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**NUMERACY - STEPS TO STANDARDS**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The pupil can** |  |  |  | **Comments** | **Date** |
| * classify by thick/ thin and hard/soft |  |  |  |  |  |
| * classify items by composition e.g., wood, paper, plastic, metal, cloth, glass etc |  |  |  |  |  |
| * sort objects using two attributes e.g., colour and material |  |  |  |  |  |
| * copy simple patterns e.g., drumbeats, clapping patterns, objects e.g., cup/plate/cup/plate |  |  |  |  |  |
| * classify using 3 attributes e.g., small blue shoes/ large blue gloves |  |  |  |  |  |
| * classify using a simple 4 x 4 matrix e.g. What’s in a square? |  |  |  |  |  |
| * identify shapes in their surroundings e.g., all the circles they can find in the classroom |  |  |  |  |  |
| * use the term ‘all’ correctly e.g., are all the squares red? |  |  |  |  |  |
| * demonstrate an awareness of 1:1 correspondence e.g., cups to saucers, one book for each child |  |  |  |  |  |
| * count out sets of three e.g., knife, fork and spoon |  |  |  |  |  |
| * count up to 10 |  |  |  |  |  |
| * recognise Numicon shapes 1-10 |  |  |  |  |  |
| * recognise and name Numerals 1-10 |  |  |  |  |  |
| * match numerals to number dots 1-10 |  |  |  |  |  |
| * order numerals 0-10 |  |  |  |  |  |
| * name ‘one more’ or ‘one less’ up to 10 |  |  |  |  |  |
| * add items up to 10 e.g. 2+3, 4+3 |  |  |  |  |  |
| * ‘take away’ one item from a group up to 9 and recount the remainder of items |  |  |  |  |  |
| * count items accurately up to 20 |  |  |  |  |  |
| * recognise £1, 1p, 2p, 5p, 10p, 20p and 50p |  |  |  |  |  |
| * add up coin combination 1p, 2p’s up to 10p |  |  |  |  |  |
| * demonstrate understanding of comparative adjectives e.g., ‘bigger’ ‘longer’ |  |  |  |  |  |
| * demonstrate an understanding that when pairs of ‘complimentary’ objects e.g., cups/ saucers are separated by approx. 10 cm their number remains the same |  |  |  |  |  |
| * communicate clear understanding of weight e.g., heavy, light, heavier, lighter, same weight |  |  |  |  |  |
| * weigh out simple measurements of weight e.g., cooking |  |  |  |  |  |
| * compare times taken to complete two processes – which took longer? |  |  |  |  |  |
| * recognise o’clock and half past |  |  |  |  |  |
| * say the days of the week in the correct order |  |  |  |  |  |
| * demonstrate understanding of ‘in front of’, ‘behind’, ‘beside’, ‘through’, ‘between’, ‘left’ and ‘right’. |  |  |  |  |  |
| * demonstrates knowledge of ‘half’ and sharing out equally |  |  |  |  |  |
| * measure using footsteps/ hand spans |  |  |  |  |  |
| * practically demonstrate a knowledge of forwards and backwards using toys/ wheels |  |  |  |  |  |
| * can sort two types of coins |  |  |  |  |  |
| * identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10 |  |  |  |  |  |
| * demonstrate an understanding that the last number counted represents the total number of the count |  |  |  |  |  |
| * use real-life materials (e.g., apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present |  |  |  |  |  |
| * copy and continue more advanced patterns using real-life materials (e.g., apple, apple, orange, apple, apple, orange, etc.). |  |  |  |  |  |