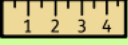


Maths	
I will be able to join in number songs and confidently count up to 10 objects or actions in play and in 'real life' scenarios.	
	
Milestone one	What we will do or provide to support learning
<p>I will begin to show an interest in number songs and rhymes.</p> <p>I will watch and join adults during counting games and finger rhymes.</p> <p>I will begin to group and stack different objects e.g. blocks.</p>	<p>Include a range of fun number songs and rhymes using fingers and props e.g. '1,2,3,4,5 Once I Caught a Fish Alive'.</p> <p>Consistently model number names and counting as part of routine such as nappy change and dressing e.g. 'one glove, two gloves'.</p> <p>Provide a number rich environment and wide range of free-play number activities and resources e.g. puzzles, number books, numerals on bikes and toilet cubicles.</p>
Milestone Two	What we will do or provide to support learning
<p>I will begin to use some number names in my play and start putting short sequences together when counting e.g. '2,3...5'.</p> <p>I will begin to join in with number songs and rhymes, copying adults and other children</p> <p>I will know 'one' and 'two' without having to count (subitising).</p>	<p>Counting activities, games and songs are introduced through adult-led sessions e.g. Let's Get Talking / BLAST</p> <p>Snack routine supports counting and problem solving e.g. 'I wonder how many cups we need?'</p> <p>A wide variety of 'real life' number and counting opportunities e.g. cooking and baking, counting toys as you get them out or put them away.</p>
Milestone Three	What we will do or provide to support learning
<p>I will be able to count in sequence confidently to 5.</p> <p>I will begin to count up to 5 objects or actions accurately in familiar situations e.g. counting how many children are in the group.</p> <p>I will join in more fully with number songs and rhymes, beginning to anticipate what number comes next in the sequence.</p>	<p>Daily opportunities for counting and problem solving in group times e.g. finding out how many children are in today using a number line / counting out resources such as pencils or lotto boards.</p> <p>A rich diet of number songs are introduced, including songs that count up and songs that introduce subtraction e.g. 5 Little Men in a Flying Saucer / 5 Fat Sausages.</p> <p>Number themes and counting is are introduced through a wide range of games and activities e.g. lotto games, counting to 10 when playing hide and seek, counting how many goals we have scored when playing football.</p>
Final Milestone (what will the children be doing independently)	
<ul style="list-style-type: none"> ● I will be able to recite number names in order to 10 ● I will consistently count 1 object or action at a time when counting in different situations e.g. counting toys, steps, cups and plates at the snack table (1 to 1 correspondence). ● I will know that the last number I count indicates the quantity of the set or group (cardinality). ● I will be able to say what is one more than a given number (up to 10). ● I will begin to correctly match a quantity with the corresponding numeral (0-10) 	