



Mathematical Development – Small Steps Progression

Engagement					
Areas of engagement	Exploration	Realisation	Anticipation	Persistence	Initiation
Can explore one and lots	Picks up individual objects	Plays with individual objects	Posts individual objects	Picks up more than one object	Plays with a range of objects with support
1	a	b	c	d	e
Can begin to engage with number rhymes	Shows awareness of when adult sings/says number rhymes	Shows awareness when adult sings/says number rhymes for a greater time.	Claps or uses other body percussion when joining in with number rhymes	Sits with an adult and listen to a simple number rhyme	Begins to join in with number rhymes
2	a	b	c	d	e
Can explore and show/name big objects and little objects	Picks up individual objects of the same size	Picks up objects of different sizes	Plays with and explores a range of different sized objects	Posts a range of different sized objects	Can show/say/sign a big and little object
3	a	b	c	d	e
Can sort into a range of groups	Explores a range of objects	Plays with a range of objects	Post individual objects by colour	Posts individual objects by size	Can sort into size and colour with support.
4					
Can build towers and make lines across the floor.	Explores a range of construction toys	Plays with a range of construction toys	Plays with an adult to build a tower or a line	Participates with tower or line (i.e. knocking over)	With support can build a tower and line
5	a	b	c	d	e

Standard 1 (A)					
Can find one object.	Plays with a range of objects	Sorts one object from a range of objects with support	Posts one object when asked	Points to one object	Finds one object independently
1	a	b	c	d	e
Can find more than one object	Plays with a range of objects	Sorts a range of objects by a given criteria	Makes a tower/line with a range of objects	Plays at making a group of more than one, i.e.	Finds more than one group of objects independently
1	a	b	c	d	e
Can show one object	Sorts one object	Posts one object	Makes one object (using malleable materials)	Shows one object with support	Shows one object when asked.
1	a	b	c	d	e
Can show more than one object	Sorts into one or more objects	Posts more than 1 object into the posting box/shape sorter, i.e post lots (more than one)	Show more than one object in a play situation, i.e "Let's put lots of cars in the garage, lets have lots of cakes for tea"	Shows more than one object with support	Shows more than one objectswhen asked.
1	a	b	c	d	e
Can distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects	Sorts/posts sets of one object with support	Sorts/posts sets of lots of objects with support	Shows one object and lots of objects in a play situation	Makes one object and lots of objects using malleable materials	Can show one object and lots of objects
1	a	b	c	d	e

Name:

Standard 2(A)					

Can show one item from a group of the same items (can show one pencil from a group of pencils)	In a play situation shows one item from a group of items, i.e. here is 1 car from a group of cars, here is 1 cup from a group of cups, with support.	Posts 1 item from a group of items, with support	In a play situation shows one item from a group of items, i.e. here is 1 car from a group of cars, here is 1 cup from a group of cups with minimal prompt	Posts 1 item from a group of items, with minimal prompt	Shows one item from a group of items independently.
1	a	b	c	d	e
Can give one named item to an adult from a group of the same items	In a play situation gives one named item from a group of items to an adult with adult support	In a play situation gives one named item from a group of items to an adult with prompts	Gives one named item to an adult from a group of items using different criteria, i.e. pencils, books, cars etc. with adult support	Gives one named item to an adult from a group of items using different criteria, i.e. pencils, books, cars etc. with prompts	Gives one named item to an adult from a group of the same items independently.
2	a	b	c	d	e
Can give one item from a group of items	In a play situation gives one item from a group to an adult with support	In a play situation gives one item from a group with prompts and cues.	Gives an adult one item from a group of items with support	Gives an adult one item from a group of items with prompts	Gives one item from a group of items independently
3	a	b	c	d	e
Can give one item to five pupils	In a play situation offers a item to one pupil.	In a play situation offers one item to two pupils	In a play situation offers one item to three pupils.	In a play situation offers one item to four pupils.	Gives one item to five pupils.
4	a	b	c	d	e
Can give one item to a group of pupils.	In a play situation offers one item to one pupil with support	In a play situation offers one item to one pupil with prompts and cues.	In a play situation offers one item to a group of pupils with support.	In a play situation offers one item to a group of pupils with prompts and cues	Gives one item to a group of pupils independently
5	a	b	c	d	e

Name:

Standard 2 (B)					
Can show a big object and a small object	In a play situation shows big objects and small objects, i.e. to an adult, i.e. – big car, small car, with adult support	In a play situation shows big objects and small objects, i.e. to an adult, i.e. – big car, small car, with prompts and cues.	Makes big and small models using junk material and malleable resources	Begins to show a big object and small object	Shows big and small objects independently.
1	a	b	c	d	e
Can identify the big object and small object from a selection of two	In a play situation begins to identify the big and small object from a selection of two, i.e. show me the big car, show me the small car, with support	In a play situation begins to identify the big and small object from a selection of two, i.e. show me the big car, show me the small car, with prompts	Identifies a big and small object from a selection of two with support	Identifies a big and small object from a selection of two with prompts	Identifies a big and small object from a selection of two independently
2	a	b	c	d	e
Sort objects into specific groups – colours, shapes, circles etc.	In a play situation sorts objects into different groups, i.e. cups, cars, etc., with support	In a play situation sorts objects into different groups, i.e. cups, cars, etc., with prompts	Sorts objects into specific groups to post – i.e. yellow shapes, red pencils with support	Sorts objects into specific groups to post – i.e. yellow shapes, red pencils with prompts	Sorts objects into specific groups independently
3	a	b	c	d	e
Say number names to 3 in the correct order through joining in a rhyme	Joins in with counting in a play situation, i.e. 1,2,3 cups, 1,2,3 cars with adult support and prompts	Joins in with simple number rhymes with adult support.	Joins in with simple number rhymes with prompts	Will join in with simple number rhymes counting to 3 with adult support and prompts	Joins in a number rhyme saying the numbers 1,2,3 independently.
4	a	b	c	d	e
Say the number names to 5 in the	Joins in with counting in a play situation, i.e. 1,2,3,4,5 cups,	Joins in with simple number rhymes with adult support.	Joins in with simple number rhymes with prompts	Will join in with simple number rhymes counting to	Joins in a number rhyme saying the

correct order by joining in a rhyme.	1,2,3,4,5 cars with adult support and prompts			35with adult support and prompts	numbers 1,2,3,4,5 independently.
5	a	b	c	d	e

Name:

Standard 3 (A)					
Can Identify how many objects there are in a group of 3	In a play situation choose and count 3 objects with adult support.	In play situation choose and count 3 objects with adult prompts.	Sorts and posts 3 objects with support	Sorts and posts 3 objects with prompts	Chooses and counts 3 objects independently.
1	a	b	c	d	e
Can Identify how many objects there are in a group of 5	In a play situation choose and count 5 objects with adult support.	In play situation choose and count 5 objects with adult prompts.	Sorts and posts 5 objects with support	Sorts and posts 5 objects with prompts	Chooses and counts 5 objects independently.
2					
Can identify how many objects there are in a group of 10	In a play situation choose and count 10 objects with adult support.	In play situation choose and count 10 objects with adult prompts.	Sorts and posts 10 objects with support	Sorts and posts 10 objects with prompts	Chooses and counts 10 objects independently.
3	a	b	c	d	e
Can recognise a small group within the number 10 (up to 5)	In a play situation can find a small group with 10, i.e. will find 3 cups within a group of 10 cups, 4 cars within a group of 10 cars, with support	In a play situation can find a small group with 10, i.e. will find 3 cups within a group of 10 cups, 4 cars within a group of 10 cars, with prompts	Chooses a small group to post from a group of 10, i.e. encouraged to choose 3 shapes from a group of the same 10 shapes with support	Chooses a small group to post from a group of 10, i.e. encouraged to choose 3 shapes from a group of the same 10 shapes with prompts	Chooses and counts a small number from a group of 10 objects independently.
4	a	b	c	d	e
Can count larger groups up to 10.	In a play situation can count objects from 5-10 with support	In a play situation can count objects from 5-10 with prompts	Chooses and counts a group of objects between 5 & 10 to post with support	Chooses and counts a group of objects between 5 & 10 to post, with prompts	Can count groups of numbers within 10.
5	a	b	c	d	e

Name:

Standard 3 (B)					
Understands that the last number counted represents the total number of the count	Groups objects together.	Counts objects	Recognizes the last number counted represents the total with support.	Recognizes the last number counted represents the total with prompts and cues	Understands that the last number counted represents the total number of the count
1	a	b	c	d	e
Can use real life objects to add 1 to a group and indicate how many are present	In a play situation adds 1 object, i.e. add 1 car to a group of cars, add 1 cup to a group of cups, and says how many altogether, with support	In a play situation adds 1 object, i.e. add 1 car to a group of cars, add 1 cup to a group of cups, with prompts	Adds 1 object to a group of objects and indicates how many there are altogether with support	Adds 1 object to a group of objects and indicates how many there are altogether with prompts	Uses real life objects to add 1 to a group and indicate how many are present independently.
2	a	b	c	d	e
Can use real life objects to subtract 1 from a group and indicate how many are present.	In a play situation subtracts 1 object, i.e. takes 1 car away from a group of cars, and says how many altogether, with support	In a play situation subtracts 1 object, i.e. takes 1 car away from a group of cars, and says how many altogether, with prompts	Subtracts 1 object from a group of objects and indicates how many objects altogether, with support	Subtracts 1 object from a group of objects and indicates how many objects altogether, with prompts	Uses real life objects to subtract 1 object from a group of objects independently.
3	a	b	c	d	e
Can use everyday objects to make a simple pattern	Uses everyday objects in a play situation to make a simple pattern – 1 red car, 1 blue car, 1 green car etc., with support	Uses everyday objects in a play situation to make a simple pattern – 1 red car, 1 blue car, 1 green car etc., with prompts	Uses art/craft/ malleable materials to make a simple pattern, i.e. potato print red, potato print blue, potato print green, with support and cues	Makes a 3 object pattern with support and prompts	Makes a simple pattern using everyday objects independently.
4	a	b	c	d	e

Can copy and continue more advanced patterns using real life material (e.g. apple, apple, orange, apple, apple, orange, etc.)	Uses everyday objects in a play situation to make an advanced continuous pattern – 2 red cars 1 green car, 2 red cars, 1 green car, with support	Uses everyday objects in a play situation to make an advanced continuous pattern – 2 red cars 1 green car, 2 red cars, 1 green car, with prompts	Uses art/craft/ malleable materials to make a simple pattern, i.e. potato print red x2, potato print blue x1 etc.support and cues	Makes a simple continuous pattern with support and prompts	Makes a simple continuous pattern independently.
5	a	b	c	d	e

Name:

Standard 4 (A)					
Read and write numerals from 0-5	In a play situation Counts objects from 0-5 saying the names of the numerals in order.	Uses everyday objects to count and name numerals 0-5 in order	Reads and writes numerals 0-5 with support.	Reads and writes numerals 0-5 with prompts	Reads and writes numerals 0-5 independently.
5	a	b	c	d	e
Read and write numerals from 0-9	In a play situation Counts objects from 0-9 saying the names of the numerals in order.	Uses everyday objects to count and name numerals 0-9 in order	Reads and writes numerals 0-9 with support.	Reads and writes numerals 0-9 with prompts	Reads and writes numerals 0-9 independently.
5	a	b	c	d	e
Demonstrates an understanding of the mathematical symbol of add	In a play situation combines to groups of objects to make a total, with support	Uses every day objects to combine groups to make a total, with prompts	Can follow the sequence (1stgroup of objects), addition symbol, (2 nd group of objects) and count to make whole/complete number, with adult support.	Can follow the sequence (1stgroup of objects), addition symbol, (2 nd group of objects) and count to make whole/complete number, with adult prompts	Can follow the sequence (1stgroup of objects), addition symbol, (2 nd group of objects) and count to make whole/complete number, independently.
5	a	b	c	d	e
Demonstrates an understanding of the mathematical symbol of subtract	In a play situation is able to take a give number of objects away from a given group of objects.	Uses everyday objects to take a given number of objects away from a given group of objects	Can follow the sequence of taking a group of objects away from a give number when shown the mathematical symbol of subtraction, with adult support	Can follow the sequence of taking a group of objects away from a give number when shown the mathematical symbol of subtraction, with adult prompts.	Can follow the sequence of taking a group of objects away from a give number when shown the mathematical symbol of subtraction, independently.
5	a	b	c	d	e

<p>Demonstrates an understanding of the mathematical symbol of equal to.</p>	<p>In a play situation is able to add two given groups of objects and to say what the total is equal to, with adult support</p>	<p>Uses two everyday sets of objects to say what the total is equal to, with support.</p>	<p>Adds 2 sets of given objects using the addition sign and the equal to symbol with support and prompts</p>	<p>Recognises there are less objects when an object is taken away from a group of objects and uses the equal to symbol with prompts and cues</p>	<p>Adds and subtracts a group of objects, showing the remaining total using the equal to sign.</p>
<p>5</p>	<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>	<p>e</p>

Name:

Standard 4(B)					
Solve number problems involving the addition and subtraction of single-digit numbers up to 5	Adds groups of up to 5 independently	Subtracts groups of up to 5 independently.	Solves simple number problems from 1-3 with adult support, prompts and cues	Solves simple number problems from 1-5 with adult support, prompts and cues	Solves addition and subtraction problems up to 5 independently.
1	a	b	c	d	e
Solve number problems involving the addition and subtraction of single-digit numbers up to 10	Adds groups of up to 10 independently	Subtracts groups of up to 10 independently.	Solves simple number problems from 1-5 with adult support, prompts and cues	Solves simple number problems from 1-10 with adult support, prompts and cues	Solves addition and subtraction problems up to 10 independently.
2	a	b	c	d	e
Demonstrate an understanding of the composition of numbers to 5	Uses everyday objects to make up different compositions of 5 with adult support.	Uses everyday objects to make up different compositions of 5 with prompts and cues.	Uses everyday objects to make up different compositions of 3 with minimal support	Uses everyday and specific counting objects, such as interlocking cubes to make 5 with minimal support	Uses objects to show the composition of 5.
3	a	b	c	d	e
Developing the ability to recall number bonds to and within 5	Recalls number bonds to 3 with support	Recalls number bonds to 3 with prompts and cues	Recalls number bonds to 3 independently	Recalls number bonds to 5 with support, prompts and cues	Recalls number bonds to 5 independently
4	a	b	c	d	e
Demonstrate an understanding of inverse relationships involving addition and subtraction	Can add to 5	Can subtract from 5	Begins to show an understanding that five can be made up of two or more smaller numbers with support.	Begins to show an understanding that five can be made up of two or more smaller numbers with prompts and cues	Begins to show an understanding of inverse relationships.

(e.g. if $3 + 2 = 5$, then $5 - 2 = 3$)					
5	a	b	c	d	e