

EYFS/ENGAGEMENT STEPS MATHS

The Engagement Steps and Progression Steps up to step 3 have been split into 8 focus areas:

1. Assembly/Balance/Size/Measurement (ABSM)
2. Communication & Understanding (CU)
3. Drawing/Writing/Mark Making (DWM)
4. Fine Motor/Manipulation (FMM)
5. Gross Motor (GM)
6. Location/Position/Following Instructions (LPFI)
7. Rhythm/Pattern (RP)
8. Similarities/Differences (SD)

Each week will focus on one of these areas – refer to B2 to find out what each child needs and plan activities accordingly. The objectives for each are detailed below.

White – engagement steps

Objectives for steps 1-3 are also detailed for extension of activities.

IF NOT IN EYFS (or doing free-flow/carousel based sessions) Monday – should always be a number session regardless of the rest of the week's focus to ensure constant reinforcement of numbers.

IF in EYFS or doing free-flow choose, number should be incorporated as often as possible for the same reason.

WEEK	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	ABSM	RP	LPFI	DWM	SD	LPFI
2	CU	SD	RP	FMM	ABSM	MATHS WEEK
3	DWM	ABSM	SD	GM	CU	RP
4	FMM	CU	ABSM	LPFI	DWM	SD
5	GM	DWM	CU	RP	FMM	ABSM
6	LPFI	FMM	TARGETTED TASKS – Gap filling week		GM	CU
7	TARGETTED TASKS – Gap filling week	GM			TARGETTED TASKS – Gap filling week	TARGETTED TASKS – Gap filling week

Assembly / Balance / Size / Measurement	VOCABULARY
RANGE 1	
Shape <ul style="list-style-type: none"> Explores differently sized and shaped objects. Beginning to put objects of similar shapes inside others and take them out again. 	Big, small Shape
RANGE 2	
Shape <ul style="list-style-type: none"> Stacks objects using flat surfaces. Responds to changes of shape. Attempts, sometimes successfully, to match shapes with spaces on inset puzzles. 	Build Different Match
RANGE 3	
Shape <ul style="list-style-type: none"> Pushes objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles. Beginning to select a shape for a specific space. Enjoys using blocks to create their own simple structures and arrangements. 	Push, put in, match Circle, square, triangle Rectangle Build Tall Short
RANGE 4	
Shape <ul style="list-style-type: none"> Chooses puzzle pieces and tries to fit them in. Recognises that two objects have the same shape. Makes simple constructions. 	Put on/in Match Same Build
RANGE 5	
Shape <ul style="list-style-type: none"> Chooses items based on their shape which are appropriate for the child's purpose. Responds to both informal language and common shape names. Shows awareness of shape similarities and differences between objects. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. Attempts to create arches and enclosures when building, using trial and improvement to select blocks. 	Square, triangle, circle, rectangle Size, big, small, straight, round Build
RANGE 6	
Shape <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. 	Heart, hand, diamond, other 2D shapes Cube, cuboid, sphere Cone, pyramid
ELG	
Mathematics In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	Add, take away, more, less
ENGAGEMENT STEPS	
Assembles a 4-piece puzzle Assembles a 6-piece puzzle Attempts to reassemble a toy/object Builds a tower of four cubes Builds a tower of seven bricks	Build Match Put together How many Tall Short

Copies a member of staff building towers of three or four blocks when playing with bricks Copies a member of staff to knock down towers when playing with bricks Dismantles an object Interacts with water, e.g. playing with pouring into different containers Places large pieces in a puzzle board Stacks three items in size order Puts rings on a stacker Turns a container over deliberately to pour the contents out Plays with sand Tries to balance one object on top of another		Tallest, shortest, taller, shorter Knock down Pour Full Empty Put on/in/stack
PS Number st1		
N&PV		
ASMD		
F/. /%		
PS Measurement & Geometry st1		
M	Puts objects in a bag to carry them Picks up sand with a tool Fills a container Fills a container with objects Explores the use of objects in water play Pours water from one container to another with little spillage	Fill More/less Pour Bigger/smaller
PoS	Builds a tower of five bricks Builds a tower of seven bricks Dismantles an object Explores the use of building bricks Knocks down bricks	How many Build Tall/taller/short/shorter Knock down
PaD	Assembles a four-piece puzzle Assembles a six-piece puzzle Puts an object together with assistance Places bricks on top of others successfully Watches a member of staff rebuild an object.	Match Put on/put in Build Put together Tall/ taller/tallest /short /shorter /shortest
PS Number st2		
N&PV		
ASMD		
F/. /%		
PS Measurement & Geometry st2		
M	Identifies the big or small object from a selection of two Moves objects on a scale in an attempt to make them balance From a choice of two finds the lighter package From a choice of two finds the heavier package Balances objects on a weighing scale Finds an object which is heavier than another with minimal assistance Finds an object which is lighter than another with minimal assistance Compares the weight of two objects with assistance Puts three rings on peg in order of size Puts five rings on peg in order of size Builds a tower and compares its size with an object Finds out which container holds the least Finds out which container holds the most	Big/ bigger/biggest Small/ smaller/ smallest Heavy/ heavier /heaviest Light/ lighter /lightest Tall/ taller/ tallest Short/ shorter/ shortest Least Most Empty Full
PoS		
PaD		
PS Number st3		
N&PV		
ASMD		

F/. /%		
PS Measurement & Geometry st3		
M		
PoS		
PaD		

Drawing / Writing / Mark making		VOCABULARY
RANGE 1		
Handles everyday objects Holds an object in each hand Manipulates an object Turns an object in their hands Moves objects through horizontal plane Moves objects through vertical plane Moves objects in circular movements		Pick up Draw Hold Up/ down Left/ right Round/ circle
RANGE 2		
Places an object in a specific place		Here, there, on, under, next to,
RANGE 3		
RANGE 4		
Imitates circular movements with their hand Makes circular shapes with a drawing tool Copies a circle		Round/ circle
RANGE 5		
Inputs numbers to five on computer correctly Presses numbers on a telephone saying numbers (not always correctly) Joins the dots to draw a square Joins the dots to draw a triangle		1, 2, 3, 4, 5 Press Draw Join dots
RANGE 6		
Writes numbers to 10 consistently Uses appropriate shapes to make elaborate pictures		1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>Vocab for simple 2D shapes</i>
ELG		
Writes numbers to 10 consistently Uses shapes to make patterns		1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>Vocab for simple 2D shapes</i>
ENGAGEMENT STEPS		
Copies a circle Draws a roughly straight line Communicates about drawing and paintings Imitates drawing circles and horizontal and vertical lines Labels one to two pictures with words Scribbles in circles Scribbles on paper and attends to the marks they have made when prompted by a member of staff Scribbles on paper with a pen/pencil/crayon to imitate others when working Scribbles on paper without attending to the outcome when prompted by a member of staff Makes a pictorial representation of an object		Circle Line Up/down Straight/curve Writing/drawing
PS Number st1		
N&PV		
ASMD		
F/. /%		

PS Measurement & Geometry st1		
M		
PoS	Draws a roughly straight line Traces circular movements	Draw/write Circle Straight Line
PaD	Underwrites a simple drawn pattern, e.g. copying -- -- --	Pattern Copy
PS Number st2		
N&PV	Records numbers counted using dashes and dots Traces numbers one to five	Marks 1, 2, 3, 4, 5
ASMD		
F/. /%		
PS Measurement & Geometry st2		
M		
PoS	Joins the dots to draw a square Joins the dots to draw a triangle Traces large shapes Traces simple shapes	Square Triangle Other 2D shapes as appropriate Copy Draw Trace
PaD		
PS Number st3		
N&PV		
ASMD		
F/. /%		
PS Measurement & Geometry st3		
M		
PoS		
PaD		

Location / Position / following instructions	
RANGE 1	
Spatial Awareness <ul style="list-style-type: none"> Explores space when they are free to move, roll and stretch. Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other. 	Run, walk, roll, stretch Names of major body parts
RANGE 2	
Spatial Awareness <ul style="list-style-type: none"> Explores space around them and engages with position and direction, such as pointing to where they would like to go. 	Forwards/backwards This way Over there Run Walk
RANGE 3	
RANGE 4	
Spatial Awareness <ul style="list-style-type: none"> Responds to some spatial and positional language. Explores how things look from different viewpoints including things that are near or far away. Moves their bodies and toys around objects and explores fitting into spaces. Begins to remember their way around familiar environments. 	Forwards Backwards Sideways Over Under In/ out Next to In front Behind
RANGE 5	
Spatial Awareness <ul style="list-style-type: none"> Responds to and uses language of position and direction. Predicts, moves and rotates objects to fit the space or create the shape they would like. 	Forwards Backwards Sideways Over Under In/ out Next to In front Behind Turn Guess/ estimate
RANGE 6	
Spatial Awareness <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). May enjoy making simple maps of familiar and imaginative environments, with landmarks. 	What can you see Turn Flip Guess Predict Estimate Map
ELG	
Mathematics In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	
Engagement steps	
Asks a simple 'where'? question Checks to see if an object is in a container Finds an object by location, e.g. find me a member of staff from the office Focuses on objects near and far Identifies common objects by pointing/looking at them when they have been named Indicates correctly pictures of characters and objects in response to question such as 'where is'? Puts different objects into containers when encouraged to do so by a member of staff	Where is? Inside Local location words Near Far What's this Put in/ take out Lid on

Puts items into containers when playing Puts lids on boxes Puts the lid on a container Takes items out of containers when playing Takes lids off containers when playing Listens and responds to simple information or instructions, e.g. ben put on shoes, or give to sam Searches for objects a member of staff has hidden Removes an object from under a cloth		Lid off Give it to... Put on Take off Find... Under
PS Number st1		
N&PV	Holds up a single finger on request Indicates one brick on request Responds to 'find one the same' Responds to 'give me some more of' Responds to 'give me some of [named item]' Responds to 'give me some more of [named item]'	1 Same More One more Some more Give me...
ASMD	Picks up more than one object when asked for two	Pick up two...
F/. /%		
PS Measurement & Geometry st1		
M		
PoS	Takes the lid off to find an object placed in a container	Take off/ lid off
PaD	Finds an object by location, e.g. find me a member of staff from the office Starts to be able to find an object with one specific characteristic, e.g. an object that is green, hard, little, etc.	Where is Find me... Colour language/descriptions
PS Number st2		
N&PV		
ASMD	Starts to count a set of objects when asked 'how many'?	How many? Count
F/. /%		
PS Measurement & Geometry st2		
M	Responds appropriately to comparative terminology e.g. bring the bigger brush use the longer pencil etc. Moves slowly on command Moves quickly on command	Bigger/ smaller Longer/ shorter Fast/ quick Slow
PoS	Finds shapes from description, e.g. with a straight edge Responds appropriately to shape based terminology, e.g. where's the round shape, pass me the box etc.	Straight Curved Round Pass me... give me... Where is?
PaD	Moves an object backwards on command Moves an object forward on command Responds appropriately to position-based terminology e.g. the cup is in front of the plate, put your coat behind the door etc. Turns objects to align them	Forwards Backwards In front/behind Turn
PS Number st3		
N&PV		
ASMD		
F/. /%		
PS Measurement & Geometry st3		
M		
PoS		
PaD		

RANGE 1	
Pattern <ul style="list-style-type: none"> Shows interest in patterned songs and rhymes, perhaps with repeated actions. Experiences patterned objects and images. Begins to predict what happens next in predictable situations. 	Vocab relating to popular rhyme Pattern <i>First, next, then</i>
RANGE 2	
Pattern <ul style="list-style-type: none"> Joins in with repeated actions in songs and stories. Initiates and continues repeated actions. 	Vocab relating to popular rhymes, action songs and stories Again copy
RANGE 3	
Pattern <ul style="list-style-type: none"> Becoming familiar with patterns in daily routines. Joins in with and predicts what comes next in a story or rhyme. Beginning to arrange items in their own patterns, e.g. lining up toys. 	Now Next Then What's next? Line up
RANGE 4	
Pattern <ul style="list-style-type: none"> Joins in and anticipates repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines. 	Copy Your turn Next Then
RANGE 5	
Pattern <ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity. Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC). Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. 	Line Repeat Again Listen What's next Join in Your turn
RANGE 6	
Pattern <ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern "rule". Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. 	Pattern AB / ABC Repeat
ELG	
<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	Compare Greater than/ less than/ the same 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Double Half Odd Even Equal same
Copies a simple three-beat rhythm Encounters patterns of sound Engages briefly with high-contrast patterns visually when in close range Indicates a preference by reacting positively to the start of favourite music Joins in rhymes or jingles with the babble and a few recognisable words, signs or symbols Joins in with familiar poems and songs Moves to music rhythmically when songs are sung in class Moves to music with enjoyment when familiar songs are played Joins in with repetition of a story or song independently Vocalises to music melodically when songs are sung in class	Copy, your turn Listen Pattern Clap Sing Join in Repeat

Repeats short, simple and repetitive rhymes		
PS Number st1		
N&PV	Joins in number rhymes Joins in repetitive verse (sound pattern) Joins in actions in number rhymes Joins in known number rhymes Joins in new number rhymes with encouragement	Vocab relating to number rhymes
ASMD		
F/. /%		
PS Measurement & Geometry st1		
M	Copies and continues simple patterns using real-life materials, e.g. apple, orange, apple, orange, etc.	Copy Pattern Look Same Different
PoS		
PaD		
PS Number st2		
N&PV	Says the number names to 5 in the correct order (in a song or by joining in with the teacher)	1, 2, 3, 4, 5
ASMD		
F/. /%		
PS Measurement & Geometry st2		
M	Sequences three pictures of daily events	First, next, then First, second, third
PoS	Makes patterns from 2D shapes	2d shape language Pattern Repeat Then, next, copy
PaD	Copies a pattern using real life materials, e.g. apples, oranges and bananas Copies a simple linear pegboard pattern of five pegs	Copy Pattern Pegs Colour language
PS Number st3		
N&PV		
ASMD		
F/. /%		
PS Measurement & Geometry st3		
M		
PoS		
PaD		

Similarities and differences	VOCABULARY
RANGE 1	
Measures Responds to size, reacting to very big or very small items that they see or try to pick up.	Big, small
RANGE 2	
Measures <ul style="list-style-type: none"> Shows an interest in objects of contrasting sizes in meaningful contexts. Gets to know and enjoys daily routine. Shows an interest in emptying containers. 	Big, small, Bigger, smaller Now/next Empty/ tip out/ pour
RANGE 3	
Comparison <ul style="list-style-type: none"> Responds to words like lots or more. Measures <ul style="list-style-type: none"> Shows an interest in size and weight. Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram. Beginning to understand that things might happen now or at another time, in routines. 	Lots More Big, small, tall, short, heavy, light Fill up, put in Pour out, empty Now, later
RANGE 4	
Comparison <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'. Measures <ul style="list-style-type: none"> Explores differences in size, length, weight and capacity. Beginning to understand some talk about immediate past and future. Beginning to anticipate times of the day such as mealtimes or home time. 	More, less, lots, same, different, change Next, then What did we do What will we do Lunch, home, playtime
RANGE 5	
Comparison <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Measures <ul style="list-style-type: none"> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. Recalls a sequence of events in everyday life and stories. 	1, 2, 3, 4, 5 Same Different Long/ longer/ longest Short/ shorter/ shortest
RANGE 6	
Comparison <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers. Estimates of numbers of things, showing understanding of relative size. Measures <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. Beginning to experience measuring time with timers and calendars. 	1, 2, 3, 4, 5 (up to 10 and beyond where needed) Guess Estimate Predict Large, small Heavy, heavier Light, lighter Full, empty Order Sequence Match Copy Time Seconds Minutes Hours Day, week, month, year
ELG	
Communicates about changes they notice – e.g. an ice cube when it is left to melt Communicates about the appearance of similar objects Finds an object which is different Finds an object which is similar Compares the weight of two objects with assistance	melt same, different, match light, heavy, lighter, heavier

Matches 2D shapes Matches a picture to an object Matches colours Matches objects based on obvious criteria, e.g. when a member of staff picks an item, the individual finds ones that match. Matches objects to pictures Matches pairs of objects with assistance Matches pictures to objects with assistance Sorts objects by colour when given a choice of two Sorts objects using simple equipment, e.g. a magnet Places the correct shapes in a shape sorter		2d shape names Colour language Sort Sort by... Match shapes
PS Number st1		
N&PV	Assists with one to one matching activities – e.g. setting the table Makes a group of 'lots' Makes a group of 'one' Makes groups of objects with assistance	Match Share Lots One Make groups of...
ASMD	Contrasts quantities Matches an object to another object Matches pictures to objects Matches two equal sets Matches object to object Matches picture to picture	Same, different, equal Match
F/. /%	Completes one to one matching – e.g. gives an object to each person Matches objects one-to-one to solve problems, e.g. are there enough for the class?	Give one each Do we need more? Have we got enough?
PS Measurement & Geometry st1		
M	Matches coin Sorts coins into silver and copper with minimal assistance	Silver Copper Sort 1p, 2p, 5p, 10p, 20p, 50p, £1, £2
PoS	Matches 2D shapes Matches colours	2d shape language Colour language Matching
PaD	Matches objects regardless of size with some support, e.g. all the balls together.	Match sort
PS Number st2		
N&PV	Compares two sets of (up to 5) counters, pointing to the group that contains fewer/greater Compares two sets of (up to 5) counters, pointing to the group that contains less/more Compares two sets of (up to 5) counters, pointing to the group that contains smaller/larger Matches numerals to five on a computer Matches numerals to three Matches numerals to five Puts out quantities of five	Greater/fewer Sort Compare Match 1,2,3,4,5 (above if necessary) Make groups of ...
ASMD	Makes groups of three Makes groups of four Makes groups of five	Make groups of ...
F/. /%		
PS Measurement & Geometry st2		
M	Sorts obviously bigger objects from smaller objects, e.g. big balls from small balls	Sort by... Match

	<p>Matches objects by size</p> <p>Sorts and compares big and small objects on request</p> <p>Identifies smaller shape of two on computer screen</p> <p>Identifies larger shape of two on computer screen</p> <p>Finds two items a similar length</p> <p>Identifies the smaller of two objects where there is a marked difference</p> <p>Identifies the larger of two objects where there is a marked difference</p> <p>Sorts coins by colour and size</p>	<p>Sort big/small</p> <p>Find...<biggest, smallest></p> <p>Long, short</p> <p>Same</p> <p>Difference</p> <p>Silver, copper</p>
PoS	<p>Matches geometric shapes with pictures of shapes</p> <p>Matches objects according to shape disregarding size, e.g. all cars.</p> <p>Selects a specific shape from a collection, e.g. circles</p> <p>Sorts objects according to a stated characteristic, e.g. group all the small balls together, sort the shapes into triangles and circles.</p>	<p>2D shape vocab</p> <p>Match</p> <p>Find...<shape></p> <p>Sort by...<size, shape></p>
PaD		
PS Number st3		
N&PV		
ASMD		
F/. /%	Shares objects into groups	Share into groups of...
PS Measurement & Geometry st3		
M		
PoS		
PaD		

Fine motor and manipulation		VOCABULARY
RANGE 1		
Handles multiples of same object, e.g. more than one person, brick, spoon		Pick up What's this
RANGE 2		
Picks up and puts down single objects Puts down an object in order to pick up another		Pick up Put down Hold
RANGE 3		
Assists with one-to-one matching activities, e.g. setting the table		Match Share out
RANGE 4		
Joins in simple finger games Threads beads on a rod Places objects in a line		Thread Put on Make a line
RANGE 5		
Presses numbers on a telephone saying numbers (not always correctly) - cause and effect toys		Press button 1, 2, 3, 4, 5, 6, 7, 8, 9 0
RANGE 6		
ELG		
Explores objects by scrunching them when given appropriate items Explores objects by sliding them when given appropriate items Follows a simple pattern on a lacing card Grasps objects intentionally when they have been placed in their hand by a member of staff Holds a small object in their hand (without the thumb tucked in hand) Picks up small objects securely with a pincer grip Open and shuts their hand Posts objects through holes when playing Pushes different shapes through matching holes when encouraged to do so by an adult Puts large round pegs into peg board Places round pegs in holes Squeezes a ball, dough, etc. Stretches, tears and squashes dough into rough shapes Threads three large beads onto a string Rolls a rough ball in malleable material Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons		Pick up, squeeze Slide, roll Thread, in, out Hold Open, shut Post, put in Stretch, tear, squash Turn, push, pull
PS Number st1		
N&PV	Picks up and puts down single objects Plays games which use dice	Pick up Put down Roll dice Count (to 6)
ASMD		
F/. /%	Breaks pliable material into pieces Folds cardboard into two roughly equal parts, e.g. to make a card	Pull, tear Equal, fold, same, half
PS Measurement & Geometry st1		
M	Plays with coins	Silver, copper, 1p, 2p, 5p, 10p, 20p, 50p, £1, £2
PoS	Presses buttons	Press button
PaD		

PS Number st2		
N&PV		
ASMD		
F/. /%		
PS Measurement & Geometry st2		
M		
PoS	Rolls pliable materials into different shapes	Roll Shape language – 2D, 3D
PaD		
PS Number st3		
N&PV		
ASMD		
F/. /%		
PS Measurement & Geometry st3		
M		
PoS		
PaD		

Gross Motor		VOCABULARY
RANGE 1		
Touches objects with support Touches a range of textures with support Touches objects as they are counted (fully supported) Handles multiples of same object, e.g. more than one person, brick, spoon		Touch, press, pick up, put down
RANGE 2		
Picks up and puts down single objects Puts down an object in order to pick up another		Pick up, put down Hold, choose
RANGE 3		
Enjoys filling and emptying containers. Investigates fitting themselves inside and moving through spaces. Begins to place objects in groups Picks up more than one object when asked for two		Fill, empty, pour, Over, under, through Put in groups of... Pick up two...
RANGE 4		
Builds tower of four bricks Copies one to three claps correctly		Build, tower, tall, short, 1, 2, 3, 4 Clap, copy, your turn, my turn
RANGE 5		
Copies claps to five		Clap, copy, your turn, my turn 1, 2, 3, 4, 5,
RANGE 6		
ELG		
ENGAGEMENT STEPS		
Rolls a ball in general direction of an object or person Rolls a ball to knock down objects Throws a beanbag into a box		Roll to... Knock down How many Throw Box
PS Number st1		
N&PV		
ASMD		
F/. /%		
PS Measurement & Geometry st1		
M	Drinks from a cup placed in front of them, expecting it to contain liquid	Drink Pick up
PoS	Finds objects that roll if they push them Handles a range of 3D shapes Handles shapes Rolls 3D objects	Push Roll 3D shape names – cube, cuboid, sphere, pyramid, cone
PaD	Places objects in a line	Line up
PS Number st2		
N&PV	Points to objects as they count Inputs numerals to five on computer with support	1, 2, 3, 4, 5 (higher where necessary) Press buttons
ASMD		
F/. /%		
PS Measurement & Geometry st2		
M		
PoS	Finds out which 3D shapes roll	Roll

		3D shape names – cube, cuboid, sphere, pyramid, cone
PaD		
PS Number st3		
N&PV		
ASMD		
F/. /%		
PS Measurement & Geometry st3		
M		
PoS		
PaD		

Communication & Understanding	VOCABULARY
RANGE 1	
Number <ul style="list-style-type: none"> Reacts to changes of amount when those amounts are significant (more than double) 	More, double, lots, some
RANGE 2	
Number <ul style="list-style-type: none"> May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers. Looks for things which have moved out of sight. 	1, 2, 3, 4, 5 Where is...
RANGE 3	
Counting <ul style="list-style-type: none"> Says some counting words. May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence. Cardinality <ul style="list-style-type: none"> Uses number words, like one or two and sometimes responds accurately when asked to give one or two things. 	1, 2, 3, 4, 5, (higher where necessary) Count How many? Give me...
RANGE 4	
Counting <ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) <ul style="list-style-type: none"> In everyday situations, takes or gives two or three objects from a group. Beginning to notice numerals (number symbols). Beginning to count on their fingers. 	1, 2, 3, 4, 5 (higher where necessary) Take... Give...
RANGE 5	
Counting <ul style="list-style-type: none"> May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 Cardinality <ul style="list-style-type: none"> Subitises one, two and three objects (without counting). Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition <ul style="list-style-type: none"> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (higher as necessary) Count Guess Add, equals, subtract, take away Group by... Total How many?
RANGE 6	
Counting <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality). Cardinality <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five. 	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Forwards, backwards Count

<ul style="list-style-type: none"> Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10). <p>Composition</p> <ul style="list-style-type: none"> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. In practical activities, adds one and subtracts one with numbers to 10. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”. 		<p>Match Partition, split Group Add, subtract, take away More, less Tally</p>
ELG		
<p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Number bonds Number facts Doubles Halves</p> <p>11, 12, 13, 14, 15, 16, 17, 18, 19, 20 Greater than Less than Same as Odd Even Equal / same</p>
ENGAGEMENT STEPS		
<p>Points to objects and pictures when they are named Looks at an object when named Maintains interest in pictures for a minute whilst content is named Moves symbols on their timetable when it is placed in front of them Observes events with interest when they are the result of their own actions Points at objects with their fingers/eyes when they are interested in them Points to more distant and interesting objects outdoors Reaches for an object voluntarily with one hand Reacts to the question ‘more?’, with a heightened expressive response when offered continuation of an activity Repeats two numbers in sequence Requests ‘more’ of an action or object in their chosen form of communication Suggests what colour they would like to make an object – e.g. I want to draw a red fish Suggests what shape they would like to make an object</p>		<p>Look at Match Check schedule What’s that More Copy, repeat Colour language Shape language (2d, 3d)</p>
PS Number st1		
N&PV	<p>Distinguishes between ‘one’ and ‘lots’ when shown an example of a single object and a group of objects. Demonstrates an understanding of the concept of 1:1 correspondence, e.g. giving one cup to each pupil. Asks for more of something with words, signs or symbols Communicates ‘gone’ or ‘all gone’ appropriately Uses term ‘lots’ appropriately Uses term ‘one’ appropriately Selects object from choice of three Understands the difference between the concepts of one, more, and all Uses counting in play situations Demonstrates an understanding of the concept of more – e.g. indicating that more cups are required so that everyone has a cup</p>	<p>One Lots Group More Gone, all gone No more Choose More, all Count Share</p>
ASMD	<p>Gives two things to each person in the group Makes groups of two</p>	<p>Group Give two....</p>

	Alerts a member of staff when there are not enough items for one to one matching Requests more of the correct object to complete 1 to 1 matching	Groups of... Enough, not enough I need more
F/. /%	Shares concrete objects between people – not necessarily correctly Demonstrates some understanding that 'share' requires them to distribute some of a group of objects Shares concrete objects so that everyone has one (in a group of 3 people)	Share Equal, same Groups of...
PS Measurement & Geometry st1		
M	Uses the terms 'heavy' and 'light' in play activity Uses the terms 'big' and 'small' in play activity Describes how the temperature of the water feels in simple terms, e.g. hot or cold Observes and responds to the results of putting water in the freezer Observes and responds to the results of putting ice in the sun Identifies that the sun is seen during the day Shows an awareness of danger when objects are hot Knows ice cream melts Understands that the cooker makes food hot Communicates about something they do during the day and night Shows anticipation due to daily schedule – e.g. noise from dining room Responds appropriately to the upcoming activity e.g. home time, music lesson etc. Identifies that the moon can be seen at night Demonstrates an understanding fo the concept of transaction e.g. by exchanging a coin for an item, or one item for another during a role-play activity Role plays shopping States that shops sell things Describes shopping experiences simply	Heavy Light Big Small Hot, cold Freeze, ice, melt, heat, Cooker, sun, moon What's next? What happens when... Pay, coin, money, change, buy, shop, sell, transaction
PoS	Communicates about pliable material activity in terms of changing shapes	Pull, stretch, roll, shape
PaD	Communicates and follows instructions using the terms 'in' and 'out' Communicates using positional language, e.g. the ball is in the box Identifies movement as 'up' or 'down'	In, out, up, down, next to, in front, behind
PS Number st2		
N&PV	Demonstrates an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked Counts to 5, though this may involve joining in with the member of staff as they count. Counts up to five 1p coins correctly Counts up to five objects correctly Counts up to five objects within a picture Counts up to five without objects Identifies numerals up to three Identifies numerals up to five Identifies whether there are one, two or three objects in a group of objects Joins in rote counting to five Joins in rote counting to ten Puts quantities on numerals Reads numerals to five on a computer screen Repeats counting to five Sequences numerals to three Sequences numerals to five	1, 2, 3, 4, 5 Count 1p Count...<object/ picture> Group How many Sequence
ASMD		
F/. /%	Shares concrete objects so that everyone has five (in a group of people) Shares concrete objects so that everyone has four (in a group of people)	Share Make groups of ...

PS Measurement & Geometry st2		
M	<p>States when they have observed objects balance</p> <p>Describes the weight of an object they are carrying, e.g. a bag of shopping</p> <p>Points to an object which is obviously heavier than another without picking up to check, e.g. chair and pencil</p> <p>Describes objects as 'big'</p> <p>Describes objects as 'small'</p> <p>Describes objects as 'short'</p> <p>Describes objects as 'long'</p> <p>Points to larger/smaller</p> <p>Points to smallest/largest</p> <p>Compares the length of different objects correctly using terms e.g. longer, bigger, same as</p> <p>Gives an example of an object which is longer/shorter/ or bigger/smaller</p> <p>Uses the term 'a long way'</p> <p>Gives the day an appropriate name that may not be correct</p> <p>Talks simply how one day can be different from another, e.g. when in the setting or at home</p> <p>Talks simply about their daily routine</p> <p>Communicates what they saw earlier in the day</p> <p>Communicates what they saw yesterday</p> <p>Identifies which container has less liquid</p> <p>Indicates that different containers can hold different amounts</p> <p>Identifies which container has more liquid</p> <p>Notes the amount of water in one container when pouring it into another</p> <p>Describes what a thermometer measures</p> <p>Expects something taken out of the freezer to feel cold</p> <p>Identifies that food is placed in an oven to warm it up</p> <p>Identifies that food is placed in a freezer to keep it cold/frozen</p> <p>Notices the change in temperature e.g. when placed in the fridge or in the sunlight</p> <p>Predicts what will happen if an item is taken out of the freezer.</p> <p>Counts up to five 1p coins correctly</p> <p>Names a variety of shops they visit</p> <p>'shops' with items valued up to 5p using 1p coins</p>	<p>Balance</p> <p>Light, heavy, weight</p> <p>Big, small,</p> <p>Large, larger, largest</p> <p>Big, bigger, biggest</p> <p>Small, smaller,</p> <p>smallest</p> <p>Long, longer, longest</p> <p>Short, shorter,</p> <p>shortest</p> <p>Monday, Tuesday,</p> <p>Wednesday,</p> <p>Thursday, Friday,</p> <p>Saturday, Sunday</p> <p>More, less</p> <p>Earlier, later</p> <p>Less, more</p> <p>Full, empty</p> <p>Thermometer, hot,</p> <p>cold, warm, frozen</p> <p>1p, coin</p> <p>Pay, buy, shops</p>
PoS	Looks at globe and describes its shape	Globe, world, sphere
PaD	<p>Describes the directional movement of an object</p> <p>Discusses patterns in terms of shapes/lines/colours</p>	<p>Forward, backwards,</p> <p>sideways, diagonal</p> <p>Shapes (2d, 3d)</p> <p>Line, straight, curved,</p> <p>wavy</p> <p>Colour language</p>
PS Number st3		
N&PV		
ASMD		
F/. /%	Talks about half in conversations	Half, whole
PS Measurement & Geometry st3		
M		
PoS		
PaD		