Estimation & Rounding	Knows they can check estimates by counting within 0-10		Can apply subitising skills to estimate the number of items in a set		Uses the language of estimation, including more than, less than, fewer than and the same		

Awareness of Number – Counting, Quantities & Number Structure	**No. word sequences**	Say short forward and backward number word sequences within 0-10		Uses ordinal numbers in real life contexts e.g. I am first/second/third in the line'		Recalls the number sequence forwards and backwards within 0-10	
	Numerals	Recognise numerals e.g. points to the number from 0-10	Identify (name) numerals e.g. can respond to question 'what is that number?' from 0-10	Explains zero is represented as 0	Orders numerals forwards and backwards within 0-10	Identifies number before, after and missing numbers in a sequence within 0-10; beginning to use the language before, after and in-between	
	Subitising	Identifies 'how many?' in regular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6		Identifies 'how many?' in irregular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6		Represents amounts in different arrangements e.g.dot arrangement/on fingers/five frames/ 10 frames/dice without counting up to 6	
	Counting	When counting objects understands the order in which we say the numbers is always the same (stable order)	Touch counts one item when each number word is said (1-to-1 correspondence)	When counting objects understands that the number name of the last object counted is the name given to the total number of objects in a set (cardinal principle)	When counting objects understands that the number of objects is not affected by position (order irrelevance)	Counts objects in a set recognising that the appearance of the objects has no effect on the overall total within 0-10 (conservation)	Counts anything e.g. objects at a distance/in a book/sounds/claps within 0-10 (abstract principle)
	Place Value	Explains that zero means there is none of a particular quantity			Partitions quantities to 10 into 2 or more parts and recognises that this does not affect the total e.g. 6 as 3 and 3/2 and 2 and 2		

Addition and Subtraction	Sorts & classifies objects using quantity as an attribute e.g. sets of 1, 2 within 0-10	Compares 2 sets to decide which has the fewest/most within 0-10	Finds the total when 1,2 or 3 is added to an existing amount e.g. a number line or height chart (augmentation)	Finds the total when 2 sets are added together within 0-10 (aggregation)	Finds out how many are left when 1 or 2 are taken away within 0-10	Compares to find the difference between sets as a quantity within 0-10	Beginning to count on and back in ones to add and subtract with objects or number line within 0-10

Multiplication and Division	Shares out a group of items into 2 equal sets within 0-10. Groups objects into matching or natural sets of 2 e.g. shoes within 0-10		Begin to identify halves and doubles using concrete materials within 0-10

Fractions, Decimals and %	Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my banana'	Splits a whole into smaller parts and explains that equal parts are the same size	Understands that a whole can be shared equally and unequally

Category					
Money	Handles money and recognises a few coins up to the value of £2 through play and in real life and relevant contexts (using real and plastic money)		Identifies (names) 1p, 2p, 5p and 10p coins and pays the exact value for items to 10p e.g. if the price is 5p; can use a 5p coin to pay for it		
Time	Links daily routines and personal events to time sequences and begins to use appropriate language including before, after, later, earlier	Recognises and where appropriate engages with everyday devices used to measure or display time e.g. clocks, calendars, sand timers and visual timetables	Identifies (names) the days of the week in sequence	Recognises the months of the year and describes features of the four seasons in relevant contexts	
Measurement — Length / Mass / Capacity	Shares relevant experiences in which measurements of lengths, heights, mass and capacities are used, for example, in baking and other meaningful contexts	Describes and compares common objects' lengths, heights, mass and capacities using everyday language, including long/longer, short/shorter, tall/taller, heavy/heavier, light/lighter, more/less/same	Estimates, then measures, the length, height, mass and capacity of common objects using a range of appropriate non-standard units		
Patterns & Relationships	Copies simple patterns involving objects, shapes and numbers	Continues simple patterns involving objects, shapes and numbers	Creates simple patterns involving objects, shapes and numbers		
Shape	Recognise and describe common 2D shapes and 3D objects by attribute e.g. straight, round, flat and curved		Sort common 2D shapes and 3D objects according to attribute e.g. shape, colour, size		
Angles, Symmetry and Transformation	Correctly uses some of the language of position e.g. in front, behind, above, below	Begins to correctly use some of the language of direction e.g. left right, forwards and backwards to solve simple problems in relevant contexts	Identifies and describes basic symmetrical pictures with one line of symmetry	Creates basic symmetrical pictures with one line of symmetry	
Data Handling and Analysis	Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways	Collects and organises objects for a specific purpose	Asks simple questions to collect data for a specific purpose	Contributes to a concrete or pictorial display where one object or drawing represents on data value, using digital technologies as appropriate	With support interprets simple graphs, charts and signs and demonstrates how they support planning, choices and decision making	With support applies counting skills to ask and answer questions and makes relevant choices and decisions based on the data