



Estimating and rounding

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.

MNU 0-01a

Correct Use of Language

Your child should be familiar with:
tall; short; long; thick; thin; heavy; light.

Comparative terms e.g. shorter, longer.
Superlative terms e.g. shortest, tallest.

Number and number processes

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

MNU 0-02a

Term/Definition

0

Example

0, 1, 2, 3,...

Correct Use of Language

Say **zero**, one, two, three.

DO NOT USE "nothing" to refer to the digit.

Use "nothing" when using practical examples and concrete materials e.g. 2 cups take away 2 cups leaves nothing.

Methodology

Make the link clear between "nothing" and zero.



Number and number processes

Use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.

MNU 0-03a

Term/Definition

Add 1
Subtract 2

Example

$$\begin{aligned}2 + 3 &= 5 \\3 + 2 &= 5 \\5 - 2 &= 3 \\5 - 3 &= 2\end{aligned}$$

Correct Use of Language

Your child should be familiar with the various words for operations:
Add - Total, find the sum of, plus,
Subtract - Take away moving towards subtract, minus, difference between

Use "maths" instead of "sums", as sum refers to addition. Use "show your working" or "written calculation" rather than "write out the sum".
Try to use the word "calculate".

Avoid the use of "and" when meaning addition. (e.g. **NOT** "2 and 3")

Move from "makes five" towards "equals" when concrete material is no longer necessary.

Methodology

When one addition fact is known, it is important to elicit the other three facts in terms of addition and subtraction.

This is the start of thinking about equations, as $4 + 5 = 9$ is a statement of equality between 2 expressions.



Fractions, decimal fractions and percentages

I can share out a group of items by making smaller groups and can split a whole object into smaller parts.

MNU 0-07a

Term/Definition	Methodology
<p style="text-align: center;">$\frac{1}{2}$ a cake</p> <p style="text-align: center;">Correct Use of Language</p> <p>Talk about 1 whole item divided into 2 equal parts e.g. One whole cake divided into 2 equal parts. Use the following terms: share and divide. Be careful when using a half or one half. Say one half or say I have a half of....</p>	<p style="text-align: center;">Methodology</p> <p>Lots of practical working cutting things in half, drawing lines to divide things in two. Set fractions out properly. Use $\frac{1}{2}$ rather than $\frac{1}{2}$ or 1/2.</p>

Money

I am developing my awareness of how money is used and can recognise and use a range of coins.

0-09a

Term/Definition	Methodology
<p>Identifies all coins up to £2.</p> <p>Applies addition and subtraction skills and uses at least the 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p</p> <p style="text-align: center;">Correct Use of Language</p> <p>1p-Say one pence or one p. With coins refer to a fifty pence piece.</p>	<p style="text-align: center;">Methodology</p> <p>Highlight that 5p = 5 pence etc... Show me...5p, 10p. Give children different coins and then ask them to make different amounts</p>



Time

I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods

MNU 0-10a

Names the days of the week in sequence, knows the months of the year and talks about features of the four seasons in relevant contexts.

Recognises, talks about, and, where appropriate, engages with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables.

Correct Use of Language

Your child should be familiar with:

day; night; morning; afternoon; before; after; o'clock; analogue; digital.



Data and analysis

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.

MNU

0-20a

I can match objects, and sort using my own and others' criteria, sharing my ideas with others.

MNU 0-20b

I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.

MNU

0-20c

Term/Definition	Methodology
<p>Pictogram: graph using pictures to represent quantity.</p> <p>Bar chart: A way of displaying data if the data is discrete or non-numerical. There should be a gap between the bars.</p> <p>Histogram: A way of displaying grouped data. No gaps between the bars.</p>	<p>When using tally marks, each piece of data should be recorded separately in order. Tallying should be done before finding a total.</p>
<p>Example</p>	
<p>Pictogram: <i>The colour of pupils' eyes in a class.</i></p>	
<p>Bar chart: <i>Pupils favourite flavour of crisps.</i></p>	
<p>Histogram: <i>Number of press-ups pupils can manage in one minute.</i></p>	
<p>Correct Use of Language</p>	
<p>Pictogram: Say pictogram or pictograph.</p>	
<p>Bar chart: Use bar graph or bar chart not block graph.</p>	