



Treetop Pathway

Individually assessed cross-curricular developmental skills objectives – taught across our thematic curriculum. Individual Learning Plan to promote personal development

Key skills: When a learner uses behaviour and signals and assigns communicative intent and meaning and initiates interactions they become increasingly selective about behaviours to which they respond, shaping intentional communication. Learners become more confident and controlled in their movements and learning the skills of early reasoning and problem solving. These skills are to be taught through a cross curricula thematic approach to enable students to generalise and consolidate their skills.



Object Permanence

- To find familiar objects in usual location
- To seek an object in its usual place
- To search for an object not found in its usual place
- To request equipment tools materials



Use of tools equipment devices

- To operate/use the equipment (technology) / tools provided
- To show some control with a tool / device
- To select and use equipment (technology) / tools for a purpose



Cause and effect and sequencing

- To operate/use the equipment (technology) / tools provided
- To show some control with a tool / device
- To select and use equipment (technology) / tools for a purpose



Classifying: matching / sorting

- To match similar objects; object to object, photo to photo
- To match identical object to photo
- To match similar photo to symbol
- To match similar object to photo
- To sort 1 set with a given criteria
- To sort into 2 sets when there is a marked difference
- To sort into 2 sets where the difference is not great
- To sort by a given criteria into 2 / 3 / 4 groups



Key vocabulary

(extended through the English Standards)

- To name word sign symbol nouns (see Rachel Madocks Makaton scheme)
- To name features of objects by word sign symbol
- To name simple actions and events
- To describe using key vocabulary and more than 1 key word



English Standard 1



Reading

Reading Standard 1

- Begin to remember 1 or 2 repeated words in a familiar story or rhyme
- Matches picture, object, photograph, sign or symbol to a particular book
- Demonstrates enjoyment of books through; showing an interest, sharing a book, browsing books, asking for books to be read, showing a preference, listen and respond to familiar stories - one to one
- To show an understanding of the functional use of a book including; turning pages singly front to back, holding it the right way up, looking at the left page before the right page
- Looks carefully at the pictures in a book and points out details when asked
- Finds a picture in an information text, turning the pages to find the picture
- To identify the first step in a familiar story, event or instruction
- Demonstrate understanding of the link between people and actions in a familiar story or recount through role play.



Writing

Writing Standard 1

- Watches the paper as they make marks.
- Uses a pincer grip to pick up small items.
- Types a string of any letters using a word processing programme or a line of symbols on a Prox Talker.
- Colours approximately within simple bold outlines.
- Begins to use a tripod grip when making marks
- Completes simple inset puzzles.
- Makes marks under a picture (as opposed to over the picture) as a caption.
- Composes simple text e.g. labelling objects with symbols.
- Chooses the correct picture or object from a choice of 2 in shared retelling in a story or recount.
- Joins in with role play or pretend play with an adult copying their actions.



Speaking

Speaking Standard 1

- To gain attention prior to communicating e.g. person's name, tapping shoulder, activate a communication device
- To use a consistent word sign or symbol for a particular object
- Rejects an object or activity
- To use consistent word, sign, gesture or sound to: greet, say goodbye, protest, show preference
- Comments on the position of something e.g. Says "there", points to place, uses communication aid
- Comments on the attributes of something e.g. Says "yucky" or representational sound, purposeful body movement, uses communication aid
- Repeats, copies or imitates words, signs, symbols or phrases e.g. says "all gone", signs finish, uses communication aid to select correct symbol





Listening

Listening Standard 1

- Shows different responses to the commands Yes and No / Stop and Go
- Anticipates key events and phrases in rhymes, stories and activities
- Understands simple action words
- Follow a simple request with 1 key word
- Understand simple verbs and adjectives related to their own understanding of the world
- To respond to simple which questions e.g. which one is the same?
- To identify the correct picture / object when listening to familiar sounds e.g. What did you hear?
- Listen and attends to a sensory story for 5 minutes
- Pay rigid attention to their own choice of activity



Maths Standard 1

<div>123</div> <div>Number</div> <div>Number Standard 1</div>	<div>  </div> <div>Space Shape Measure Standard 1</div>	<div>  </div> <div>Using & Applying Standard 1</div>
<ul style="list-style-type: none"> To show an awareness of number names (e.g. During the singing of a familiar song indicates the next number) Distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects Pupils takes part in and show an interest in number activities/games/songs and counting (e.g. Says some counting words randomly, copies an adult modelling actions to a simple counting rhyme/chant) Demonstrate an understanding of the concept of 1:1 correspondence (eg. giving one pencil to each pupil, one straw into each cup) Experience receiving more than one item and respond correctly to "give me some more" Experience losing and having items taken away from them and respond correctly to "take one/some away" 	<ul style="list-style-type: none"> Showing an interest in shape (eg changing the shape of playdough, balloons, 3D modelling) Completes simple shape inset puzzles They demonstrate interest in position of things, (e.g. they stack boxes on each other forming a column, track someone else stacking boxes) They demonstrate interest in the relationship between objects, (e.g. they join objects together or track someone joining items together and then initiate motion by pulling/moving the one in front) Put small objects in one group & large objects in another group To experience the language of straight and curved in everyday experiences and shows some recognition of the difference (e.g. 'walks' along a straight line or curved line and indicates some direction) 	<ul style="list-style-type: none"> Pupils show awareness of changes in quantity of objects e.g. showing an understanding of "all gone" They show awareness of changes in the position of an object (eg. being aware that an object has been moved for example from their tray to the floor) They anticipate, follow and join in familiar activities when given a contextual clue. (e.g. when presented with a cup knows to drink, when presented with a pencil knows to mark-make) Pupils are aware of cause and effects in familiar mathematical activities (e.g. use technology to gain desired control using 2 switches or a timing programme - more than repeating a movement for a desired effect) Demonstrate an understanding of the concept of transaction (eg. a coin for an item, one item for another, during role-play activity)

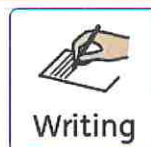


English Standard 2



Reading Standard 2

- Matches objects to pictures and symbols ie. Lotto games, computer matching.
- Reads own name eg. matches name to photo
- Discriminates between 2 words beginning with the same letter
- Recognises familiar captions around the classroom (words or symbols)
- Repeat, sign or identify initial or dominant sounds in familiar names
- Can identify titles and headings in a book
- Moves finger, eyes, head left to right and top to bottom to follow the text on the page
- Uses 2 key words to describe a picture, recall a story, or recount an event
- Looks at pictures to see what happens next and can answer a simple yes / no question
- Joins in with actions and/or repetitive phrases in familiar stories/rhymes



Writing Standard 2

- Writes letter-like shapes randomly on the page e.g. circles and lines
- Colours with more control e.g. within thick black lines outlining simple shapes.
- Consistently uses a tripod grip to make marks.
- Completes a variety of simple jigsaw puzzles.
- Makes horizontal, vertical and circular marks with a range of media.
- Traces shapes and simple pictures.
- Follows dots to complete simple shapes and familiar letters.
- Traces over own name.
- Makes representational shapes e.g. circles for face, squares for houses.
- Composes text using 2 key words e.g. black dog
- Goes from left to right when making patterns or marks to represent writing.
- Uses their own name to label items that belong to them or pictures of themselves.
- Talks about visits and interests, using pictures as prompts, at 2 word level (speech or AAC assisted)
- Choose symbols to relate information e.g. about a visit (2 word level)
- Sequence 3 pictures to retell a story or event.
- Create a story of at least 2 actions through role play / pretend play with an adult



Speaking

Speaking Standard 2

- Combine at least 2 words signs or symbols to communicate meaning
- Uses 2 key words, signs or symbols to recount an event
- Uses 2 key words, signs or symbols for varying purposes including; ask a question, give a direction, make a request, give information, describe something
- Uses simple conversational skills at the simplest level e.g. gives and acknowledges greetings and goodbyes, initiates conversations, takes turns in conversations





Listening

Listening Standard 2

- Can listen and attend to a story for 5 minutes 1:1 or in a group
- Can attend to an unfamiliar activity but may need 1:1 support to maintain it
- When completing a familiar activity can shift their attention briefly to another activity or request
- Develop understanding of simple concepts e.g. big/little
- Responds to instructions with up to 2 key words e.g. Give me the red book, find one that is big and red
- Responds consistently to simple questions with a yes or no answer (requesting questions)
- Selects objects by function e.g. A hair brush to brush hair, a cup to drink.
- Understand a range of simple verbs and adjectives
- To respond to simple what questions e.g. What do you want? What do you see? What did you hear?
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Maths Standard 2

<div>123</div> <div>Number</div>	<div>  </div> <div>Space Shape Measure Standard 2</div>	<div>  </div> <div>Using & Applying Standard 2</div>
<ul style="list-style-type: none"> Say the number names to 5 in the correct order (eg. Responding to and joining in with familiar number rhymes, stories, songs and games eg. by saying, signing or indicating) To introduce a visual representation of quantity consistently recognising 2 numerals Begin to appreciate that number names and numerals refer to quantity through games and rhymes or any other means (e.g. Indicate one or two (zero) by using eye, pointing, blinking, gestures or any other means related to a set of objects) To be able to give the correct amount of objects when requested for 1 and 2. Demonstrate an understating of more (e.g. indicating that more cups or more food is required) 	<ul style="list-style-type: none"> Pupils demonstrate knowledge of shape by picking out all of one type of shape from a given selection. Completes a range of simple jigsaw puzzles of up to 9 pieces Explores the position of object (e.g. Places objects inside/outside a hoop, places objects in front of/behind a line, fits as many as possible into a box, lines up train carriages, pours from one container to another) To move an object from side to side To move an object forwards and backwards To intentionally search for objects in their usual place and indicate the correct position of an object (e.g. finds the lego in the classroom, plays with it, returns it to the correct place/indicates where it goes when finished) Understand 'big' and 'small'. To identify the big or small item from a selection of two with a marked difference. To give a big or small item on request from a choice of 2 Selects/indicates appropriate containers for items of different sizes 	<ul style="list-style-type: none"> With support, matches objects or pictures (eg. matches socks by placing a sock next to one that an adult has placed) Finds matching pairs from a collection of pictures (eg. two trees, two houses, two cars) Sorts sets of objects into 2 groups according to a single attribute (eg. colour, size, type, shape) Organise items into rows so they can be counted/compared (eg. lining up Jenga pieces or putting cars into two rows and experiencing one having more with adult pointing and counting) Makes sets that have the same small number of objects in each (eg. distributes items into containers so that there are two in each, indicates correct amount in each container from one or two) Carries out events against a clock or time count showing an understanding by changing their speed of the activity (eg. egg timers, alarms) Experiences comparing weights of a significant difference (eg. Showing some understanding of the difference when carrying a very heavy bag/empty bag; holding big heavy books/magazine) Uses 1p coins - up to 3. Hands up to 3 coins to shopkeeper in role play according to the given price (eg.. 1p, 2p, 3p) and Hands two coins and receives two small items.



English Standard 3

 Reading Standard 3	 Writing Standard 3
<p>Reading</p> <ul style="list-style-type: none"> Shows signs of recognising some letter names or sounds. Reads words/symbols in own picture / photo book Reads 10 familiar words / symbols e.g. Class jobs, timetable, familiar nouns. Reads simple 2 word / symbol phrases linked to familiar words e.g. Dog walking Matches short words Recognises that familiar words / symbols are the same wherever they are seen. Finds familiar words / symbols around the classroom and recognises they match the same word / symbols in texts. Pointing to specific words in a text as they are read, left to right. Shows understanding of some prepositions when labelling a picture with the correct sentence e.g. in the cave, on the table, under the chair. Can point to a picture of the main character To spontaneously comment on a range of pictures in a familiar book (beginning to retell a story using pictures). Beginning to use simple book terminology e.g. front, back, picture, writing. Understands simple story convention e.g. title, characters, beginning, end. Notices adults misreading a familiar story by omitting a word or replacing a word. Chooses a favourite book or magazine from a selection. Pretends to read own writing or other form of print. 	<p>Writing</p> <ul style="list-style-type: none"> Write random strings of symbols that may include letters numerals and invented letter shapes. Colours with more control e.g. within thick lines outlining more complex shapes. Produces a few conventional letter shapes e.g. letters from their own name. Use a name card to copy write their own name. Writes their own version of their own name. Produces visible patterns when writing with some spaces between words. Draws around conventional shapes. Uses a tripod grip with increasing control. Compose text using 3 key words e.g. brown cat running. Makes a collection of objects beginning with initial letter of their own name. Recognises words beginning with own initial letter. Sequences the letters of their name from a copy. Write / compose simple caption to picture stories. Talks about visits and interests, using pictures as prompts, at 3 word level (speech or AAC assisted) <p>Use role play or pretend play to experiment with writing in a variety of situations e.g. Shopping list, Dr surgery, register.</p>



Speaking

Speaking Standard 3

- Combines at least 3 words signs or symbols to communicate meaning
- Indicates emotion, humour, teasing
- Ask simple questions using who/what/where
- Uses negatives e.g. don't want, no oranges
- Uses 3 key words, signs or symbols for varying purposes including; ask a question, give a direction, make a request, give information, describe something, recounting events, carrying messages
- Use a range of adjectives to clarify meaning including; colour, size, quantity, quality
- Responds to topics introduced by others in conversation
- Uses simple prepositions in, on, under.
- Uses a range of adverbs e.g. "Dad run fast"
- Uses pronouns e.g. he, she, they.
- Uses plurals e.g. books
- To say an appropriate word to complete a sentence when the adult pauses





Listening

Listening Standard 3

- To respond to who, what, where questions
- Develop understanding of simple prepositions e.g. in, on, under
- Listen and respond to instructions with 3 key words
- Responds to other in a small group appropriately and takes turns in conversations with adult prompt
- Understands the use of a negative with an object e.g. who has no shoes
- Copies a sequence of 4 sounds
- Demonstrate 2 channelled attention e.g. to listen to one thing and do another
- Responds consistently to yes/no questions (commenting questions)
- Understands a function question from a choice of 2 e.g. What do we eat? What do we do with this?
- To show an understanding of simple categories e.g. Find all the animals, name something that is a drink.
- Identify differences in items e.g. How are these different?



Maths Standard 3



<div>123</div> <div>Number</div> <div>Number Standard 3</div>	<div>  </div> <div>Space Shape Measure Standard 3</div>	<div>  </div> <div>Using & Applying Standard 3</div>
<ul style="list-style-type: none"> Join in rote counting to 10 recognise numerals 1 - 5 Demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked Demonstrate an understanding that the last number counted represents the total number of the count Read dots and tallies for numbers up to 5 Demonstrates an understanding of the concept of less (e.g. to identify which hoop has fewer/less balls in it when the difference is large) Demonstrates an understanding of the concept of more (e.g. to identify which set has more/who has more when the difference is large) To find 1 more/less from a group of up to 5 objects To find the total number of items in two groups by counting them To practically add or take away from a group of objects 	<ul style="list-style-type: none"> To manipulate and problem solve 3D shape (eg. builds a tower of 3/4/5 bricks, rolls a tube in a race with a partner, explores how a tube fits into a circular hole) They pick out a named shape from a collection when asked (eg. picking out circles in the classroom or find all the squares) To use basic shapes to make a picture To know the difference between backwards and forwards by responding to the word with an object. (e.g. move a car forward when requested) To move fast or slow on instruction To place an object in, on, or under To identify when an object is in, on or under Compares the overall size of one object with that of another where the difference is not great (e.g. arranges a set of nesting cubes in order of size by stacking or putting inside each other) To order by size (at least 3 similar objects) To compare size with a large difference (e.g. Which teddy is bigger?, which scarf is longer, which pupil is taller? Which object is heavier?) To show an awareness of time through some familiarity with the names of days of the week; understanding and using the names of the days of the week (e.g. no school on 	<ul style="list-style-type: none"> Sorts sets of objects/pictures into 2 groups where one states the negative of the other (e.g. blue/not blue, pig/not pig) Sorts sets of objects/pictures into at least 4 groups according to a single attribute (eg. Colour of the coins, different types of shoes, shape of the road signs) Puts objects/pictures into groups and indicates to an adult what to put on a label Identifies when an object is different and does not belong to a given category (eg. odd one out, one copper coin and silver coins) Identifies when an object is different and does not belong to the given categories (eg. Indicates the green object does not belong when sorting into red and blue) Copies a pattern of at least 4 repeated movements (eg. stand up, sit down) Copies simple patterns or sequences (eg. copies an adult beating at least a 4 beat pattern using instruments or their body, copies a pattern of items using two colours or 2 shapes or 2 sizes or 2 textures) Uses 1p coins - up to 5. Hands up to 5 coins to shopkeeper in role play according to the given price (e.g. 1p, 2p, 3p etc)



	<p>Saturday and Sunday, swimming on Wednesday)</p> <ul style="list-style-type: none">• To show an awareness of significant times in their day (e.g. ordering events in their day on a visual daily timetable; sequence at least 4 symbols)	<ul style="list-style-type: none">• Uses the correct coin (1p, 2p, 5p) to pay for an item of the same written price.• Makes a chain of dominoes matching dot patterns for numbers one to three
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English Standard 4

 Reading Standard 4	 Writing Standard 4
<ul style="list-style-type: none"> • Sounds and names some letters of the alphabet in upper and lower case or indicates recognition in some way e.g. letters in own name, identify at least 15 letters. • Reads at least 20 words / symbols (not all symbols to be representational). • Reads with 1:1 correspondence familiar printed and hand written words in a variety of settings e.g. stories, notes, registers. • Reads phrases / sentences in own picture / photo book. • Predicts words or symbols during shared reading or when re reading familiar stories. • Begin to use knowledge of letter sounds correspondences to help predict words when reading. • Identifies odd words out in a rhyming string e.g. cat, rat, mat, dog. • Continue a rhyming string. • When sharing a book point to / identify full stops and capital letters. • Use knowledge of language structure to predict what a word missing from a sentence might be e.g. The jumped over the fence. • Notices when a familiar phrase or sentence is muddled up or a word is omitted and be able to correct the mistake. • Show an understanding of events in a familiar rhyme or story by matching / indicating appropriate photo's or pictures e.g. Find me the picture of Jack climbing the bean stalk. • Predict what will happen in a repetitive story. • Predict what will happen next. 	<ul style="list-style-type: none"> • Copy writes patterns • Colours accurately • Writes own name correctly with appropriate upper and lower case letters. • Forms some commonly used letters using the correct sequence of movement. • Play write a range of letters, grouping them so that they represent words, leaving spaces between the groups of marks. • Write / type some letters in response to sound or name. • Writes / types the letters of dominant sounds in a range of words e.g. ct for cat. • Writes or types familiar names using some letters correctly. • Begins to use classroom displays, word mats, and simple dictionaries to support independent writing. • Be able to spell correctly 10 familiar or important words. • Order words from left to right when writing. • Begin to use full stops in independent writing although not consistently. • Dictate a simple sentence. • Begin to adopt some styles and conventions in shared writing e.g. story language once upon a time ..., instructions; first, next, finally. • In shared writing, contribute ideas on what to write about: what happens next, story ending, instructions. • Order steps in instructional text or sentences in a story.



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| <ul style="list-style-type: none">• Answer questions using the text to select the answer who, what, where questions.• Take on the persona of a familiar character in role play or drama.• Identify the subject matter of a book using titles and illustrations.• Recognise and indicate the main character or event in a familiar text.• Recognise / match a range of familiar print / symbols from everyday items such as packaging. | <ul style="list-style-type: none">• Set purpose for own writing for a variety of purposes e.g. This is my shopping list.• Begin to use different layouts according to text type e.g. list, instructions.• Act out / re tell a familiar story in the correct sequence.• Use role play situations to experiment with writing and reads back using 1:1 correspondence between spoken words and print e.g. writing letters, lists, signs, directions, cards, stories, instructions, labels, captions, recounts. |
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Speaking Standard 4

Speaking

- Uses vocabulary related to time e.g. on Friday, yesterday, when is it playtime?
- Recounts news and events to a small group.
- Combines at least 4 words signs or symbols to communicate meaning, express feelings, views and describe pictures, objects and events.
- Give instructions involving position and direction.
- Use language to plan what they are going to do e.g. at the weekend, what to take to the cookery room, what they need for an activity or event.
- Use language to predict and reason e.g. what will happen if we
- Uses more complex prepositions e.g. next to, in front, behind, in between.
- Uses conjunctions such as, "and"
- Uses "and" in a list.
- Uses verb auxiliaries e.g. am, is
- Uses regular past verb tenses e.g. walked
- Uses future verb tenses e.g. will walk
- Uses 3rd person singular e.g. he/she walks
- Uses negatives e.g. it is not blue
- Engages in conversations, makes relevant contributions including expressing their own point of view, disagreements / contradictions, and participating as a listener and a speaker.





Listening Standard 4

Listening

- To respond to when questions
- Listen and attend to a story without pictures or props and offer relevant comments.
- Take turns in discussions responding appropriately.
- Understand more complex prepositions e.g. next to, in front, behind, in between.
- Understands comparisons, bigger, taller, longer, and fatter.
- Demonstrates attention to an activity / story by remembering 3 key events.
- Follow requests and instruction with up to 4 key words.
- Identify similarities in items e.g. How are these the same.
- Select objects by exclusion e.g. Find something that is not blue.



Maths Standard 4

<div>123</div> <div>Number</div> <div>Number Standard 4</div>	<div>  </div> <div>Space Shape Measure Standard 4</div>	<div>  </div> <div>Using & Applying Standard 4</div>
<ul style="list-style-type: none"> Rote count to 20; including continuing to say/sign/indicate counting onwards from a given smaller number, demonstrating that the next number in the count is one more and the previous number is one less Read and write numbers in numerals from 0 to 9 Identify how many objects there are in a group of 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10 Can use a number line to 20 to find the number before/after/one more/one less To fill a gap in a pattern (e.g. teacher says 2, 4, 6 student replies with 6) To order two items/numbers Compares two given numbers or amount of objects and indicates which is more and which is less. Demonstrate an understanding of the mathematical symbols of add, subtract and equal to Solve number problems involving addition and subtraction of single digit numbers up to 10 Demonstrate understanding of the composition of numbers up to 5, developing ability to recall number bonds to and within 5 (eg. $2+2=4$ and $3+1=4$) Demonstrate understanding of the cumulative law (eg. $3+2=5$ therefore $2+3=5$) 	<ul style="list-style-type: none"> To identify/name basic 2D shapes (circle, square, triangle, rectangle) to include in a range of different orientations and naming them in the environment To recognise some common 2D shapes To use and understand shape vocabulary; straight, curved, corners, edges, sides To describe 2d shapes in models, pictures and patterns To identify properties of simple 2D shapes (number of sides and corners); square, circle, triangle, rectangle To name simple 3D shapes; cube, sphere and cone To identify the difference between 2D and 3D shapes e.g. 2D shapes are flat, 3D shapes are solid To pick out common features from a selection of everyday objects To find other half of shapes/objects symmetry To place an object next to, in front, behind and in between To identify when an object is next to, in front, behind and in between 	<ul style="list-style-type: none"> To sort objects/pictures into sets that contain 2 criteria (e.g. red and a triangle, big and smooth, animal and black) Describes and continues a simple pattern or sequence containing 2 of one attribute (eg. red, green, red, green ... and continues the pattern) Copies and continues simple patterns that involve 2 or more attributes (eg. blue car, red bike, blue car, red bike etc.) Pupils use their developing mathematical understanding of counting up to ten to solve simple problems encountered in play, games or other work (eg. using tokens or marks to tally events or scoring in games, moving counters in snakes and ladders, using dice numbers to build pictures, dominoes) Records examples of counting from the school environment (eg. counting the number of doors along one corridor, pupils in classrooms) Uses counting skills to tell how many more items needed (eg. cups for every pupil to have a drink) Beginning to make simple estimates (eg. such as how many cubes will fit in a box, how many sweets in hand, how many cubes fit in the jar) Uses 1p coins - up to 10. Hands up to 10 coins to shopkeeper in role play according to the given price (e.g. 1p, 2p, 3p etc)



- To show an awareness of halving e.g. cutting playdough pizzas
- Begin to use ordinal numbers 1st, 2nd, 3rd when describing the position of objects, people or events

- To compare size with a small difference (e.g. indicating the bigger one, longer one, taller one, heavier one)
- Finds an object that is bigger than ..., longer than ..., taller than..., heavier than...)
- To recognise and use the language of the passage of time e.g. yesterday, tomorrow
- To compare size with a large difference (e.g. Which teddy is smaller?, which scarf is shorter, which pupil is shorter? Which object is lighter?)
- To describe the movement of fast and slow and distinguish between the two
- To follow a given route (visual or verbal) forwards, backwards, turn, stop, go

- Uses the correct coin (1p, 2p, 5p, 10p, 20p) to pay for an item of the same written price.
- To add together 2 small amounts of money to make totals up to 10p (eg. 2p + 1p =)
- They respond appropriately to key vocabulary and questions (eg. "How many?" Which is more?, Which is less?, bigger/smaller, longer/shorter, taller/shorter, heavier/lighter, which is the same/different)
- Uses ordinal words, signs and symbols, to describe positions (eg. Labelling people in a line, indicating which car is 3rd in the line)