- NPV: I can count to 10 forwards beginning with 0 or 1
- NPV: I can count backwards from 10
- NPV: I can read numbers to 10
- NPV: I can write numbers to 10 in numerals
- NPV: I can sort objects or pictures of objects, up to 10, in different ways
- NPV: I can count on to continue a number sequence to 10
- NPV: I can count back to continue a number sequence (numbers up to 10)
- NPV: I can use the language of: equal to, more than, less than (fewer), most, least
- NPV: I can use the signs <, > and = for number sentences up to 10
- NPV: I can read numbers from 1 to 10 in numerals and words.
- NPV: I can identify one more when given a number up to 10
- NPV: I can partition a number into two or more parts using objects or pictures (numbers up to 10)
- NPV: I can count to 20 forwards beginning with 0 or 1
- NPV: I can count backwards from 20
- NPV: I can read numbers to 20
- NPV: I can write numbers to 20 in numerals
- NPV: I can compare two groups of objects and state which group has more, less, or whether they are equal (to 20)
- NPV: I can order numbers to 20
- NPV: I can use the signs <, > and = for number sentences up to 20
- NPV: I can identify one more than a given number to 20
- NPV: I can split a two digit number to 20 into tens and ones
- NPV: I can identify one less than a given number to 20
- NPV: I can write numbers from 1 to 20 in numerals and words.
- NPV: I can partition a number into two on more parts using objects or pictures for numbers up to 20
- NPV: I can use my knowledge of number bonds to 10 to find number bonds to 20.
- NPV: I can count to 50 forwards, beginning with 0 or 1, or from any number.
- NPV: I can count from 50 backwards.
- NPV: I can read and write numbers to 50 in numerals.
- NPV: I can write numbers from 1 to 20 in numerals and words
- NPV: I can count in multiples of two

Learning Profile B1

- NPV: I can identify one more when given a number to 50
- NPV: I can identify one less when given a number to 50
- NPV: I can count in multiples of fives
- NPV: I can identify and represent numbers using objects including the number line
- NPV: I can count in multiples of tens
- NPV: I can identify and represent numbers using pictorial representations including the number line
- NPV: I can split any number to 50 into tens and ones
- NPV: I can compare two sets of objects using the inequality symbols, using the language 'more than', 'less than' and 'equal to' alongside the correct symbols.
- NPV: I can order numbers to 50

- AS: I can represent number bonds within 10 using objects or pictures

- I can solve simple problems using number bonds within 10

- AS: I can represent and use number bonds and related subtraction facts within 10

- I can complete a number sentence ☐ + ☐ = ☐ when presented with an arrangement of objects or pictures

- AS: I can read and interpret mathematical statements involving addition (+) and equals (=) signs

- AS: I can read and interpret mathematical statements involving subtraction (−) and equals (=) signs

- AS: I can add numbers to 10 by counting on

- AS: I begin to notice that addition is commutative e.g. 3 + 2 = 5, 5 = 3 + 2, 2 + 3 = 5, 5 = 2 + 3

- AS: I can show that addition can be done in any order

- AS: I begin to understand 'taking away' in a range of real life contexts such as flying away and eating

- AS: I can complete a number sentence ☐ - ☐ = ☐ when presented with an arrangement of objects or pictures

- AS: I can subtract numbers to 10 by counting back

- AS: I can work out the difference between two numbers to 10

- AS: I can represent number bonds within 20

- I can use number bonds within 20

- AS: I can solve simple problems using number bonds within 20

- AS: I can complete a number sentence ☐ + ☐ = ☐ when presented with an arrangement of objects or pictures with numbers up to 20

- AS: I can add numbers to 20 using objects or pictures

- AS: I can subtract one-digit numbers to 20, including zero, using objects or pictures

- AS: I can complete a number sentence ☐ - ☐ = ☐ when presented with an arrangement of objects or pictures using numbers to 20

- AS: I can subtract numbers to 20 not crossing 10

- AS: I can solve missing number problems such as 7 = ☐ − 9.

- AS: I can work out the difference between two numbers to 20

- AS: I can subtract numbers to 20 crossing 10

- AS: I can write and interpret mathematical statements involving addition (+) and equals (=) signs to 50

- AS: I can write and interpret mathematical statements involving subtraction (−) and equals (=) signs to 50

- AS: I can solve one-step problems that involve addition using concrete objects and pictorial representations

- AS: I can solve one-step problems that involve subtraction using concrete objects and pictorial representations

- AS: I can add two-digit numbers to 20, including zero

Learning Profile B1

- AS: I can solve missing number problems such as 17 = ☐ – 9

- AS: I can add one-digit numbers to 20, including zero, by counting on

- AS: I can subtract one-digit numbers to 20, including zero, by counting back

- AS: I can subtract two-digit numbers to 20, including zero

- FRP: I can recognise, find and name a half as one of two equal parts of an object

- FRP: I can recognise, find and name a quarter as one of two equal parts of an object

- FRP: I can recognise, find and name a half as one of two equal parts of a shape

- FRP: I can recognise, find and name a quarter as one of two equal parts of a shape

- FRP: I can recognise, find and name a half as one of two equal parts of a quantity

- FRP: I can recognise, find and name a quarter as one of two equal parts of a quantity

- FRP: I can solve simple problems by counting in 10s

- FRP: I can use stories, pictures and concrete manipulatives to explore making equal groups and write statements such as 'there are ___ groups of ___.'

- FRP: I can identify whether groups are equal or not

- FRP: I can add equal groups of 2, 5 and 10 within 50

- FRP: I can represent the equal groups pictorially and with number sentences.

- FRP: I begin to make arrays by making equal groups and building them up in columns or rows.

- FRP: I can solve simple problems using arrays

- FRP: I can double numbers within 20

- FRP: I can solve simple problems by making doubles

- FRP: I can split objects into equal groups

- FRP: I can solve simple problems by using groupings

- FRP: I can share equally using 1:1 correspondence

- FRP: I can solve simple problems with sharing equally

- MEA: I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

- MEA: I can recognise and use language relating to dates, including days of the week

- MEA: I use and understand the language of length such as long, short, longer, shorter, tall, small, taller, smaller etc

- MEA: I can use non-standard units such as cubes, hands and straws to measure length and height.

- MEA: I can use balance scales to explore weight and mass

- MEA: I can compare objects and say whether they are heavier or lighter

- MEA: I can solve simple problems involving weight

- MEA: I can use non-standard units (e.g. cubes, bricks) to weigh and compare the mass of an object.

- MEA: I can compare the volume in a container by describing whether it is full or empty and use 'greater than' and 'less than' to further describe the volume

- MEA: I can find the capacity of different containers using non standard units of measure

- MEA: I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

- MEA: I can solve problems with telling time to the hour
- MEA: I can tell the difference between seconds, minutes and hours, and can decide which activities would be measured in each unit of time
- MEA: I can recognise and know the value of different denominations of coins and notes
- MEA: I can recognise and use language relating to dates, including weeks, months and years
- MEA: I can measure length and height using a ruler
- MEA: I can solve simple problems involving measure, with a use of a ruler
- MEA: I can use balance scales to compare two objects and use the language of 'heavier', 'lighter' and 'equal'.
- MEA: I can use < and > to compare mass
- MEA: I can solve simple problem involving capacity
- MEA: I can compare the capacity of different containers using non-standard units of measure.
- MEA: I can use 'more', 'less' and 'equal' to compare volume and can use the symbols and =
- MEA: I can compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]
- MEA: I can solve problems with telling time to half hour
- MEA: I can measure and begin to record capacity and volume
- MEA: I can measure and begin to record time (hours, minutes, seconds)
- GPS: I can recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]
- GPS: I can sort common 2D shapes
- GPS: I can recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- GPS: I can sort common 3D shapes
- GPS: I can create simple patterns using 2D shapes
- GPS: I can use the language 'full', 'half', 'quarter' and 'three quarter' to describe turns made by shapes/objects
- GPS: I can use 'left', 'right', 'up' and 'down' to describe position and direction
- GPS: I can use 'top', 'middle', 'bottom', 'above' and 'below' to describe position and direction
- GPS: I can solve simple problems involving describing position