

Mental Maths	<p>Recall and sing an increasing range of number rhymes and songs. e.g. 10 green bottles, 10 in the bed, five little speckled frogs.</p> <p>Count groups of up to 5 objects.</p> <p>Count to 5 and back to 1.</p> <p>Recall and sing rhymes involving doubles, e.g. 10 fat sausages.</p>	<p>Says the number names, one more or one less than a given number.</p> <p>Count groups of up to 10 objects.</p> <p>Count to 10 and back to 1.</p> <p>Double 1, 2, and 3.</p>	<p>Can add one more or one less to numbers 1 to 10.</p> <p>Recall addition and subtraction facts to 5+.</p> <p>Count on and back from zero to find an answer. (in ones, twos)</p> <p>Recall the doubles and halves for numbers to 5.</p>	<p>Add and subtract numbers to 10.</p> <p>Recall all pairs of numbers with a total of 10 e.g. 8+2.</p> <p>Count on and back from zero to 20+ in ones, twos, tens.</p> <p>Recall the doubles and halves for numbers to 10.</p>	<p>Add and subtract one digit and two digit numbers to 20+, including 0.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Count on and back from a given number to 20+ in ones, twos, fives, tens.</p> <p>Recall the doubles and halves for numbers to 10+.</p>	<p>MC1</p> <p>Add mentally a one digit number/multiple of 10 to any two digit number. e.g. $18 + 7 =$, $24 + 20 =$</p> <p>MC2/WM1</p> <p>Add one digit and two digit numbers to 20+ (Concrete objects, pictorial representations and mentally) e.g. a two-digit number and ones two two-digit numbers three one—digit numbers</p> <p>MC3</p> <p>Recall and use fluently addition and subtraction facts to 20+ and derive and use related facts up to 100.</p> <p>Recall the multiplication tables: 2x, 5x, 10x</p> <p>Recall the doubles and halves for numbers to 20.</p>	<p>Add / subtract mentally a one digit number/multiple of 10 from any two digit number. e.g. $18 + 7 =$, $24 + 20 =$, $38 - 7 =$, $57 - 20 =$</p> <p>Recall the multiplication tables: 2x, 5x, 10x and the corresponding division facts.</p> <p>Recall the doubles and halves for numbers to 20+.</p>			
	Operations Addition	<p>Know that a group of things changes in quantity when something is added or taken away.</p> <p>Count everyday objects and talk about 'How many' altogether.</p> <p>Select a number of objects from a group when asked for example, 'Please give me one' etc.</p> <p>Use some language of quantities, e.g. 'more' and 'less'.</p> <p>Use everyday words in practical activities about adding, e.g. together, all.</p> <p>Use words such as 'more' when comparing two groups of objects.</p> <p>Talk about 'more' and 'less' in practical activities.</p>	<p>Count two sets of objects to 10 and talk about the 'joining' to find the total.</p> <p>Separate a group of three or four objects in different ways, recognising that the total is still the same.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Use maths words when talking about addition, e.g. add, more total sum</p> <p>Find one more or less from a group of up to five objects, then ten objects.</p> <p>Find one 'more' than a number from 1 to 10.</p> <p>Take everyday objects away from a set of object to 10.</p> <p>Talk about 'less' and 'difference'.</p> <p>Use maths words when talking about 'taking away', e.g. subtract, take away minus</p> <p>Begin to make comparisons between two quantities, using simple mathematical vocab.</p> <p>Find one less than a given number of objects from 1 to 10+.</p>	<p>Using quantities and objects add and subtract two single digit numbers.</p> <p>Begin to use the vocab involved in adding, e.g. add, plus, more than.</p> <p>Recognise that addition involves the combining of two groups or sets.</p> <p>Count on and back to find an answer. Find the total number of items in two groups by counting all of them. Add by counting on from the largest number to 10+.</p> <p>Add a number of objects to 10.</p> <p>Use the language of 'more' and 'fewer' to compare two sets of objects</p> <p>Using quantities and objects add and subtract two single digit numbers. Know that subtraction is 'taking away' and finding out 'how many are left'. (10+)</p> <p>Know that subtraction is 'taking away' a smaller group from a larger group. Begin to use the vocab involved in adding and subtracting.</p> <p>In practical activities 'count back' from the largest number.</p> <p>Compare two sets of objects to find the 'smallest' set (up to 10+)</p> <p>Use the language of 'more' and 'fewer' to compare two sets of objects</p>	<p>Use apparatus to make all pairs of numbers with a total of 10+.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Use a number line to model the addition of single-digit numbers to 10+.</p> <p>Begin to 'count back' when subtracting to find out how many are left.</p> <p>Begin to compare two sets (up to 10+) to find the difference.</p> <p>Subtract a one digit number from a number up to 10+.</p>	<p>Recall, represent and use number bonds and related subtraction facts within 20.</p> <p>Recall and use number bonds to 20+.</p> <p>Add one digit and two digit numbers to 20+(including zero).</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Use a number line to model the addition of a one digit and two-digit number (20+).</p> <p>Recall, represent and use number bonds and related subtraction facts within 20.</p> <p>Recognise that addition is the 'inverse' of subtraction when calculating and use known facts.</p> <p>Subtract one and two-digit numbers from 20. (Including zero)</p>	<p>NB1/EQ2</p> <p>MC1</p> <p>MC2/WM1</p> <p>NB1</p> <p>MC2/WM1</p> <p>NB1</p> <p>MC3</p> <p>MC3</p> <p>MC1</p>	<p>Recall and use addition facts to 20+ fluently.</p> <p>Recognise that when adding the need to 'count on from the largest number'.</p> <p>Add by rounding to the nearest 10.</p> <p>Add one digit and two digit numbers to 20+ (Concrete objects, pictorial representations and mentally) e.g. a two-digit number and ones two two-digit numbers three one—digit numbers</p> <p>Show that the addition of two numbers can be done in any order (Commutative) and subtraction of one number from another cannot.</p> <p>Add two, two-digit numbers that bridge 10s.</p> <p>Add by partitioning and identifying near doubles.</p> <p>Use subtraction facts to 20 fluently to derive related facts to 100.</p> <p>Show that the addition of two numbers can be done in any order (Commutative) and subtraction of one number from another cannot.</p> <p>Make all related number sequences up to 50+ e.g. $6+8=14$, $8+6=14$, $14-6=8$, $14-8=6$</p> <p>I can subtract two-digit numbers that bridge 10s and 100s.</p> <p>Find the difference between two sets or groups. (up to 50+)</p> <p>Use jottings to record the strategies I use.</p>	<p>NB2</p> <p>MC4</p> <p>NB2/EQ4</p> <p>MC4</p> <p>NB2/EQ4</p> <p>MC4</p> <p>MC3</p>	
		Operations Subtraction	<p>Remove everyday objects from a set to 5+ and talk about 'less'.</p> <p>Use everyday words in practical activities about taking away, e.g. take away, less.</p> <p>Uses some language of quantities, e.g. 'more' and 'less'.</p> <p>Talk about more and less in practical activities.</p>	<p>Use maths words when talking about 'taking away', e.g. subtract, take away minus</p> <p>Begin to make comparisons between two quantities, using simple mathematical vocab.</p> <p>Find one less than a given number of objects from 1 to 10+.</p>	<p>In practical activities 'count back' from the largest number.</p> <p>Compare two sets of objects to find the 'smallest' set (up to 10+)</p> <p>Use the language of 'more' and 'fewer' to compare two sets of objects</p>	<p>Begin to 'count back' when subtracting to find out how many are left.</p> <p>Begin to compare two sets (up to 10+) to find the difference.</p> <p>Subtract a one digit number from a number up to 10+.</p>	<p>Use a number line to 'count back'.</p> <p>Recognise that addition is the 'inverse' of subtraction when calculating and use known facts.</p> <p>Subtract one and two-digit numbers from 20. (Including zero)</p>	<p>NB1</p> <p>MC2/WM1</p> <p>NB1</p> <p>MC3</p> <p>MC1</p>	<p>Recall and use subtraction facts to 20+ fluently.</p> <p>Subtract one digit and two digit numbers to 20+ (Concrete objects, pictorial representations and mentally) e.g. a two-digit number and ones two two-digit numbers three one—digit numbers</p> <p>Make all related number sequences up to 50+ e.g. $6+8=14$, $8+6=14$, $14-6=8$, $14-8=6$</p> <p>I can subtract two-digit numbers that bridge 10s and 100s.</p> <p>Find the difference between two sets or groups. (up to 50+)</p> <p>Use jottings to record the strategies I use.</p>	<p>NB2</p> <p>MC4</p> <p>NB2/EQ4</p> <p>MC4</p> <p>MC3</p>

Operations Multiplication	Find and match pairs. e.g. snap, picture cards etc	Count on' in twos to 10+.	Count in twos, fives and tens from zero.	Count in multiples of twos, fives and tens from different starting points. MD1	Recall and use the multiplication tables: 2x, 5x, 10x, use to derive division facts. Recognise odd and even numbers.	Calculate statements for multiplication and division within multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. WM5 Count in steps of 2, 3, or 5 from 0 and in tens from any number. MD1	Recall and use the multiplication and division facts for 2x, 5x, 10x up to 100. e.g. $100 \div 5 = 20$, $20 \times 5 = 100$ including recognising odd and even numbers. MD3
	Talk about groups of objects as part of my play. e.g. I have two sock and Sam has two socks...that's 4 altogether.	Model doubles for numbers to 10 in practical situations. (e.g. lining up in pairs, sorting animals into 2 fields)	Model the doubles of all numbers to at least 10 using apparatus. (e.g. Compare bears, Multilink)	Recall the doubles of all quantities numbers to 20. recognise that doubling is the addition of two equal amounts.	Recall the doubles of quantities and numbers to 20+.	Show that the multiplication of 2 numbers can be done in any order (commutative) and division of one number by another cannot. MC9	Recall the doubles of all numbers to 100. MC9
Operations Division	Take part in number rhymes and number songs. e.g five little speckled frogs, five little men in a flying saucer	'Count on' and 'back' in twos from 10+	Share groups of objects etc (e.g. a pizza into 4 pieces, 10 grapes between 5 people)	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.(to 20) RF1	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. RF2	Calculate statements for multiplication and division within multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. WM5	Recall and use the multiplication and division facts for 2x, 5x, 10x up to 100. e.g. $100 \div 5 = 20$, $20 \times 5 = 100$ including recognising odd and even numbers
		Model halves of even numbers to 6.	Recall the halves of even numbers to 10.	Use apparatus to model sharing (Repeated subtraction). e.g. 3 lines of 4 when sharing 12 grapes between three people	Find simple fractions of objects, shapes and quantities (Using Arrays)	Use repeated subtraction on a number line to record and solve division problems. PS10 Use Arrays, to model and solve division problems. PS10	Recall the halves of numbers to 20+. PS10 Use knowledge of the doubles of one-digit numbers to derive the halves of multiples of 10.
Fractions and Decimals	Share objects as part of play. e.g. fruit at snack time	Talk about what happens when groups of objects are shared. e.g. we had four, Sam had two and I had two.	Begin to recognise one half e.g. an orange, a group of 4 animals etc.	Use the fraction one half. e.g. fold paper in half	Practically half an even number of objects to 10+ or a simple 2D shape.	Recognise, find, name and write a $\frac{1}{2}$, $\frac{2}{4}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a length, shape, set of objects or quantity. RF3	Find one half/quarter/three-quarters of a set of objects and shade a shape.
			Talk about sharing and grouping in practical situations.	Share and divide objects in half and quarters. e.g. object-based arrays	Use objects and apparatus to represent sharing and dividing. e.g. apparatus-based arrays	Use pictures and symbols to create Pictorial arrays e.g. half of 4 cakes is 2	Recall, and write simple fractions. e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. E1
			Find and name a half as one of two equal parts of an object, shape or quantity.	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. RF1	Use objects and apparatus to represent half or a quarter of an object, shape or quantity. RF2	Use pictures and symbols to create record equivalent fractions. e.g. half a cake is the same as 2 quarters. CF1	Count in fractions up to 10 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. e.g. On a number line, use of squared paper to represent and compare a half with 2 quarters.
		Use everyday language related to money. Use coins in play.	Recognise coins. e.g. 1p, 2p, 5p, 10p	Find ways of making the equivalent of 2p, 5p, 10p e.g. 1p + 1p = 2p Match coins to coins values. e.g. 1p, 2p, 5p, 10p	Find different ways of making totals. e.g. $10p = 5p + 5p$, or $2p + 2p + 1p + 5p$ etc Recognise and know the value of coins and notes. e.g. 1p, 2p, 5p, 10p, 20p, 50p, £1 etc MAC11	Find and add the equivalents for 2p, 5p, 10p, 20p, 50p, £1, £2 Find totals in pence or pounds. Find totals and pay in pence and pounds.	Combine values to make a given amount. e.g. 59p MAC12 Find totals, pay with coins and give change. MAC14
Geometry 2D Shapes	Show an interest in shapes in the environment. Show awareness of similarities in shapes in the environment	Begin to use mathematical names for 'flat' 2D shapes. Begin to talk about shapes of everyday objects, e.g. 'round', 'tall' Select a particular named shape.	Recognise, name and find simple 2D shapes, circles, squares, triangles, rectangles. Use words such as 'square' and 'smaller' to describe the shape and size of flat shapes.	Recognise and name common 2D shapes. e.g. rectangle (including squares), circles and triangles ISP1	Use everyday language and shape properties to sort and describe a range of features of 2D shapes.	Recognise and describe the properties of 2D shapes e.g. number of sides/edges, corners, faces and line of symmetry in a vertical line. ISP2	Compare and sort common 2D shapes and everyday objects (e.g. shapes with right angles) CC1
	Begin to categorise objects according to shape.	Talk about shapes and the way in which they are being used. Use 2D shapes appropriate for task, e.g. making pictures	Talk about and describe everyday objects and shapes using mathematical language. Begin to use mathematical terms to describe shapes.	Use everyday language to describe some features of familiar 2D shapes. e.g. sides and corners	Name and describe objects that turn around a shape. e.g. scissors, a frame around a door or window	Name and describe 2D shapes, e.g. circle, square, triangle, rectangle, pentagon, hexagon and octagon.	Name and describe an increasing range of 2D shapes. e.g. quadrilaterals, polygons
	Talk about simple patterns in pictures.	Talk about shapes and arrange shapes in different ways. e.g. shapes that can be joined together.	Create and describe simple patterns. e.g. red blue, red blue Use familiar objects and common shapes to create patterns and build objects..	Continue patterns and describe repeating patterns. e.g. shapes that tessellate.	Use one or more shape to create and describe repeating patterns.	Identify shapes in different positions and orientations.	Order and arrange combinations of objects in patterns and sequences. S3/PAT1

Geometry 3D Shapes	Show an interest in shapes in the environment. Show awareness of similarities in shapes in the environment.	Begin to use mathematical names for solid 3D shapes. Begin to talk about shapes of everyday objects, e.g. 'round', 'tall' Select a particular named shape.	Recognise, name and find simple 3D shapes. (e.g. cubes, spheres and cones) Use words such as 'circle' or 'bigger' to describe the shape and size of solids	Recognise and name common 3D shapes. e.g. cuboids (including cubes, pyramids and spheres). ISP1	Use everyday language and shape properties to compare, sort and describe a range of features of 3D shapes. e.g. cubes, spheres, cones, cuboids, cylinder	Recognise and describe the properties of 3D shapes. e.g. edges, vertices and faces ISP2	Identify 2D shapes on the surface of 3D shapes, e.g. a circle on a cylinder and a triangle on a pyramid ISP3
	Begin to categorise objects according to shape. Talk about 3D structures in the environment.	Talk about shapes and the way in which they are being used. Use 3D shapes appropriate for task, e.g. boxes to make a pirate ship.	Talk about and describe everyday objects and shapes using mathematical language. Begin to use mathematical terms to describe shapes.	Use everyday language to describe some features of familiar 3D shapes. e.g. round, straight	Use simple mathematical language to describe some features of common 3D shapes. e.g. faces, sides, corners	Name and describe 3D shapes. e.g. cuboids, prisms, cylinders, cones	Compare and sort common 3D shapes and everyday objects e.g. triangular and square based pyramids, triangular prisms CC1
			Use familiar objects and common shapes to create patterns and build objects.	Describe models made from construction kits.	Use construction kits to make nets of cubes and cuboids	Use construction kits and squared paper to make nets of cubes and cuboids.	Use construction kits and squared paper to enlarge the nets of cubes and cuboids.
Position, Direction and Movement	Use everyday words to describe my actions. e.g. stop, go, turn around	Use positional language, to talk about the position of people, and objects. e.g. I'm in front of Jack	Use every day language to describe positions, directions, and movement. (e.g. forwards, backwards and turn). Describe the relative position of objects and shapes. e.g. between, in front of, behind	Describe positions (e.g. in front of, first, second, third) direction (e.g. forwards, diagonally), and distance (close, near) etc	Recognise and respond to language about whole, half and quarter turns.	Follow and give simple instructions involving position; direction and movement. e.g. first, move forward 3 steps...	Read and record the position, direction and movement using appropriate mathematical vocabulary. PDM2
			Talk about things that turn. (e.g. a bike, clock, washing machine)	Describe position, direction and movement including whole, half, quarter and three quarter turns in both directions. PDM1	Recognise and make whole, half, quarter and three quarter turns. connect turning clockwise with movement on a clock face.	Recognise and use whole, half and quarter turns both clockwise and anti-clockwise. PDM2	Recognise that a right angle represents a quarter turn, 2 right angles a half turn, and three right angles a three quarter turn. PDM2
	Move forwards, backwards and turn.	Follow and give simple instructions to others. e.g. stop, go, forward, back turn	Use everyday language to describe movement including programmable toys.	Use the simple language of position to describe the movements of programmable toys.	Use the language of position to describe the movements of an increasing range of vehicles.	Describe directions on a square grid. (e.g. two squares to the left, 1 back)	Record directions on a square grid.
				Describe patterns in the environment. e.g. tessellating patterns.	Describe simple symmetrical patterns in the environment. e.g. butterfly, ladybird	Recognise reflective lines of symmetry in a simple patterns and 2D shapes.	Recognise lines of symmetry in a range of patterns and 2D shapes
Measures Length	Talk about objects in the environment.	Use words such as longer or shorter to compare quantities. Find a range of long and short objects.	Use everyday language to describe and compare objects of different lengths and heights. e.g. long/short, longer/shorter, tall/short, double/half Order two or three items by length or height.	Compare order and describe a group of objects. e.g. Shortest/tallest, longest/shortest.	Compare order, describe and solve practical problems using a range of objects of different lengths. e.g. longer/shorter than a metre CE1	Use standard measures, m and cm to estimate, order, compare and measure length.	Estimate and compare length using centimetres and metres, using > < = CE3
	Begin to use the language of size. Begin to categorise objects according to size.	Use language such as long/short longer than/shorter than to describe the size and shape of objects.	Measure and record length and height using own units. Identify the shortest/longest. Use the language of comparison e.g. long/short, longer/shorter, tall/short, double/half	Use non-standard measure to measure length. e.g. multilink	Use simple equipment to measure and record length. e.g. a meter stick divided in to 10cm intervals MAC1	Use m/cm to measure the length of a range of objects.	Choose and use appropriate standard units to estimate and measure length/height in any direction to nearest appropriate unit. e.g. ruler, tape measures, trundle wheel MAC2
Measures Mass	Talk about objects in the environment.	Use words such as heavier or lighter to compare quantities. Find a range of heavy and light objects.	Use everyday language to describe and compare objects of different size and mass. e.g. heavy/light, heavier than/lighter than Order two or three items by weight.	Compare order and describe a group of objects or quantities. e.g. heavy/light, heavier than/lighter than	Compare order, describe and solve practical problems using a range of objects of different mass/weight. e.g. more or less than 1Kg. CE1	Use standard measures, kg and g to estimate, order, compare and measure mass.	Estimate and compare mass using kilograms and grams, > < = CE3
	Begin to use the language of mass. Begin to categorise objects according to mass.	Use language such as heavy/light heavier than/lighter than to describe the size and shape of objects.	Measure and record mass using own units. Identify the heaviest/lightest. Use the language of comparison e.g. e.g. heavy/light, heavier than/lighter than	Use non-standard measures to mass. e.g. Lever balance, bucket scales	Use simple equipment to measure and record mass. e.g. multiples of 100g weights MAC1	Use kilograms and grams to measure the mass of a range of small objects.	Choose and use appropriate standard units to estimate and measure mass to nearest appropriate unit. e.g. dial and digital scales MAC2
Measures Capacity & Volume	Talk about objects in the environment.	I can use words such as most or least to compare quantities. Find a range of containers to 'fill' and 'empty'.	Use everyday language to describe and compare objects of different capacity. e.g. fullest/emptiest, fuller than /emptier than Order two or three items by capacity.	Compare order and describe the capacity of a group of containers. e.g. empty, half full, full, more, less, half, quarter.	Compare order, describe and solve practical problems linked to the capacity of a range of containers e.g. more/less than a litre. CE1	Use standard measures, l and ml to estimate, order, compare and measure capacity.	Estimate and compare capacity using millilitres and litres, > < = CE3
	Begin to use the language of capacity. Begin to categorise objects according to capacity.	Use language such as full/empty more/less to describe the capacity of containers.	Measure and record capacity using own units. Use the language of comparison using terms such as, empty, half full, full, more, less, half, quarter.	Use non-standard to measure and record the capacity of a container. e.g. Cups, spoons etc	Use simple equipment to measure and record capacity. e.g. A Jug measuring in 100ml units MAC1	Use litres and millilitres to measure the capacity of a range of containers.	Choose and use appropriate standard units to estimate and measure volume and capacity to nearest appropriate unit. e.g. scaled measuring vessels MAC2
						Choose and use appropriate standard units to estimate and measure temperature to nearest appropriate unit. e.g. thermometers MAC2	

Measures Time	Anticipate specific time-based events such as meal times or home time.	Name and talk about familiar time based events e.g. the start of the school day	Use everyday language to describe the passage of time . e.g. quicker, slower, earlier, later Order and sequence familiar events. e.g. routine of the day	Sequence and order the events/days in chronological order e.g. first, before, after, next morning, afternoon, evening etc S1/CE2	Recognise and use language for days in a week, weeks, months and years. TT2	Compare and sequence intervals of time. S2/CE4	Know and use units of time and begin to recognise the relationship between them. (minutes in an hour, number of hours in a day) TT4/CON1
	Become aware of past and future e.g. before, later, soon.	Use everyday words to describe the passing of time. e.g. first, now, next, later	Measure short periods of time in simple ways.	Read and record o'clock and the half hour and draw hands on a clock face to show these times. TT1	Read and record the time to the quarter hour. Use timing devices to measure and record time. MAC1	Read and write time including quarter past/to the hour and draw hands on a clock face to show these times. TT3	Read and record time to the nearest 5 minutes. TT3
Statistics Processing and representing data	Sort and tidy away objects and toys.	Sort and a group from a mixed group of objects. e.g. All the cups, all the bears	Sort objects into groups according to given criteria. e.g. 2 sets	Sort and group objects using own simple criteria. e.g. 2 or more sets	Choose criteria to sort a variety of objects.	Sort objects according to two given criteria. e.g. triangle/not triangle, blue/not blue	Sort according to two or more criteria.
	Put objects and toys away in the right place/container.	Use words such as greater and smaller to compare quantities.	Identify which set an object belongs to. e.g. the spoon goes in the spoon set	Talk about reasons for placing objects in to a set. e.g. the blue plate belongs in the blue/plate section	Explain how objects have been classified. e.g. all of the animals with 4 legs, all of the animals with 2 legs Use pictures to record work.	Use comparative language to talk about what my graph or diagram shows.	Interpret and construct pictograms, tally charts, tables, lists and block diagrams. ICP1
Statistics Interpreting data	Sort and tidy away objects and toys.	Sort and a group from a mixed group of objects. e.g. All the cups, all the bears	Talk about my group of objects. I collected all the cups they are all the same colour.	Explain how objects have been sorted e.g. big cups, small cups	Ask questions and explain in how objects have been sorted e.g. All the big blue cups	Ask and answer simple questions by counting the number of objects in each category and sorting by quantity. e.g. the most popular ice-cream flavour ICP2	Ask and answer questions about totalling and comparing categorical data. e.g. strawberry is the most popular flavour because it is the biggest group ICP3
	Put objects and toys away in the right place/container.	Use words such as greater and smaller to compare quantities.	Identify the 'smallest' and 'biggest' groups of objects.	Order groups of objects according to size.	Identify simple facts. e.g. strawberry had the most votes	Identify more than one fact. e.g. more people voted for strawberry than chocolate	Extract information from graphs and charts where the scale is in ones, twos and fives.