

Objective No	Mathematics Numbers	
	Gender / Ethnicity	
	Total targets	
	Number Met	
1	Birth - 11 Months	Notices changes in number of objects/images or sounds in group of up to 3.
2	8 - 20 Months	Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.
3		Has some understanding that things exist, even when out of sight.
4	16-26 months	Knows that things exist, even when out of sight.
5		Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.
6		Says some counting words randomly.
7	22-36 months	Selects a small number of objects from a group when asked for example, 'please give me one', 'please give me two'.
8		Recites some number names in sequence.
9		Creates and experiments with symbols and marks representing ideas of number.
10		Begins to make comparisons between quantities.
11		Uses some language of quantities, such as 'more' and 'a lot'.
12		Knows that a group of things changes in quantity when something is added or taken away.
13	30-50 months	Uses some number names and number language spontaneously.
14		Uses some number names accurately in play
15		Recites numbers in order to 10.
16		Knows that numbers identify how many objects are in a set.
17		Beginning to represent numbers using fingers, marks on paper or pictures.
18		Sometimes matches numeral and quantity correctly.
19		Shows curiosity about numbers by offering comments or asking questions.

20		Compares two groups of objects, saying when they have the same number.
21		Shows an interest in number problems.
22		Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
23		Shows an interest in numerals in the environment.
24		Shows an interest in representing numbers.
25		Realises not only objects, but anything can be counted, including steps, claps or jumps.
26	40-60 months	Recognise some numerals of personal significance.
27		Recognises numerals 1 to 5.
28		Counts up to three or four objects by saying one number name for each item.
29		Counts actions or objects which cannot be moved
30		Counts objects to 10, and beginning to count beyond 10.
31		Counts out up to six objects from a larger group.
32		Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
33		Counts an irregular arrangement of up to ten objects.
34		Estimates how many objects they can see and checks by counting them.
35		Uses the language of 'more' and 'fewer' to compare two sets of objects.
36		Finds the total number of items in two groups by counting all of them.
37		Says the number that is one more than a given number.
38		Finds one more or one less from a group of up to five objects, then ten objects.
39		In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
40		Records, using marks that they can interpret and explain.
41		Begins to identify own mathematical problems based on own interests and fascinations.
42	<b>EL Goal</b>	<b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</b>
43	<b>KS1</b>	<b>Working on KS1 objectives</b>