

23. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).

19. Uses positional language.

7 Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

17. Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

14. Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.

15 Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.

21. Experiment with their own symbols and marks as well as numerals.

20. Combine shapes to make new ones – an arch, a bigger triangle etc.

4. Beginning to recite numbers in order to 10

3. Beginning to show finger numbers up to 5.

8. React to changes of amount in a group of up to three items.

7. Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’

5. Selects a small number of objects from a group when asked.

6. Beginning to select a small number of objects from a group when asked ‘please give me one, or give me two’..

10. Take part in finger rhymes with numbers.

9. Climb and squeezing selves into different types of spaces

18 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

22.Build with a range of resources.

13. Beginning to categorise objects according to properties such as shape or size.

12. Counts up to three or four objects by saying one number name for each item

17. I can complete inset puzzles.

16. Notices patterns and arrange things in patterns.

11 Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).

2. Beginning to recognise numerals of personal significance.

1. Beginning to compare amounts, saying ‘lots’, ‘more’ or ‘same’.

**Mathematics**