

| Stage 0 Maths: Number Targets | | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
|-------------------------------|---|----|----|-----|-----|-----|-----|
| 1 | C- Uses some number names and number language in play N 30-50m | | | | | | |
| 2 | C- Beginning to represent numbers using fingers, marks on paper or pictures N 30-50m | | | | | | |
| 3 | C- Recites numbers in order to 10 (by rote) N 30-50m | | | | | | |
| 4 | C+ Counts actions or objects N 30-50m | | | | | | |
| 5 | C+ Compares two groups of objects, saying when they have the same number N 30-50m | | | | | | |
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| 6 | B- Recognises some numerals of personal significance N 40-60+m | | | | | | |
| 7 | B- Recognises numerals 1-5 N 40-60+m | | | | | | |
| 8 | B- Counts up to three or four objects by saying one number name for each item N 40-60+m | | | | | | |
| 9 | B- Counts out up to 6 objects from a larger group N 40-60+m | | | | | | |
| 10 | B- Selects the correct numeral to represent 1-5 objects N 40-60+m | | | | | | |
| 11 | B- Uses more/fewer to compare two sets of objects N 40-60+m | | | | | | |
| 12 | B+ Counts objects to 10 and begin to count beyond 10 N 40-60+m | | | | | | |
| 13 | B+ Selects the correct numeral to represent 1-10 objects N 40-60+m | | | | | | |
| 14 | B+ Counts an irregular arrangement of up to 10 objects N 40-60+m | | | | | | |
| 15 | B+ Estimate how many objects can be seen and check by counting them N 40-60+m | | | | | | |
| 16 | B+ Finds the total number of items in two groups by counting all of them N 40-60+m | | | | | | |
| 17 | B+ Says the number that is 1 more than a given number N 40-60+m | | | | | | |
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| 18 | A- Finds 1 more/ 1 less from a group of up to 5/up to 10 objects N 40-60+m | | | | | | |
| 19 | A- Begins to use vocabulary of addition and subtraction in practical activities N 40-60+m | | | | | | |
| 20 | A- Records using marks that they can interpret and explain N 40-60+m | | | | | | |
| 21 | A- Begins to identify own mathematical problems based on own interests N 40-60+m | | | | | | |
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| 22 | A+ Count reliably from 1-20 N ELG | | | | | | |
| 23 | A+ Order numbers 1-20 N ELG | | | | | | |
| 24 | A+ Say which number is 1 more/ 1 less than a given number N ELG | | | | | | |
| 25 | A+ Using objects; add and subtract two single-digit numbers; counting on or back to find the answer N ELG | | | | | | |
| 26 | A+ Solve problems involving doubling, halving and sharing N ELG | | | | | | |

| Stage 0 Maths: SSM Targets | | Al | A2 | Spl | Sp2 | Sul | Su2 |
|----------------------------|--|----|----|-----|-----|-----|-----|
| 27 | C- Plays with shapes; making arrangements with objects SSM 30-50m | | | | | | |
| 28 | C- Shows awareness of/ matches to shapes in the environment SSM 30-50m | | | | | | |
| 29 | C+ Talks about shapes in environment, arrangements of shapes —using language such as 'round,' 'tall' SSM 30-50m | | | | | | |
| 30 | B- Select a particular named shape SSM 40-60+m | | | | | | |
| 31 | B- Use every day language related to time SSM 40-60+m | | | | | | |
| 32 | B- Describes relative positions (such as behind or next to) SSM 40-60+m | | | | | | |
| 33 | B+ Orders two or three items by length or height SSM 40-60+m | | | | | | |
| 34 | B+ Orders two items by weight or capacity SSM 40-60+m | | | | | | |
| 35 | B+ Use familiar objects and common shapes to create and recreate patterns and build models SSM 40-60+m | | | | | | |
| 36 | B+ Orders and sequences familiar events SSM 40-60+m | | | | | | |
| 37 | A- Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes SSM 40-60+m | | | | | | |
| 38 | A- Measures short periods of time in simple ways SSM 40-60+m | | | | | | |
| 39 | A- Beginning to use everyday language to money SSM 40-60+m | | | | | | |
| 40 | A+ Use everyday language to talk about size, weight, capacity, position, distance, time and money; to compare quantities and objects and to solve problems SSM ELG | | | | | | |
| 41 | A+ Recognises, creates and describes patterns SSM ELG | | | | | | |
| 42 | A+ Uses mathematical language to describe shapes SSM ELG | | | | | | |