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| **Maths – Building Concepts** | | | |
| **Number** | **Emerging** | **Developing** | **Secure** |
| I can join in with simple number rhymes and songs (orally or through action or gesture with support) |  |  |  |
| I can predict and orally say what comes next in a number rhyme or song |  |  |  |
| **I can match one to one with support e.g. give each pupil one pencil** |  |  |  |
| I can show you I understand 1 and 2, e.g. by holding up fingers or blinking, showing 1 object on request |  |  |  |
|  |  |  |  |
| **Calculation** |  |  |  |
| I can find you the same object (from a choice of 3) |  |  |  |
| I can match the same objects/pictures together |  |  |  |
| I can find you the ‘odd one out’ or one that is not the same |  |  |  |
| **I can show you which group has 1 and which group has “lots” of objects** |  |  |  |
| **I can swap one item for another i.e. exchanging a coin for an item in role play** |  |  |  |
| **Shape** |  |  |  |
| I can correctly identify or place familiar objects with verbal prompts ‘in/out’ of a container |  |  |  |
| I can correctly identify or place familiar objects with verbal prompts ‘next to’ |  |  |  |
| I can correctly identify or place an object ‘under’ or ‘on’ another. |  |  |  |
| I can correctly identify with verbal prompts the ‘top’/ ‘bottom’ of an object |  |  |  |
|  |  |  |  |
| **Measure** |  |  |  |
| I can match shapes into a shape sorter/inlay jigsaw |  |  |  |
|  |  |  |  |
| **Early Maths 1** | | | |
| **Number** | **Emerging** | **Developing** | **Secure** |
| I can tell you what is coming next in a number rhyme or song |  |  |  |
| I can rote count to 3 |  |  |  |
| **I can rote count to 5** |  |  |  |
| I can rote count to 10 |  |  |  |
| I can reliably count up to 3 objects |  |  |  |
| **I can reliably count up to 5 objects i.e. putting together the right number of objects when asked** |  |  |  |
| **Calculation** |  |  |  |
| I can recognise which group has “more” objects than another group |  |  |  |
| I can show you which group has “less” objects than another group |  |  |  |
| I can identify the larger and smaller group of 2 sets of objects |  |  |  |
| I understand that the number in a group of objects stays the same even if I move the objects around |  |  |  |
| **Shape** |  |  |  |
| I can correctly identify or place an object ‘under’ or ‘on top’ |  |  |  |
| I can correctly move myself, or an object, forwards or backwards when asked |  |  |  |
| I can show you I understand ‘stop’, ‘go’, ‘fast’ and ‘slow’ |  |  |  |
| **I can correctly sort the same shapes together (e.g. triangles and circles)** |  |  |  |
| I can match shapes with their pictures |  |  |  |
| **I can copy and continue a simple pattern using real objects (e.g. apple, orange, apple, orange)** |  |  |  |
| **Measure** |  |  |  |
| I **can tell you if an object is big or small** |  |  |  |
| I **can sort 2 sets of objects into big or small** |  |  |  |
| I can tell/show you if an object is long or short |  |  |  |
| **Early Maths 2** | | | |
| **Number** | **Emerging** | **Developing** | **Secure** |
| **I can reliably \*count up to 10 objects (\*saying number names in the right order, matching the correct number name to each object in the count, knowing the last number counted is the size of the group, giving a specified number of objects from a large amount)** |  |  |  |
| **I can instantly recognise how many objects are in a small group without the need for counting (1, 2 or 3)** |  |  |  |
| I can recognise a numeral that is important to me, e.g. age |  |  |  |
| I can recognise numerals 0-3 |  |  |  |
| I can recognise numerals 0-5 |  |  |  |
| I can read and write numerals 0-5 |  |  |  |
| I can count and match groups of objects to their numeral to 3 (1:1 correspondence) |  |  |  |
| I can count and match groups of objects to their numeral to 5 (1:1 correspondence) |  |  |  |
| I can recognise if a group has “more” objects than another group |  |  |  |
| I can “estimate” more or less in a group of objects |  |  |  |
| **Calculation** |  |  |  |
| I can combine 2 sets of objects together and say how many altogether |  |  |  |
| I can count out a given number from a larger group |  |  |  |
| I **can add one more / take one away from a group of objects and say how many there are now** |  |  |  |
| **I understand that the total number of objects changes when I add or take away from the group** |  |  |  |
| **I know that the number of objects stays the same when nothing is added or taken away even when they are rearranged** |  |  |  |
|  |  |  |  |
| **Shape** |  |  |  |
| I can correctly identify a circle, square and triangle (show me a ……) |  |  |  |
| I can correctly name a circle, square and triangle |  |  |  |
| **I can correctly continue a simple 2 step pattern using real objects i.e. apple, apple, orange, apple, apple, orange** |  |  |  |
| **I can create a simple 2/3 step pattern independently using objects** |  |  |  |
| **Measure** |  |  |  |
| I can tell/show you what is happening now and next |  |  |  |
| I can correctly order 3 objects by size, small, medium, big |  |  |  |
| I can point to an object which is long or short |  |  |  |
| I can order 3 objects by length (shortest to longest) |  |  |  |
| I can tell you if an object is heavy or light |  |  |  |
| I can order 3 objects lightest to heaviest |  |  |  |
| I can tell you if a container is full or empty |  |  |  |
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| **Early Maths 3** | | | |
| **Number** | **Emerging** | **Developing** | **Secure** |
| **I can read and write numerals to 0- 10** |  |  |  |
| I can rote count to 15 |  |  |  |
| **I can rote count to 20** |  |  |  |
| I can count backwards from 10-0, e.g. by rote or in number songs |  |  |  |
| I can use apparatus to show that I understand ‘tens’ and ‘one’ in a 2-digit number |  |  |  |
| I can tell you which 2-digit number (up to 20) is the biggest (from a choice of 2) |  |  |  |
| I can count backwards from 20 |  |  |  |
| I can identify the missing numbers from a sequence to 20 (e.g. on a number-line 0 – 20) |  |  |  |
|  |  |  |  |
| **Calculation** |  |  |  |
| I can tell you what is one more / one less than a given number from 0 – 10 |  |  |  |
| **I can tell you what is one more / one less than a given number from 0 -20** |  |  |  |
| I can share real objects into equal groups |  |  |  |
| **I can recognise the ‘add’, ‘take away’ and ‘equals’ symbol** |  |  |  |
| **I know that I can swap numbers around when I add them together and I still get the same answer (1 + 3 = 4, 3 + 1 = 4)** |  |  |  |
| **I am starting to instantly remember my number bonds up to 5 e.g. 0 + 3 = 3, 1 + 2 = 3, 2 + 1 = 3, 0 + 5 = 5, 1 + 4 =, 2 + 3 =** |  |  |  |
| **I can use concrete apparatus to show that I understand the inverse of number bonds to 5 e.g. 5 - 2 = 3** |  |  |  |
| **I can understand the language of and solve problems using addition and subtraction to 10 (e.g. I have 2 pencils, my friend gave me 2 more, how many do I have altogether?)** |  |  |  |
|  |  |  |  |
| **Shape** |  |  |  |
| I can point to the corners/sides on a 2D shape |  |  |  |
| I can explain / show the difference between a square and a rectangle |  |  |  |
| I can describe a simple pattern |  |  |  |
| **I can sort 2D shapes into groups and name them (triangle, rectangle, square and circle)** |  |  |  |
| I can describe how many corners/sides a 2-D shape has |  |  |  |
| I can sort similar 3-D shapes together |  |  |  |
|  |  |  |  |
| **Measure** |  |  |  |
| I know the difference between night and day |  |  |  |
| I can tell you if it is morning or afternoon |  |  |  |
| **I can sequence 3 pictures of activities during the day in time order** |  |  |  |
| I can name some of the days of the week |  |  |  |
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