## Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

**count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number**

* count forwards from 80 to 110
* count backwards from 105

**count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens**

* Find p 39 in a book
* Make a label to show how many things were in your collection
* Count groups of 10 each of 2p, 5p and 10p coins

**given a number, identify one more and one less**

There are twenty nine beads in this pot. I am putting one more bead in the pot. How many are in there now? How did you know? How can you check?

This time there are forty beads in the pot. I take out one bead. How many beads are left in the pot? How did you know? How can you check?

Start with a different number of beads in the pot. Ask your partner to put another bead in or take one out and then say how many there are in the pot. How will you know if your partner is right?

**identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least**

I'm giving each of you a strip of card with some numbers on [five numbers at random from 0 to 30].

Point to the number which is worth most. Now point to the number which is worth least.

Make these numbers using tens and ones apparatus and put them in order.

Why have you put this number there?

**read and write numbers from 1 to 20 in numerals and words**

Make some labels for collections using numbers and words.

## Non-Statutory Guidance

Pupils practise counting (1, 2, 3), ordering (e.g. first, second, third), or to indicate a quantity (e.g. 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.

Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.

They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (e.g. odd and even numbers), including varied and frequent practice through increasingly complex questions.

They recognise and create repeating patterns with objects and with shapes.