# Mathematics

Mathematics: Developing a sense of number

Counting

2Mn.01 Say the number names zero to at least ten, in order, forwards and backwards.

2Mn.02 Say which number comes before or after a specified number, within the range 0 to at least 10, including using the vocabulary *one more than* and *one less than*.

2Mn.03 Arrange in order a complete set of numerals from 0 to 10, for example, as a linear number track

0	1	2	3	4	5	6	7	8	9	10
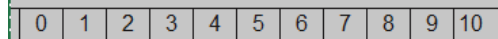
or circular arrangement (similar to a clock face) to use as a game board.

2Mn.04 Use ordinal numbers from 1st to 10th in practical contexts, for example, to talk about a sequence of events or activities.

2Mn.05 Count up to at least 10 items (e.g., all the toy animals with two legs from a collection), including counting out or taking a specified number of objects from a larger collection.

2Mn.06 Count up to 10 things that cannot be touched, for example, bubbles, beads on a necklace someone is wearing, actions, sounds.

2Mn.07 Read and write numerals 0 to at least 10.

Regrouping, composing and decomposing

2Mn.08 Compare two groups of items, recognising differences between unequal groups and saying how many *more* and *fewer* there are.

2Mn.09 Find one more or one fewer in practical contexts, for example, *There are 8 grapes on the plate. If I ate one, how many will be left?*

2Mn.10 Begin to add numbers (where the answer is from 0 to 10), recognising *addition* as combining groups to find a total.

2Mn.11 Begin to subtract numbers (in the range 0 to 10), recognising *subtraction* as taking objects away from a collection to find how many are left.

2Mn.12 Find how many there are in two groups by combining and counting them.

2Mn.13 Explore different ways to group up to 10 items.

2Mn.14 Begin to notice which numbers of items can be placed in two equal groups.

2Mn.15 Find doubles up to double 5 using practical resources.

2Mn.16 Begin to recognise, without counting, familiar patterns, arrangements and representations of numbers up to 10 (e.g., patterns of fingers, dominoes, tally marks, rectangular arrays), using understanding of composing and decomposing, for example, recognise the two groups of 5 on a double 5 domino as making 10.

Sharing

2Mn.17 Begin to recognise that when sharing collections of objects or whole objects, the more people there are to share between, the fewer or less each person will get.

2Mn.18 Begin to use the language *half* and *quarter* in everyday contexts, recognising that one quarter is less than one half.

Money

2Mn.19 Show awareness of money in practical situations, for example, exchange items for numbered coins/notes in shop role-play.

Mathematics: Handling Data

Sorting

2Mh.01 Identify and describe similarities and differences in the characteristics of objects including those linked to counting, for example, *The dog has the same number of legs as the elephant., The spider has more legs than the dog.*

2Mh.02 Sort objects into two or more groups each with a different characteristic (e.g., 'square' and 'not square' or 'square', 'circle' and 'triangle') and talk about their sorting.

Mathematics

Using data
2Mh.03 Begin to answer questions by representing data using 'object graphs', for example, use individuals' shoes to create a graph of shoe sizes, use individuals' choices of coloured building blocks to build towers for a graph of favourite colours.
2Mh.04 Begin to answer questions by recording, organising and representing data using pictures and in simple lists and tables, for example, by individuals recording their favourite fruit by placing a fruit picture next to their name in a list, and then organising the resulting data by recording individuals' names in a simple table:

Apple	Banana	Mango	Peach

Mathematics: Shape, space and measure
Shape
2Ms.01 Experiment with and talk about shapes and patterns, including using 2D shape tiles to create pictures (with no overlaps or gaps), and creating symmetrical images (by paper folding or on screen).
2Ms.02 Use everyday language to talk about how 2D and 3D shapes are similar to and different from shapes in the environment, for example, *It looks like a door.* (rectangle); *It's not smooth like a ball.* (cube).
2Ms.03 Identify shapes that are similar or different and describe how they are similar or different.
2Ms.04 Recognise some properties that help us to identify shape names, for example, number of sides but not colour.
2Ms.05 Use mathematical names for some common 2D and 3D shapes, for example, *rectangle*, *circle*, *cube*.
Position, direction and movement
2Ms.06 Arrange a small collection of objects to match a simple plan (where pictures represent the objects), and talk about how their arrangement matches the plan, for example, saying *The teddy picture is next to the car picture, so I'm putting my teddy next to my car.*
2Ms.07 Respond to and use simple language of direction in everyday contexts, for example, *The see-saw goes* up *and* down*. The car moves* forwards *across the table.*
2Ms.08 Identify and talk about objects that move in a line (straight and curved) and things that rotate.
Pattern
2Ms.09 Copy and create simple repeating patterns of repeating units (e.g., [red, blue]; [red, blue, yellow]; [red, blue, blue]; [red, blue, blue, yellow]) and say what would come next in the pattern.
Measure
2Ms.10 Compare length, mass and capacity of pairs of items by direct comparison (by lining up the items, using balance scales or pouring from one container to another).
2Ms.11 Describe comparisons of measures using familiar language, including *longer*, *thinner*, *shorter*, *taller*, *heavier*, *lighter, holds more, holds less.*
2Ms.12 Show awareness that the relative masses of objects and the relative capacities of containers are not always obvious by just looking at the object or container.
2Ms.13 Recall the days of the week and use appropriate language to express relationships between days and to sequence events, for example, *yesterday*, *today*, *tomorrow*, *on Monday*.
2Ms.14 Show awareness of the purpose of clocks, and of clock times (e.g., saying *I go to bed at 7 o'clock*).
2Ms.15 Read most o'clock times on an analogue clock.