**INSERT STUDENT NAME STEP 3:** STUDENT TRACKING **MATHS** KEY STAGE: **3,4,5** Level: **Entry 1: SLD+**

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| Area | National curriculum coverage | Autumn | Spring | Summer |
| X: Working towardsM: MetE: Exceeded | Autumn 2015-16  | Coloured areas denote topics that are to be reviewed on a termly basis. This can be done on a weekly basis or as a 10min warm up activity before the beginning of each lesson.  | Numbers+-x÷ | MoneyMeasure | ShapesAnglesTime |
| **Introduction to whole numbers**  | To listen to and repeat numeral names  |  |  |  |
| To recite numbers up to 10 |  |  |  |
| To represent 1 and 2 with fingers |  |  |  |
| To label sets of 2 or 3 objects with the correct number |  |  |  |
| To recognise that the last number when counting ‘tells’ the amount  |  |  |  |
| To respond to the question ‘how many’ by either pointing or attempting to count  |  |  |  |
| To rote count on from a given number to 10 |  |  |  |
| To estimate a number to 5 and check by counting  |  |  |  |
| **Addition** | To respond to ‘add one’ in practical situations  |  |  |  |
| To recognise that when 1 object is added to 2 objects there are 3 objects |  |  |  |
| To create simple number sentences (1 + 1 = 2) for practical addition and subtraction |  |  |  |
| **Subtraction** | To respond to ‘take one’ in practical situations  |  |  |  |
| To say how many items are left is 1 is taken away |  |  |  |
| **Comparing Numbers** | To identify the larger set of two groups when the difference is large |  |  |  |
| To identify the larger set of two groups when the difference is small |  |  |  |
| **Ordering**  | To pick the first and last person in a line |  |  |  |

**INSERT STUDENT NAME STEP 3:** STUDENT TRACKING **MATHS** KEY STAGE: **3,4,5** Level: **Entry 1: SLD+**

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| Area | National curriculum coverage | Autumn | Spring | Summer |
| X: Working towardsM: MetE: Exceeded | Spring 2015-16  | Coloured areas denote topics that are to be reviewed on a termly basis. This can be done on a weekly basis or as a 10min warm up activity before the beginning of each lesson.  | Numbers+-x÷Fractions | MoneyTimeMeasure | ShapesAnglesData |
| **Capacity** | To identify full and half full |  |  |  |
| Find a ‘big’ and ‘small’ container on request  |  |  |  |
| **Weight** | Compare items (sand, water, building bricks, teddies, pasta etc) using a balance scale |  |  |  |
| Sort objects into heavy and light and big and small |  |  |  |
| **Length** | Indicate which object is longer or shorter |  |  |  |
| **Early Division**  | To share up to 8 objects equally between two people using the “one-for-me, one-for-you” strategy |  |  |  |
| **Money**  | To identify money from other items |  |  |  |
| To sort coins according to colour, shape and size |  |  |  |
| To show an awareness of the uses of money e.g. to buy things |  |  |  |
| To begin to use coins in role play to pay and give change |  |  |  |
| To begin to read and write prices, for example 1p |  |  |  |

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| Area | National curriculum coverage | Autumn | Spring | Summer |
| X: Working towardsM: MetE: Exceeded | Summer 2015-16  | Coloured areas denote topics that are to be reviewed on a termly basis. This can be done on a weekly basis or as a 10min warm up activity before the beginning of each lesson.  | Numbers+-x÷Fractions | MoneyTimeMeasure | ShapesAnglesData |
| **Time** | To show an awareness of the sequence of familiar and routine events  |  |  |  |
| To learn the symbols / signs / words for next  |  |  |  |
| To distinguish between and respond to fast and slow |  |  |  |
| **Patterns**  | Join in a simple clapping rhythm  |  |  |  |
| Continue a simple repeating pattern using regular and irregular 2D shapes |  |  |  |
| **Shapes**  | To match (palpable) 2D shapes to their outline or image  |  |  |  |
| To identify 2D shapes in different rotations  |  |  |  |
| To use some familiar words / symbols / signs to name and describe 2D shapes  |  |  |  |
| To pick out named 2D shapes from a collection  |  |  |  |