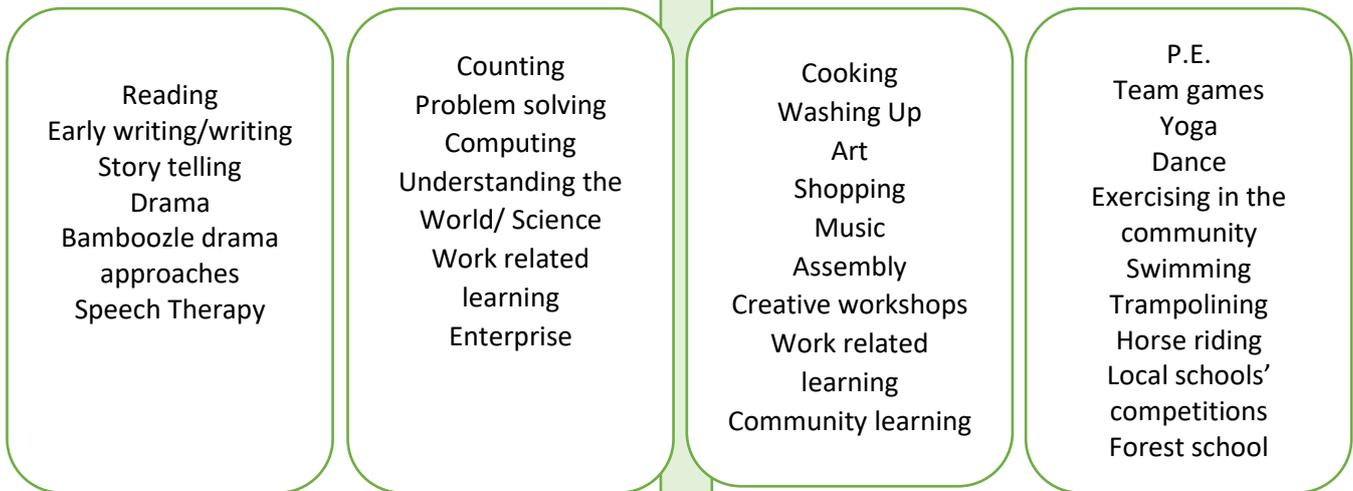
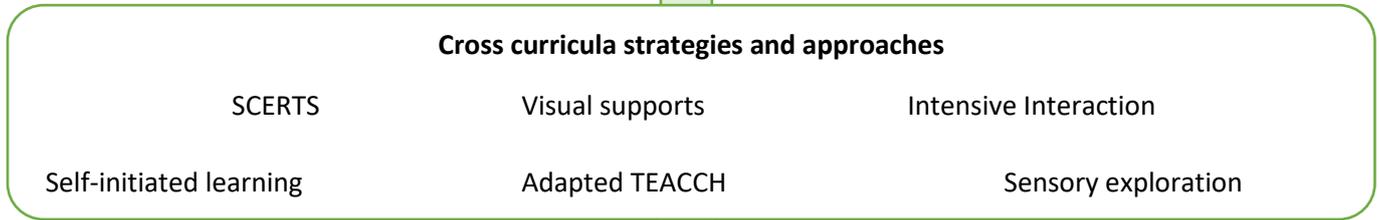
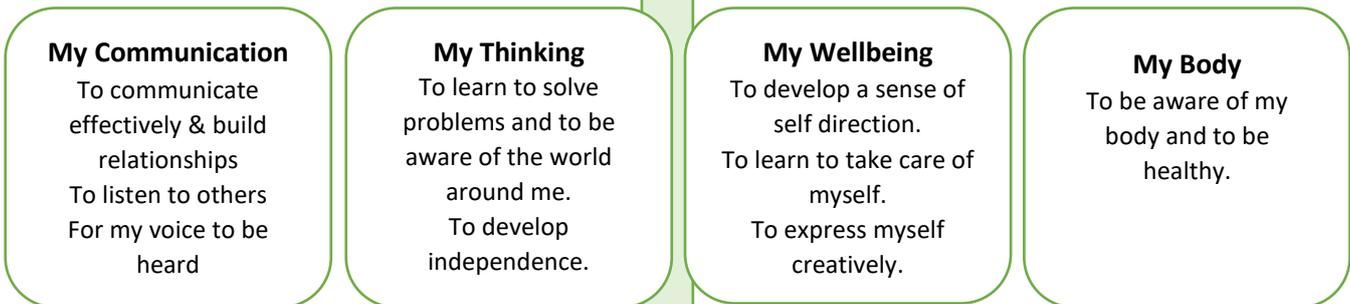


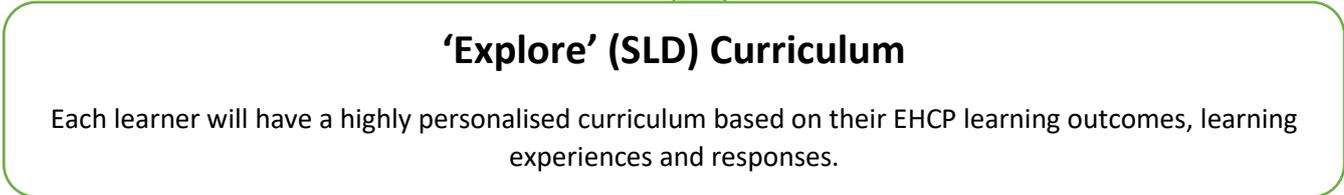
Greenside 'Explore' (SLD) Pathway



Curriculum aspects, strategies and approaches



What do I need to learn at school?



Maths Skills Bank: Explore (SLD) Pathway

Number	Shape, space & measure	Handling data
EYFS Development matters	EQUALS Formal Curriculum P4-8	National Curriculum Pre-KS Standards
Knows that things exist, even when out of sight	Shows an interest in number activities and counting	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
Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles	Responds to and joins in with familiar number rhymes, stories, songs and games	Distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects
Says some counting words randomly	Indicates one or two, for example, by using their fingers or sounds	Demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil)
Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.	Demonstrates that they are aware of contrasting quantities, for example one or lots, by making groups of objects with help	Say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher)
Recites some number names in sequence.	Demonstrates an awareness of none / zero / nothing / nil.	Demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked
Creates and experiments with symbols and marks representing ideas of number	Joins in rote counting up to five and uses numbers to five in familiar games and activities	Identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10.
Begins to make comparisons between quantities	Counts reliably to three and make sets of up to three objects	Demonstrate an understanding that the last number counted represents the total number of the count.
Uses some language of quantities, such as 'more' and 'a lot'.	Demonstrates an understanding of the concept more / fewer	Use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present.
Knows that a group of things changes in quantity when something is added or taken away	Uses 1p coins for items up to 5p, for example in shopping games.	Read and write numbers in numerals from 0 to 9.

Uses some number names and number language spontaneously	Joins in with new number rhymes, songs, stories and games with some assistance or encouragement.	Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).
Uses some number names accurately in play	Joins in rote counting to 10.	Copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.)
Recites numbers in order to 10.	Counts at least 5 objects reliably	Recognise some common 2-D shapes.
Knows that numbers identify how many objects are in a set.	Begins to recognise numerals from 1 - 5 and to understands that each represents a constant number or amount.	
Beginning to represent numbers using fingers, marks on paper or pictures.	Responds appropriately to key vocabulary and questions for example 'How many?'	
Sometimes matches numeral and quantity correctly.	Begins to recognise differences in quantity for example in comparing given sets of objects and saying which has more and which has less, the bigger group and the smaller group.	
Shows curiosity about numbers by offering comments or asking questions.	In practical situations responds to 'add one' and 'take one'	
Compares two groups of objects, saying when they have the same number.	Joins in with rote counting to beyond ten	
Shows an interest in number problems.	Continues the rote count onwards from a given small number.	
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	Begins to count up to ten objects	
Shows an interest in numerals in the environment.	Compares two given numbers of objects saying which is more and which is less.	
Shows an interest in representing numbers.	Begins to recognize numerals from 1 to 9 and relate them to sets of objects	

Realises not only objects, but anything can be counted, including steps, claps or jumps	In practical situations adds one to or take one away from a number of objects
Recognise some numerals of personal significance	Begins to use ordinal numbers (first, second or third) when describing the position of objects, people or events.
Recognises numerals 1 to 5.	Estimates a small number and check by counting
Counts up to three or four objects by saying one number name for each item.	Begins to search for objects that have gone out of sight, touch or hearing demonstrating the beginning of object permanence
Counts actions or objects which cannot be moved	Demonstrates interest in position and the relationship between objects.
Counts objects to 10, and beginning to count beyond 10.	Searches intentionally for objects in their usual place for example going to the maths shelf for the box of shapes
Counts out up to six objects from a larger group.	Compares the overall size of 1 object with that of another where there is a marked difference
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects	Finds big and small objects on request
Counts an irregular arrangement of up to ten objects	Explores the position of objects
Estimates how many objects they can see and checks by counting them	Searches for objects not found in their usual place demonstrating their understanding of object permanence
Uses the language of 'more' and 'fewer' to compare two sets of objects.	Compares the overall size of one object with that of another where the difference is not great
Finds the total number of items in two groups by counting all of them.	Manipulates 3 dimensional shapes
Says the number that is one more than a given number.	Uses vocabulary such as more and less in practical situations.
Finds one more or one less from a group of up to five objects, then ten objects.	Begins to respond to forwards and backwards

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting	Starts to pick out named shapes from a collection.
Records, using marks that they can interpret and explain.	Uses familiar words when they compare sizes and quantities and describe position
Begins to identify own mathematical problems based on own interests and fascinations.	Compares, directly, two lengths or heights where the difference is marked and can indicate 'the long one'.
Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles	Shows an awareness of time, through some familiarity with names of the days of the week and significant times in their day such as mealtimes and bed time
Uses blocks to create their own simple structures and arrangements	Begins to use mathematical language such as straight, circle larger to describe the shape and size of solids and flat shapes
Enjoys filling and emptying containers.	Describes shapes in simple models, pictures and patterns
Associates a sequence of actions with daily routines.	Shows an awareness in changes in shape, position and quantity.
Beginning to understand that things might happen 'now'.	Begins to sort sets of objects according to a single attribute and demonstrates an awareness of contrasting quantities by making groups of objects with help
Notices simple shapes and patterns in pictures.	Sorts objects and materials according to a given criteria. They begin to identify when an object is different and does not belong to given categories.
Beginning to categorise objects according to properties such as shape or size	Completes a range of classification activities using a given criteria. They identify when an object is different and does not belong to a given familiar category.
Begins to use the language of size	Begins to use developing mathematical understanding of counting to solve simple problems they may encounter in play, games or other work. They begin to make estimates.

Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	
Anticipates specific time-based events such as mealtimes or home time.	
Shows an interest in shape and space by playing with shapes or making arrangements with objects.	
Shows awareness of similarities of shapes in the environment.	
Uses positional language.	
Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.	
Shows interest in shapes in the environment.	
Uses shapes appropriately for tasks.	
Beginning to talk about the shapes of everyday objects	
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.	
Selects a particular named shape.	
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 familiar objects and common shapes to create and recreate patterns and build models	
Uses everyday language related to time	
Beginning to use everyday language related to money.	
Orders and sequences familiar events	
Measures short periods of time in simple ways	