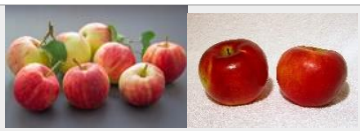
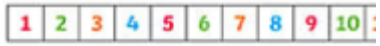
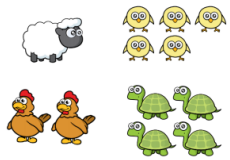
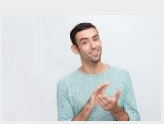
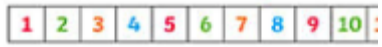
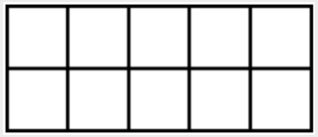
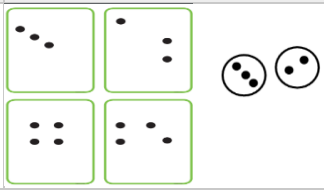
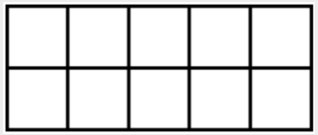
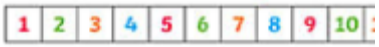
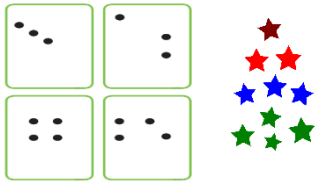
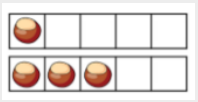
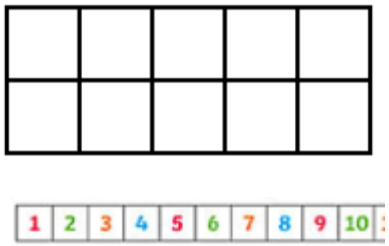
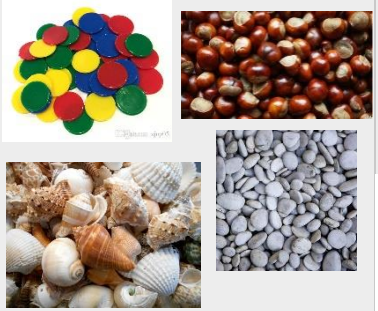
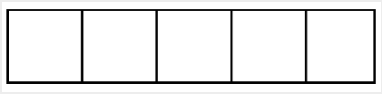
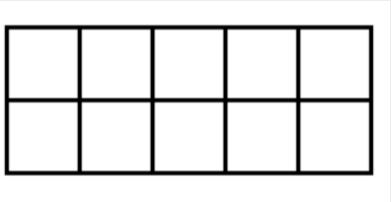
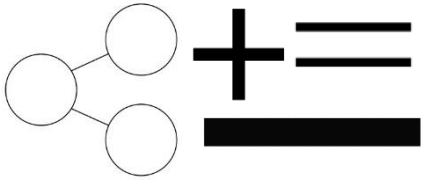
Number					
Year group	**Objectives**	**Concrete**	**Pictorial**	**Abstract**	**Vocabulary**
F1					
22-36months	•Selects a small number of objects from a group when asked.			‘please give me one’ ‘please give me two’	Count
	•Recites some number names in sequence.	Any Objects. For example	1 2 3 4 5 ● ● ● ● ●	One, two, three, four, five How many?	Count
	•Creates and experiments with symbols and marks representing ideas of number.	**Continuous Provision**			
	•Begins to make comparisons between quantities.			Which one has the most? Does it have more or less? Is it the same?	More Less The same
	•Uses some language of quantities, such as ‘more’ and ‘a lot’.			Which one has the most? Does it have more or less?	More Less

	•Knows that a group of things changes in quantity when something is added or taken away.			Does it have more now? Does it have less now?	More Less Add Take away
30 – 50 months	Uses some number names and number language spontaneously.	**Continuous provision**			
	•Uses some number names accurately in play.	**Continuous provision**			
	•Recites numbers in order to 10.		**Start with a number track.** 	One, two, three, four, five, six, seven, eight, nine, ten How many?	Count Recite Order
	•Knows that numbers identify how many objects are in a set.			How many objects are there?	Number names e.g. one, two, three.
	•Beginning to represent numbers using fingers, marks on paper or pictures.	**Continuous provision**			
	•Sometimes matches numeral and quantity correctly.			How many objects do you have altogether?	Number names e.g. one, two, three.

	•Shows curiosity about numbers by offering comments or asking questions.	**Continuous provision**			
	•Compares two groups of objects, saying when they have the same number.			How many in each group? Is it the same?	Compare Same
	•Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.			How many altogether? Is it the same?	Sort Total Count Number names
	•Shows an interest in numerals in the environment.	**Continuous provision**			
	•Shows an interest in representing numbers.	**Continuous provision**			

	•Realises not only objects, but anything can be counted, including steps, claps or jumps.			Can you count the claps etc.?	Number names
F2	Recognise some numerals of personal significance.	**Continuous provision**			
	•Recognises numerals 1 to 5		 1 2 3 4 5	Can you find me number 2? Can you find me number 5?	Number names
	•Counts up to three or four objects by saying one number name for each item.			How many counters do you have?	Number names
	•Counts actions or objects which cannot be moved.	Counting clapping, jumping, stomping. No objects – must be things that cannot be moved.			Number names.

	•Counts objects to 10, and beginning to count beyond 10.			Can you count 10 counters? We are using a ten-frame to help us count.	Tens frame
	•Counts out up to six objects from a larger group.			Please can you count 5 out of the basket.	Number names.
	•Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.			Can you find the correct number for your group?	
	•Counts an irregular arrangement of up to ten objects.				
	•Estimates how many objects they can see and checks by counting them.			How many objects can you see? Can you have a sensible guess?	Estimate Estimation Guess
	•Uses the language of 'more' and 'fewer' to compare two sets of objects.			Which jar has the most? Which jar has the least?	More Fewer

	•Finds the total number of items in two groups by counting all of them.				
	•Says the number that is one more than a given number.			Can you tell me what one more than 2 is …	One more
	•Finds one more or one less from a group of up to five objects, then ten objects.		Start with a 5 frame and then move onto 10.  	Can you find one more than… Can you find one less than…	One more One less
	• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.			Can you add… Can you subtract… Please use the part-whole model…	More Less Adding Subtracting

	•Records, using marks that they can interpret and explain.	**Continuous provision**
	•Begins to identify own mathematical problems based on own interests and fascinations.	**Continuous provision**