

4. Number facts		
Knowledge and Skills		4.1 Number pairs:
Activity	Task and Question	Responses and Observations Strengths/Difficulties
Know number pairs to 5 for addition and subtraction	Put up 3 fingers. How many more to make 5? What other numbers could we add together to make 5?	Pupil uses fingers for answer? Yes/No Circle: quick/slow to give answer What other bonds to 5 did the pupil know?
Know number pairs to 10 for addition and subtraction	Put up 7 fingers. How many more to make 10? What other numbers could we add together to make 10?	Pupil uses fingers for answer? Yes/No Circle: quick/slow to give answer What other bonds to 10 did the pupil know?
Use number pairs to 10 for addition and subtraction for larger multiples of ten	Place the following number cards on the table 10, 20, 30, 40, 50, 50, 60, 70, 80, 90. Say the number as the cards are placed. Can you show me two cards that when added together make 100? How many pairs can you make?	Did the pupil use a 'counting' strategy to calculate the answer? Circle: quick/slow to give answer Does the pupil show that they are using their knowledge of bonds to 10 to calculate the answer? What pairs does the pupil make?
Knowledge and Skills		4.2 Step counting in 2s, 5s and 10s:
Count forwards and back in steps of 10	Can you count in 10s from 0 to 100? Can you count back in 10s from 100? Can you count in 10s from 7? (Stop at 97) Can you count back in 10s from 57? (Stop at 7)	Number counted to: Counting fluent? Requested concrete materials? Yes/No
Count forwards and back in steps of 2	Can you count in 2s from 0 to 20? Can you count back in 2s from 20? (count back from 10 if the pupil was unable to count past 10 in the previous question) Can you count in 2s from 8? (Stop at 20)	Number counted to: Counting fluent? Requested concrete materials? Yes/No Strategies used:

	Can you count back in 2s from 16? (Count back from 8 if the pupil is unable to count in 2s past 10)	
Count forwards and back in steps of 5	<p>Can you count in 5s from 0 to 50?</p> <p>Can you count back in 5s from 50?</p> <p>Can you count in 5s from 15? (Stop at 50)</p> <p>Can you count back in 5s from 40? (if the pupil was unable to count to 50 in the previous question ask them to count back in 5s from the largest number gave accurately)</p>	<p>Number counted to:</p> <p>Counting fluent?</p> <p>Requested concrete materials? Yes/No</p> <p>Strategies used:</p>
Knowledge and Skills	4.3 Odd and even numbers	
Odd and even numbers	<p>Place number cards 1-9 on the table.</p> <p>Can you show me an even number?</p> <p>Can you show me an odd number?</p> <p>Can you show me all the odd numbers?</p> <p>Can you show me all the even numbers?</p> <p>Repeat above but with number cards 10-20</p>	<p>Circle: quick / slow response</p> <p>Comments:</p>
Knowledge and Skills	4.4 Doubles and Halves	
Understanding halves	<p>Place 6 counters on the table</p> <p>Can you give me half the counters?</p> <p>What is half of 4?</p> <p>What is half of 10?</p> <p>What is half of 16?</p> <p>Can you write how we write $\frac{1}{2}$ in our maths book on the whiteboard?</p>	<p>Does the pupil share the counters between 2 groups?</p> <p>The pupil able to group half of the counters straight away without sharing?</p> <p>Does the pupil use the counters?</p> <p>Does the pupil ask for more counters?</p>
Understanding doubles	<p>Place 10 counters on the table and move 4 counters in front of the pupil</p> <p>Can you double the number of counters?</p> <p>What is double 3?</p> <p>What is double 6?</p>	<p>Comment:</p> <p>Circle: counters/mental</p>

	What is double 14? What is double 20? What is double 25? What is double 50? What is double 100?	
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