

Regular and frequent practise is essential in supporting your child to achieve their passport targets. Below are examples of ways that you can support your child. A range of resources can also be found on the Maths section of the school website.

| | | .6 |
|---|-----------------|-------------------|
| | | mark making. |
| | | mathematical |
| Can you draw 3 fish? | | make |
| Can you write the number 1? | | ot nipsd npo I |
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| (6,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | tuodtiw stosido |
| without counting) | | £ of qu to equong |
| How many are here? (child can tell you | | T can identify |
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| to quong tosmoo sht ot bas cornect group of | | ot slansmun |
| Show your child some written numbers. Ask | | I can match some |
| | | |
| | | |
| | | numerals. |
| | | some familiar |
| Szirt zi nadmun torW | | I can recognise |
| | | |
| | | .OI ot |
| | | nabno ni znadmun |
| Can you start counting from 1? | 1, 2, 3, 49, 10 | I can recite |
| | | |
| Can your child answer these questions? | Examples | Ready to Explore |

Ready to Explore





| Targets | Date target met for the 1 st time | Date target met for the 2 nd time | Date target completed |
|---|--|--|-----------------------|
| I can recite numbers in order to 10. | | | |
| I can recognise some familiar numerals. | | | |
| I can match some numerals to quantities | | | |
| I can identify groups of up to 3 objects without counting | | | |
| I can begin to make mathematical mark making. | | | |