

Mathematics Pathway 1
Skills development

A3ii	
Number and Using and Applying	Shape Space Measure and Using and Applying
Engage with number songs with support	Combine objects like stacking blocks
Engage with Sensory Mark making	Begin to build with construction materials
Explore Sensory bins	Sensory Exploration of 2D and 3D Shapes
Recognise number 1 consistently	Pull out pieces from inset puzzles
Represent 1 consistently using fingers, objects etc	Attempt to complete Inset puzzles
React to a change in the number of objects/images or sounds in group of up to 3	Experiment when completing puzzles
Engage in sensory exploration of numbers	Attempt to complete a shape ball
Give more of something when asked	Explore differently sized and shaped objects
Develop counting-like behaviour such as making sounds, pointing or saying some numbers in or out of sequence	Try different strategies when discovering a problem
Sign or say 'gone' accordingly	
Support an adult counting e.g pictures, objects or actions	
Attempt to complete a form board / inset puzzle with numbers	
Select from more than two items when given a choice	
Assist in a 1:1 matching activity	
Give one from a group when asked	

A4	
Number and Using and Applying	Shape Space Measure and Using and Applying
Consistently recognise 1 and 2	Complete inset puzzles
Consistently subitise 1 and 2	Explore 2D shapes
Represent amounts 1 and 2 using fingers or objects	Explore 3D Shapes (rolling a ball)
Match numbers 1 to 3	Use materials such as sand, water and cubes to fill containers and empty them
Point out 1 and 2 when asked	Use a variety of resources to build, supported and then independently
Begin to touch count/point to numbers in songs	Get to know and respond to daily routines
Complete simple 1:1 matching activities	Find and pair identical objects
Begin to understand that things exist, even when out of sight	Pair objects regardless of their size
Identify one and lots	Identify where they would like an object to be placed
Explore number books	Put objects in a specific place
Count 1 of something in a picture or object	Attempt to find hidden objects
Undertake number activities with support and then independently	Engage with role-play such as a shop
Take more than one object when asked for two	Engage with objects that go together
Complete number puzzles with some success	Sort objects in relation to size: the big leaves on one side and the little leaves on the other with an example already provided

Mathematics Pathway 1
Skills development

A5	
Number and Using and Applying	Shape Space Measure and Using and Applying
Begin to organise and categorise objects, e.g. putting all the cars together or counters and cubes in separate piles	Responds to words like lots and more
Compare amounts identifying one, lots, more or same	Match two colours
Complete 1:1 matching activities consistently	Begin to match 2D shapes: circle, square, triangle
Identify which group has more when there is a marked difference	Explore coins through touch
Understand more is required to complete 1:1 matching activities	Place objects in and out of containers
Cease a 1:1 matching activity when they have too many	Explore time using clocks
Consistently recognises numbers 1-3	Identify 'in' and 'out'
Subitise numbers 1 – 3	Compare, explore and identify sizes, weights etc. Using gesture or language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'
Participate with rote counting 0-5	Engage in water or sand activities
Count up to 3 objects or pictures	Build a tower of bricks without support
Represent numbers with a quantity to 3	Overwrite shapes
Display up to 5 fingers with support	Know the difference between home and school routines
Order numbers to 3	Be aware of day and night
Touch each object as they count	Begin to notice and arrange items in patterns
Over write numbers	Find the same when asked
Be aware of numbers 1-5	Pair similar pictures and symbols
Organise or categorise objects (sort triangles and circles)	Complete a puzzle (4 pieces and above)
Know that things exist, even when out of sight	Make pictures using shapes
When asked how many, responds by attempting to count or subitise	Use objects, water or sand and make the same amount in two containers
Count three objects out of a group and stop	
Use some number names and number language	
Arrange objects into groups with assistance	
Demonstrate an understanding of the concept of 1:1 correspondence	
Distinguish between one and lots when shown an example of a single objects and a group of objects	

A6	
Number with Use and Apply	Shape space and measure with Use and Apply
Say the number names in order in an unbroken string when counting from 0-5	Notice the difference in coins
Say the number names backwards in an unbroken string from 5-0	Count up to 5p in 1p coins
Count items accurately to 5	Explore pound notes and their colours
Recognise numerals to 5	Be aware of days of the school week
Attempt to write 5 numbers correctly	Anticipate specific time-based events such as mealtimes or home time
Say the number names to 5	Handle 2d and 3d shapes
Understand that the order of numbers is fixed and will not change. This is known as stable order	Identify shapes that look the same
Represent number using fingers, marks on paper or pictures	Use basic shape names not always correctly
Match quantities to 5	Recognise a shape from a choice of 2
Match quantities to 5 in numerals	Copy simple patterns
Use visual models to explore combining 2 groups to 5	Make simple patterns
Recognise numbers 3-7	Complete simple puzzle board with shapes that fit together
Joins in rote counting to 10	Assemble a 6 piece puzzle
Compare two groups of objects, knowing when they have the same number	Understand small as little and large as big
Begin to develop one-to-one correspondence and say one number name for each object	Experiment with heavy and light where the difference is marked
Know that the last number they say represents the number of objects in a group. This is known as the cardinal principle	Order 3 objects by size
Count objects or actions that cannot be moved	Begin to use the language or symbols of capacity; full, empty
Recognise the significance and value of zero	Begin to use the language or symbols of length; tall /long /short etc
Recognise more in a range of practical situations	Respond to movement terms stop and go
Recognise less in a range of practical situations	Respond to movement terms fast and slow
Understand add means to put more in	Respond to directional terms up and down
Understand takeaway means to remove some	Demonstrate an understanding of in, on and under
Recount when the amount has been changed	Match pairs of objects
Give 1 more practically	Begin to make comparisons between quantities
To identify the odd one out from a choice of 2	Sort by given criteria
Understand that zero means none	Demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity)