens/teens using dienes, showing numbers in different ways.<br>                                                                    | Partition 2-digits numbers using place-value cards.<br>                                       | Estimate position of numbers on blank number lines with different start/end.<br>                                                                                                                                                                                                       | Recognise amount on Slavonic Abacus, seeing tens and ones; find missing numbers on 100-square.<br> |  |    |   |    |    |   |  |   |  |    |   |
| Use different calculation strategies for adding and subtracting one and two-digit numbers | Calculation within 30 using 10-frames, lead to use of number line, e.g. use egg-box 10-frames and app 'I See Addition and Subtraction'.<br> | Model calculation using partitioning with dienes.<br>                                       | Bar modelling to show relationship between + and - (using words 'whole/parts'). Include spatial reasoning estimates.<br><div><table><tr><td colspan="2">27</td></tr><tr><td>15</td><td>?</td></tr></table><table><tr><td>12</td><td>15</td></tr><tr><td colspan="2">?</td></tr></table><table><tr><td colspan="2">?</td></tr><tr><td>15</td><td>?</td></tr></table></div> | 27                                                                                                                                                                                    |  | 15 | ? | 12 | 15 | ? |  | ? |  | 15 | ? |
| 27                                                                                        |                                                                                                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                       |  |    |   |    |    |   |  |   |  |    |   |
| 15                                                                                        | ?                                                                                                                                                                                                                             |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                       |  |    |   |    |    |   |  |   |  |    |   |
| 12                                                                                        | 15                                                                                                                                                                                                                            |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                       |  |    |   |    |    |   |  |   |  |    |   |
| ?                                                                                         |                                                                                                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                       |  |    |   |    |    |   |  |   |  |    |   |
| ?                                                                                         |                                                                                                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                       |  |    |   |    |    |   |  |   |  |    |   |
| 15                                                                                        | ?                                                                                                                                                                                                                             |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                       |  |    |   |    |    |   |  |   |  |    |   |
| Understand x as repeated adding, find related x and ÷ facts from a number sentence        | Numicon and images of repeated quantities show multiplication as repeated addition.<br>                                                    | Arrays show commutativity of multiplication. Columns/rows circled to link to division.<br> | Bar model shows relationship between whole/parts and makes links to division.<br>                                                                                                                                                                                                    |                                                                                                                                                                                       |  |    |   |    |    |   |  |   |  |    |   |

| Objective                                                                                                                                                                                 | Visual representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Use sharing and grouping strategies for division, relate division to finding unit fractions of quantities</p>                                                                          | <div data-bbox="297 239 813 662"> <p>Sharing supported by appropriate visuals, used where a large total is shared into few groups:</p>  </div> <div data-bbox="947 239 1429 662"> <p>Grouping strategy modelled with covered arrays and Numicon: how many [divisors] in [dividend]?</p> <p><math>20 \div 5 = 4</math></p>  </div> <div data-bbox="1608 239 2121 662"> <p>Grouping context questions with supporting visuals.</p> <p><b>How many cars are needed to take 18 children to the match? 4 children per car.</b></p>  </div>                                                     |
| <p>Represent fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> in a range of ways; order and recognise equivalence.</p> | <div data-bbox="297 678 813 1069"> <p>Fractions of areas/objects (and non-examples):</p> <p><b>Which of these diagrams are <math>\frac{1}{4}</math> blue?</b></p>  <p><i>Include fractions of containers</i></p> </div> <div data-bbox="947 678 1429 1069"> <p>Fractions of a length/number line:</p> <p>Estimate the position of <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math> and <math>\frac{3}{4}</math></p>  </div> <div data-bbox="1608 678 2121 1069"> <p>Fractions of quantity:</p> <p><b>The children can have <math>\frac{3}{4}</math> of the cupcakes.</b></p>  </div> |
| <p>Use halves and quarters as counting numbers, going over 1</p>                                                                                                                          | <p>Modelled with fraction cards and on a number line.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Objective                                                                                                                                       | Visual representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Represent 3-digit numbers in a range of ways, showing an understanding of place value                                                           | <div data-bbox="309 244 896 552"> <p>Make 3-digit numbers using dienes and place value cards, showing how they can be partitioned.</p> </div> <div data-bbox="896 244 1523 552"> <p>Make the same number in different ways with place value coins.</p> </div> <div data-bbox="1523 244 2121 552"> <p>Estimate position of numbers on blank number lines with different start/end numbers.</p> </div>                                                                                                                                    |
| Add and subtract ones, tens and hundreds to HTU, making realistic estimates                                                                     | <div data-bbox="309 568 1108 927"> <p>Dienes, place value coins and app 'I See Addition and Subtraction' model written addition and subtraction. Bar model shows subtraction as difference.</p> </div> <div data-bbox="1108 568 2121 927"> <p>Bar model shows subtraction as difference.</p> <p><math>106 - 90 =</math></p> </div>                                                                                                                                                                                                      |
| Understand the inverse relationship between $\times$ and $\div$ ; know $\times$ as repeated adding, use to derive related multiplication facts. | <div data-bbox="309 943 1232 1370"> <p>A range of images show multiplication as repeated addition. 2-colour arrays show distributive law.</p> <p><math>8 \times 3</math></p> <p><math>5 \times 3 + 3 \times 3</math></p> </div> <div data-bbox="1232 943 2121 1370"> <p>Bar model shows link between multiplication and division, and model division as sharing and grouping.</p> <p><math>60 \div 4 = 15</math></p> <p><i>'60 in four equal parts'</i></p> <p><math>28 \div 7 = 4</math></p> <p><i>'How many 7s in 28?'</i></p> </div> |

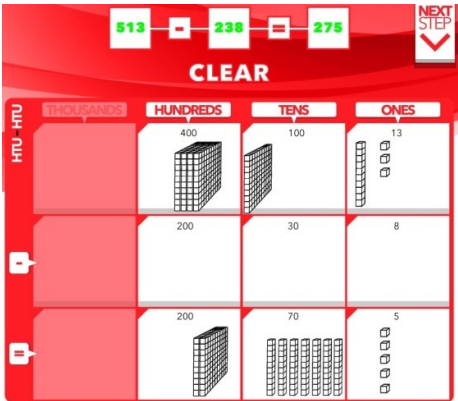
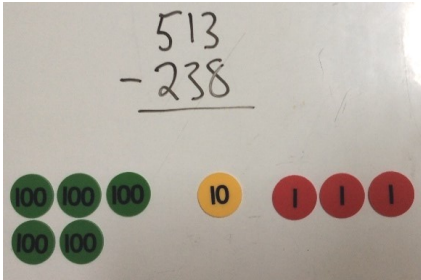
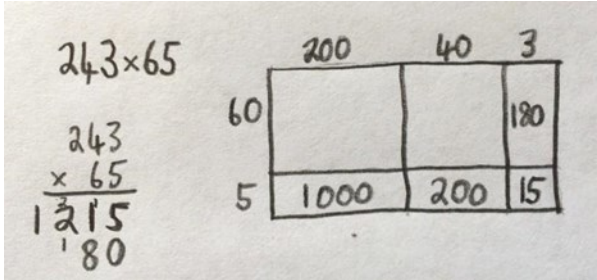
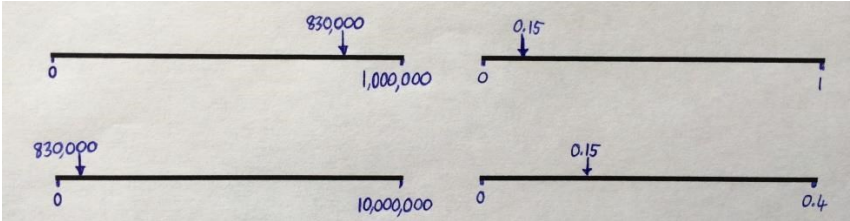
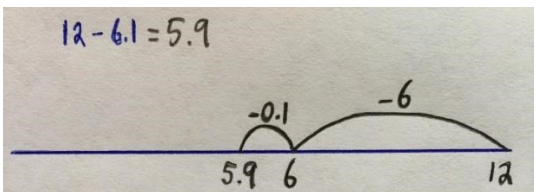
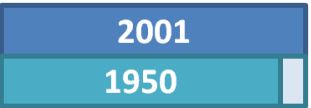
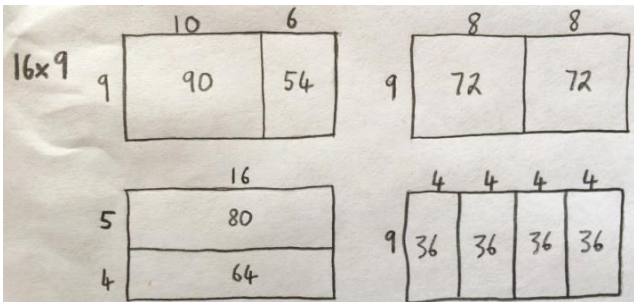
| Objective                                                                                                         | Visual representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use efficient formal written methods for multiplication and division                                              | <p>Multiplication modelled using place value coins, leading to efficient written forms:</p> <p><math>24 \times 6</math></p>   <p>24</p> $\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \hline \end{array}$ <p>The concept of 'How many [divisors] in [dividend]' shown using Numicon, part-hidden arrays and by making shapes with matchsticks.</p> <p><math>20 \div 3</math> (how many 3s in 20?) and <math>20 \div 5</math> (how many 5s in 20?):</p>   <p>24 dots.</p> <p>How many rows?</p>  <p><math>17 \div 3</math></p>  |
| Simple unit/non-unit fractions represented in a range of ways; different fractions compared including equivalence | <p>Identify fraction of shaded shape; position fractions on a number line; use fraction cards to show equivalence and compare fractions.</p> <p>True or false?</p>  <p><math>\frac{1}{2}</math></p>  <p><math>\frac{1}{3}</math></p>  <p><math>\frac{1}{2}</math></p> <p>Estimate the position of <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math> and <math>\frac{7}{10}</math></p>                                                                                                                                          |
| Use quarters, halves and tenths as counting numbers going over 1                                                  | <p>Modelled with fraction cards and on number lines.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



| Objective                                                                                                               | Visual representations                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Represent 4-digit numbers in a range of ways, showing understanding of place value                                      | <p>Make 4-digit numbers using dienes and place value coins, building numbers in different ways.</p> <p>2,130</p>  <p>420 with three 100s and twelve 10s</p>                                                                           | <p>Estimate the position of numbers on blank number lines with different start/end numbers.</p>                                                                                                                                              |
| Choose efficient mental strategies for adding and subtracting numbers                                                   | <p>Round and adjust to calculate, model with appropriate visual</p> <p>350-198 modelled with place value counters: take away 200, add 2.</p>                                                                                           | <p>Choose whether to count on or count back, show with number line or bar model.</p> <p>203 - 194</p>                                                     |
| Become fluent in written methods for addition and subtraction                                                           | <p>Model vertical methods for addition and subtraction step-by-step using place value counters and iPad app 'I See Addition and Subtraction'.</p> <p>253 + 68</p>                                                                                                                                                      |                                                                                                                                                                                                                                             |
| Understand and represent multiplication and division in a range of ways; derive related facts from a given calculation. | <p>Use arrays and bar models to derive related multiplication and division facts</p> <p>This image shows 4 x 6</p>  <p>Change the image to show 4 x 7</p> <p>This image shows 4 x 6</p>  <p>Use the image to calculate 4 x 12</p> | <p>Understand division as 'how many [divisors] in [dividend]' showing remainders using matchsticks to make shapes and bar models.</p> <p>17 ÷ 3</p>   |



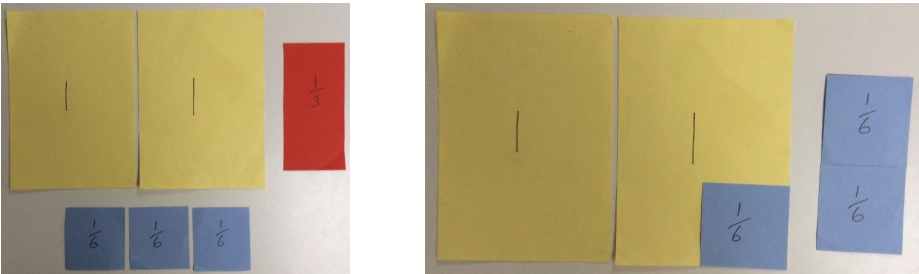
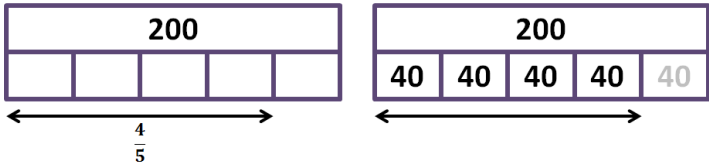
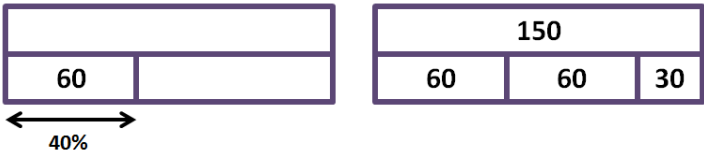
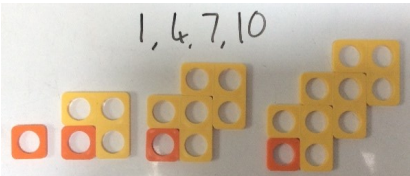
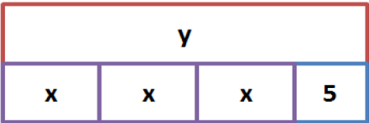
| Objective                                                                               | Visual Representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use efficient formal written methods for multiplication and division of 3-digit numbers | <div>Division modelled with place value counters. Written multiplication represented by area model—links made between grid method and compact method.</div> <div><div><div><math>92 \div 4</math></div><div><math>4 \overline{) 92}</math></div><div><div><div>101010101010</div><div>10101010</div></div><div><div></div><div></div><div></div><div></div></div></div><div><div><math>92 \div 4</math></div><div><math>4 \overline{) 92}</math></div><div><div>101010101010</div><div>10101010</div></div><div><div></div><div></div><div></div><div></div></div></div><div><div><math>92 \div 4</math></div><div><math>4 \overline{) 92}</math></div><div><div><div>11111111</div><div>111111</div></div><div><div></div><div></div><div></div><div></div></div></div><div><div><math>92 \div 4</math></div><div><math>4 \overline{) 92}</math></div><div><div><div>101010101010</div><div>10101010</div></div><div><div></div><div></div><div></div><div></div></div></div></div><div><div><math>264 \times 8</math></div><div><div>200604</div><div>8160048032</div></div><div><div>8</div><div><div>200604</div><div>160048032</div></div></div><div><div><math>264</math></div><div><math>\times 8</math></div><div><div>2112</div></div></div></div></div></div></div> |
| Find equivalent fractions, calculate fractions of amounts (unit and non-unit fractions) | <div>Fraction cards and Lego used to show equivalence.</div> <div><div><div><div><div><math>\frac{1}{4}</math></div></div><div><math>\frac{1}{4}</math></div></div><div><div><math>\frac{1}{8}</math></div><div><math>\frac{1}{8}</math></div><div><math>\frac{1}{8}</math></div><div><math>\frac{1}{8}</math></div></div></div><div><div><math>\frac{3}{4} = \frac{12}{16}</math></div></div></div> <div>Fractions of quantities shown using place value counters and bar models, presented in stages.</div> <div><div><div><math>180 \div 3 = 60</math></div><div><div><div>101010</div><div>101010</div><div>101010</div></div></div></div><div><div><math>\frac{3}{4}</math> of 60</div><div><div><div>60</div><div><div>151515</div></div></div><div><math>\frac{3}{4}</math></div></div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Know decimal equivalents for quarters and halves, relating to division                  | <div>Dividing length of a metre ruler into two/four equal parts.</div> <div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Objective                                                                                  | Visual representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Represent the value of digits in numbers of up to 7-digits and decimals to thousandths     | <p>Make numbers in the range using place value coins, partitioning decimal values and showing the same number in different ways.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><b>0.35</b></p>  </div> <div style="text-align: center;"> <p><b>430</b></p>  </div> </div>                                                         |  |
| Choose efficient strategies and apply knowledge of place value when adding and subtracting | <p>Model vertical methods for addition and subtraction step-by-step using iPad app 'I See Addition and Subtraction' or place value counters.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>                                                                                |  |
| Develop a range of strategies for multiplication including efficient written methods       | <p>Compact written method made visual by area model.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|                                                                                            | <p>Estimate the position of numbers on blank number lines with different start/end numbers.</p>                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                            | <p>Mental calculation methods modelled using appropriate visual, e.g. rounding and adjusting on a number line, bar model to show subtraction as difference.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><math>12 - 6.1 = 5.9</math></p>  </div> <div style="text-align: center;"> <p><b>2001 - 1950</b></p>  </div> </div> |  |
|                                                                                            | <p>Area model used to show multiplication where numbers are partitioned in different ways.</p>                                                                                                                                                                                                                                                                                                                                                                                                 |  |

| Objective                                                                           | Visual representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop a range of strategies for division including efficient written methods      | <p>Division modelled with place value counters.</p> <div> <math>641 \div 3</math> <math display="block">\begin{array}{r} 213 \\ 3 \overline{) 641} \end{array}</math> </div> <div> <math>641 \div 3</math> <math display="block">\begin{array}{r} 213 \\ 3 \overline{) 641} \end{array}</math> </div> <div> <math>641 \div 3</math> <math display="block">\begin{array}{r} 213 \\ 3 \overline{) 641} \end{array}</math> </div> <div> <math>641 \div 3</math> <math display="block">\begin{array}{r} 213 \text{ r } 2 \\ 3 \overline{) 641} \end{array}</math> </div> <p>Bar model used to reinforce 'how many [divisors] in [dividend]?'</p> <p><math>750 \div 150</math></p> |
| Compare and order fractions, find equivalent fractions, add and subtract fractions. | <p>Fraction cards used to compare, show equivalence and model calculations.</p> <p>Example: <math>\frac{3}{4} + \frac{1}{2}</math></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Find decimal equivalents for quarters, fifths and tenths, relating to division      | <p>Dividing length of a metre ruler into two/four/five equal parts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Objective                                                                          | Visual representations                                                                                                                                                                                               |                                                                                                 |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Represent numbers of up to 8-digits and decimals to thousandths in a range of ways | <p>Make numbers in a range of ways using place value coins, partitioning decimal values.</p> <p><b>0.32</b></p>                                                                                                      | <p>Estimate the position of numbers on blank number lines with different start/end numbers.</p> |
| Carry out formal written methods of calculation for all four operations            | <p>Place value of numbers in addition and subtraction modelled using place value counters.</p>                                                                                                                       | <p>Multiplication visualised using area model.</p>                                              |
| Choose efficient strategies and apply flexible knowledge of number to calculate    | <p>Choose appropriate visuals to model structure of calculations, including modelling worded questions.</p> <div><p><b>12 - 7.01</b></p></div> <div><p><b>21 - 18.7</b></p></div> <div><p><b>7.5 ÷ 2.5</b></p></div> |                                                                                                 |



| Objective (Y6)                                                                      | Visual representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Add and subtract fractions with different denominators                              | <p>Fraction cards to show conversion into common denominators and calculating over whole-number boundaries.</p> <p>Example: <math>2\frac{1}{3} - \frac{3}{6}</math></p>                                                                                                                                                                                                                                                                                                            |
| Multiply and divide unit fractions and simple non-unit fractions                    | <p>Area model diagrams to model a fraction being divided or multiplied by a fraction (modelled in two steps).</p>                                                                                                                                                                                                                                                                                                                                                                  |
| Calculate percentages and fractions of quantities                                   | <p>Bar model visualises finding fraction/percentage of quantity and finding the whole given a percentage/fraction. Shown step-by-step.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><math>\frac{4}{5} \times 200</math></p>  </div> <div style="text-align: center;"> <p>40% of a number is 60. What's the number?</p>  </div> </div> |
| Describe linear number sequences, including using formulae in the form $y = mx + c$ | <p>Numicon and bar model used to model linear number sequences or equations.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>1, 4, 7, 10</p>  </div> <div style="text-align: center;"> <p><math>y = 3x + 5</math></p>  </div> </div>                                                                                                    |