

Name:

Maths

Objective	Set as target
Counts out up to six objects from a larger group.	
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	
Counts an irregular arrangement of up to ten objects.	
Estimates how many objects they can see and checks by counting them.	
Uses the language of 'more' and 'fewer' to compare two sets of objects.	
Finds the total numbers of items in two groups by counting all of them.	
Says the number that is one more than a given number.	
Finds one more or one less from a group of up to five objects, then ten objects.	
Uses positional language.	
Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes	
Can describe their relative position such as 'behind' or 'next to'.	
Orders two or three items by length or height.	
Orders two items by weight or capacity.	
Uses everyday language related to time.	
Beginning to use everyday language related to money.	
Orders and sequence familiar events.	

Writing

Objective	Set as target
Begins to break the flow of speech into words.	
Continues a rhyming string.	
Hears and says the initial sound in words.	
Can segment the sounds in simple words and blend them together.	
Links sounds to letters, naming and sounding the letters of the alphabet.	
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	
Writes own name and other things such as labels, captions.	
Attempts to write short sentences in meaningful contexts.	
<i>Children use their phonic knowledge to write words in ways which match their spoken sounds.</i>	
<i>They also write some irregular common words.</i>	
<i>They write simple sentences which can be read by themselves and others.</i>	
<i>Some words are spelt correctly and others are phonetically plausible.</i>	