

## NUMBER TRACKER LIST (June 2022)

### Count

#### Standards 1 & 2

- Pupil joins in a song or story using actions, signs or words.
- Pupil correctly counts piles when there are two objects and then one object left.
- Pupil demonstrates an understanding of one to one correspondence in a range of contexts
- Pupil counts reliably to three, makes sets of up to three objects and uses numbers to three in familiar activities and games

#### Standards 3 & 4

- Pupil joins in rote counting to 10
- Pupil can count at least 5 objects reliably
- Pupil joins in rote counting to beyond 10.
- Pupil continues to rote count onwards from a given small number.
- Pupil estimates a small number (up to 10) and checks by counting

#### Step 1

- Count up to 10, knowing the number names.
- Count small sets of objects up to 10, checking the total.
- Recount a set of objects in a different order
- Count up to a set of 10 objects in a picture

#### Step 2

- Count up to 30, knowing the number names.
- Count collections of objects, checking the total.
- Select the odd numbers from a small list
- Shade even numbers in a 100 square
- Countdown from 10 to 1.

#### Step 3

- Count up to 50, knowing the number names.
- Compare & order numbers up to 100
- Count on in steps of 2s or 5s. E.g. Count on from 7 in steps of 2
- Find the next number in a sequence e.g.8, 13, 18, 23, ...

#### Step 4

- Count numbers up to 100
- Read & write numbers up to 100, knowing the number names
- Compare & order numbers up to 1000
- Describe and extend simple number sequences (including odd/even numbers).
- Count on or back in tens or hundreds from any two-digit or three-digit number (positive result only).

## Step 5

- Count numbers up to 1,000. Count using negative numbers.
- Read & write numbers up to 1,000, knowing the number names
- Compare & order numbers up to 10,000
- Describe and extend number sequences including negative numbers
- Continue sequences going up in 4s, 6s and 8s.
- Count on or back in tens, hundreds or thousands from any number up to 4 digits (including negative numbers).

## READ WRITE AND ORDER

### Standards 1 & 2

- Pupil indicates which pile has lots of objects and which pile has one object.

### Standards 3 & 4

- Pupil recognises numerals from 1 to 5 and understands that each represents a constant number or amount
- Pupil recognises differences in quantity
- Pupil recognises numerals from one to nine and relates them to sets of objects
- Pupils use ordinal numbers

## Step 1

- Read numbers up to 10 in numerals
- Write numbers up to 10 in digits
- Compare numbers to 10 using terms such as more, fewer or the same as.
- Put four numbers up to 10 in order, smallest first

## Step 2

- Read numbers up to 10 in words
- Write numbers up to 10 in words
- Compare numbers to 30 using terms such as more, fewer or the same as.
- Put four numbers up to 30 in order, smallest first
- Select even house numbers from a pile of letters and put them in order for a postman/woman to deliver.

## Step 3

- Read, write and order numbers to 50
- developing an understanding that the position of a digit signifies its value.

- Give the value of the 4 in 64 or 46
- Know that 40 is bigger than 4
- Know homonyms for the 4 operations e.g. the meaning of total, sum, difference, minus, product, division.

#### Step 4

- Know what each digit represents (including 0 as a place holder).
- Extend knowledge of place value to 'hundreds'.(3 digits).
- Use  $<$ ,  $>$  and  $=$  to compare 2-digit numbers.
- Round any positive integer less than 100 to the nearest 10
- Order a given set of positive and negative integers, including placing them on a number line.
- Work with negative numbers only to  $-10$

#### Step 5

- Read, write and order numbers to 1,000
- Extend knowledge of place value to thousands(4 digits).
- Round numbers to 10, 100 or 1000 up to 4 digits.
- Round decimals with 1 dp to the nearest whole number

### ADDITION & SUBTRACTION

#### Standards 1 & 2

- Pupil demonstrates an understanding of the concept of more

#### Standards 3 & 4

- Pupil demonstrates an understanding of less
- In practical situations pupils respond to "add one" to a number of objects
- In practical situations pupils respond to "add one " or "take one away"

#### Step 1

- Understand the operation of addition as combining objects.
- Understand subtraction as taking away
- Use apparatus to add and subtract numbers to 10 e.g. rods, counters, cubes, fingers, etc.
- Recognising addition as being the inverse of subtraction
- Using cubes, counters etc. to solve a simple calculation.

## Step 2

- Continue number patterns: e.g. 1, 2, 2, 3, 1, 2, 2, 3, 1, ...
- Know +, -. Addition/subtraction facts: e.g.  $2 + 1 = 3$   $8 - 1 = 7$
- Adding on patterns on 100 square
- Explaining the patterns and using them to make predictions.
- Know addition and subtraction facts for each number to 10 e.g.  $7 + ? = 10$
- Add and subtract 1 & 2-digit numbers, and use them to solve problems

## Step 3

- Check answers using inverse calculations.
- Mentally add & subtract 2d with 1d numbers
- Use addition to solve word problems with 2d
- Use subtraction to solve word problems with 2d

## Step 4

- Use column addition or number lines to add up to 4d numbers
- Use column methods or a number line to subtract using 4 digits

## Step 5

- Add and subtract mentally two 3d numbers
- Use written methods to add up to four numbers up to 4d each
- Use written methods to add up numbers with up to 3 decimal places

## FRACTIONS

### Step 1

- Recognise a  $\frac{1}{2}$
- Shade half a shape.
- Fold an object in half e.g. paper
- Cut an object in half e.g. a slice of bread or a piece of card

### Step 2

- Recognise a  $\frac{1}{4}$
- Shade  $\frac{1}{4}$  of a shape
- Recall half of even numbers to 10
- Recognise halves on a ruler e.g.  $4\frac{1}{2}$  cm

### Step 3

- Recognise and use halves of numbers up to 10 in context.

- Recalls half of even numbers to 20
- Finds a quarter of a set of objects

#### Step 4

- Recognise and use in context simple fractions, including thirds in context, decimal notation in recording money and length.
- Shade  $\frac{7}{10}$  of a rectangle.
- Mark fractions such as  $\frac{3}{4}$  on a simple number line with appropriate divisions already marked.
- Recognise the equivalence of very simple fractions (halves & quarters only).
- Recognise simple equivalents of fractions & decimals (0.5, 0.25 & 0.75)
- Recognise unit fraction up to one tenth. Use them to find fractions of shapes and numbers up to 20 e.g. halves and quarters of numbers up to 20

#### Step 5

- Know the relation between decimals and percentages
- Work out half of an odd number
- Know some equivalences of fractions, decimals and percentages e.g.  $\frac{1}{2} = 0.5 = 50\%$
- Mark common fractions, % and decimals on a number line.
- Find fractions of shapes and numbers up to 20 e.g.  $\frac{1}{9}$  of 18.

### MULTIPLICATION & DIVISION

#### Step 1

- Begin to double numbers to 10
- Work out simple 1d multiplications with support
- Know that multiplication is the same as repeat addition
- Use a calculator to multiply numbers up to 10.

#### Step 2

- Understand the operations of multiplication and division
- Begin to double numbers to 20
- Work out simple 1d divisions with support
- Identifying the mathematical operation needed to solve a simple word problem.
- Use a calculator to multiply numbers up to 100.
- Use a calculator to divide numbers up to 10.
- Count in tens up to 100.

#### Step 3

- Use multiplication to solve problems with whole numbers, money or measures.
- One apple costs 23p. Work out the cost of 6 apples.
- Double numbers to 30
- Use a calculator to multiply numbers up to 1000 including decimals.

- Use a calculator to divide numbers up to 100.
- Count in twos to 20
- Count in fives to 50

#### Step 4

- Explore and record patterns in addition and subtraction and the pattern of multiples, e.g. 3, 6, 9, 12, explaining the patterns and using them to make predictions.
- Understand and use the term 'multiple'. Find patterns of multiples on a  $10 \times 10$  square; complete multiplication squares and tables. For example Use  $10 \times 10$  multiplication square to find  $56 \div 7$
- Know and use halving as the inverse of doubling.
- Halve even two-digit numbers with even tens.
- Double numbers up to 50
- Halve even two-digit numbers with odd tens

#### Step 5

- Confidently knows multiplications up to  $12 \times 12$
- Multiplies 2d by 2d numbers using written methods
- Multiply & divide numbers by 10, 100 and 1000
- Divide 3d numbers by 1d or 2d numbers.
- Multiply and divide using decimals