

8

Numbers 1-10

1

We can:

2

- **Recognise** these numbers

- **Write** these numbers

5

- **Count** sets of these numbers

- **Order** these numbers

7

10

4

9

- **Compare** these numbers (more, greater, less, fewer, equal to or the same)

- **Make** and recognise a range of **representations** of these numbers

6

3

Comparing Numbers

We can do this by...

Making a comparison of two or more quantities:



“I have more apples than you.” 

“We have an equal amount of bananas.”



“I have jumped more times than you.”



Comparing the value of two or more digits.

5

“5 is greater than 3.”

3

“6 is greater than 4 but it's less than 10.”

6

4

10

Representing Number

Knowing that the same number can be represented in a range of ways is key to our mathematical thinking in Reception. We use a range of resources to do this:

- Numicon
- 10 Frames
- A range of objects or movements that can be counted
 - Fingers
 - Digit cards

So when representing the number 5 for example, we would know that these representations all look different but their 'sameness' is that they all show 5!

