



Foundation 1 Maths Long Term Plan

Autumn Term

Strand	Week	Weekly title		Development matters statements
Number and place value	1	Number	Introduce school routine, timetable. Sing a variety of nursery rhymes. Play with puzzles and board games.	(22-36) anticipates specific time-based events such as mealtimes or home time. (22-36) Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (40-60) Recognise some numerals of personal significance.
	2	Number		
	3	Number		
Number and place value	4	Can say what is different and what is the same	Compare two groups of objects saying when they have the same number. Practise 1-1 counting. Estimate amounts.	(22-36) Begins to make comparisons between quantities. (22-36) Uses some language of quantities, such as 'more' and 'a lot'. (22-36) Knows that a group of things changes in quantity when something is added or taken away. (30-50) Knows that numbers identify how many objects are in a set. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts an irregular arrangement of up to ten objects. (40-60) Uses the language of 'more' and 'fewer' to compare two sets of objects.
Colour	5	To categorize objects according to colour.	Sorting lolly sticks, pens, pencils, leaves, cars, dinosaurs, compare bears	(22-36) Notices simple shapes and patterns in pictures. (22-36) Beginning to categorise objects according to properties such as shape or size. A&D (22-36) Experiments with blocks colours and marks. (30-50) Explores colour and how colour can be changed.
Measurement	6	To categorize	Sorting lolly sticks, pens, pencils,	(22-36) Begins to make comparisons between quantities. (22-36) Uses some language of quantities, such as 'more' and 'a lot'. (22-36) Knows that a group of things changes in quantity when something is added or tak-

		objects according to size.	leaves, cars, dinosaurs, compare bears Goldilocks and the three bears	en away. (30-50) Knows that numbers identify how many objects are in a set. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts objects to 10, and beginning to count beyond 10. (40-60) Counts an irregular arrangement of up to ten objects. (40-60) Uses the language of 'more' and 'fewer' to compare two sets of objects.
Measurement	7	To use language of quantities - more and less.	Compare two groups of objects saying when they have same, fewer or more. Which bear has more food? Who has more/fewer/same toys? Compare farm/zoo animals? Old Macdonald Had a farm Practise 1-1 counting. Estimate amounts.	(22-36) Begins to make comparisons between quantities. (22-36) Uses some language of quantities, such as 'more' and 'a lot'. (22-36) Knows that a group of things changes in quantity when something is added or taken away. (30-50) Knows that numbers identify how many objects are in a set. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts objects to 10, and beginning to count beyond 10. (40-60) Counts an irregular arrangement of up to ten objects. (40-60) Uses the language of 'more' and 'fewer' to compare two sets of objects.
Making comparisons	8	To compare and sort two groups of objects.	Comparing farm animals, zoo animals, cubes, lolly sticks, leaves, cars, dinosaurs, compare bears. Comparing birthday	(22-36) Begins to make comparisons between quantities. (22-36) Uses some language of quantities, such as 'more' and 'a lot'. (22-36) Knows that a group of things changes in quantity when something is added or taken away. (22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (30-50) Knows that numbers identify how many objects are in a set. (40-60) Counts up to three or four objects by saying one number name for each item.

			<p>presents. Sort by colour, number, size Counting 1-1 to 5 Ext to 10</p>	<p>(40-60) Counts objects to 10, and beginning to count beyond 10. (40-60) Counts an irregular arrangement of up to ten objects. (40-60) Uses the language of 'more' and 'fewer' to compare two sets of objects.</p>
Geometry - properties of shape	9	To notice simple patterns.	<p>Multilink, stamp, painting, shape, leaves, pine cones, stones, conkers, repeating patterns. Making simple patterns.</p>	<p>(22-36) Notices simple shapes and patterns in pictures. (30-50) Shows an interest in shape and space by playing with shapes or making arrangements with objects. (30-50) Shows awareness of similarities of shapes in the environment. (30-50) Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50) Shows interest in shapes in the environment. (30.50) Uses shapes appropriately for tasks. (40-60) Can describe their relative position such as 'behind' or 'next to'. (40-60) Uses familiar objects & common shapes to create & recreate patterns & build models.</p>
Number and place value	10	<p>Recite numbers to 5 in order.</p> <p>Exploring the number 1</p>	<p>'Once I caught a fish alive' Practise counting to 5. Explore number 1 Counting 1 object, identify number 1, 1 jump, clap, stamp, hop, air write number 1, chalk, find 1 toy. What is</p>	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Begins to make comparisons between quantities. (30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set.</p>

			<p>1 more? What is 1 less? Number rhyme 1 Showing 1 in egg box.</p>	<p>(30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (40-60) Recognise some numerals of personal significance (40-60) Recognises numerals 1 to 5. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved (40-60) Counts objects to 10, & beginning to count beyond 10.</p>
Number and place value	11	Exploring the number 2	<p>Two Little Dickie Birds identify number 2, 2 jump, clap, stamp, hop, air write number 2, chalk, find 2 toy. What is 2 more? What is 2 less? Number rhyme 2 Showing 2 in egg box.</p>	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Begins to make comparisons between quantities. (30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set. (30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (40-60) Recognise some numerals of personal significance (40-60) Recognises numerals 1 to 5. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved (40-60) Counts objects to 10, & beginning to count beyond 10.</p>

Spring Term

Strand	Week	Weekly title		Development matters statements
Number and place value	1	Exploring the number 3	identify number 3, 3 jump, clap, stamp, hop, air write number 3, chalk, find 3 toy. What is 3 more? What is 3 less? Number rhyme 3 Showing 3 in egg box	(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Begins to make comparisons between quantities. (30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set. (30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (40-60) Recognise some numerals of personal significance (40-60) Recognises numerals 1 to 5. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved (40-60) Counts objects to 10, & beginning to count beyond 10.
Number and place	2	Exploring the number 4	identify number 4, 4 jump, clap,	(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence.

value			<p>stamp, hop, air write number 4, chalk, find 4 toy. What is 4 more? What is 4 less? Number rhyme 4 Showing 4 in egg box.</p>	<p>(22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Begins to make comparisons between quantities. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set. (30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps. (40-60) Recognise some numerals of personal significance (40-60) Recognises numerals 1 to 5. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved (40-60) Counts objects to 10, & beginning to count beyond 10.</p>
Number and place value	3	Exploring the number 5	<p>identify number 5, 5 jump, clap, stamp, hop, air write number 5, chalk, find 5 toy. What is 5 more? What is 5 less?</p>	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Begins to make comparisons between quantities. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set. (30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (30-50)</p>

			<p>Number rhyme 5 Show 5 in egg box.</p>	<p>Realises not only objects, but anything can be counted, including steps, claps or jumps. (40-60) Recognise some numerals of personal significance (40-60) Recognises numerals 1 to 5. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved (40-60) Counts objects to 10, & beginning to count beyond 10.</p>
Number and place value	4	To know a group of things change when something is added or taken away.	<p>Count multi links, lolly sticks, compare bears, counting toys, cars. Add/take away one. Draw number sum and Write as a number sum.</p>	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Knows that a group of things changes in quantity when something is added or taken away Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set. (30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (40-60) Finds the total number of items in two groups by counting all of them.</p>
measure	5	Comparing quantities of identical objects	<p>Compare two groups of objects saying when they have the same number. Practise 1-1</p>	<p>(22-36) Begins to make comparisons between quantities. (22-36) Uses some language of quantities, such as 'more' and 'a lot'. (22-36) Knows that a group of things changes in quantity when something is added or taken away. (30-50) Knows that numbers identify how many objects are in a set. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts an irregular arrangement of up to ten objects. (40-60) Uses the language of 'more' and 'fewer' to compare two sets of objects</p>

			counting. Estimate amounts. Compare liquids.	
Shape	6	To talk about and describe shapes.	Identify 2D shapes, make shape patterns and pictures. Shape bingo, repeating pattern shape. Shape Hunt.	(22-36) Notices simple shapes and patterns in pictures. (22-36) Beginning to categorise objects according to properties such as shape or size. (30-50) Shows an interest in shape and space by playing with shapes or making arrangements with objects. (30-50) Shows awareness of similarities of shapes in the environment. (30-50) Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50) Shows interest in shapes in the environment. (30-50) Uses shapes appropriately for tasks. (30-50) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (40-60) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, & mathematical terms to describe shapes. (40-60) Selects a particular named shape.
	7	To realise anything can be counted-claps, jumps etc.	Counting Jumps, steps, claps, hops, matching numbers to	(22-36) Recites some number names in sequence (30-50) Uses some number names and number language spontaneously. (30-50) Recites numbers in order to 10. (30-50) Shows curiosity about numbers by offering comments or asking questions. (30-50) Shows an interest in number problems. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved.

			amount of jumps, steps, claps, Dice game,	
Measure	8	To make comparisons between quantities.	Compare two groups of objects saying when they have the same number. Practise 1-1 counting. Estimate amounts. Compare liquids.	<p>(22-36) Begins to make comparisons between quantities.</p> <p>(22-36) Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>(22-36) Knows that a group of things changes in quantity when something is added or taken away.</p> <p>(30-50) Knows that numbers identify how many objects are in a set.</p> <p>(40-60) Counts up to three or four objects by saying one number name for each item.</p> <p>(40-60) Counts an irregular arrangement of up to ten objects.</p> <p>(40-60) Uses the language of 'more' and 'fewer' to compare two sets of objects</p>
Measure	9	To understand the immediate past and future- 'before', 'later', 'soon'.	Sequencing my school day, sequencing daily tasks, days of week, months of year. Which number comes	<p>(22-36) Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>(22-36) Anticipates specific time-based events such as mealtimes or home time.</p> <p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'</p> <p>(30-50) Shows an interest in number problems.</p> <p>(40-60) Uses everyday language related to time.</p> <p>(40-60) Orders & sequences familiar events.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>(40-60) Says the number that is one more than a given number.</p>

			before/after	(40-60) Finds one more or one less from a group of up to five objects, then ten objects. (40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting.
Shape, space and measure	10	To use positional language	"Put your beanbag song" Positional bingo, treasure map, Where is the worm? Where is the toy? I spy position?	(30-50) Uses positional language. (40-60) Can describe their relative position such as 'behind' or 'next to'.

Summer Term

Strand	Week	Weekly title		Development matters statements
Number and place value	1	To order numbers to 5,	Count to 5. Order number cards to 5, Fish the	(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Begins to make comparisons between quantities. (30-50)

			<p>duck and order to 5, Order the building blocks to 5. Use egg boxes to order to 5. Find the number cards - put them in order to 5 Numicon - Maths shape house</p>	<p>Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set. (30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (40-60) Recognise some numerals of personal significance (40-60) Recognises numerals 1 to 5. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved (40-60) Counts objects to 10, & beginning to count beyond 10.</p>
Shape	2	Begin to recognise 2D shapes.	<p>Identify 2D shapes, make shape patterns and pictures. Shape bingo, repeating pattern shape. Shape Hunt.</p>	<p>(22-36) Notices simple shapes and patterns in pictures. (22-36) Beginning to categorise objects according to properties such as shape or size. (30-50) Shows an interest in shape and space by playing with shapes or making arrangements with objects. (30-50) Shows awareness of similarities of shapes in the environment. (30-50) Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50) Shows interest in shapes in the environment. (30-50) Uses shapes appropriately for tasks. (30-50) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>

				<p>(40-60) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, & mathematical terms to describe shapes. (40-60) Selects a particular named shape.</p>
Number and place value	3	To use one to one correspondence when counting to 5.	<p>Counting objects to 5, bears, cubes, lolly sticks, toys. Matching numbers with quantity to 5. Dice game</p>	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Begins to make comparisons between quantities. (30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set. (30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (40-60) Recognise some numerals of personal significance (40-60) Recognises numerals 1 to 5. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved (40-60) Counts objects to 10, & beginning to count beyond 10.</p>
Number and place value	4	To respond and use addition vocabulary in games and rhymes.	<p>Adding toys, cubes, lolly sticks, compare bears, Making towers and</p>	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (30-50) Shows curiosity about numbers by offering comments or asking questions. (30-50) Shows an interest in number problems. (40-60) Recognise some numerals of personal significance. (40-60) Counts objects to 10, and beginning to count beyond 10.</p>

			adding together. "1 little mouse" "1 little elephant went out to play" rhyme	<p>(40-60) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60) Counts an irregular arrangement of up to ten objects. (40-60) Estimates how many objects they can see and checks by counting them.</p> <p>M: Shape, Space and Measure</p> <p>(40-60) Beginning to use everyday language related to money.</p>
Number and place value	5	To respond and use subtraction vocabulary in games and rhymes.	Subtracting toys, cubes, lolly sticks, compare bears, Making towers and adding together. "5 little ducks, 10 green bottles" rhymes	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (30-50) Shows curiosity about numbers by offering comments or asking questions. (30-50) Shows an interest in number problems. (40-60) Recognise some numerals of personal significance. (40-60) Counts objects to 10, and beginning to count beyond 10. (40-60) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60) Counts an irregular arrangement of up to ten objects. (40-60) Estimates how many objects they can see and checks by counting them.</p> <p>M: Shape, Space and Measure</p> <p>(40-60) Beginning to use everyday language related to money.</p>
Shape	6	To use familiar objects and common shapes to build models.	3D shapes, shape modelling, Rockets, vehicles, Use construction	<p>(22-36) Notices simple shapes and patterns in pictures. (22-36) Beginning to categorise objects according to properties such as shape or size. (30-50) Shows an interest in shape and space by playing with shapes or making arrangements with objects. (30-50) Shows awareness of similarities of shapes in the environment. (30-50) Shows interest in shape by sustained construction activity or by talking about shapes or</p>

			<p>material to build towers, rockets, vehicles, identify 3D shapes</p>	<p>arrangements. (30-50) Shows interest in shapes in the environment. (30-50) Uses shapes appropriately for tasks. (30-50) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (40-60) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, & mathematical terms to describe shapes. (40-60) Selects a particular named shape.</p>
Number and place value	7	To know that numbers identify how many objects are in a set.	<p>Counting groups of objects. Matching groups of objects to the number. Use egg boxes, numicon</p>	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Begins to make comparisons between quantities. (30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set. (30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (40-60) Recognise some numerals of personal significance (40-60) Recognises numerals 1 to 5. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved (40-60) Counts objects to 10, & beginning to count beyond 10.</p>

Addition and subtraction	8	To match numeral and quantity.	<p>Show a number card match to quantity, Show number card find that number of objects flowers, leaves, stones, toys. Show number card jump, hop, step, clap correct number of times. Use egg boxes, numicon to match numeral to amount.</p>	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number. (22-36) Begins to make comparisons between quantities. (30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) Uses some number names and number language spontaneously. (30-50) Uses some number names accurately in play. (30-50) Recites numbers in order to 10. (30-50) Knows that numbers identify how many objects are in a set. (30-50) Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) Sometimes matches numeral and quantity correctly. (40-60) Recognise some numerals of personal significance (40-60) Recognises numerals 1 to 5. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved (40-60) Counts objects to 10, & beginning to count beyond 10.</p>
Number and place value	9	To represent numbers using fingers, marks on paper and	Find a set amount of objects, count them	<p>(22-36) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. (22-36) Recites some number names in sequence. (22-36) Creates and experiments with symbols and marks representing ideas of number.</p>

		<p>pictures.</p> <p>represent that number pictorially, or on fingers.</p> <p>Show a number children represent that on paper - tally chart. Roll the dice represent number using a tally.</p>	<p>(22-36) Begins to make comparisons between quantities.</p> <p>(30-50) Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>(30-50) Uses some number names and number language spontaneously.</p> <p>(30-50) Uses some number names accurately in play.</p> <p>(30-50) Recites numbers in order to 10.</p> <p>(30-50) Knows that numbers identify how many objects are in a set.</p> <p>(30-50) Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>(30-50) Sometimes matches numeral and quantity correctly.</p> <p>(40-60) Recognise some numerals of personal significance</p> <p>(40-60) Recognises numerals 1 to 5.</p> <p>(40-60) Counts up to three or four objects by saying one number name for each item.</p> <p>(40-60) Counts actions or objects which cannot be moved</p> <p>(40-60) Counts objects to 10, & beginning to count beyond 10.</p>
--	--	--	---

Addition and subtraction measurement number and place value shape