YR Steps Through Learning
Mathematics

I know 1 more and 1 less than a number to 10.

I find missing parts.

I can count backwards in sequence from 10.

I have an understanding of the way amounts to 10 are made, and represent them in different ways.

I know that if nothing has been added or taken away, then the amount is the same.

I can spot a mistake in repeating ABB, ABBC, AABB patterns, varying sizes, size, orientation of objects in the patterns.

I tag each object that can't be moved with one number word, to 10 . (then beyond)

I use 'flashy fingers' to show amounts in different ways.

I am beginning to write numerals to 10 using the correct formation.

I can make a repeating pattern: around a circle, around a border with a fixed number of spaces.

I can count an irregular arrangement of objects by moving them into a line or other regular structure and then tagging each

I can describe the patterns around us and through focus books.

I can count forwards in sequence beyond 20 from any number.

I can subitise groups of 5 - Explaining how I know.
- Use 'flashy fingers' to show amounts to 5 quickly.

I am beginning to write numerals to 10 using the correct formation.

I can count 10 objects from a larger group.

I know some pairs of numbers that make 6,7,8,9,10.

I can use a number track, use language 'near to, next to, far from to compare.

I can create symbols for movements/sounds

I can count larger sets of objects: that can be moved, that can't be moved.

I have explored partitioning 6,7,8,9 into different groups.

I know that a double is when there are two equal parts and can make doubles using 2 equal parts.

I can make my own ABB, ABBC, AABB patterns with objects, actions or sounds.

I say number words in sequence across the boundary 29/30.

I can make some doubles: on my flashy fingers, on tens frames.

I can record a pattern pictorially: Use of symbol e.g. red dot or r for a red bear

I can continue, copy and spot a mistake in repeating ABB, ABBC, AABB patterns, varying sizes, size, orientation of objects in the patterns.

I recognise numerals to 10, matching them to their cardinal value.

I subitise groups of 4, explaining how I know.

I know which pairs of numbers make 2,3,4,5.

I can compose and partition amounts to 8 into '5 and a bit' parts.

I can tag each object in a line with one number word, to 10.

I know 1 less than a number to 5.

I can compare differences between groups of up to 10 objects by matching using 'more than' 'fewer than' 'an equal number'

I order numerals to 5.
I know 1 more than a number to 5.

I can partition a number of things into two groups, recognise they can be recombined to make the same total.

I can play with objects up to 5:composing 5 from two kinds of object and partitioning 5 objects into parts.

I say number words in sequence across the boundary 19/20.

I know which pairs of numbers make 2,3,4.

I can make my own AB pattern with objects, actions or sounds.

I can use 1 and 1 and 1... to make different totals.

I can compare obvious differences between groups of up to 10 objects by looking using 'more than' 'fewer than'.

I can continue, copy and spot a mistake in repeating AB patterns, varying sizes, size, orientation of objects in the patterns.

I count:
an irregular arrangement of objects to 5.
5 objects from a larger group.

I subitise groups of 4.
Use 'flashy fingers' to show how many.

I say number words in sequence from 1 to 10.

I subitise groups of 3.

I am beginning to use 'fewer than' and 'more than' to compare groups of objects.

I join in with repeated parts (units) in sound patterns, stories and dances.

I recognise numerals to 5, matching them to their cardinal value.

I use my fingers to show some amounts and a range of their own marks and signs to which they ascribe mathematical meanings.

I join in with some counting songs and rhymes.
Counting forwards and backwards.

YR BASELINE