

Creating a  
Standard  
Together

Indicators	Exemplars
<p><b>Estimation and Rounding</b></p> <p>Draws on appropriate vocabulary to talk about and compare sizes/amounts of everyday objects.</p>	<p><b>Estimation and Rounding</b></p> <p>Using a range of everyday objects (such as compare bears, pebbles or brushes) can name/label according to size using the vocabulary of small/smallest, big/biggest, smaller and bigger. Introduce vocabulary: more than, fewer, less than.</p>
<p><b>Number and Number Processes</b></p> <p>Recognises most numbers from 0-100 and is able to locate on 100 number square a number before and after a given number in the range 0-100.</p> <p>Is confident counting on and back and sorting and sequencing using numbers to 20 and beyond.</p> <p>Can record simple addition and subtraction using a variety of ways and resources.</p> <p>Is becoming more confident in counting on and back using multiples of 2, 5 and 10.</p> <p>Can combine sets of objects and realises addition is commutative using familiar number bonds to 10.</p>	<p><b>Number and Number Processes</b></p> <p>Find the number * on the number line/square/track; can you find the number before/after that number?</p> <p>Use songs/rhymes (eg 5 currant buns) to show understanding of counting; fill in the missing numbers on the sequence given, eg 12, 13, <u>  </u>, 15, 16 etc.</p> <p><math>4 + \square = 7</math> plus stories of 7, eg <math>1 + 6 = 7</math>, <math>2 + 5 = 7</math>, <math>3 + 4 = 7</math> And associated inverse: <math>7 - \square = 4</math></p> <p>Use practical opportunities to count in 2s/5s etc such as counting children in line (tables facts/stations at this point not required).</p> <p><math>3 + 2 = 5</math> and <math>2 + 3 = 5</math></p>
<p><b>Fractions and Decimals</b></p> <p>Uses appropriate vocabulary for sharing, eg share, half, equal, bit, part and can explain whether results are fair or unfair.</p> <p>Is beginning to be able to solve practical problems involving equal groups.</p>	<p><b>Fractions and Decimals</b></p> <p>Look at the picture/shape - colour one half extending into quarters (if appropriate) including contextual learning, eg symmetry and time (halves only); vocabulary - ensure 'equal' sharing, eg cutting cake into 2 'equal' parts (not one half bigger than the other!)</p> <p>Contextualised learning: There are 4 sweets and 2 boys. How many do they each get?</p>
<p><b>Money</b></p> <p>Recognises the value and can order coins. In play and real life contexts, is able to pay for items using simple combinations of coins.</p>	<p><b>Money</b></p> <p>Can recognise and pick out a 1p coin, 2p coin, 5p and 10p coin.</p> <p>Can pick out play money to add up to amounts, eg 20p (10p + 10p or 5p + 5p + 5p + 5p).</p>

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<p><b>Time</b></p> <p>Can name and order days of the week and recognises differences and similarities in different timing devices.</p> <p>Understands light/dark, day/night, first, next, before, after, sand timer, clock.</p> <p>Is becoming confident naming and ordering months and seasons, matching these to familiar events.</p> <p>Is beginning to recognise ways of reading &amp; recording time, eg o'clock, half past, hour &amp; minute hands.</p>	<p><b>Time</b></p> <p>Becoming more confident in naming/ordering days of the week and months of the year.</p> <p>Can match pictures to key events/times/seasons, eg snowman = winter, moon in sky = night.</p> <p>Continued use of vocabulary in context to describe the weather, seasons, special events/days, eg birthdays.</p> <p>Can use a model analogue clock to show o'clock (on the hour) and half past any hour - can write these digitally too. Can point to the hour and minute hand.</p>									
<p><b>Measure</b></p> <p>Can use appropriate vocabulary to describe and compare sizes and amounts, discussing and justifying findings, eg long/short, longer/shorter, heavy/light, cupful and other non-standard units.</p>	<p><b>Measure</b></p> <p>Practical ways to reinforce vocabulary, eg hand spans, steps/foot lengths, cubes to count up the distance between one point and another.</p> <p>Varied containers, eg bucket to cup, to compare which holds more water; varied weights, eg apple and turnip, which weighs more.</p>									
<p><b>Data and Analysis</b></p> <p>Uses tally marks to collect information in order to answer a question.</p> <p>Is able to draw a pictograph or block graph to make a display of information gathered explaining symbols, headings and labels.</p> <p>Can interpret simple charts and displays in the environment to make choices.</p>	<p><b>Data and Analysis</b></p> <p>Whole class survey of information (eg hair colour, favourite animal) using tallies on a frequency table to then make a pictograph or block graph. Tallies usually no more than a class size (eg 25).</p> <table border="1" data-bbox="1084 1062 1536 1184"> <thead> <tr> <th>colour</th> <th>tallies</th> <th>total</th> </tr> </thead> <tbody> <tr> <td>red</td> <td>III</td> <td>3</td> </tr> <tr> <td>green</td> <td>### I</td> <td>6</td> </tr> </tbody> </table> <p>Use simple charts, eg school dinner menu to read and select from. Teacher can draw bar/block graphs with information for children to interpret information from, eg how many people had a pet rabbit?</p>	colour	tallies	total	red	III	3	green	### I	6
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