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| **Counting** |
| Count objects by touching them and saying a number name at the same time |
| Count a small number of objects by moving them one at a time (partitioning) |
| Give a number name to a small number of objects as they are being counted (tagging) |
| Count up to 5 objects with 1:1 correspondence, with accurate partitioning and tagging |
| Count up to 5 objects, using the counting numbers in a stable order |
| Understand that the last number in a count represents the set as a whole (cardinality) |
| Count different objects and items, touching them as they are being counted |
| Count sounds, such as claps, and objects without touching them |
| Count an irregular arrangement of up to 5 objects |
| Count 5 objects, knowing that rearranging them does not change the count |
| Count forwards and backwards to 5 from any number |
| Estimate the number of objects to 5 and check by counting |
| Count up to 10 objects by moving them one at a time (partitioning) |
| Give a number name to up to 10 objects as they are being counted (tagging) |
| Count up to 10 objects with 1:1 correspondence, with accurate partitioning and tagging |
| Count up to 10 objects, using the counting numbers in a stable order |
| Count an irregular arrangement of up to 10 objects |
| Count 10 objects, knowing that rearranging them does not change the count |
| Count forwards and backwards to 10 from any number |
| Estimate the number of objects to 10 and check by counting |
| Count along a number track to 10 |
| Count a given number of objects from a larger set up to 20 |
| Count along a number track to 20 |
| Count sounds (clapping, clicking etc) forwards and backwards, zero to 20 |
| Put objects into equal groups of 2, 5 or 10 and count the groups and totals |

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| **Number** |
| Use number names in play |
| Say the numbers to 5 in the correct sequence |
| Know that numbers are related to how many there are in a set |
| Represent numbers to 5 using fingers or marks on paper |
| Recognise numerals 1 to 5 |
| Place objects on a number track to 5 to match a given number |
| Match numerals to 5 to the correct number of objects |
| Say the numbers to 10 in the correct sequence |
| Represent numbers to 10 using fingers or marks on paper |
| Use ‘more’ and ‘fewer’ to compare small amounts |
| Recognise numerals 1 to 9 |
| Place objects on a number track to 10 to match a given number |
| Recognise numbers in the environment and the purpose and importance of them |
| Recognise 0 as zero and an empty set |
| Match numerals to 10 to the correct number of objects |
| Use before, after, next, middle to describe the position of numbers on a number track |
| Know the position of numbers on a number track to 10 |
| Recognise and use numbers beyond 10 |
| Write numbers to 10 with some legibility, on paper, in sand, in the air |
| Put sets of objects of the same number together and relate to doubling |
| Share objects equally between two and relate to halving |
| Read and write some numbers to 20 |