

Year R		Step 2	Step 3
<b>Problem Solving</b>		<ul style="list-style-type: none"> <li>- Use manipulatives (including representing numbers using fingers and mark making on paper) and objects to solve problems.</li> <li>- To be able to sort object by recognising similarities or a given criteria.</li> <li>- Uses some number names and number and ordinal language spontaneously.</li> <li>- Shows and interest in number problems and numerals in the environment.</li> <li>- In practical activities and discussion begin to use the vocabulary involved in adding and subtracting.</li> </ul>	
<b>Number</b>	<b>Place Value</b>	<ul style="list-style-type: none"> <li>- I can to order numbers from 0 to 10- I can recognise numerals 1-5.</li> <li>- I am beginning to recognise which number is one more/less for numbers 0 to 10</li> </ul>	<ul style="list-style-type: none"> <li>- I can order numbers from 0 to 20.</li> <li>- I can recognise which number is one more/less for numbers to 10 and beyond by counting</li> <li>- I can recognise numerals 0-10.</li> </ul>
	<b>Counting</b>	<ul style="list-style-type: none"> <li>- I can count objects to 10 and beyond including objects that cannot be moved.</li> </ul>	<ul style="list-style-type: none"> <li>- I can count forwards to 20.</li> <li>- I can estimate how many objects I can see and check by counting them.</li> </ul>
	<b>Fractions and Decimals</b>	<ul style="list-style-type: none"> <li>- I can recognise one half of a regular shape e.g. circle or square.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise one half of an object or shape.</li> <li>I can share quantities between 2 people in practical contexts.</li> </ul>
<b>Calculating</b>	<b>Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>- Using manipulatives, I can add and subtract two 1-digit numbers practically and can record using pictures or symbols.</li> </ul>	<ul style="list-style-type: none"> <li>- Using quantities, I can to add and subtract two 1-digit numbers by counting on and back to find the answer.</li> </ul>
	<b>Multiplication and Division</b>		<ul style="list-style-type: none"> <li>I use grouping and sharing in play and practical contexts (.e.g giving out grapes at snack time)</li> </ul>
<b>Shape</b>		<ul style="list-style-type: none"> <li>- I can recognise different 2D and 3D shapes and use mathematical terms to describe them.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe patterns using mathematical vocabulary</li> <li>- I can identify everyday shapes (circle, triangle, square, rectangle).</li> </ul>
<b>Space</b>		<ul style="list-style-type: none"> <li>- I am beginning to recognise positional language (e.g. next to)</li> <li>- I am beginning to recognise patterns and can describe the position of shapes such as behind or next to.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use everyday language to talk about position (E.g. beside, between).</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>- I can compare a range of items to say which is the longest or shortest</li> <li>- I can compare a range of items to say which is the heaviest and lightest</li> <li>- I can compare a range of containers and say which contains the most or least</li> <li>- I can recognise numerals of personal significance e.g. date, birthday, etc.</li> <li>- I can order and sequence familiar events.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use everyday language to talk about size, weight, capacity, distance to compare quantities and objects and to solve problems</li> <li>- I can use everyday language to talk about time and money.</li> </ul>