**Year One – Tasks and Talk – Transition from Year R**

|  |  |  |
| --- | --- | --- |
| **Domain** | **ELG - Number** | **Tasks** |
| **Number ad place value** | Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. | In order to assess pupil knowledge and understanding, and to support them in refreshing and consolidating Year R learning, there are a selection of tasks in the Early Years section of NRich, for example:  **NRICH EYFS:** [**Tidying**](http://nrich.maths.org/early-years) **NRICH EYFS:** [**Incey Wincey Spider**](http://nrich.maths.org/early-years) **NRICH EYFS:** [**Dice**](http://nrich.maths.org/early-years) **NRICH EYFS:** [**Washing Line**](http://nrich.maths.org/early-years)  **NRICH EYFS:** [**Packing**](http://nrich.maths.org/early-years)  **Also, on Nrich Early Years resources:**  **Collecting**  **Incey Wincey**  **Number Rhymes**  **Golden Beans**  **Dice**  **Baskets**  **Queuing**  All can be accessed via:  <http://nrich.maths.org/early-years>  These tasks can all be adapted and extended to assess and consolidate learning at the start of the Autumn Term and as required.  **Number rhymes:**  Continue to use a range of number rhymes as these will continue to consolidate Year R learning and will give confidence around number /counting skills.  **Books and stories:**  Ensure children continue to have access to a range of good quality counting/number books. See nrich:  [**http://nrich.maths.org/8897**](http://nrich.maths.org/8897)for some suggestions.  There are plenty more, and children can extend counting books to ten to include numbers beyond.  (There is a selection of books for reference at The Maths Advisory Centre. Also, ask the School Library Service for number/counting books.  **Games:** Use board games on simple number tracks as a context for assessing and developing number / counting skills.  **Maths through daily routines:**  Continue to use self-registration / dinner numbers and other opportunities for discussion/ thinking/reasoning about number and counting. |

|  |  |  |
| --- | --- | --- |
| **Domain** | **Vocabulary** | **Task** |
| **Number ad place value – Year 1** | Number, zero, one, two, three… to twenty and beyond, zero, ten, twenty… one hundred, none, how many…?, count, count (up) to  count on (from, to), count back (from, to), count in ones, twos… tens…, more, less, many, few, odd, even, every other, how many times? pattern, pair  **PLACE VALUE AND ORDERING**  units, ones, tens, exchange, digit, ‘teens’ number, the same number as, as many as, equal to  Of **two** objects/amounts: greater, more, larger, bigger, less, fewer, smaller  Of **three** or more objects/amounts: greatest, most, biggest, largest  least, fewest, smallest  one more, ten more, one less, ten less, compare, order, size, first, second, third… tenth, eleventh… twentieth, last, last but one, before, after, next, between, half-way between, above, below  **ESTIMATING**  guess how many, estimate, nearly, roughly, close to, about the same as, just over, just under, too many, too few, enough, not enough | **NRICH:** [**Writing Digits**](http://nrich.maths.org/public/viewer.php?time=1228319356&obj_id=161) **\***  **NRICH:** [**Shut the Box**](http://nrich.maths.org/6074) **\***  **NRICH:** [**Biscuit Decorations**](http://nrich.maths.org/public/viewer.php?obj_id=154) **\***  **NRICH:** [**Grouping Goodies**](http://nrich.maths.org/public/viewer.php?obj_id=232) **\*\*\***  **NRICH:** [**Making Sticks**](http://nrich.maths.org/public/viewer.php?obj_id=231) **\*\***  **NRICH:** [**Robot Monsters**](http://nrich.maths.org/2404) **\***  **NRICH:** [**Dotty Six**](http://nrich.maths.org/7337) **\***  **NRICH:** [**All Change**](http://nrich.maths.org/7514) **\***  **NRICH:** [**What’s in a Name?**](http://nrich.maths.org/7952) **\*\***  **NRICH:** [**Count the Digits**](http://nrich.maths.org/7302) **\*** |

