

# Term by Term Objectives

# Pre-Stages

## Pre-Stages Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<b>Number: Place Value</b>	<b>Number: Counting</b>		<b>SSM: Shape</b>	<b>SSM: Position</b>	<b>Number: Addition and Subtraction</b>		<b>SSM: Comparing</b>	<b>SSM: Time</b>	<b>SSM: Direction</b>	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.	
<b>Spring</b>	<b>SSM: Position</b>	<b>SSM: Shape</b>	<b>Number: Place Value</b>	<b>Number: Counting</b>		<b>SSM: Direction</b>	<b>Number: Addition and Subtraction</b>		<b>SSM: Comparing</b>	<b>SSM: Time</b>	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.	
<b>Summer</b>	<b>Number: Place Value</b>	<b>SSM: Direction</b>	<b>SSM: Time</b>	<b>Number: Counting</b>		<b>SSM: Comparing</b>	<b>SSM: Shape</b>	<b>Number: Addition and Subtraction</b>		<b>SSM: Position</b>	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.	

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### Pre-Stages Outcomes: Number – Place Value

<b>Number: Place Value</b>	<b>Pre-Stage P6</b>	<p>Pupils can recognise the numerals 1 and 2 during a range of activities.</p> <p>Pupils can recognise the numerals 1, 2 and 3 during a range of activities.</p> <p>Pupil can use number to 5 in familiar activities and games.</p>
	<b>Pre-Stage P7</b>	<p>Pupil can recognise numerals from 1 – 5.</p> <p>Pupil can recognise numerals 1 – 5 and relate each numeral to the correct quantity, understanding that numeral always represent that quantity.</p>
	<b>Pre-Stage P8</b>	<p>Pupil can use the vocabulary of first, second, third and last when describing the position of people or objects or the order of events.</p> <p>Pupil can recognise numerals 1 – 9 when represented in order and randomly.</p> <p>Pupil can use ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>) when describing the position of objects, people or events.</p>
	<b>Pre-Stage Bridge</b>	<p>Pupil can begin to record numbers of objects initially by making marks, progressing to simple tallying and writing numbers to 10 and beyond.</p> <p>Pupil can demonstrate an understanding of place value of tens and ones in a 2-digit number, using resources to support them if necessary.</p>

## Pre-Stages Outcomes: Number – Counting

<b>Number: Counting</b>	<b>Pre-Stage P6</b>	<p>Pupil can rote count to 5.</p> <p>Pupil can join in counting in songs, stories and games which contain a repetitive counting element.</p> <p>Pupil can use 'one to one' correspondence when pairing objects.</p> <p>Pupil can count 3 objects reliably when presented in a line.</p> <p>Pupil can make sets of up to 3 objects.</p> <p>Pupil can relate numerals 1, 2 and 3 to the number of objects.</p> <p>Pupil understands that the last number in a count represents the number of objects in a set.</p>
	<b>Pre-Stage P7</b>	<p>Pupil can join in with rote counting to 10.</p> <p>Pupil can count at least 5 objects reliably when presented in a line.</p> <p>Make sets of up to 5 objects.</p> <p>Pupil can relate numerals 1 – 5 to the number of objects.</p> <p>Pupil can count reliably at least 5 objects when randomly placed on the table.</p> <p>Pupil can respond appropriately to the question 'How many?' when working with number up to 5.</p> <p>Pupil can match the pattern on a dice to the numeral.</p>
	<b>Pre-Stage P8</b>	<p>Pupil can rote count to beyond 10.</p> <p>Pupil can count up to ten objects reliably when randomly places on the table.</p> <p>Pupil can estimate a small number and check by counting.</p> <p>Pupil can continue to rote count onwards from a given small number.</p> <p>Pupil can recognise numerals 1 to 9 and relate each numeral to the correct quantity, understanding that numerals always represent that quantity.</p>
	<b>Pre-Stage Bridge</b>	<p>Pupil can rote count to beyond 30.</p> <p>The pupil starts to count backwards as well as forwards.</p> <p>Pupil can put up to 20 items into groups of 2 or 5 or into equal groups.</p>

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### Pre-Stages Outcomes: Number – Addition and Subtraction (including More and Less)

<b>Number: Addition and Subtraction (including More and Less)</b>	<b>Pre-Stage P6</b>	Pupil can demonstrate an understanding of the concept of more.
	<b>Pre-Stage P7</b>	Pupil demonstrates an understanding of less. Pupil can, in practical situations, respond appropriately to 'add one'.
	<b>Pre-Stage P8</b>	Pupil can in practical situations add one to and take one away from a number of objects (up to 10) then say or sign how many there are now. Pupil can compare two given numbers of objects saying which is more and which is less.
	<b>Pre-Stage Bridge</b>	Pupil understands addition as finding the total of two or more sets of objects. Pupil can use number bonds from 1 to 5. Pupil understands subtraction as taking away objects from a set and finding how many are left. Pupil can add and subtract numbers of object to 10. Pupil knows some simple addition and subtraction facts.

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### Pre-Stages Outcomes: Shape, Space and Measure – Shape

<b>Shape, Space and Measure: Shape</b>	<b>Pre-Stage P6</b>	Pupil can manipulate 3 dimensional shapes.
	<b>Pre-Stage P7</b>	From a collection of regular shapes, pupil can pick out shapes with common features.
	<b>Pre-Stage P8</b>	Pupil responds to mathematical vocabulary such as 'straight', 'circle' 'larger' to describe the shape and the size of shapes. Pupil identifies specific shapes from pictures, simple models or patterns and can identify some of the shapes used within the whole.
	<b>Pre-Stage Bridge</b>	Pupil uses everyday language to describe properties of 2-D shapes. Pupil uses everyday language to describe properties of 3-D shapes.

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## Pre-Stages Outcomes: Shape, Space and Measure – Time

<b>Shape, Space and Measure: Time</b>	<b>Pre-Stage P6</b>	Pupil sequences 2 to 3 photos or symbols of daily activities.
	<b>Pre-Stage P7</b>	Pupil sequences ¾ pictures or symbols of daily activities.
	<b>Pre-Stage P8</b>	Pupil recognises structure in their day through ordering significant events. Pupil begins to understand and use in practical contexts names of days of the week.
	<b>Pre-Stage Bridge</b>	Pupil tells the time to the hour and can correctly order events.

## Pre-Stages Outcomes: Shape, Space and Measure – Position

<b>Shape, Space and Measure: Position</b>	<b>Pre-Stage P6</b>	<p>Pupil searches for objects not found in their usual place. (Adult should model position language when they are placed back in their usual place.)</p> <p>Pupil responds to request to place objects, 'in', 'on', 'under' and 'inside' in practical situations.</p>
	<b>Pre-Stage P7</b>	<p>Pupil actively moves forwards and backwards or can indicate the direction in which he/she is being moved.</p>
	<b>Pre-Stage P8</b>	<p><i>Pupil can use vocabulary forwards and backwards when giving instructions.</i></p>
	<b>Pre-Stage Bridge</b>	<p>Pupil can follow directional language, 'forwards', 'backwards', 'turn', when given instructions.</p>

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## Pre-Stages Outcomes: Shape, Space and Measure – Direction

<b>Shape, Space and Measure: Direction</b>	<b>Pre-Stage P6</b>	<i>Pupil moves forward when requested e.g. when playing what's the time Mr Wolf.</i>
	<b>Pre-Stage P7</b>	Pupil actively moves forwards and backwards or can indicate the direction in which he/she is being moved.
	<b>Pre-Stage P8</b>	<i>Pupil can use vocabulary forwards and backwards when giving instructions.</i>
	<b>Pre-Stage Bridge</b>	Pupil can follow directional language, 'forwards', 'backwards', 'turn', when given instructions.

## Pre-Stages Outcomes: Shape, Space and Measure – Comparing and Sorting

<b>Shape, Space and Measure: Comparing and Sorting</b>	<b>Pre-Stage P6</b>	<p>Pupil sorts two sets of objects where the difference is not great.</p> <p>From a choice of two objects where the difference is not great, pupil can compare objects to identify which is which.</p> <p><i>Pupil indicates whether an item is heavy or light.</i></p>
	<b>Pre-Stage P7</b>	<p>Pupil can indicate heavy and light when comparing two objects where there is marked difference.</p> <p>In practical situations pupil is able to use terms 'more', 'less', 'enough', 'not enough' to compare two objects or quantities.</p>
	<b>Pre-Stage P8</b>	<p>Pupil compares to objects directly side by side using common baseline and indicates which is 'longer' or 'taller'.</p>
	<b>Pre-Stage Bridge</b>	<p>Pupil can use the language of direct comparison.</p>