

**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** |