

**NRICH Curriculum Mapping Documents**

**NRICH tasks linked to the English Primary National Curriculum for mathematics in EYFS, Y1, Y2**

NRICH tasks embrace the aims of the curriculum (problem solving, reasoning, fluency) as well as curriculum ‘content’. However, not all objectives will have an NRICH task attached to them.

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| Tasks badged with a \* are suitable for the whole class | Tasks badged with a \*\* are suitable for the majority of the class | Tasks badged with a \*\*\* are for those who like a serious challenge |
| G = game | All NRICH tasks are categorised as problems. | I = investigation |

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| **EYFS (Early Years Outcomes)** | **Year 1** | **Year 2** |
| **Strand 1 - Number** |
| **Numerals*** Recognises some numerals of personal significance
* Recognises numerals 1 to 5
* Selects the correct numeral to represent 1 to 5, then 1 o 10 objects

**[Show Me](http://nrich.maths.org/13372)****[Owl’s Packing List](http://nrich.maths.org/13372)**[**Tidying**](http://nrich.maths.org/13372) [**Dice**](http://nrich.maths.org/13372) **[Golden Beans](http://nrich.maths.org/13372)** | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward[**Buzzy Bee**](http://nrich.maths.org/public/viewer.php?obj_id=194) **\*** [**Five Steps to 50**](http://nrich.maths.org/10586) **\* I** |
| **Counting*** Counts up to three or four objects by saying a number name for each item
* Counts actions or objects which cannot be moved
* Counts objects to 10, and beginning to count beyond 10
* Counts out up to six objects from a larger group
* Counts an irregular arrangement of up to ten objects
* **ELG – count reliably with numbers from one to 20**

**[Number Book](http://nrich.maths.org/13372)**[**Playing Incey Wincey Spider**](http://nrich.maths.org/13372)[**Shopping**](http://nrich.maths.org/13372) | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens[**Writing Digits**](http://nrich.maths.org/public/viewer.php?time=1228319356&obj_id=161) **\*** [**Shut the Box**](http://nrich.maths.org/6074) **\* G**[**Biscuit Decorations**](http://nrich.maths.org/public/viewer.php?obj_id=154) **\*** [**Same Length Trains**](http://nrich.maths.org/4332) **\*** [**Grouping Goodies**](http://nrich.maths.org/public/viewer.php?obj_id=232) **\*\*\***  | Recognise the place value of each digit in a two-digit number (tens, ones)[**Snail One Hundred**](http://nrich.maths.org/8303) **\* G**[**Two-digit Targets**](http://nrich.maths.org/6343) **\*** [**6 Beads**](http://nrich.maths.org/152) **\*\*** [**Digit Addition**](http://nrich.maths.org/14312) \* |
|  | Given a number, identify one more and one less**Number and Place Value** | Identity, represent and estimate numbers using representations, including the number line[**How Would We Count**](http://nrich.maths.org/8123)**? \* G I**[**Tug of War**](http://nrich.maths.org/public/viewer.php?obj_id=5897) **\* G**[**Count the Crayons**](http://nrich.maths.org/10653) **\***  |
| **Comparing and estimating*** Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects
* Estimates how many objects they can see and checks by counting them
* **ELG – with numbers from one to 20, place them in order**

**[Estimation Station](http://nrich.maths.org/13372)** | Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least[**Robot Monsters**](http://nrich.maths.org/2404) **\* I**[**Dotty Six**](http://nrich.maths.org/7337) **\* G**[**All Change**](http://nrich.maths.org/7514) **\* G I**[**Making Sticks**](http://nrich.maths.org/public/viewer.php?obj_id=231) **\*\* I**[**Eightness of Eight**](http://nrich.maths.org/13704) **\***  | Compare and order numbers from 0 up to 100; use <, > and = signs[**Domino Sequences**](http://nrich.maths.org/public/viewer.php?obj_id=241) **\*** [**Next Domino**](http://nrich.maths.org/public/viewer.php?obj_id=168) **\*** [**100 Square Jigsaw**](http://nrich.maths.org/public/viewer.php?obj_id=5572) **\* G**[**That Number Square!**](http://nrich.maths.org/8169) **\* I**[**Domino Number Patterns**](http://nrich.maths.org/public/viewer.php?obj_id=225) **\*\***  |
|  | Read and write numbers from 1 to 20 in numerals and words[**Count the Digits**](http://nrich.maths.org/7302) **\* I**[**What’s in a Name?**](http://nrich.maths.org/7952) **\*\* I** | Read and write numbers to at least 100 in numerals and in words |
| **One more, one less*** Says the number that is one more than a given number
* **ELG – with numbers from one to 20, say which number is one more or less than a given number**

**[Number Rhymes](http://nrich.maths.org/13372)** **[Using Books: Maisy Goes Camping](http://nrich.maths.org/13372)** |  | Use place value and number facts to solve problems[**I Like …**](http://nrich.maths.org/6962) **\* G**[**Largest Even**](http://nrich.maths.org/7431) **\* G** [**Round the Two Dice**](http://nrich.maths.org/10435) **\* I**[**Light the Lights**](http://nrich.maths.org/7044) **\*\*\* G** |
| **Adding and subtracting*** Finds the total number of items in two groups by counting all of them
* In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting
* Records, using marks that they can interpret and explain
* **ELG – using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer**

[**The Box Game**](http://nrich.maths.org/13372) | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs[**How Do You See it?**](http://nrich.maths.org/8296) **\*** [**What Could It Be?**](http://nrich.maths.org/10479) **\* I**[**2,4,6,8**](http://nrich.maths.org/public/viewer.php?time=1188566002&obj_id=175) **\*\*\*** **Addition and Subtraction** | Solve problems with addition and subtraction:* using concrete objects and pictorial representations, including those involving numbers, quantities and measures
* applying their increasing knowledge of mental and written methods

[**Sitting Round the Party Tables**](http://nrich.maths.org/7228) **\* I**[**Two Spinners**](http://nrich.maths.org/10391) **\* I**[**Half Time**](https://nrich.maths.org/7408) **\*** [**Heads and Feet**](http://nrich.maths.org/924) **\*\*** [**Noah**](http://nrich.maths.org/public/viewer.php?obj_id=136) **\*\*** [**Eggs in Baskets**](http://nrich.maths.org/public/viewer.php?obj_id=2002) **\*\*** [**Birthday Cakes**](http://nrich.maths.org/public/viewer.php?obj_id=246) **\*\*** [**Getting the Balance**](http://nrich.maths.org/public/viewer.php?obj_id=5676) **\*\*\* I**[**Cuisenaire Counting**](http://nrich.maths.org/2724) **\*\*\* G** [**The Brown Family**](http://nrich.maths.org/public/viewer.php?obj_id=2003) **\*\*\* G** [**What’s in a Name?**](http://nrich.maths.org/969) **\*** |
|  | Represent and use number bonds and related subtraction facts within 20[**Domino Sorting**](http://nrich.maths.org/public/viewer.php?obj_id=4940) **\* I**[**One Big Triangle**](http://nrich.maths.org/public/viewer.php?obj_id=192) **\* G**[**Number Lines**](http://nrich.maths.org/public/viewer.php?obj_id=5652) **\*** [**Pairs of Numbers**](http://nrich.maths.org/7233) **\* I**[**Weighted Numbers**](http://nrich.maths.org/public/viewer.php?obj_id=4726) **\* G** [**Butterfly Flowers**](http://nrich.maths.org/public/viewer.php?obj_id=229) **\*** [**Ladybirds in the Garden**](http://nrich.maths.org/public/viewer.php?obj_id=1816) **\*\***  | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100[**Strike it Out**](http://nrich.maths.org/6589) **\* G**[**Number Round Up**](http://nrich.maths.org/188) **\*\*\* G** [**4 Dom**](http://nrich.maths.org/public/viewer.php?obj_id=179) **\*\*\* G**  |
|  | Add and subtract one-digit and two-digit numbers to 20, including zero[**Two Dice**](http://nrich.maths.org/150) **\* I**[**Sort Them Out (1)**](http://nrich.maths.org/6885) **\* G**[**Find the Difference**](http://nrich.maths.org/public/viewer.php?obj_id=6227) **\*\* G** | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:* a two-digit number and ones
* a two-digit number and tens
* two two-digit numbers
* adding three one-digit numbers

[**Cuisenaire Environment**](http://nrich.maths.org/public/viewer.php?obj_id=4348) **\* G**[**Unit Differences**](http://nrich.maths.org/10480) **\* I**[**Dicey Addition**](http://nrich.maths.org/11863) **\* G**[**Number Balance**](http://nrich.maths.org/public/viewer.php?obj_id=4725) **\*\* I**[**Jumping Squares**](http://nrich.maths.org/7471) **\*\* G** |
|  | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9[**The Tall Tower**](http://nrich.maths.org/2354) **\*\*\***  | Show that addition of two numbers can be done in any order (commutative), and subtraction of one number from another cannot[**Always, Sometimes or Never? KS1**](http://nrich.maths.org/12671) **\***  |
| **Problem solving*** Begins to identify own mathematical problems based on own interests and fascinations
* **ELG – they solve problems, including doubling, halving and sharing**

**[Maths Story Time](http://nrich.maths.org/13372)****[Double Trouble](http://nrich.maths.org/13372)**[**Two Halves**](http://nrich.maths.org/13372)[**Using Books: The Doorbell Rang**](http://nrich.maths.org/13372) |  | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems[**The Add and Take-away Path**](http://nrich.maths.org/7281) **\* I**[**How Many?**](http://nrich.maths.org/6927) **\* G** [**What Was in the Box?**](http://nrich.maths.org/7819) **\* G** [**Doing and Undoing**](http://nrich.maths.org/8292) **\* I**[**Secret Number**](http://nrich.maths.org/public/viewer.php?obj_id=5651) **\*\* G** |
|  | Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher[**Lots of Biscuits!**](http://nrich.maths.org/6883) **\*** [**Share Bears**](http://nrich.maths.org/public/viewer.php?obj_id=2358) **\* G**[**Doubling Fives**](http://nrich.maths.org/10588) **\* I****Multiplication and Division** | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers[**Even and Odd**](http://nrich.maths.org/6895) **\* I**[**Ring a Ring of Numbers**](http://nrich.maths.org/public/viewer.php?obj_id=2782) **\* G**[**Clapping Times**](http://nrich.maths.org/public/viewer.php?obj_id=5482) **\* G I**[**Double or Halve?**](http://nrich.maths.org/10654) **\* G**[**Always, Sometimes or Never?**](http://nrich.maths.org/12670) **\*** [**How Odd**](http://nrich.maths.org/7190) **\*\* I**[**Two Numbers Under the Microscope**](http://nrich.maths.org/8059) **\*\* I**[**Odd Times Even**](http://nrich.maths.org/8062) **\*\*\* I**[**More Numbers in the Ring**](http://nrich.maths.org/2783) **\*\*\* G** [**Number Detective**](http://nrich.maths.org/204) **\***[**Pairs of Legs**](https://nrich.maths.org/7462) **\*\***  |
|  |  | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs[**Ordering Cards**](http://nrich.maths.org/8058) **\* G**[**Which Symbol?**](http://nrich.maths.org/6777) **\*** [**I’m Eight**](http://nrich.maths.org/55) **\* I** |
|  |  | Show that multiplication of two numbers can be done in any order (commutative), and division of one number by another cannot |
|  |  | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts[**Our Numbers**](http://nrich.maths.org/7006) **\* G**[**Ip Dip**](http://nrich.maths.org/7185) **\* I**[**Magic Plant**](http://nrich.maths.org/public/viewer.php?obj_id=145) **\*\*** [**The Amazing Splitting Plant**](http://nrich.maths.org/public/viewer.php?obj_id=159) **\*\*\*** [**The Tomato and the Bean**](http://nrich.maths.org/public/viewer.php?obj_id=1079) **\*\*\*** [**Lots of Lollies**](http://nrich.maths.org/public/viewer.php?obj_id=2360) **\*\*\* I**[**Growing Garlic**](http://nrich.maths.org/5579) **\*\*\*** [**Are You Well Balanced?**](http://nrich.maths.org/public/viewer.php?obj_id=4734) **\*\*\* G I**[**Birthday Sharing**](http://nrich.maths.org/14052) **\***[**Catrina’s Cards**](http://nrich.maths.org/203) **\*** |
|  | Recognise, find and name a half as one of two equal parts of an object, shape or quantity[**Fair Feast**](http://nrich.maths.org/2361) **\*** **Fractions**[**Halving**](http://nrich.maths.org/public/viewer.php?obj_id=1788) **\*\* I**[**Happy Halving**](http://nrich.maths.org/217) **\*\*\***  | Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity |
|  | Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2 |
| **EYFS (Early Years Outcomes)** | **Year 1** | **Year 2** |
| **Strand 2 – Measurement** |
| **Length, weight and capacity*** Orders two or three items by length or height
* Orders two items by weight or capacity

**Length****[Making Caterpillars](http://nrich.maths.org/13374)**[**Long Creatures**](http://nrich.maths.org/13374)**[Wrapping Parcels](http://nrich.maths.org/13374)****[Sock Washing Line](http://nrich.maths.org/13374)****Weight**[**Balances**](http://nrich.maths.org/13374)**[Cooking](http://nrich.maths.org/13374)****[Presents](http://nrich.maths.org/13374)****[Spring Scale](http://nrich.maths.org/13374)****Capacity****[I Have a Box](http://nrich.maths.org/13374)****[Mud Kitchen](http://nrich.maths.org/13374)****[Water, Water](http://nrich.maths.org/13374)****Money** | Compare, describe and solve practical problems for:* lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
* mass or weight [for example, heavy/light, heavier than, lighter than]
* capacity/volume [for example, full/empty, more than, less than, half, half full, quarter]
* time [for example, quicker, slower, earlier, later]

[**Sizing Them Up**](http://nrich.maths.org/public/viewer.php?obj_id=4962) **\* G**[**The Animals’ Sports Day**](http://nrich.maths.org/7789) **\* I**[**Different Sizes**](http://nrich.maths.org/8117) **\* I**[**Bottles (1)**](http://nrich.maths.org/10337) **\*** [**Bottles (2)**](http://nrich.maths.org/10382) **\*** [**Wallpaper**](http://nrich.maths.org/public/viewer.php?obj_id=4964) **\*\*** [**Thirsty**](http://nrich.maths.org/6971)**? \*****Measurement** | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels[**Discuss and Choose**](http://nrich.maths.org/7449) **\* G**[**Little Man**](http://nrich.maths.org/public/viewer.php?obj_id=4789) **\***  |
| **Time*** Orders and sequences familiar events
* Measures short periods of time in simple ways
* **ELG – children use everyday language to talk about time**

**[Timing](http://nrich.maths.org/13374)**  | Measure and begin to record the following:* lengths and heights
* mass/weight
* capacity and volume
* time (hours, minutes, seconds)

[**How Tall?**](http://nrich.maths.org/7536) **\* I**[**Can You Do it Too?**](http://nrich.maths.org/8327) **\*\* G** | Compare and order lengths, mass, volume/capacity and record the results using >, < and =[**Order, Order!**](http://nrich.maths.org/7340) **\* I**[**Compare the Cups**](http://nrich.maths.org/10656) **\*** [**Making Longer, Making Shorter**](http://nrich.maths.org/5590) **\*\* I** |
|  | Recognise and know the value of different denominations of coins and notes | Recognise and use the symbols for pounds (£) and pence (p); combine amounts to make a particular value[**Five Coins**](http://nrich.maths.org/142) **\*\* I** |
|  | Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening[**Times of Day**](http://nrich.maths.org/public/viewer.php?obj_id=6609) **\* I**[**The Games’ Medals**](http://nrich.maths.org/7763) **\*\* I** | Find different combinations of coins that equal the same amounts of money[**Money Bags**](http://nrich.maths.org/1116) **\*\***   |
|  | Recognise and use language relating to dates, including days of the week, weeks, months and years[**Snap**](http://nrich.maths.org/6082) **\* G** | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change[**The Puzzling Sweet Shop**](http://nrich.maths.org/223) **\*\***  |
|  | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | Compare and sequence intervals of time |
|  |  | Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times[**What Is the Time?**](http://nrich.maths.org/7377) **\*** [**Stop the Clock**](http://nrich.maths.org/public/viewer.php?obj_id=6071) **\*\*\* G** |
|  |  | Know the number of minutes in an hour and the number of hours in a day[**Matching Time**](https://nrich.maths.org/10332) **\* G** |
| **EYFS (40-60+ months)** | **Year 1** | **Year 2** |
| **Strand 3 - Geometry** |
| **Pattern*** Uses familiar objects and common shapes to create and recreate patterns
* **ELG – recognise, create and describe patterns**

**[Pattern Making](http://nrich.maths.org/13373)**[**Collecting**](http://nrich.maths.org/13373) | Recognise and name common 2-D and 3-D shapes, including:* 2-D shapes (for example, rectangles (including squares), circles and triangles)
* 3-D shapes (for example, cuboids (including cubes), pyramids and spheres)

[**Shaping It**](http://nrich.maths.org/7301) **\* I**[**What’s Happening?**](http://nrich.maths.org/7810) **\*** [**Jig Shapes**](http://nrich.maths.org/6886) **\*** [**Always, Sometimes or Never? KS1**](http://nrich.maths.org/12671) **\*** [**Overlaps**](http://nrich.maths.org/5819) **\*\*** [**Three Squares**](http://nrich.maths.org/143) **\*\*\* I****Properties of Shapes** | Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line[**Shapely Lines**](http://nrich.maths.org/7009) **\* I**[**Exploded Squares**](http://nrich.maths.org/7008) **\*** [**Poly Plug Rectangles**](http://nrich.maths.org/7511) **\* G I**[**Let’s Investigate Triangles**](http://nrich.maths.org/public/viewer.php?obj_id=93) **\*** **[Seeing Squares \*](https://nrich.maths.org/13125)** [**Paper Patchwork 1**](https://nrich.maths.org/12203) **\*** [**Paper Patchwork 2**](https://nrich.maths.org/12204) **\*** [**Chain of Changes**](http://nrich.maths.org/public/viewer.php?obj_id=221) **\*\*** [**Colouring Triangles**](http://nrich.maths.org/public/viewer.php?obj_id=171) **\*\* I**[**Complete the Square**](http://nrich.maths.org/public/viewer.php?obj_id=2910) **\*\*\* G**[**Inside Triangles**](http://nrich.maths.org/5648) **\*\*\* G** [**Triangle or No Triangle?**](http://nrich.maths.org/14041) **\*** |
| **Shape*** Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes
* Uses familiar objects and common shapes to create and recreate patterns and build models
* **ELG – explore characteristics of everyday objects and shapes and use mathematical language to describe them**

**[Tubes and Tunnels](http://nrich.maths.org/13373)**[**Making Footprints**](http://nrich.maths.org/13373)**[Building Towers](http://nrich.maths.org/13373)** **[Exploring 2D Shape](http://nrich.maths.org/13373)** **[Making a Picture](http://nrich.maths.org/13373)****[Shapes in the Bag](http://nrich.maths.org/13373)** |  | Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces[**Building with Solid Shapes**](http://nrich.maths.org/public/viewer.php?obj_id=239) **\* I**[**Rolling That Cube**](http://nrich.maths.org/7299) **\* I**[**Skeleton Shapes**](http://nrich.maths.org/public/viewer.php?obj_id=1156) **\*\* I** |
|  |  | Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid][**Cubes**](http://nrich.maths.org/42) **\* I**[**Shadow Play**](http://nrich.maths.org/public/viewer.php?obj_id=2350) **\*\*\***  |
|  |  | Compare and sort common 2-D and 3-D shapes and everyday objects[**Matching Triangles**](http://nrich.maths.org/public/viewer.php?obj_id=5638) **\* G**[**Data Shapes**](http://nrich.maths.org/7523) **\*** [**Paper Partners**](https://nrich.maths.org/12234) **\*** [**Cubes Cut Into Four Pieces**](http://nrich.maths.org/233) **\*\*\***  |
| **Position*** Can describe their relative position such as ‘behind’ or ‘next to’

**[Paths](http://nrich.maths.org/13373)** [**Position with Wellies**](http://nrich.maths.org/13373)[**Scooters, Trikes and Bikes**](http://nrich.maths.org/13373)[**Small World Play**](http://nrich.maths.org/13373) | Describe position, direction and movement, including whole, half, quarter and three-quarter turns[**2 Rings**](http://nrich.maths.org/public/viewer.php?obj_id=5330) **\* I**[**Turning**](http://nrich.maths.org/public/viewer.php?obj_id=5656) **\* I**[**Olympic Rings**](http://nrich.maths.org/7551) **\*\* I**[**Tangram Tangle**](http://nrich.maths.org/2398) **\*\*\* G****Position and Direction** | Order and arrange combinations of mathematical objects in patterns and sequences[**Poly Plug Pattern**](http://nrich.maths.org/7515) **\* G**[**Triple Cubes**](http://nrich.maths.org/7128) **\* G**[**Repeating Patterns**](http://nrich.maths.org/5944) **\* I**[**Domino Patterns**](http://nrich.maths.org/9970) **\* I**[**Circles, Circles**](https://nrich.maths.org/10829) **\*** [**Break it Up!**](http://nrich.maths.org/2284) **\* I**[**School Fair Necklaces**](http://nrich.maths.org/9692) **\*\* I**[**Hundred Square**](http://nrich.maths.org/2397) **\*\*** [**Three Ball Line Up**](http://nrich.maths.org/2858) **\*\*** [**A City of Towers**](http://nrich.maths.org/public/viewer.php?obj_id=183) **\*\*** [**Caterpillars**](http://nrich.maths.org/public/viewer.php?obj_id=5742) **\*\* I**[**Cube Bricks and Daisy Chains**](https://nrich.maths.org/7043) **\*** |
|  |  | Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)[**Turning Man**](http://nrich.maths.org/public/viewer.php?obj_id=5560) **\* I**[**Walking Round a Triangle**](http://nrich.maths.org/8084) **\*** [**Cover the Camel**](http://nrich.maths.org/4866) **\*** [**Triangle Animals**](http://nrich.maths.org/4869) **\*\*** [**En-counters**](http://nrich.maths.org/6981) **\***[**Coloured Squares**](https://nrich.maths.org/234) **\*\*** |
| **EYFS (Early Years Outcomes)** | **Year 1** | **Year 2** |
| **Strand 4 - Statistics** |
|  | **Statistics** | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables[**Sticky Data**](http://nrich.maths.org/7687) **\* G** [**If the World Were a Village**](http://nrich.maths.org/7725) **\* I**[**What Shape and Colour?**](http://nrich.maths.org/public/viewer.php?obj_id=2185)**\* G**[**Carroll Diagrams**](http://nrich.maths.org/public/viewer.php?obj_id=13212) **\*** [**Ladybird Count**](http://nrich.maths.org/public/viewer.php?obj_id=2341) **\*** [**Plants**](http://nrich.maths.org/36) **\*\***  |
|  |  | Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity[**Sort the Street**](http://nrich.maths.org/public/viewer.php?obj_id=5157) **\*** [**Button-up**](http://nrich.maths.org/7227) **\*** [**Beads and Bags**](http://nrich.maths.org/7374) **\*** [**The Hair Colour Game**](http://nrich.maths.org/6964) **\*\* G** [**Mixed-up Socks**](http://nrich.maths.org/public/viewer.php?obj_id=166) **\*\* I** |
|  |  | Ask and answer questions about totalling and comparing categorical data[**In the Playground**](http://nrich.maths.org/7248) **\* I** |