

## Below Year 1 – support for less able Year 1 children

### Number

P4	P5	P6	P7	P8	Early Years
<p>Show an awareness of number activities and counting</p>	<p>Respond to and join in with familiar number rhymes, stories, songs and games</p> <p>Indicate 1 or 2</p> <p>Demonstrate an awareness of contrasting quantities</p>	<p>Demonstrate an understanding of one-to-one correspondence in a range of contexts</p> <p>Join in rote counting up to 5</p> <p>Count reliably to 3, make sets of up to 3 objects and use numbers to 3 in familiar activities and games</p> <p>Demonstrate an understanding of the idea of 'more'</p> <p>Join in with new number rhymes, songs, stories and games</p>	<p>Join in rote counting to 10</p> <p>Count at least 5 objects reliably</p> <p>Recognise numerals from 1 to 5 and understand that each represents a constant number or amount</p> <p>Demonstrate an understanding of 'less'</p> <p>In practical situations respond to 'add 1' to a number of objects</p>	<p>Join in with rote counting to beyond 10</p> <p>Rote count onwards from a given small number</p> <p>Recognise differences in quantity</p> <p>Recognise numerals from 1 to 9 and relate them to sets of objects</p> <p>In practical situations respond to 'add 1' to or 'take 1 away' from a number of objects</p> <p>Use ordinal number when describing the position of objects, people or events</p> <p>Estimate a small number (up to 10) and check by counting</p>	<p>Count actions or objects</p> <p>Count up to 3 or 4 objects by saying one number name for each item</p> <p>Count objects to 10, and begin to count beyond 10</p> <p>Count up to 6 objects from a larger group</p> <p>Count an irregular arrangement of up to 10 objects</p> <p>Estimate how many objects can be seen, and check by counting them</p> <p>Recognise some numerals of personal significance</p> <p>Recognise numerals 1 to 5</p> <p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects</p> <p>Find the total number of items in 2 groups by counting all of them</p> <p>Find 1 more or 1 less from a group of up to 5 objects, then 10 objects</p> <p>Begin to use the vocabulary involved in adding and subtracting in practical activities</p> <p>Record, using marks that can be interpreted or explained</p> <p>Begin to identify own mathematical problems based on interests</p> <p>Solve problems involving doubling, halving and sharing</p>

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### Properties of shapes and measures

P4	P5	P6	P7	P8	Early Years
<p>Search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence</p> <p>Match big objects and small objects</p> <p>Demonstrate an interest in position and the relationship between objects</p>	<p>Search intentionally for objects in their usual place</p> <p>Find big and small objects on request</p> <p>Compare the overall size of one object with that of another where there is a marked difference</p> <p>Explore the position of objects</p>	<p>Search for objects not found in their usual place, demonstrating understanding of object permanence</p> <p>Compare the overall size of one object with that of another where the difference is not great</p> <p>Manipulate 3D shapes</p> <p>Show an understanding of words, signs and symbols that describe positions</p>	<p>Respond to 'forwards' and 'backwards'</p> <p>Pick out described shapes from a collection</p> <p>Use familiar words in practical situations to compare sizes and quantities</p>	<p>Compare objects directly, focusing on one dimension such as length or height where the difference is marked, and indicate 'the long one' or 'the tall one'</p> <p>Show awareness of time, through some familiarity with names of the days of the week and significant times in the day (such as meal times, bed times)</p> <p>Respond to mathematical vocabulary (such as 'straight', 'circle', 'larger') to describe the shape and size of solids and flat shapes</p> <p>Describe shapes in simple models, pictures and patterns</p>	<p>Begin to use everyday language related to money.</p> <p>Order and sequence familiar events.</p> <p>Measure short periods of time in simple ways.</p> <p>Describe relative positions (such as behind or next to).</p> <p>Order 2 or 3 items by length or height.</p> <p>Order 2 items by weight or capacity.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Select a particular named shape</p>