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**NUMERACY - STEPS TO STANDARDS**

|  |  |
| --- | --- |
| **Students name:** |  |
| **School year** |  |
| **Actual age** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The pupil can** |  |  |  | **Comments** | **Date** |
| * sort items using 2 categories with clear differences eg bricks and balls |  |  |  |  |  |
| * show an awareness of counting through number activities and counting eg actions in number songs/ rhymes |  |  |  |  |  |
| * match big and small objects eg big balls in one box and small balls in another box |  |  |  |  |  |
| * sort according to colour (using 2 colours) |  |  |  |  |  |
| * will match circle, square and triangle |  |  |  |  |  |
| * will put together 2 parts of picture (simple jigsaw) or up to 4 components of an Inset puzzle |  |  |  |  |  |
| * recognise and match Numicon shapes 1-5 |  |  |  |  |  |
| * recognise numerals 1-5 |  |  |  |  |  |
| * recite/ communicate numbers to 10 |  |  |  |  |  |
| * begin to represent numerals using marks on paper /ipad/ fingers |  |  |  |  |  |
| * sometimes match numeral and objects correctly up to 5 |  |  |  |  |  |
| * compare two groups of objects (up to 3) and be able to communicate when they are the same |  |  |  |  |  |
| * show an interest in numerals in the community |  |  |  |  |  |
| * understand that anything can be counted not just objects e.g. claps, jumps |  |  |  |  |  |
| * recognise numerals of personal importance e.g. Class number on a door |  |  |  |  |  |
| * spontaneously count objects that don’t move |  |  |  |  |  |
| * search for objects that have gone out of sight eg searching for an object when it has been hidden |  |  |  |  |  |
| * show awareness of cause and effect in familiar mathematical activities e.g. knowing that in a role play shop a coin can be exchanged for an item |  |  |  |  |  |
| * **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)** |  |  |  |  |  |
| * **distinguish between ‘one’ and ‘lots’, when shown an example of a single object and a group of objects** |  |  |  |  |  |
| * **demonstrate an understanding of the concept of 1:1 correspondence (e.g., giving one cup to each pupil).** |  |  |  |  |  |