

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

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)

Mathematics Pathway 2  
Skills development

A7	
Number with Use and Apply	Shape space and measure with Use and Apply
Recite numbers in order to 10	Explore coins – distinguish between copper and silver and notes
Count independently to 10	Count up to 10p in 1p coins
Rote count back from 10-0	Explore pound notes
Attempt to write 0-10 correctly	Say some days of the week not in the correct order
Place consecutive numerals in order initially with numbers from 0 to 10	Begin to use the language of time through signs or verbally; days, weeks
Find a requested number on a number line correctly	Recognise and name some common 2d shapes
Read and write numbers to 10 in numerals	Recognise shapes regardless of size or colour
Recognise number 7-15	Begin to talk about the shapes of everyday objects, e.g. round and tall
Count objects to 10	Copy a simple arrangement of shapes
Demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked	Use 2d and 3d shapes to create 'flat' pictures or 'solid' junk model
Give 1 less	Fill and empty containers and know the terms full and empty
Identify the biggest or smallest number to 10	Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.)
Recognise and use language associated with counting, such as "more", "a lot", "less"	Describe and complete a 2 stage pattern
Matches numeral and quantity together sometimes	Recognise if an is object long or short where the difference is great
Match quantities to 10	Understand terms in, on, under, next to
Add one more in a practical situation and recount	Use comparative language hot and cold
Take one away in practical situation and recount	Draw a picture or sticks symbols on a given pictogram, begin to represent data
Use visual models to explore combining 2 groups to 10	Collect simple data from peers with adult support
Recognise obvious error in a group	Communicate about some similarities and differences in collected data
Solve number problems involving the addition and subtraction of single digit numbers up to 10	Identify the odd one out from a choice of 4
Use ordinal numbers 1st, 2nd and 3rd in practical situations	
Record, using marks they can interpret and explain	
Know that numbers identify how many objects are in a set	

A8			
Number with Use and Apply			
Number and Place Value	Addition and Subtraction	Multiplication & Division	Fractions
Read and write numbers to 20 in numerals	Demonstrate an understanding of the mathematical symbols of add, subtract and equal to	Create groups of small quantities by sharing (e.g 10 into groups of 5 or 2)	Understand the language of 'parts' and 'whole'
Order or sequence numbers within 20	Know number bonds to 5		Understand that the 'whole' is made up of the 'parts'
Recognise numbers 15-30	Use number bonds to 5		
Count independently to 20	Know 1 more up to 10 without practical support		Explore $\frac{1}{2}$ or $\frac{1}{4}$ of a shape
Count items to 20	Add and subtract one from a group of objects and indicate how many are now present		
Use ordinal numbers to 10	Use quantities and objects to add and subtract two single digit numbers and count on or back to find the answer		
Compare more and less and link with more or less symbols	Demonstrate an understanding that the total number of objects remains the same when they are rearranged provided nothing has been added or taken away		
Identify the biggest or smallest number to 20	Demonstrate an understanding of the commutative law (e.g. $3+2=5$ , therefore $2+3=5$ )		
Estimate how many objects they can see and check by counting	Add and subtract one from a group of objects and indicate how many are now present		
Identify how many objects there are in a group of 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10			
Estimate objects to 20			
Count to 20, demonstrating that the number in the count is one more and that the previous number is one less. Use mathematical language in problem solving situations			
A8			
Shape Space and Measure with Use and Apply			
Measurement	Properties of Shapes	Position and Direction	Statistics
Know the properties of some coins	Recognise square, triangle, circle, and rectangle	Describe position using terms in, on, under, next to.	Colour blocks on a bar chart to represent data
Recognise all UK coins and notes	Explore and play with pentagons and hexagons	Describe position using terms, above and below, top, middle and bottom and forwards and backwards with increasing accuracy.	Communicate about patterns in the data
Make amounts to 20p with minimal support	Recognise and name some 3d shapes		
Make amounts using notes with support	Recognise shapes within the environment		
Order days of the week			
Use everyday language related to time	Copy a 3 stage repeated pattern		

Mathematics Pathway 2  
Skills development

<p>Recognise and be familiar with analogue clock faces, the hands and the 12 numbers around them</p> <p>Use the language for capacity-full, half full, nearly full etc</p> <p>Measure capacity using non-standard measures with support</p> <p>Make estimates of non-standard measures in capacity</p> <p>Understand how to use balance scales.</p> <p>Make estimates of non-standard measures within weight.</p> <p>Compare and order two or three objects by length or height.</p> <p>Use ordinal language to describe position of non-standard measures</p> <p>Begin to measure length and height using non-standard measures with support</p> <p>Make estimates in length i.e. how many hand spans across the table and check</p>	<p>Copy and continue more advanced patterns using real life materials</p>		
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A9			
Number and Use & Apply			
Number and Place Value	Addition and Subtraction	Multiplication & Division	Fractions
<p>Rote count to and across 50, forwards and backwards, beginning with 0 or 1.</p> <p>Recognise, read and write numbers to 50, in numerals.</p> <p>To count in multiples of twos, fives and tens up to 50.</p> <p>Read and write ordinal numbers</p> <p>Touch count numbers of objects accurately, to 50, including irregular arrangements of objects.</p> <p>Given a number, identify one more and one less up to 50 without practical support.</p> <p>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</p> <p>Read and write numbers from 0 to 10.</p> <p>Begin to know odd and even numbers to 20.</p> <p>Understand the place value of 2-digit numbers up to 50, using 10's and 1's.</p> <p>Understand that 10 1's is the same as 1 10.</p> <p>Sequence any 3 numbers within 50 using comparing and ordering vocabulary. E.g greater than, less than, greater, smaller.</p>	<p>Understand and know different vocabulary for addition and subtraction.</p> <p>Write simple addition and subtraction sums.</p> <p>Represent and use number bonds and related addition and subtraction facts within 10.</p> <p>Add and subtract one-digit numbers. Beginning to add 2-digit to 1-digit numbers using practical apparatus.</p>	<p>Solve simple repeated addition problems by calculating the answer using concrete objects, pictorial representations and arrays, e.g <math>2+2+2=6</math></p> <p>Know doubles and halves of numbers to 10.</p> <p>Recognise the symbols for divide and multiply and demonstrate an understanding. e.g divide = sharing, multiplication = lots of.</p>	<p>Recognise, find and name a half as one of two equal parts of an object shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Recognise and write symbols and words for <math>\frac{1}{2}</math> / half and <math>\frac{1}{4}</math> / quarter</p>

A9			
Shape, Space, Measure and Use & Apply			
Measurement	Properties of Shapes	Position and Direction	Statistics
<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>• lengths and heights [for example, long/short, longer/shorter, tall/short]</li> <li>• mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>• capacity and volume [for example, full/empty, more than, less than, half, half full, nearly full]</li> <li>• time [for example, quicker, slower, earlier, later]</li> <li>• Begin to use equipment (weighing scales, containers and rulers) to measure: lengths and heights; mass/weight; capacity and volume; time (hours and minutes) first using non-standard measures, progressing towards manageable standard measures</li> </ul> <p>Begin to recognise and know the value of different coins and notes.</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and draw the hands on a clock face to show these times</p>	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>• 2-D shapes [for example, rectangles, squares, circles and triangles]</li> <li>• 3-D shapes [for example, cuboids, cubes, cylinders and spheres].</li> </ul>	<p>Begin to understand and move clock-wise and anti-clockwise</p> <p>Describe position, direction and movement, including; whole and half terms, above and below.</p> <p>Begin to identify left and right, using different strategies to remember.</p>	<p>Pupils begin to identify a range of graphs and tables and are able to read data from the graphs.</p> <p>Pupils use comparative language to compare information in a range of graphs and tables such as block graphs and tally charts.</p> <p>Pupils represent simple data on a range of charts, tables and graphs – block graphs and tally charts.</p> <p>Pupils collect and record simple data with the support of an adult.</p>