



Dosthill Primary School

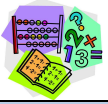
I am working towards Building Block **AK** in Mathematics

Number

1.	I know that things exist, even when they are out of sight.	
2.	I am beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.	
3.	I can say some counting words randomly.	

Shape, Space and Measure

1.	I can attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.	
2.	I can use blocks to create their own simple structures and arrangements.	
3.	I enjoy filling and emptying containers.	
4.	I associate a sequence of actions with daily routines.	
5.	I am beginning to understand that things might happen 'now'.	



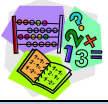
Dosthill Primary School
I am working Building Block **BN** in Mathematics

Numbers

1.	I can select a small number of objects from a group when asked.	
2.	I can recite some number names in sequence.	
3.	I can create and experiment with symbols and marks representing ideas of number.	
4.	I am beginning to make comparisons between quantities.	
5.	I can use some language of quantities, such as 'more' and 'a lot'.	
6.	I know that a group of things changes in quantity when something is added or taken away.	

Shape, Space and Measures

1.	I can notice simple shapes and patterns in pictures.	
2.	I am beginning to categorise objects according to properties such as shape or size.	
3.	I am beginning to use the language of size.	
4.	I understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	
5.	I can anticipate specific time-based events such as mealtimes or home time.	



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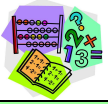
I am working towards Building Block AN in Mathematics

Number

1.	I can use some number names and number language spontaneously.	
2.	I can use some number names accurately in play.	
3.	I can recite numbers in order to 10.	
4.	I know that numbers identify how many objects are in a set.	
5.	I am beginning to represent numbers using fingers, marks on paper or pictures.	
6.	I can sometimes match numeral and quantity correctly.	
7.	I am curious about numbers and I make comments or ask questions.	
8.	I can compare two groups of objects, saying when they have the same number.	
9.	I show an interest in number problems.	
10.	I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.	
11.	I show an interest in numerals in the environment.	
12.	I show an interest in representing numbers.	
13.	I understand that not only objects, but anything can be counted, including steps, claps or jumps.	

Shape, Space and Measure

1.	I can show an interest in shape and space by playing with shapes or making arrangements with objects.	
2.	I can show awareness of similarities of shapes in the environment.	
3.	I can use positional language.	
4.	I show an interest in shapes in the environment.	
5.	I show an interest in shape by sustained construction activity or by talking about shapes or arrangements.	
6.	I can use shapes appropriately for tasks.	
7.	I am beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	



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I am working Building Block **BR** in Mathematics

Numbers

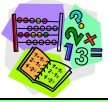
1.	I can recognise some numerals of personal significance.	
2.	I can recognise numerals 1 to 5.	
3.	I can count up to three or four objects by saying one number name for each item.	
4.	I can count actions or objects which cannot be moved.	
5.	I can count objects to 10, and beginning to count beyond 10.	
6.	I can count out up to six objects from a larger group.	
7.	I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.	
8.	I can count an irregular arrangement of up to ten objects.	
9.	I can estimate how many objects they can see and checks by counting them.	
10.	I can use the language of 'more' and 'fewer' to compare two sets of objects.	
11.	I can find the total number of items in two groups by counting all of them.	
12.	I can say the number that is one more than a given number.	
13.	I can find one more or one less from a group of up to five objects, then ten objects.	
14.	I am beginning to use the vocabulary involved in adding and subtracting in practical activities and discussion.	
15.	I can use marks that they can interpret and explain to record.	
16.	I am beginning to identify own mathematical problems based on own interests and fascinations.	

Measures

1.	I can order two or three items by length or height.	
2.	I can order two items by weight or capacity.	
3.	I can use everyday language related to time.	
4.	I am beginning to use everyday language related to money.	
5.	I can order and sequence familiar events.	
6.	I can measure short periods of time in simple ways.	

Shape and Space

1.	I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.	
2.	I can select a particular named shape.	



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I am working Building Block **AR** in Mathematics

Counting and Ordering

1.	I can count reliably with numbers from one to 20.	
2.	I can use quantities and objects up to 20.	
3.	I can place numbers in order up to 20.	
4.	I can say which number is one more or one less than a given number up to 20.	

Numbers and Calculating

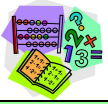
5.	I can add two single-digit numbers and count on to find the answer.	
6.	I can subtract two single-digit numbers and count back to find the answer.	
7.	I can solve problems, including doubling, halving and sharing	

Measures

1.	I can use everyday language to talk about size to compare quantities and objects and to solve problems.	
2.	I can use everyday language to talk about weight to compare quantities and objects and to solve problems.	
3.	I can use everyday language to talk about capacity to compare quantities and objects and to solve problems.	
4.	I can use everyday language to talk about position to compare quantities and objects and to solve problems.	

Shape and Space

5.	I can use everyday language to talk about distance to compare quantities and objects and to solve problems.	
6.	I can use everyday language to talk about time to compare quantities and objects and to solve problems.	
7.	I can use everyday language to talk about money to compare quantities and objects and to solve problems.	



Dosthill Primary School
I am working Building Block **AR+** in Mathematics

Number

1.	I can count to and across 30, forwards and backwards, beginning with 0 or 1	
2.	I can count to and across 30, forwards and backwards from any given number	
3.	I can count 30 in numerals	
4.	I can say which number is one more or one less than a given number up to 20.	
5.	I can estimate a number of objects and check quantities up to 20.	
6.	I can count in tens	
7.	I can compare 2 numbers using "more" or "less", "bigger", "smaller".	
8.	I can identify and represent numbers to 30 using objects and pictorial representations including the number line.	
9.	I can use numicon to represent the teen numbers.	
10.	I can read and write numbers from 1 to 30 in numerals	
11.	I can recognise odd and even numbers	
12.	I can solve practical problems that involve combining groups of 2, 5 or 10.	
13.	I can solve practical problems that involve sharing into equal group.	

Measures

1.	I can estimate and measure length using non-standards units	
2.	I can estimate and measure weight using non-standards units	
3.	I can estimate and measure capacity using non-standards units	
4.	I can recognise days of the week.	
5.	I can order days of the week.	
6.	I can use language related to time.	

Shape and Space

1	I can name familiar 2D shape and 3D shapes.	
2	I am beginning to describe some of the features of familiar 2D and 3D shapes.	
3.	I can make and describe pictures and patterns using 2D shapes.	
4.	I can recognise coins 1p, 2p, 5p, 10p.	
5.	I can use everyday language to describe the position of objects.	
6.	I can copy and extend repeating patterns.	