

Pre-Year 1 maths target card

Range 5 30-50 MTHS	
Comparison	
Saying when there are the same number of objects in each group e.g. <i>You've got two I've got two Same!</i>	
Counting	
<ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers 	
• Begin to recognise numerals 0 to 10	
Cardinality	
• Subitises one, two and three objects (without counting)	
• Counts up to five items, recognising that the last number said represents the total (cardinal so far principle)	
• Links numerals with amounts up to 5 and maybe beyond	
• Explores using a range of their own marks and signs to which they ascribe mathematical meanings	
Composition	
• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers	
• Beginning to use understanding of number to solve practical problems in play and meaningful activities	
• Beginning to recognise that each counting number is one more than the one before	
• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	
Spatial Awareness	
• Responds to and uses language of position and direction	
• Predicts, moves and rotates objects to fit the space or create the shape they would like	
Shape	
• Chooses items based on their shape which are appropriate for the child's purpose	
• Responds to both informal language and common shape names	
• Shows awareness of shape similarities and differences between objects	
• Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes	
• Attempts to create arches and enclosures when building, using trial and improvement to select blocks	
Pattern	
• Creates their own spatial patterns showing some organisation or regularity	
• Explores and adds to simple linear patterns of two or three repeating items e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	
• Joins in with simple patterns in sounds, objects games, and stories dance and movement, predicting what comes next	
Measures	
• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items	
• Recalls a sequence of events in everyday life and stories	

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Range 6 40-60 MTHS

Comparison	
• Uses number names and symbols when comparing numbers, showing interest in large numbers	
• Estimates of numbers of things, showing understanding of relative size	
Counting	
• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0	
• Increasingly confident at putting numerals in order 0 to 10 (ordinality)	
Cardinality	
• Engages in subitising numbers to four and maybe five	
• Counts out up to 10 objects from a larger group	
• Matches the numeral with a group of items to show how many there are (up to 10)	
Composition	
• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects	
• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three	
• In practical activities, adds one and subtracts one with numbers to 10	
• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“	
ELG: Number	
- Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5;	
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	
Spatial Awareness	
• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints	
• Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)	
Shape	
• Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes	
• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes	
• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build	
Pattern	
• Spots patterns in the environment, beginning to identify the pattern “rule”	
• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat	
Measures	
• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy	
• Becomes familiar with measuring tools in everyday experiences and play	
• Is increasingly able to order and sequence events using everyday language related to time	
• Beginning to experience measuring time with timers and calendars	
ELG: Numerical Patterns	
- Verbally count beyond 20, recognising the pattern of the counting system; -	
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; -	
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	

