

	<b>PRE-RECEPTION LEVEL RECORD</b>	R	1	2	3	4	5	6
	<b>COUNTING AND RECOGNISING NUMBERS</b>							
	<b>COUNTING 1-5</b>							
PR1	Say and use the number names in order in familiar contexts <b>such as number rhymes e.g. 5 Little Ducks.</b>							
PR2	Recite the number names in order, continuing the count forwards and backwards to 5 and from 5.							
PR3	<b>EQUIVALENCE</b>							
PR4	Demonstrate relationships between objects e.g. glove for hand, shoe for foot etc.							
PR5	Recognise when 2 small sets are equivalent.							
PR6	Create a set equivalent to a given set by matching experiences of situations where 1:1 matching is important.							
PR7	Describe situations where 1:1 matching is important.							
	<b>CARDINAL NUMBERS 1 – 5</b>							
PR8	Pile concrete apparatus e.g. cubes, cotton reels etc.							
PR9	Distinguish between a single item and many items.							
PR10	Recognise the numeral 1, the spoken word one and associate them with 1 item.							
PR11	Recognise 2 items and use the word two or pair to describe them.							
PR11	Recognise the numeral two, the spoken word two and associate them with two items.							
PR12	Recognise 3 items and use the word three to describe them.							
PR12	Recognise the numeral 3, the spoken word three and associate them with 3 items.							
PR13	Recognise 4 items and use the word 4 to describe them.							
PR13	Recognise the numeral 4 and spoken word four and associate them with 4 items.							
PR15	Recognise five items and use the word five to describe them.							
PR15	Recognise the numeral 5, the spoken word five and associate them with 5 items.							

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	<b>READING AND WRITING NUMBERS</b>							
PR16	Recognise any number of items from 1 – 5 and use words to describe them.							
PR17	Draw the numerals 1 – 5.							
PR18	Begin to record numbers by making marks.							
PR19	<b>Use language such as more or less or fewer or the same as in the context of sets of objects.</b>							
PR20	Recognise which sets contain “ <i>more than</i> ”, “ <i>fewer than</i> ” “ <i>less than</i> ” or “ <i>the same as</i> ” by matching.							
PR21	Discuss situations where “ <i>more than</i> ”, “ <i>less than</i> ” occur.							
PR22	Construct sets containing “ <i>more than</i> ”, “ <i>fewer than</i> ” “ <i>less than</i> ” or “ <i>the same as</i> ”.							
PR23	Draw sets containing “ <i>more than</i> ”, “ <i>less than</i> ” or “ <i>the same as</i> ”.							
PR24	Place sets of objects in order according to the number in the set.							
PR25	Write the numerals 1 – 5 in order.							
PR26	Order numeral cards so as to make a number track from 1 – 5.							
PR27	Associate the correct number of objects with each numeral on a number track.							
PR28	Count out any number from 1 – 5.							
PR29	Understand that the last number counted gives the size of the set.							
PR30	Count objects and pictures from 1 – 5 presented in a variety of ways.							
PR31	In the context of counting up to 5 objects, begin to realise that the number of objects is not affected by their size, shape, type or position.							
PR32	In the context of counting up to 5 objects, begin to realise that the purpose of counting is to tell how many there are.							
PR33	In the context of counting up to 5 objects, know that the last number name spoken is the answer to ‘how many’ questions and tells you how many there are.							
PR34	In the context of counting up to 5 objects, begin to realise that no matter in which order the collection is counted the number remains the same.							

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PR35	In the context of counting up to 5 objects, know that if two different counts of a collection give different answers, then something is wrong.							
PR36	Begin to recognise small numbers of objects without counting e.g. collections up to three objects, number of fingers held up on one hand; dot patterns to 5 on dice, cards, dominoes.							
PR37	Name the first, second and last object in an ordered set.							
PR38	Follow instructions to order objects first, second and so on.							
PR39	Be introduced to ways of counting systematically to keep a track of the count e.g. by touching them one by one.							
PR40	Be introduced to ways of counting randomly arranged objects arranged, eg by moving them into a straight line or by moving them across one by one when counting.							
PR41	Begin to recognise counting errors e.g. made by a puppet.							
PR42	Begin to discuss ways of counting so that it is easier to count accurately.							
	<b>ESTIMATION</b>							
PR43	<b>Estimate numbers of objects up to three.</b>							
	<b>SOLVING PROBLEMS</b>							
	<b>REASONING ABOUT NUMBERS OR SHAPES</b>							
PR44	<b>Talk about, recognise and experience simple pattern</b>							
PR45	Experience pattern through threading beads, arranging building blocks in repeating sequences of colour etc.							
PR47	Copy a model of a simple repeating pattern.							
PR48	Be introduced to pattern in everyday life e.g in clothing, wallpaper, the environment ...							
PR49	Be encouraged to solve simple problems or puzzles in a practical context and respond to "What could we try next?"							
PR50	Experience sorting by shape, texture, size, function etc.							
PR51	Sort things as part of classroom routines.							
PR52	Name the common colours and sort accordingly							

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	<b>PROBLEMS INVOLVING 'REAL LIFE' OR MONEY</b>							
PR53	Be encouraged to use developing mathematical ideas to solve practical problems involving counting and comparing in a real or role play context.							
	<b>MONEY</b>							
PR54	Be introduced to the <i>names of the different coins, penny and pence.</i>							
PR55	Match coins and use them in role play.							
PR56	Identify and name 1p coin.							
PR57	Count 1p coins to 5p.							
PR58	Use 1p coins to correspond to prices to 5p.							
	<b>MEASURES, SHAPE AND SPACE</b>							
	<b>COMPARING AND ORDERING MEASURES</b>							
PR59	Introduce terms such as <i>large / small</i> in the context of objects.							
PR60	Introduce vocabulary such as <i>long, short, tall.</i>							
PR61	Introduce vocabulary such as <i>thick, thin, wide, narrow.</i>							
PR62	Experiment with sand and water and other materials, pouring from one container to another etc.							
PR63	Be introduced to the terms <i>full, empty, part full</i> in the context of their pouring activities.							
PR64	Experience a range of activities whereby objects are sorted using the criteria <i>heavy, light, the same</i> when weighing with hands.							
PR65	Be introduced to the terms <i>heavy, light, the same.</i>							
PR66	Use the terms <i>heavy, light, the same</i> appropriately.							
PR67	Be introduced to the terms <i>heavier and lighter</i> in the context of comparing 2 objects.							
PR68	Experience practical activities that involve area e.g. putting bed-clothes on dolls, covering paper with paint, colouring in outline etc.							
	<b>TIME</b>							
PR69	Be made aware of patterns such as the sequence of the day, night, day, night etc.							

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PR70	Be introduced to the pattern of the days of the week.							
	<b>EXPLORING PATTERN, SHAPE AND SPACE</b>							
PR71	Match objects to holes (sorting box)							
PR72	Matching objects to holes (inset puzzle)							
PR73	Use tools to create shapes e.g. playdoh, pastry and cutters etc.							
PR74	Introduce common 2D shape names: <i>circle, square, rectangle, triangle.</i>							
PR75	Create 2D shapes by drawing around a template or inside a stencil.							
PR76	Experiment with 2D shapes, placing them in different positions etc.							
PR77	Begin to sort 2D shapes by grouping similar shapes together.							
PR78	Experimentation with 3D shapes in a range of contexts to develop an understanding of their properties.							
PR79	“Free play” with a variety of spheres to develop an understanding of their properties.							
PR80	Experimentation with a range of construction toys.							
PR81	Use reclaimed materials to make models.							
PR82	Begin to sort 3D shapes by placing similar shapes together.							
PR84	Experience pattern using 2D and 3D shapes.							
	<b>POSITION AND MOVEMENT</b>							
PR85	<b>Use everyday words to describe position-</b> understand <i>inside and outside, up and down, first, second and last, high and low to describe position.</i>							
PR86	Experiment with a programmable toy to create movement.							
PR87	Begin to use the instruction forward (Fd) and backward (Bk) in the context of moving the toy.							
PR88	Begin to follow simple instruction to create movement e.g. in PE.							

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