









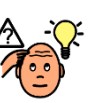












Colourful Semantics Planning Support

MATHS (Number)		
	Objective	Supporting Colourful Semantics Coding
EYFS (3 & 4 year-olds)	Compare quantities using language: 'more than', 'fewer than'.	  
EYFS (Reception)	Count objects, actions and sounds/Compare numbers using 'more than', 'less than', 'fewer', 'the same as', 'equal to'/understand the 'one more than/one less than'.	   
Year 1	Given a number, identify one more and one less/use the language of: equal to, more than, less than (fewer), most, least/ read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs/ recognise, find and name a half & quarter as one of two equal parts of an object, shape or quantity.	   
Year 2	Recognise the place value of each digit in a two-digit number (tens, ones)/ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers/ recognise, find, name and write fractions.	   
Year 3	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	   

Year 4	<p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p>	
Year 5	<p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p>	
Year 6	<p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4/1 \times 2/1 = 8/1$]</p>	