

# FORMAT FOR ILPs, REPORTS AND ANNUAL REVIEWS

## RECEPTION LEVEL

### COUNTING AND RECOGNISING NUMBERS

#### COUNTING AND PROPERTIES OF NUMBER

Say and use the number names in order In familiar contexts **such as number rhymes, songs, stories, counting games and activities ( to ten, then twenty and beyond).**

Recite the number names in order, continuing the count forwards or backwards from a given number.

Say the number name that goes after a given number.

Start from a given number and stop at another.

Count on several numbers from a given number.

Recognise that 'somethingtynine' signals a change in the decade.

Say the number name that goes before a given number name.

Start to use zero as an extension of the counting sequence when counting backwards.

Recite the number sequence consistently back to zero from 5...10...20... a number such as 16...

Start from a given number name and count back to another.

Count back several numbers from a given number.

**Count reliably up to 10 everyday objects** (first to 10, then beyond), using a wide variety of opportunities.

Give just one number name in one to one correspondence with an object.

Begin to realise when counting that the number of objects is nor affected by their size, shape or position.

Count out a specified number of things from a collection of objects.

Recognise small numbers without counting, number of fingers held up on one hand and then two, dot patterns on dice, dominoes, playing cards.

Begin to realise that there is no need to count when the number can be recognised without counting.

Know the purpose of counting is to tell how many there are.

Know the last number name spoken is the answer to 'how many' questions and tells you how many there are.

Know that, no matter in which order a collection is counted the number remains the same.

Know that if two different counts of a collection give different answers, then something is wrong.

Count systematically to keep a track of the count.

Count a collection of objects in different arrangements, organising the count by using a strategy for keeping track of where the count begins and ends.

Count objects in a line first touching them one by one, then without touching them.

Count objects arranged randomly by moving them into a straight line.

Count objects arranged randomly by moving them across one by one when counted.

Count objects arranged randomly by leaving them in position but touching them.

Count objects arranged randomly by counting systematically without touching them.

Recognise counting errors e.g. made by a puppet.

Discuss ways of counting so that it is easier to count accurately.

Begin to recognise 'none' and 'zero' in stories, rhymes and when counting.

Count reliably in other contexts, such as clapping sounds, hopping movements, strides across a room etc. ....

Count pairs of claps or drum beats.

Count a collection of up to 10 objects in more difficult formations using a strategy for keeping a track of where the count begins.

Count objects that are out of reach.

Count objects in a ring marking the starting point in some way.

Count some mixed objects that vary markedly in size.

Count some moving objects.

Begin a count with a named object.

Count along and back a blank number track.

Count the jumps on a blank number line using objects.

Count the jumps on a blank number line quietly using fingers.

Count the jumps on a blank number line mentally.

Recite the sequence: ten, twenty....one hundred, forwards.

Recite the sequence: ten, twenty....one hundred backwards

Count on in tens, starting from a given tens number.

Count back in tens, starting from a given tens number.

Say the tens number that goes after a given one.

Say the tens number that goes before a given one.

Count along a number track numbered only in tens.

Count from a given tens number and stop at another.

Count in twos.

Begin to understand and use in practical contexts: odd, even, every other...

Recite number rhymes that involve counting in twos.

Count pairs e.g. pairs of animals, socks, children.

Using a number track say aloud every other number starting at one.

Say aloud every other number starting at two.

On a number track numbered only 1 and 10 suggest the position of the numbers in between and discuss.

Extend to a number track beyond 10.

## **READING AND WRITING NUMBERS**

**Recognise numerals 1 to 9**, then 0, 10, beyond 10.

Recognise numerals familiar to them e.g. age, house number, bus number.

Recognise numerals on number tracks, number cards, grids, numbers around school, clocks, computer.

Match collections of real objects then pictures of collections of things to numerals.

Match numbers to dot patterns.

Use number cards as labels.

Begin to recognise 0 as the numeral associated with 'none' or the space before 1 on the number track.

Begin to read the first few number names, including zero.

Read these words: *zero, one two, three, four, five.*

Begin to record numbers, initially by making marks.

Begin to record numbers by simple tallying.

Begin to record numbers by writing numerals.

Make own marks or tallies to record numbers or quantities arising in or resulting from practical activities.

Begin to write numerals correctly at least to 10.

Reinforce the writing of numerals through activities such as tracing on a variety of textures, air writing etc...

**Use language such as more or less, greater or smaller, to compare two numbers** saying which is more or less.

Say a number or numbers lying between two given numbers.

Begin to understand and use in practical contexts: *the same number as, bigger, larger, smaller, biggest, largest, smallest, more, less, fewer, most, least, fewest, order, first, last, before, after, next, between.*

Find out by counting which of two collections has more/less, checking if necessary by lining up and matching 1: 1.

Know that a number following another number in the counting sequence is bigger.

Say a number that is one more than a given number.

Say a number that is one less than a given number.

Discuss unpriced and then priced items in a class shop. Say which might cost more/ less.

Order a given set of numbers: for example, the set of numbers 1 to 6 given in random order.

Arrange in order a complete set of numbers ( first objects, then dot patterns, then numerals) progressing to 10 or more.

Order a given set of selected numbers: for example, the set 2, 5, 1, 8,4 starting with the smallest number.

Order a given set of selected numbers: for example, the set 2, 5, 1, 8,4 starting with the largest number...

Begin to understand and use ordinal numbers in different context.

Begin to understand and use ordinal numbers to denote position: first, second, third, fourth, last, last but one.

Begin to understand the relationship between cardinal and ordinal numbers up to 10<sup>th</sup>, that is a number allocated six in a count is the sixth object counted.

Begin to understand for example, that if you are fifth in a race, four runners beat you.

## **ESTIMATION**

Begin to understand and use in practical contexts- *guess how many, estimate, nearly, close, about the same as, just over, just under, too many, too few, enough, not enough.*

## ADDING AND SUBTRACTING

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In practical activities and discussion, begin to use the vocabulary used in adding and subtracting eg In practical contexts using objects, by modelling with apparatus and by modelling with fingers- *More, and add, make, sum, total, altogether, score, take away, leave, how many are left? How many are gone? One more, two more, one less, two less, how many more to make ...? how many more is... than ....? How many less is .... than ....? difference between...*

**Find one more than a given number** in a range of contexts.

**Find one less than a given number** in a range of contexts.

**Begin to relate addition to combining two groups of objects; extend to three groups,** saying how many there are altogether by counting all the objects.

Begin to relate addition to counting on.

Begin to relate the addition of doubles to counting on.

Find a total by counting on when one group of objects is hidden.

Separate ( partition ) a given number of objects into two groups eg say how up to 10 objects can be separated into two groups and find different ways of doing it.

Talk about outcomes and find own ways of recording.

Select two groups of objects to make a given total

**Begin to relate subtraction to 'taking away'** and counting how many are left.

Remove a smaller number from a larger one and find how many are left by counting back from the larger number.

Begin to find out how many have been removed from a larger group of objects by counting up from a number.

Work out by counting how many more are needed to make a larger number i.e. by counting up.

## REASONING ABOUT NUMBERS OR SHAPES

**Talk about, recognise and recreate simple patterns** eg simple repeating or symmetrical patterns from different cultures. Use shapes, printing, weaving, bead threading, computer programs etc. to make own repeating patterns such as: cotton reel, sponge, cotton reel, sponge or thumb, palm, palm, thumb, palm, palm.

Talk about, copy and continue repeating patterns of sounds or movements in music or dance e.g. hop, hop, jump or tap, tap, pause, tap...

Solve simple problems or puzzles in a practical context, and respond to 'What could we try next?'

Talk about and record in own way how problem was resolved.

Make simple estimates eg of the number of cubes that will fit in a box or strides across the room. Check by counting.

Predict in a range of activities e.g. a hidden part of a pattern, a shape in a bag, who will be number 8 when counting around a ring.

Sort and match objects, pictures or children themselves, justifying the decisions made.

Begin to understand and use the terms: *sort, match, count*.

Sort and display objects according to their characteristics eg shiny / dull, hard / soft, rough / smooth...

Sort and count the children themselves using one criterion.

Sort, match or order flat or solid shapes and explain what has been done.

## **PROBLEMS INVOLVING 'REAL LIFE' OR MONEY**

**Use developing mathematical ideas and methods to solve practical problems** involving counting and comparing in a real or role play context eg do we have enough biscuits for everyone?

Counting doubling and halving.

Use vocabulary such as: *double, half and pair* e.g. slices of bread needed for 4 sandwiches, colour half red half blue, how many pairs of socks?

Counting: repeated addition, grouping or sharing.

Use vocabulary such as: share, group, left over, how many times?

Solve story-based problems.

## **MONEY**

Begin to understand and use vocabulary related to money: *coin, penny, pence, pound, price, costs, costs more, costs less, total, pay, change, how much? how many?*

Use coins to pay for things or to buy things in the class 'shop' etc. recognising that coins are used to pay and give change.

Play money games using 1p coins to the value of 10p and £1 coins to the value of £10.

Distinguish coins: 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 and use in sorting activities.

Choose and use the appropriate number operation to solve 'story' problems involving money.

Explain orally and where appropriate, record in own way how problem was solved.

Begin to recognise that some coins have greater value than others and will buy more.

Be aware that two 1p coins are equivalent to a 2p piece.

Begin to count together a 2p and a 1p coin.

Work out the total cost of a basket of items (up to about 6).

Work out what to buy and how to pay, considering the coins that could be used.

Consider what coins could be used to make 5p.

Begin to read and write prices such as 8p or £4 and count penny and pound coins to match.

Match penny coins to prices in a class 'shop' extending to a combination of 1p and 2p coins.

## **MEASURES, SHAPE AND SPACE**

### **COMPARING AND ORDERING MEASURES**

**Use language such as more or less, longer or shorter, heavier or lighter...to compare two quantities**, then more than two, by making direct comparisons of lengths or masses, and by filling and emptying containers.

Begin to understand and use in practical contexts size, length and distance words eg *long/er, short/er, tall/er, high/er, low/er, wide/r, narrow/er, deep/er, shallow/er, thick/er, thin/ner, far /further, near/er, close/r*.

Begin to understand and use in practical contexts mass words eg *weight, weigh, heavy/heavier, light/er*.

Begin to understand and use in practical contexts capacity words eg *full, half empty, empty and compare, more, less*.

Compare length, width etc. of two and then three or more objects.

Find objects that are taller, shorter, wider etc. than an example.

Use hands to say which of two objects is heavier / lighter or about the same.

Find objects that are heavier, lighter or about the same as a given one.

Use a balance to find out which of two and then three objects is lighter or heavier.

Understand that if A is heavier than B, then B is lighter than A.

Fill and empty containers describing them as *full, half full, empty or as having more / less in them after filling / emptying*.

Find containers that hold more / less than a given example.

Begin to understand and use in practical contexts: *estimate.. enough, not enough, too much, too little, nearly, close, about the same as, just over, just under*.

### **TIME**

Begin to understand and use the vocabulary of time in practical contexts: day, week, morning, afternoon, night, today, yesterday, tomorrow, birthday, holiday, o'clock, bedtime, dinnertime, playtime, now, soon, before, after, next, last, quickly, slowly.

Begin to know the days of the week and talk about them in familiar activities.

Sequence familiar events e.g. events in their day or in a well-known story.

Listen to and discuss stories that cover the passing of time.

Begin to be aware of the duration of time e.g. what can they do before the sand runs through a timer?

Be aware of the language of clock time in rhymes and stories.

Begin to know key times of the day.

Begin to read o'clock time.

## **EXPLORING PATTERN, SHAPE AND SPACE**

**Use language such as circle or bigger to describe the shape and size of solids and flat shapes.**

Understand and use in practical contexts the words: *shape, pattern, flat, curved, round, straight, solid, hollow, corner, face, side, end, sort, make, build, draw.*

Use a variety of shapes to make models, pictures and patterns.

Begin to name solids such as a *cube, cone, sphere...* and flat shapes such as a circle, triangle, square, rectangle...

Identify solid shapes that can be seen around the school and the classroom.

Start to become aware of some properties of solid shapes eg all flat surfaces, can roll / slide etc.

Make models that vary in shape, size and texture, describing it and saying what shapes have been used.

Make shapes from modelling materials and describe them.

Make a copy of a simple model as accurately as possible.

Fit solid shapes together and investigate which ones stack, which fit the best inside another container etc.

Find similar shapes on faces of objects.

Find solid shapes with faces that match a 2D outline.

Describe and sort 2D shapes using appropriate vocabulary.

Find shapes which are not square etc.

Begin to sketch 2D shapes.

Put sets of objects in order of size. Discuss the fact that the shapes are the same although the size might change.

Understand and use in practical contexts: *size, bigger, larger, smaller.*

Listen to and talk about stories related to size.

Talk about, recognise and recreate patterns: eg simple repeating or symmetrical patterns in the environment.

## **SYMMETRY**

Find halves of paper shapes by folding them.

Discuss matching pairs etc. in symmetrical models.

## **POSITION AND MOVEMENT**

**Use everyday words to describe position**, direction and movement eg follow and give instructions about positions, directions and movements in PE and other activities.

Understand and use in a range of practical contexts- positional words eg- *over, under, above, below, on, in, outside, inside, behind, beside, before, after, next to, opposite, between, close, far apart, corner, top, bottom, front, back, side.*

Understand and use in a range of practical contexts directional words eg- *left, right, up, down, forward, backwards, sideways, across, along, around, through, to from, towards, away from.*

Listen to and discuss stories such as *Rosie's Walk, Bear Hunt, Where's Spot..* Make own books.

Talk about positions in a range of contexts.

Talk about movements and direction in a range of contexts.

Follow simple instructions to create movement.  
Give instructions to other children.

Begin to control a programmable toy.

Use Fd with distance and numberline.

Begin to use right and left with distance.

Begin to sequence instructions to control movement.

Describe movements taken on a simple route.

Understand and use in a range of practical contexts: *movement: roll, slide, turn, stretch, bend.*

Explore and talk about things that turn.

Collect and sort objects that will roll, slide, roll and slide.