Inspire Maths: Curriculum for Wales Progression Step 1 (Expectation age 5)

Additional activities can be found in *Inspire Maths Online* on Oxford Owl (www.oxfordowl.co.uk).

Curriculum for Wales	*Inspire Maths* Pupil Textbooks	Notes and Additional Activities
Progression Step 1		
The Number System		
• I have experienced and explored numbers, including *cardinal*, *ordinal* and *nominal* numbers, in number-rich indoor and outdoor environments.	PB1A Unit 1: Numbers to 10; 6–21 PB1A Unit 3: Addition within 10; 28–31 PB1A Unit 4: Subtraction within 10; 39–43 PB1A Unit 6: Ordinal Numbers; 67–79 PB1A Unit 7: Numbers to 20; 79–97 PB1B Unit 12: Numbers to 40; 26–62 PB1B Unit 17: Numbers to 100; 91–120	NC Activity 2.2
• I can notice, recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond	PB1A Unit 1: Numbers to 10; 6–12, 15–21 PB1A Unit 2: Number Bonds; 22–27 PB1A Unit 3: Addition within 10; 28–38 PB1A Unit 4: Subtraction within 10; 39–53 PB1A Unit 7: Numbers to 20; 79–97 PB1B Unit 12: Numbers to 40; 26–62 PB1B Unit 17: Numbers to 100; 91–120	PB2A Unit 1: Numbers to 1000 covers reading and writing numbers beyond 100.
• I can use mathematical language to describe quantities, and to make estimates and comparisons such as ‘more than’, ‘less than’ and ‘equal to’.	PB1A Unit 1: Numbers to 10; 13–16 PB1A Unit 3: Addition within 10; 30, 38 PB1A Unit 4: Subtraction within 10; 40 PB1A Unit 7: Numbers to 20; 88–97 PB1B Unit 12: Numbers to 40; 31–36 PB1B Unit 17: Numbers to 100; 95–101	Include ‘equal to’ when comparing. For example, in PB1A, page 13, question 1: ‘The number of children is **equal to** the number of apples.’
• I have experienced the counting sequence of numbers in different ways, reciting forwards and backwards, and starting at different points.	PB1A Unit 1: Numbers to 10; 6–21 PB1A Unit 3: Addition within 10; 28–31 PB1A Unit 4: Subtraction within 10; 39–43 PB1A Unit 6: Ordinal Numbers; 67–79 PB1A Unit 7: Numbers to 2; 79–97 PB1B Unit 12: Numbers to 40; 26–62	NC Activity 2.1

	PB1B Unit 17: Numbers to 100; 91–120 PB2A Unit 1: Numbers to 1000; 6	
• I can use my experience of the counting sequence of numbers and of *one-to-one correspondence* to count sets reliably. I can count objects that I can touch, and ones that I cannot.	PB1A Unit 1: Numbers to 10; 6–21 PB1A Unit 3: Addition within 10; 28–31 PB1A Unit 4: Subtraction within 10; 39–43 PB1A Unit 6: Ordinal Numbers; 67–79 PB1A Unit 7: Numbers to 20; 79–97 PB1B Unit 12: Numbers to 40; 26–62 PB1B Unit 17: Numbers to 100; 91–120 PB2A Unit 1: Numbers to 1000; 6	
• I have explored forming a quantity in different ways, using combinations of objects or quantities.	PB1A Unit 1: Numbers to 10; 6–21 PB1A Unit 2: Number Bonds; 22–27 PB1A Unit 3: Addition within 10; 28-87 PB1A Unit 4: Subtraction within 10; 39–51 PB1A Unit 7: Numbers to 20; 79–97 PB1A Unit 8: Addition and Subtraction within 20; 98-109 PB1B Unit 12: Numbers to 40; 26–61 PB1B Unit 17: Numbers to 100; 91–100, 102–117	
• I can communicate how sets change when objects are added to and taken away from them.	PB1A Unit 2: Number Bonds; 22-27 PB1A Unit 3: Addition within 10, 28–38 PB1A Unit 4: Subtraction within 10; 39–53 PB1A Unit 7: Numbers to 20; 83, 85, 94–96 PB1A Unit 8: Addition and Subtraction within 20; 98–109 PB1B Unit 12: Numbers to 40; 37–62 PB1B Unit 13: Mental Calculations; 63–69 PB1B Unit 17: Numbers to 100; 102–120 PB1B Unit 19: Money (2); 132-143	
• I have experienced grouping and sharing with objects and quantities, and I can group or share small quantities into equal-sized groups.	PB1B Unit 15: Division; 79-83	
• I have used money, and the language of money, in play and real-life situations and I can understand that I need to exchange money for items.	PB1B Unit 18: Money; 121-131	

Algebra		
• I am beginning to recognise, copy, extend and generalise patterns and sequences around me	PB1A Unit 1: Numbers to 10; 17–21 PB1A Unit 5: Shapes and Patterns; 62–66 PB1A Unit 7: Numbers to 20; 94–97 PB1B Unit 12: Numbers to 40; 31–36 PB1B Unit 17: Numbers to 100; 95–101 PB2A Unit 1: Numbers to 1000; 19–25 PB2B Unit 17: Shapes and Patterns; 132–135	
• I am beginning to demonstrate, using objects, an understanding of the concepts of 'equal' and 'not equal'.	PB1A Unit 3 Addition within 10; 28–30, 32–38 PB1A Unit 4: Subtraction within 10; 39–41, 43–53 PB1A Unit 7: Numbers to 20; 85, 85 PB1A Unit 8: Addition and Subtraction within 20; 98–104, 106–107 PB1B Unit 12: Numbers to 40; 28–29, 36–62 PB1B Unit 13: Mental Calculations; 63, 65–67, 69 PB1B Unit 14: Multiplication; 70–78 PB1B Unit 17: Numbers to 100; 93, 94, 102–117, 120 PB1B Unit 19: Money (2); 132–133, 136–143	To introduce 'not equal to', expand the teaching sequence in TG1A, page 48, question 1, to include more guidance on what the equals symbol means, and why it couldn't be used between, e.g. 6 + 2 and 6: because these are *not* equal.
Geometry		
• I can understand and apply the language of time in relation to my daily life.	PB1B Unit 16: Time; 85 PB2B Unit 13: Time; 73	
• I have used a variety of objects to measure. I am beginning to understand the need to repeat the same physical unit without any gaps when measuring.	PB1A Unit 9: Length; 119–126 PB1B Unit 10: Mass; 12–17	NC Activity 2.10
• I can make estimates and comparisons with measures, such as 'shorter than', 'heavier than'.	PB1A Unit 9: Length; 110–126 PB1B Unit 10: Mass; 12, 17 PB2B Unit 14: Volume; 79–84	
• I have explored, compared, and used the general language of shapes through investigative play.	PB1A Unit 5: Shapes and Patterns; 54–61 PB2B Unit 17: Shapes and Patterns; 120–125, 129-131	
• I have explored movements and directions and I am beginning to use mathematical language to describe position.	PB1A Unit 6 Ordinal Numbers; 67–78	NC Activity 2.20 Left and right covered on PB1A: Unit 6; 67-68

Statistics		
• I can investigate, collect and record data found in my environment.	PB1A Unit 6: Ordinal Numbers; 76 PB1A Unit 9: Length; 125 PB1B Unit 10: Mass; 9, 14, 15 PB1B Unit 11: Picture Graphs; 18–25 PB2A Unit 8: Length; 139 PB2A Unit 9: Mass;157, 166 PB2B Unit 13: Time; 77 PB2B Unit 15: Graphs; 95–109	
• I can group sets into categories and I am beginning to communicate the rule(s) I have used.	PB1B Unit 11: Picture Graphs; 20, 22, 23–25	
• I am beginning to represent and interpret data, using a range of methods.	PB1A Unit 6: Ordinal Numbers; 76 PB1A Unit 9: Length; 125 PB1B Unit 10: Mass; 9, 14, 15 PB1B Unit 11: Picture Graphs; 18–25 PB2A Unit 8: Length; 139 PB2A Unit 9: Mass; 157, 166 PB2B Unit 13: Time; 77 PB2B Unit 15: Graphs; 95–109	