

| Starter Number | Star Starter Title                               | Page No. | Strand                            | Learning objective as taken from the Primary Framework for Mathematics  | Type of Starter |
|----------------|--|----------|-----------------------------------|---|-----------------|
| 1              | Targets  | 13       | Using and applying mathematics    | Represent a puzzle or problem by identifying and recording the information or calculations needed to solve it   | Reason          |
| 2              | Number sentence builder                          | 14       | Using and applying mathematics    | Represent a puzzle or problem by identifying and recording the information or calculations needed to solve it   | Reason          |
| 3              | Fairground: counting below zero                  | 15       | Counting and understanding number | Count from any given number in whole-number steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line | Recall          |
| 4              | Number line: decimals                            | 16       | Counting and understanding number | Count from any given number in whole-number and decimal steps; relate the numbers to their position on a number line                                    | Refine          |
| 5              | Twenty cards (ITP): largest and smallest numbers | 17       | Counting and understanding number | Explain what each digit represents in whole numbers   | Reason          |
| 6              | Bricks: ordering decimals                        | 18       | Counting and understanding number | Explain what each digit represents in whole numbers and decimals with up to two places  | Reason          |
| 7              | Fractions (ITP)                                  | 19       | Counting and understanding number | Relate fractions to their decimal representations   | Refresh         |
| 8              | Dominoes: fractions and decimals                 | 20       | Counting and understanding number | Relate fractions to their decimal representations   | Refresh         |
| 9              | Finding percentages                              | 21       | Counting and understanding number | Understand percentage as the number of parts in every 100 and express tenths and hundredths as percentages  | Refine          |
| 10             | Scaling up and down                              | 22       | Counting and understanding number | Use sequences to scale numbers up or down; solve problems involving proportions of quantities   | Read            |
| 11             | Maths Boggle: adding two-digit numbers           | 23       | Knowing and using number facts    | Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums   | Refine          |
| 12             | Bingo: times tables up to $10 \times 10$         | 24       | Knowing and using number facts    | Recall quickly multiplication facts up to $10 \times 10$  | Rehearse        |
| 13             | Bingo: division facts up to 100                  | 25       | Knowing and using number facts    | Identify pairs of factors of two-digit whole numbers  | Rehearse        |
| 14             | Multiplication square: common multiples          | 26       | Knowing and using number facts    | Identify pairs of factors of two-digit whole numbers and find common multiples  | Read            |
| 15             | Function machine                                 | 27       | Calculating                       | Use efficient written methods to add and subtract whole numbers   | Reason          |