



**NUMERACY - STEPS TO STANDARDS**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The pupil can** |  |  |  | **Comments** | **Date** |
| * sort using 3 colours
 |  |  |  |  |  |
| * sort 2 D shapes (up to 3 shapes
 |  |  |  |  |  |
| * complete up to 8-piece jigsaw puzzle
 |  |  |  |  |  |
| * respond to and join in with familiar number rhymes, stories, songs and games e.g. saying, signing at least one of the numbers in a familiar number rhyme
 |  |  |  |  |  |
| * indicate one or two through words/sign/gesture/symbol
 |  |  |  |  |  |
| * show an understanding of ‘more’ and ‘lots’
 |  |  |  |  |  |
| * sort or match using common features e.g. matching shoes/ sorting socks
 |  |  |  |  |  |
| * match pairs
 |  |  |  |  |  |
| * make simple sets of two e.g. drop in items into two containers
 |  |  |  |  |  |
| * solve simple maths problems e.g., finding a knife for a fork, matching correct size lids to containers
 |  |  |  |  |  |
| * classify ‘same’ or ‘not the same’
 |  |  |  |  |  |
| * classify objects attributes – rough/smooth, hot/ cold, man/lady, boy/girl
 |  |  |  |  |  |
| * sort objects using 2 attributes – colour/ shape eg red square and red circle, blue square/ blue triangle
 |  |  |  |  |  |
| * order Numicon shapes into numerical order 1-5
 |  |  |  |  |  |
| * differentiate between ‘one’ and ‘a lot’
 |  |  |  |  |  |
| * take one item and add ‘another’ and when asked, can communicate that there now ‘two’.
 |  |  |  |  |  |
| * identify square, circle, triangle and rectangle when using a feely bag
 |  |  |  |  |  |
| * can communicate there are ‘two’ without touching or counting when shown 2 items
 |  |  |  |  |  |
| * correctly communicate how many without needing to count when shown groups of objects/ counters up to 5
 |  |  |  |  |  |
| * match numerals 1,2,3,4,5 to the correct groups of items
 |  |  |  |  |  |
| * complete a simple 2 colour (attribute) repeating pattern
 |  |  |  |  |  |
| * demonstrate practical understanding of in, on, up, down, over, under, next to, forward, backward, sideways
 |  |  |  |  |  |
| * sequence 3 pictures depicting a simple sequence of familiar events
 |  |  |  |  |  |
| * count an irregular group of items up to 10 while touching
 |  |  |  |  |  |
| * estimate how many and then counts up to 5 accurately
 |  |  |  |  |  |
| * find the total number of items by joining 2 groups together up to 5
 |  |  |  |  |  |
| * counts ‘one more’
 |  |  |  |  |  |
| * counts ‘one less’
 |  |  |  |  |  |
| * record using marks they can interpret (or selects a numeral on ACC tool)
 |  |  |  |  |  |
| * recognise Numerals and Number dots 0-5
 |  |  |  |  |  |
| * order numerals 0-5
 |  |  |  |  |  |
| * add items up to 5 eg 2+3, 1+3
 |  |  |  |  |  |
| * ‘take-away’ one item from a group up to 5 and recount the remainder of items
 |  |  |  |  |  |
| * count items accurately up to 10
 |  |  |  |  |  |
| * recognise £1 and 50 p
 |  |  |  |  |  |
| * search intentionally for objects in their usual place
 |  |  |  |  |  |
| * distinguish between big and small objects
 |  |  |  |  |  |
| * place 3 d shapes in a shape sorter
 |  |  |  |  |  |
| * identify the big or small object from a selection of two
 |  |  |  |  |  |
| * sort objects according to a stated characteristic (e.g., group all the small balls together, sort the shapes into triangles and circles)
 |  |  |  |  |  |
| * say the number names to 5 in the correct order (e.g., in a song or by joining in with the teacher)
 |  |  |  |  |  |
| * demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked
 |  |  |  |  |  |
| * copy and continue simple patterns using real-life materials (e.g., apple, orange, apple, orange, etc.)
 |  |  |  |  |  |