



Maths Skills Matched to Curriculum Objectives



STAGE	SKILLS	OBJECTIVES COVERED
Opal Stage 	Stage 1: - Counting – join in with rhymes - Subitising – React to changes of amount when those amounts are significant (more than double/less than half) - Compare – Use the word ‘more’ to signal they want more. Stage 2: - Counting – Show some counting like behaviours – making sounds, pointing or saying some numbers. - Subitising: - Look for things which have moved out of sight (with up to three objects). - React to things which have been added (with up to three objects) - Compare – Show understanding of ‘more’ and ‘lots’ when their attention is drawn to a change in an amount when items have been added. - Numerals – Know the marks they make are of value. Stage 3: - Counting – Count in everyday contexts (can still be skipping numbers) - Subitising – Notice when nothing has changed (with up to three objects) - Compare – Show understanding of ‘same’ when their attention is drawn to a change in an amount where items have not changed. - Numerals – Recognise a significant numeral.	Development Matters Birth to 3 Year Olds: - Take part in finger rhymes with numbers. - React to changes if amounts in a group of up to three items. - Compare amounts, saying ‘lots’, ‘more’ or ‘same’. - Develop counting-like behaviour, such as making sounds, point or saying some numbers in sequence. - Count in everyday contexts, sometimes skipping numbers – ‘1, 2, 3 – 5’.
On Track – Achieved Opal Stage by end of Summer Term (2 years prior to starting Reception)		
Amber Stage 1 	- Counting – up to 3, 1:2:1 correspondence. - Subitising: - Dice Patterns to 3 - Different Patterns 2 and 3. - Different Fonts 2 and 3 - Fingers (one hand) up to 3. - Numerals up to 3.	Development Matters 3-4 Year Olds: Develop fast recognition of up to 3 objectives, without having to count them individually (Subitising)
On Track – Achieved Amber Stage 1 by the end of Spring Nursery		
Amber Stage 2 	- Counting: - Up to number 5, 1:2:1 correspondence. - Begin to recite some numbers past 5. - Know the last number reached tells them how many. - Compare – be able to compare 2 sets of objects saying which has more or fewer. - Subitising – fingers (one hand) up to 5. - Numerals up to 5.	Development Matters 3-4 Year Olds: - Say one number for each items in order 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total. - Show ‘fingers numbers’ up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Recite numbers past 5. - Compare quantities using language: ‘more than’, ‘fewer than’.
On Track – Achieved Amber Stage 2 by the end of Nursery		
Pearl Stage 1 	- Counting (up to 5) sounds or actions know that the last number tells them how many. - Composition of Number: - Identify sub groups of 1,2 and 3 in larger numbers - Use objectives to subitise up to 5. - Subitising: - die pattern – 4,5. - different patterns 4,5. - Fingers (two hands) up to 4. - Numerals – order numerals 1-5.	**If achieved by end of Autumn Term they are ‘on track’ to achieve these ELG by end of the year** - Verbally count beyond 20, recognising the pattern of the counting system. - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.
On Track – Achieved Pearl Stage 1 by the end of Autumn Reception		
Pearl Stage 2 	- Counting: - Count up to 10 objects with 1:2:1 correspondence and know the last number tells them how many. - Count on from any given number up to 10. - Count out up to 10 objects from a larger group. - Number pattern: - Double up to 5 - Composition of number -applying knowledge of subitising 5. - Subitising: - Dice pattern – 6 - Different patterns – 6 - Fingers (two hands) – 5, 6, 7 and 8. - Numerals – 6, 7 and 8.	**If achieved by end of Spring Term they are ‘on track’ to achieve these ELG by end of the year** - Verbally count beyond 20, recognising the pattern of the counting system. - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. - Explore and represent patterns within numbers up to 10, including evens and odds and double facts.
On Track – Achieved Pearl Stage 2 by the end of Spring Reception		



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Pearl Stage 3 	- Counting: - Count up to 20. - Count beyond 20. - Compare - use the language of more than, fewer than or equal to when comparing 2 sets of objects and know how to make unequal groups, equal. - Composition of number: - Using representations be able to say if a number is odd or even (up to 10) - Identify missing parts of 10 using structured representations. - Automatically recall numbers bonds for numbers up to 5. - Automatically recall some number bonds of numbers up to 10. - Subitising fingers (two hands) 9 and 10. - Numerals – 9 and 10 and order numerals from 1-10.	ELG - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including some subtraction facts) and some number bonds to 10, including double facts. - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, doubles facts and how quantities can be distributed equally.
On Track – Achieved Pearl Stage 3 by the end of Reception		
STAGE	SKILLS	OBJECTIVES COVERED
Topaz Stage 1 	- Numerals – correctly write the numerals 1-10 - Adding and Subtracting: 1 more/1 less 0 - Subtracting a number from itself. - Doubles and Halves up to 5	National Curriculum (Y1): - read and write numbers from 1 to 20 in numerals and words. - given a number, identify one more and one less - add and subtract one-digit and two-digit numbers to 20 including zero - represent and use number bonds and related subtraction facts within 20 - recognise, find and name a half as one of two equal parts of an object, shape or quantity
On Track – Achieved Topaz Stage 1 by the end of Autumn Year 1		
Topaz Stage 2 	- Numerals – correctly write the numerals 11-20 - Adding and Subtracting: 2 3 - Number bonds to 10 - Adding using the '10 and a bit structure' - Doubles and Halves (6-10)	National Curriculum (Y1): - read and write numbers from 1 to 20 in numerals and words. - add and subtract one-digit and two-digit numbers to 20 including zero - represent and use number bonds and related subtraction facts within 20 - recognise, find and name a half as one of two equal parts of an object, shape or quantity
On Track – Achieved Topaz Stage 2 by the end of Year 1		
Ruby 	- three single digits using number bonds to 10 and the '10 and a bit structure'. - Add and Subtract by bridging 10. - Near doubles - Number bonds to 20.	National Curriculum (Y2): - recall and use addition and subtraction facts to 20 fluently - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - adding three one-digit numbers
On Track – Achieved Ruby by the end of Year 2		
Sapphire 	Recall multiplication and division facts for 2, 5 and 10 times table.	National Curriculum (Y2): recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers – securing automaticity of facts
On Track – Achieved Sapphire by the end of Autumn Term Year 3		
Emerald 	Recall multiplication and division facts for 3, 4 and 8 times table.	National Curriculum (Y3): recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
On Track – Achieved Emerald by the end of Year 3		
Diamond Stage 1 	Multiplication and Division: Recall multiplication and division facts for 6 and 9 times table.	National Curriculum (Y4): recall multiplication and division facts for multiplication tables up to 12×12



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On Track – Achieved Diamond Stage 1 by the end of Autumn Term Year 4		
Diamond Stage 2 	Multiplication and Division: Recall multiplication and division facts for 7, 11 and 12 times table.	National Curriculum (Y4): recall multiplication and division facts for multiplication tables up to 12×12
On Track – Achieved Diamond Stage 2 by the end of Summer Term Year 4		
Double Diamond 	Extended Multiplication and Division: - Multiplying by multiples of 10 and 100 - Dividing by multiples of 10 by single digits and multiples of 10. - Squares and cubes - Multiplying and dividing decimal fractions. - Multiplying and dividing by 10, 100 and 1000.	National Curriculum (Y5): - Multiply and divide numbers mentally drawing upon known facts. - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. - Recognise and use squared numbers and cube numbers.
On Track – Achieved Platinum Stage 1 by the end of Spring Term Year 5		
STAGE	SKILLS	OBJECTIVES COVERED
Platinum 	Application of Facts: - Addition and subtraction of fractions with the same denominator. - Multiplying a proper and mixed fraction by a whole number (product is within a whole) - Calculating non-unit fractions of amounts.	National Curriculum (Y5): - Add and subtract fractions with the same denominator. - Multiply proper fractions and mixed numbers by whole numbers.
On Track – Achieved Platinum Stage 1 by the end of Summer Term Year 5		
Platinum Plus 	Application of Facts: - Pairs to 1 (2dp) - Multiplying proper fractions - Dividing proper fractions by a whole number - Simple percentages of amounts Extended Multiplication and Division: - Multiples of 10, 100 and 100 mixed.	National Curriculum (Y6): - perform mental calculations, including with mixed operations and large numbers - multiply simple pairs of proper fractions [e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] - divide proper fractions by whole numbers [e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$]
On Track – Achieved Platinum Plus by the end of Spring Term Year 6		