

Skills progression

Mathematics

Our goals: I can count, order, represent and solve mathematical problems, including numbers to 5.

I can explore objects of different shapes, sizes within patterns and arrangements.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">I can count, order, represent and solve mathematical problems, including numbers to 5.</p>	<p>I can choose if I want more, with support. I can listen to number rhymes and sometimes join with the actions or words. I can recognise an object is still there, even if I can't see it. I can choose if I want more. I can say some counting words. I can join in with the actions or words, in number rhymes. I can choose if I want more or if I've finished. I can join in with a number rhyme. I can explore different counting behaviours, for example, pointing.</p>	<p>I can use the words more/finished. I can use number names randomly in my play. I can copy an adult's counting behaviour, for example lining objects up or pointing to them as I say a number name. I can choose the group with more objects in. I can recite numbers, sometimes in the right order. I can sometimes join in counting behaviour, for example, lining objects up or pointing to them as I say a number name.</p>	<p>I can compare two small groups of up to 5 objects, saying the same. I can explore numbers and counting. I can use number names in my play. I can subitise objects with support. I can count a group of objects up to 5, touching each one as I count. I can explore separating a group of objects in different arrangements. I say numbers to 5 and beyond. I can touch objects as I count. I can experiment with larger numbers. I can begin to recognise numerals 1-6. I can subitise 1 or 2 objects. I begin to recognise the last number said is the total amount, when counting. I can make marks to record my counting, with support. I can find different ways of making numbers up to 5. I can recognise numerals 0-10. I can subitise objects up to 3. I can recognise the last number is the total amount, when counting. I can link numerals with amounts up to 6 or beyond. I can make marks to record my counting. I can recognise that the total number of objects stays the same, even when they are moved. I can solve practical problems with number. I can explore adding 1 more to make the next number.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">I can explore objects of different shapes, sizes within patterns and arrangements.</p>	<p>I can fill different containers with different sensory materials. I can explore making simple arrangements with blocks. I can join in with familiar routines with visual prompts, with support. I can join in with familiar routines with visual prompts. I can try to balance blocks and make simple arrangements. I can try to post a shape through different holes. I can predict what might happen next in a familiar routine or song/rhyme. I can arrange different objects in my own patterns, for example lining toys up. I can show an interest in size and weight. I can explore emptying containers.</p>	<p>I can choose puzzle pieces and try to fit them in. I can make a simple arrangement with the blocks. I can join in and anticipate in repeated sounds and actions. I can recognise that two objects have the same shape. I can recognise what happens next in a familiar routine. I can make a simple 3D model. I can begin to use shape names – circles, squares, triangles, sometimes correctly. I can explore differences in size, length, weight and capacity. I can sometimes say if an object is big or small. I can talk about and begin to understand immediate, past and future.</p>	<p>I can create my own pattern. I can make a variety of models using the wooden blocks. I can choose a shape for a particular purpose. I can use different construction to create a model I would like. I can choose items based on their shape to make a model. I can talk about shapes similarities and differences. I can use some language to describe size and amounts. I can continue a repeating pattern (i.e. AB, ABC). I can explore patterns in different mediums – for example dancing, music and clapping. I can use a variety of language to describe shapes, including shape names. I can explore making new shapes, patterns and pictures with shapes. I can recall and sequence events. I can understand under, on-top, behind. I can say if an object is big, small or medium/middle sized. I can say if a jug is full, half full or empty. I can say if an object is short, shorter or shortest. I can say if an object is long, longer or longest. I can say if an object is tall, taller or tallest. I can say if an object is light, lighter, lightest. I can say if an object is heavy, heavier or heaviest. To be able to measure an object/s, using the same starting space.</p>