Maths	Baseline Checkpoint	End of Autumn Checkpoint	End of Spring Checkpoint	End of Summer Checkpoint
Number	• Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. • Rote counts to 10 • Subitises to 3. • Represent numbers to 5 using fingers, marks or digits. • Know the last number in a counting sequence is the total number (cardinal principle)	I can subitise to 3. I can recognise numbers to 5. I can represent 1-5 on fingers, on a five frame and with objects. I can discuss composition of numbers to 3, showing some automatic recall of number facts. I can show accuracy when counting a group of up to 5 objects.	I can understand that 'zero' and the numeral '0' represents 'nothing'. I can discuss composition of numbers to 5, showing some automatic recall of number facts. I can understand there are different ways to make numbers up to 10. I can recognise numbers to 10. I can count an irregular arrangement of up to ten objects. I can begin to explore number bonds to 10. I can subitise to 4.	•Have a deep understanding of number to 10, including the composition of each number; •Subitise (recognise quantities without counting) up to 5; •Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Pattern	• Compares amounts using the language of 'more, fewer or same'. • Reads numerals to 5 and matches to an amount. • Orders numbers to 5. • Solve real world maths problems with numbers up to 5.	I can begin to recite numbers to 20 confidently. I can count back from 10. I can compare groups of objects up to 3. I can understand the term equal when comparing two groups of objects. I can demonstrate understanding of the cardinality when counting objects. I can show an understanding of one more and one less with numbers up to 5.	I can use the language of 'more', 'fewer' and 'equal' to compare two sets of objects. I can find the total number of items in two groups by counting all of them and starting to use 'counting on'. I can recite numbers to 20. I can understand 'one more' and 'one less' to numbers up to 10. I can begin to show some understanding of doubling.	•Verbally count beyond 20, recognising the pattern of the counting system; •Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; •Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Space, Shape and Measure	• Uses some everyday language to talk about and compare size and shape. • Recognises a repeated pattern and is beginning to create own patterns and arrangements. • Talk about routines e.g. before/after. • Start to identify shapes • Identify shapes in the environment. • Use positional language	I can use comparative language like taller, shorter, the same and compare items according to these criteria. I can start to identify shapes in the environment- circles, triangles and 4 sided shapes. I can begin to talk about night and day and order key events in my own daily routine. I can recite the days of the week. I can recognise and talk about simple patterns. I can begin to use positional language such as above, below, under, over, behind, in front of, next to, in and on. I can match and sort objects based on their properties such as size, colour, shape, etc.	I can show an understanding of yesterday, today and tomorrow. I can experiment with length, height, capacity and use my findings to order and group items. I can order and sequence important times in my day and use language such as now, before, later, soon, after, then and next. I can recall names for 2D and 3D shapes and begin to use some of the terms to describe their properties. I can begin to explore more complex patterns.	I can use everyday language to discuss length, size, height, weight, time, position and capacity and use this language to make simple observations. I can understand and use some mathematical language to describe 2D and 3D shapes with support. I know some common 2D and 3D shapes. I can create, copy and continue a simple pattern and some more complex patterns. I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.