| Launching into Maths |
|---|

| 1.0 Launching into Maths [Benchmark 1 - CG5] |
|---|

| 1.1 - demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) PKS 1 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 1.2 - Understand the concept of 'one' CG5 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 1.3 - Attempts, sometimes successfully, to fit shapes into spaces CG5 [SHAPE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 1.4 - Matches objects to a 2 dimensional representation CG5 [SHAPE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 1.5 - Selects tools for purpose in play situations CG5 [SHAPE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 1.6 - Beginning to understand the concepts of 'now' and 'next' CG5 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

## Launching into Maths

## 2.0 Launching into Maths [Benchmark 2 – CG6]

### 2.1 - Recites some number names in sequence CG6 [NUMBER]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 2.2 - Selects from a group when asked: "please give me one", "please give me lots" CG6 / PKS1 [NUMBER]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 2.3 - Knows that numbers identify how many objects are in a set CG6 [NUMBER]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 2.4 - Shows an understanding of one to one correspondence by distributing up to 6 items accurately CG6 / PKS1 [NUMBER]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 2.5 - Sorts objects by colour CG6 [SHAPE]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 2.6 - Uses construction materials to create their own simple structures and arrangements CG6 [SHAPE]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 2.7 - Follows a visual timetable to anticipate familiar activities CG6 [MEASURE]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 2.8 - Begins to show an understanding of the concepts big and small CG6 [MEASURE]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

## Launching into Maths

## 3.0 Launching into Maths [Benchmark 3 – CG7]

### 3.1 - Uses some number names and number language spontaneously in context CG7 / PK2 [NUMBER]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 3.2 - Recites numbers in order to 10 CG7 [NUMBER]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 3.3 - Realises not only objects, but anything can be counted, including steps, claps or jumps CG7 [NUMBER]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 3.4 - Copies simple patterns and makes arrangements with shapes CG7 / PKS2 [SHAPE]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 3.5 - Begins to sort objects according to properties such as shape, size or type for identical objects CG7 [SHAPE]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 3.6 - Can identify biggest and smallest items/objects CG7 / PKS2 [MEASURE]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

| Launching into Maths |||||| 
|---|---|---|---|---|---|
| 4.0 Launching into Maths [Benchmark 4 – CG7] ||||||
| |||||| 
| 4.1 - Recognise some numerals of personal significance CG7 [NUMBER] ||||||
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| |||||| 
| 4.2 - Counts up to five objects accurately by saying one number name for each item CG7/PKS2 [NUMBER] ||||||
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| |||||| 
| 4.3 - Selects a particular named 2D shape CG7 [SHAPE] ||||||
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| |||||| 

Launching into Maths

## 5.0 Launching into Maths [Benchmark 5 – CG8]

### 5.1 - Finds the total number of items in two groups by counting all of them CG8 / PKS3 [NUMBER]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 5.2 - Matches numeral and quantity correctly up to 5 CG8 [NUMBER]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 5.3 - Uses positional language (e.g. in, out, on, off, over, under) CG8 [SHAPE]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

### 5.4 - Sustained interest in construction activities and talks about shapes or arrangements (short or tall) CG8 [SHAPE]

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |

## Launching into Maths

## 6.0 Launching into Maths [Benchmark 6 - CG8]

| 6.1 - Begins to represent numbers using fingers, marks on paper or pictures CG8 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 6.2 - Knows that two groups of 3 or less objects are the same or different CG8 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 6.3 - Recognises numerals 1 - 5 CG8 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 6.4 - Organise and categorise non-identical objects, e.g. putting all the teddy bears together or teddies and cars in separate piles CG8 [SHAPE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 6.5 - Recognises and uses the language 'full' and 'empty'CG8 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| Launching into Maths |
|---|
| 7.0 Launching into Maths [Benchmark 7 – CG9] |

| 7.1 - Counts to 10 accurately, matching numerals and beginning to count beyond 10 CG9 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 7.2 - Counts out up to six objects from a larger group CG9 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 7.3 - Counts an irregular arrangement of up to ten objects CG9/PKS3 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 7.4 - Can add two groups by counting on from first group total CG9 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 7.5 - Can describe their relative position such as 'behind' 'in front of' or 'next to CG9 [SHAPE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 7.6 - Orders three or more items by length or height CG9 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 7.7 - Recognises and uses the language of 'heavy' and 'light' CG9 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| Launching into Maths |
|---|
| **8.0 Launching into Maths [Benchmark 8 - CG9]** |
| |

| 8.1 - Can share up to ten items in practical situations CG9 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 8.2 - Uses the language of 'more' and 'less' to compare two sets of objects [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 8.3 - Can count and order numbers, starting from a number other than 1 CG9 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 8.4 - Uses familiar objects and common shapes to create, recreate and continue patterns and build objects CG9 / PKS3 [SHAPE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 8.5 - Can compare two volumes or weights CG9 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 8.6 - Listen and respond to ideas and discussions with familiar/unfamiliar people. [attention, understanding, language and communication] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

| 8.7 - Blanks Level 3 - Re-telling. What will happen next? What is a _____? (definition). Find one to use with this. Find the things that are not _____. What could he say? (Assuming the role of another person) How are these the same? (Identifying similarities) [attention, understanding, language and communication] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

# Launching into Maths

## 9.0 Launching into Maths [Benchmark 9 - CG 9/10]

| 9.1 - Knows that number of objects remains the same when they are rearranged with nothing taken away PKS4 / CG9 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.2 - demonstrate an understanding that the total number of objects changes when objects are added or taken away PKS4 [Number] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.3 - read and write numbers in numerals from 0 to 9  PKS4 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.4 - Estimates how many objects they can see and checks by counting them for up to 10 objects CG10 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.5 - Can count to at least 20, forwards and backwards CG10 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.6 - Can identify, read and write numbers up to 20 PKS4 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.7 - Knows the number that is one more or one less than a given number up to 20 PKS4 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.8 - Begins to use every day language related to money – 'pay', 'change', 'cost', 'money' 'pennies' CG9 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.9 - Uses everyday language related to time (e.g. 'before', 'later', 'after', 'soon') CG9 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.10 - Orders three items by weight or capacity CG10 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 9.11 - Recognise and know the value of coins to 10p CG10. [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

# Launching into Maths

## 10.0 Launching into Maths [Benchmark 10 – CG10 / NC1]

| 10.1 - Understands the concepts of 'add', 'take away' and 'equals' up to 10 CG10 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.2 - Counts in twos up to 20 CG10 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.3 - Shows an understanding of ordinal numbers (first, second, third) CG10 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.4 - Can double and half up to 10 items in practical situations CG10 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.5 - Solve number problems involving the addition and subtraction of single-digit numbers up to 10 PKS4 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.6 - Demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. 2 + 2 = 4 and 3 + 1 = 4) PKS4 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.7 - Demonstrate an understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 +3=5) PKS4 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.8 - demonstrate an understanding of the mathematical symbols of add, subtract and equal to PKS4 [NUMBER] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.9 - Beginning to use mathematical names for 'solid' 3D shapes CG10 [SHAPE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.10 - Solve simple problems relating to: addition and subtraction, doubling, halving, sharing, money (all to 10), and measurement using direct comparison CG10 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.11 - Tell the time to the nearest hour CG10 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

| 10.12 - Recognise 'half' as one of two equal parts of an object CG10 [MEASURE] | | | | | |
|---|---|---|---|---|---|
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |