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**NUMERACY - STEPS TO STANDARDS**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The pupil can** |  |  |  | **Comments** | **Date** |
| * name and order months of the year |  |  |  |  |  |
| * select correct day and month of the year |  |  |  |  |  |
| * say the day of the week, what yesterday was and what tomorrow will be |  |  |  |  |  |
| * tell the time – quarter past and quarter to |  |  |  |  |  |
| * sequence regular events during a day using a visual timetable/pictures |  |  |  |  |  |
| * name certain days of the week that have specific features e.g. day of the week when they have PE, don’t go to school etc |  |  |  |  |  |
| * use mathematical language to describe shapes – straight, longer, curved, larger |  |  |  |  |  |
| * use coins up to 20 p to ‘buy’ an item |  |  |  |  |  |
| * can throw a dice and move the correct number of places |  |  |  |  |  |
| * use ordinal numbers correctly e.g., first, second, third |  |  |  |  |  |
| * demonstrate an awareness of ‘change’ when handling money |  |  |  |  |  |
| * measure an object up to 20 cm |  |  |  |  |  |
| * demonstrate a knowledge that a liquid remains the same when poured into a different shaped objects or number of containers |  |  |  |  |  |
| * measure simple liquid and object measurements using a scaled jug or weighing scale |  |  |  |  |  |
| * compare objects directly focussing on one dimension e.g. length /height |  |  |  |  |  |
| * demonstrate a knowledge that an object remains the same when re-shaped or divided |  |  |  |  |  |
| * estimate accurately groups of objects up to 10 and then check by counting |  |  |  |  |  |
| * use a simple tally to count objects |  |  |  |  |  |
| * read and write numbers in numerals from 0 to 9 |  |  |  |  |  |
| * demonstrate an understanding of the mathematical symbols of add, subtract and equal to |  |  |  |  |  |
| * solve number problems involving the addition and subtraction of single-digit numbers up to 10 |  |  |  |  |  |
| * demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g., 2 + 2 = 4 and 3 + 1 = 4) |  |  |  |  |  |
| * demonstrate an understanding of the commutative law (e.g., 3 + 2 = 5, therefore 2 + 3 = 5) |  |  |  |  |  |
| * demonstrate an understanding of inverse relationships involving addition and subtraction (e.g., if 3 + 2 = 5, then 5 – 2 = 3 |  |  |  |  |  |
| * demonstrate an understanding that the total number of objects changes when objects are added or taken away |  |  |  |  |  |
| * demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away |  |  |  |  |  |
| * count to 20, demonstrating that the next number in the count is one more and the previous number is one less |  |  |  |  |  |
| * recognise some common 2-D shapes. |  |  |  |  |  |