

Mathematics Learning Continuum for Number - Pre Key Stage 1

M	M1a	M1b	M2a	M2b
<ul style="list-style-type: none"> Picks up and puts down single objects Hold 2 objects at a time Put one object down to pick up another Says/ signs 'gone/ all gone' appropriately Collects objects that interest them Enjoys helping adult count objects Uses objects with multiple parts, e.g. train set Follows counting sequence. Enjoys number rhymes Joins in the sound pattern of rhymes Relates familiar objects e.g. gloves for hands, shoes for feet. Assists with one to one matching activity Responds to 'give me more...' Asks for more 	<ul style="list-style-type: none"> Responds to 'find one the same' Counts in any order when playing with number. Holds up a single or 2 fingers on request. Indicates one or two objects on request. Make a group of 'one' Make a group of 'lots'. Joins in simple finger games Joins in number rhymes Plays with shopping Threads beads on a rod. Picks up more than one object when asked for 2 Begins to match object to object Begins to recognise contrasting quantities 	<ul style="list-style-type: none"> Joins in rote counting to 5 Counts 3 objects correctly Points to objects as they count Identify whether there are 1, 2 or 3 objects in a group with 1:1 correspondence Matches numerals to 5 Uses counting in play activities Joins in known number rhymes Plays game using dice with 0 to 5 spots. Selects and matches objects from a choice of 3 Can match 2 related objects e.g. knife and fork One to one matching e.g. gives each drink a straw, each person a biscuit Matches picture to object Demonstrate an understanding of the concept of 'more' Requests more of the correct object to complete 1 to 1 matching Aware when there are too many for 1 to 1 matching 	<ul style="list-style-type: none"> Joins in rote counting to 10 Counts 5 objects correctly and consistently Names numerals to 5 Sequences numerals to 5 Matches numerals to correct quantities to 5 Records correct quantities to numbers using dots, dashes or symbols Compares 2 sets of objects pointing to the group that is smaller, larger, greater, fewer, more, less Uses one to one matching to solve problems i.e. are there enough...? Begins to count objects when asked 'How many...?' Add/remove 1 object and count how many now to 5 	<ul style="list-style-type: none"> Count up to 10 saying the number names in the correct order Count out objects to 10 consistently Match numerals 0 to 9 to groups of objects Sequence numerals to 10 Uses 1p coins to 10p Write numbers to 5 to record. Appreciate that the last number counted represents the total size of the group Demonstrate an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away Match the correct number name to each object when counting 10 items Start to write numbers up to 5 to record Starts to estimate quantities with a degree of accuracy and check with counting Use ordinal numbers – first, last, second, third Begins to compare two quantities to 10 – larger, smaller, fewer, more Plays games with dice using numbers/spots Recognises there are fewer than 5 objects Add/subtract 1 from a group of 10 objects and say how many now Share objects into groups

number names	same	different	how many?	guess	too many	too few	enough	not enough	more	less
fewer	count	lots	number	smaller	larger	greater	fewer	first	second	third
add	take away	subtract	share	dice	spots	check	coins	together	gone	pattern