

		C1	C2	C3	C4	C5	C6	C7
	EY Progression	EY Progression	EY Progression	Reception	Reception	Y1 NC	Y2 NC	Y3 NC
Number Range			within 3, then up to 5	within 5, then up to 10	within 10, then up to 20	within 20	within 100	within 1000
Number Range			within 3, then up to 5	within 5, then up to 10	within 10, then up to 20	within 20	within 100	within 1000
Perceptual & Conceptual Subitising	React to changes in amount in a group of up to 3 items. Showing awareness of cause and effect of their actions.	Notice, compare and communicate knowledge of perceptual subitising, (Distinguish between one and lots with an obvious difference). Experience number order and pattern as spoken words and digits, including positional use of number '1st, 2nd, 3rd etc, through daily maths talk, (Represent some numbers within 5 using fingers. Recite number names in order up to 5. Count back from 3).	Notice, compare and communicate knowledge of perceptual subitising - Recognise one or two objects by subitising. Place up to 3 objects onto a 5 frame and begin to notice the pattern made. (Separates a group of up to 3 objects in different ways and knows the total amount stays the same). Develop counting behaviours, (which includes subitising and 1:1 correspondence; tagging each object with one number word).	Notice, compare and communicate knowledge of perceptual subitising 0 to 5 (including using 5 frames, fingers, dice). (Subitise amounts up to 3). Demonstrate an understanding of the concept of 1:1 correspondence within amounts to 5, tagging each object with one number word. Begins to conceptually subitise larger numbers by subitising smaller groups within the number e.g., sees five raisins on a plate as two and three.	Notice, compare and communicate a deep understanding of numbers to 10, including the composition of each number. (ELG) Demonstrate fast recognition of up to 5 objects by subitising, (e.g., 5 frame, Hungarian 5 frame, dice, dominoes, rekenrek). (ELG) Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (ELG) Estimate amounts up to 10 showing understanding of relative size. Begin to perceptually subitise larger numbers to 10, then 20. Demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away. (Conservation). Partition a number into two or more different parts up to 10 (part-whole). Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG) Count objects/actions, or collect a given number of objects up to 10, knowing the last number counted gives the total so far (cardinal principle). Partition a number into two or more different parts within 10 (part-whole). Count to 20, recognising the pattern of the counting system e.g., the next number in the count is 1 more and the previous number is 1 less. (ELG) Write numbers in numerals from 0-10. Can link together number words, numerals and quantities up to 10. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG) Recognise numerals to 20 and match numerals to the correct number of objects. Demonstrate 1:1 correspondence within amounts to 10, tagging each object with one number word.	Notice, compare and communicate an understanding of quantities. Demonstrate fast recognition of amounts up to 10 by subitising (e.g., on a ten frame, rekenrek or using other appropriate manipulatives). Understand Place Value and Perceptual subitising beyond 10 (up to 20). Identify when a set can be subitised and when counting is needed. Begin to develop an understanding of 'part' and 'whole' relationships. Know how numbers are composed 0-5 and 6-10. Count to and across 100 forwards, from any given number. Count in multiples of twos, fives and tens. Identify one more and one less than a given number up to 20. Identify and represent numbers up to 20 using concrete representations (e.g. low cognitive load counters and cubes). Identify and represent numbers up to 20 using pictorial representations (e.g. 5 and 10 frames, number lines, part-whole models). Read and write numbers from 0 to 20 in numerals. Read numbers from 0 - 20 in words. Explore and create pairs from a given number of objects, to understand if a number can be shared equally. Demonstrate an understanding of place value by partitioning 2-digit numbers into tens and ones (manipulatives may be used). Compares numbers up to 20, that are far apart, near to and next to each other.	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations to 100s (e.g. Base 10/Dienes). Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. Recognises odd and even numbers up to 100. Partition 2-digit numbers into different combinations of tens and ones, explain thinking verbally, in pictures or using apparatus (e.g. 35 = 30 and 5, 20). Recalls all number bonds to and within 10 and use these to reason with and calculate bonds to within 20, recognising other associated additive relationships (e.g., if 7+3=10, then 17+3=20; if 7-3=4, then 17-3=14; leading to if 14+3=17, then 3+14=17, 17-14=3 and 17-3=14). Write numbers to at least 100 in numerals. Understand the value of each digit in a 2-digit number (tens and ones). Compare and order numbers from 0 up to 100; Uses < > and = signs. Identify one more and one less than a given number up to 100.	Identify and represent numbers using different representations within 1000s (e.g. number lines, place value chart) Identify 10 more and 10 less than a given number up to 100. Partition numbers up to 100. Understand the value of each digit in a 3-digit number (hundreds, tens and ones). Using Concrete, pictorial and abstract. Identify and represent numbers using different representations within 1000s (e.g. number lines, place value chart). Write numbers up to 1000 in numerals. Read numbers up to 1000 in words. Compare 2-digit numbers with 3-digit numbers and order them correctly.
Counting for ordinality	Show attention to finger rhymes involving numbers.							
Counting for cardinality	Experience modelled perceptual subitising (e.g., self registration, class calendar, snack time).							
Place Value	Follow a regular, though flexible, routine	Develop counting like behaviours.						
Representing Number	Look for things that have moved out of sight (object permanence). Give a high five or wave hi/bye. Can select 1 object from a group (Early one-to-one correspondence). Point to objects and looks when adult counts (may be inconsistent, may use eye gaze). Combine objects e.g., stacking blocks and cups, instruments. Put's objects inside others and takes them out again. Climb and squeeze themselves into different types of resources.	Start predicting cause and effect (links to play). React to changes in amount in a group of up to 3 items. Recognise which group has more or the same (e.g., during snack time). Early one-to-one correspondence. (e.g. in play can match cup to saucer, cake to plate etc). Through play recognises that numbers are made up of smaller numbers. Demonstrate an understanding of the concept of transaction. Compare sets of objects by matching. Combine joining objects e.g., Duplo.	Recite the number names to 5 in the correct order. Recite numbers backwards from 5 to 0. Recognise numerals to 5 and match to number of objects. Count how many objects, actions and sounds up to 5. Represent numbers using fingers up to 5. Show double 5 on hands. Compare and order numbers up to 3. Demonstrate an understanding of the concept of numbers to 3. Begin to experiment with symbols and marks as well as numerals. Represent numbers by making marks and interpret/explain the marks to others. Combine two groups of objects and find the total (up to 3).	Estimate how many objects they can see and know they can check by subitising, counting and grouping. Separates (partitions) a group of up to 5 objects in different ways, recognising the total is still the same. Represent numbers using fingers up to 10. Recognise numerals to 10 and match to number of objects. Show doubles to 10 using manipulatives. Count objects, actions and sounds up to 10. Recites number names to 10 in the correct order starting from any of the numbers. Problem solving: Say how many are hidden and know the total number of things. Count backwards from 10. Demonstrate an understanding that the last number counted represents the total number of the count, (Cardinal Principle). Writes some numerals 0-10. Simple addition: Recognises if you add one you get the next number. Combine two groups of objects and find the total (up to 5). Compares and orders numbers 5-10. Compare numbers and say which is larger. Combine two groups of objects and find the total (up to 5). Use real life materials to add 1 to a group of objects and indicate how many are now present.	Estimate how many objects they can see and know they can check by subitising, counting and grouping. Separates (partitions) a group of up to 5 objects in different ways, recognising the total is still the same. Represent numbers using fingers up to 10. Recognise numerals to 10 and match to number of objects. Show doubles to 10 using manipulatives. Count objects, actions and sounds up to 10. Recites number names to 10 in the correct order starting from any of the numbers. Problem solving: Say how many are hidden and know the total number of things. Count backwards from 10. Demonstrate an understanding that the last number counted represents the total number of the count, (Cardinal Principle). Writes some numerals 0-10. Simple addition: Recognises if you add one you get the next number. Combine two groups of objects and find the total (up to 5). Compares and orders numbers 5-10. Compare numbers and say which is larger. Combine two groups of objects and find the total (up to 5). Use real life materials to add 1 to a group of objects and indicate how many are now present.	Estimate how many objects they can see and know they can check by subitising, counting and grouping. Separates (partitions) a group of up to 5 objects in different ways, recognising the total is still the same. Represent numbers using fingers up to 10. Recognise numerals to 10 and match to number of objects. Show doubles to 10 using manipulatives. Count objects, actions and sounds up to 10. Recites number names to 10 in the correct order starting from any of the numbers. Problem solving: Say how many are hidden and know the total number of things. Count backwards from 10. Demonstrate an understanding that the last number counted represents the total number of the count, (Cardinal Principle). Writes some numerals 0-10. Simple addition: Recognises if you add one you get the next number. Combine two groups of objects and find the total (up to 5). Compares and orders numbers 5-10. Compare numbers and say which is larger. Combine two groups of objects and find the total (up to 5). Use real life materials to add 1 to a group of objects and indicate how many are now present.	Estimate how many objects they can see and know they can check by subitising, counting and grouping. Separates (partitions) a group of up to 5 objects in different ways, recognising the total is still the same. Represent numbers using fingers up to 10. Recognise numerals to 10 and match to number of objects. Show doubles to 10 using manipulatives. Count objects, actions and sounds up to 10. Recites number names to 10 in the correct order starting from any of the numbers. Problem solving: Say how many are hidden and know the total number of things. Count backwards from 10. Demonstrate an understanding that the last number counted represents the total number of the count, (Cardinal Principle). Writes some numerals 0-10. Simple addition: Recognises if you add one you get the next number. Combine two groups of objects and find the total (up to 5). Compares and orders numbers 5-10. Compare numbers and say which is larger. Combine two groups of objects and find the total (up to 5). Use real life materials to add 1 to a group of objects and indicate how many are now present.	Estimate how many objects they can see and know they can check by subitising, counting and grouping. Separates (partitions) a group of up to 5 objects in different ways, recognising the total is still the same. Represent numbers using fingers up to 10. Recognise numerals to 10 and match to number of objects. Show doubles to 10 using manipulatives. Count objects, actions and sounds up to 10. Recites number names to 10 in the correct order starting from any of the numbers. Problem solving: Say how many are hidden and know the total number of things. Count backwards from 10. Demonstrate an understanding that the last number counted represents the total number of the count, (Cardinal Principle). Writes some numerals 0-10. Simple addition: Recognises if you add one you get the next number. Combine two groups of objects and find the total (up to 5). Compares and orders numbers 5-10. Compare numbers and say which is larger. Combine two groups of objects and find the total (up to 5). Use real life materials to add 1 to a group of objects and indicate how many are now present.

		C1	C2	C3	C4	C5	C6	C7
	EY Progression	EY Progression	EY Progression	Reception	Reception	Y1 NC	Y2 NC	Y3 NC
Number Range			within 3, then up to 5	within 5, then up to 10	within 10, then up to 20	within 20	within 100	within 1000
Number facts (+/-)				I can demonstrate an understanding that the total number of objects changes when objects are added or taken away. Add and subtract single digit numbers reliably to 5.	Demonstrate an understanding of the mathematical symbols of addition (+), subtraction (-) and equal to (=). Up to 10. Demonstrate an understanding of the commutative law (e.g., 3+2=5, therefore 2+3=5). Demonstrate an understanding of inverse relationships involving addition and subtraction (3+2=5 so 5-2=3). Demonstrate an understanding that the total number of objects changes when objects are added or taken away. Add and subtract single digit numbers within 10, with support. Solve number problems involving the addition and subtraction of 1-digit numbers up to 10. Recognise if you remove one you get the previous number.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Understand and use number bonds and subtraction facts within 20 (e.g. 9+7=16, 16-7=9; 7=16-9). Recalls the six number bonds for 10 and reasons about associated facts (e.g., 6+4=10, therefore 10-6=4). Add and subtract 2-digit numbers and 1-digit numbers, where no regrouping is required, explaining their method or showing using pictures or apparatus (e.g., 25 +5, 88-30). Add and subtract 2-digit numbers and 1-digit numbers, where no regrouping is required, explaining their method or showing using pictures or apparatus (e.g., 46+20, 16-5). Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9.	Solve addition and subtraction problems involving numbers and quantities, using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers. Add and subtract 2-digit and 1-digit numbers using objects, pictures or mental strategies, where regrouping is required. Add and subtract any two 2-digit numbers (e.g., 48+35=), using objects, pictures or mental strategies. Know that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Add a 3-digit number and a 1-digit number mentally. Subtract a 3-digit number and a 1-digit number mentally. Add a 3-digit number and a 10s number mentally, using formal written methods of column addition. Subtract a 3-digit number and a 10s number mentally, using formal written methods of column subtraction. Use knowledge of place value to correctly lay out column addition and subtraction. Subtract from a 3-digit number exchanging 100s for 10s. Add a pair of 2-digit numbers using column addition without regrouping.
Conceptual Subitising								
Mental and Written								
Problem Solving								
Number facts (x/÷)					Understand equal and unequal groups and parts (Recognise unfair sharing).	Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays, with support (up to 20). Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays, with support, within the 2, 5, and 10 times tables.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Recalls and uses multiplication and division facts for the 2, 5 and 10 times table. Solves problems involving multiplication using arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. (Up to 100). Solves problems involving division using arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Up to 100. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	Represent counting in fours as the 4 times tables. Use knowledge of the 4 x tables to solve problems. Explain the relationship between multiples of 2 and 4. Represent counting in eights as the 8 times tables. Use knowledge of the 8 x tables to solve problems. Explain the relationship between multiples of 2, 4 and 8. Rapidly recall the 3 times tables. Apply multiplication knowledge using the Grid Method TU x U. Apply written methods for division using chunking up to TU ÷ U (with and without remainders). Use place value and number facts to solve number problems and practical problems. Write and calculate multiplication and division using the known times tables for 2-digit x 1-digit using mental methods.
Mental and Written								
Fractions								
Recognising fractions				Language modelled throughout the day e.g., 'here's half for you and half for me', at snack time. Early proportional thinking through play activities e.g., toy fruit 'cut' in half and join together or sharing the counters for a game.	Recognising halves of amounts to 10, on a 10 frame when using a twos pattern.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.	Recognise, find and name unit fractions up to one tenth of a quantity up to 100.
Comparing fractions								Compare unit fractions, and fractions with the same denominators. Order unit fractions, and fractions with the same denominators.

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Number Range			within 3, then up to 5	within 5, then up to 10	within 10, then up to 20	within 20	within 100	within 1000
Finding fractions of quantities						Recognise, find and name a half as one of two equal parts of an object, shape or quantity; and a quarter as one of four equal parts of an object, shape or quantity.	Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
Fraction calculations								Add fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].
Decimals as fractional amounts								Subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} - \frac{1}{7} = \frac{4}{7}$].
Measures								
Measures - Length and Height	Explore, compare and contrast objects through play.	Start to understand relative size (e.g., children are small, adults are big). Notice, compare and describe, from a selection of 2 objects (e.g., bigger/smaller, high/low, tall/short, long/short). Works with an adult modelling how to use measuring tools including height charts and tape measures. Can find something that is 'longer' / 'not longer' than a given reference item.	Make comparisons between objects relating to size - Can order and compare 2 items by length to determine which is longest/shortest. During play, explores size through actions/Makaton, story and song (e.g., Goldilocks).	Sort objects according to a stated characteristic - Understand and begin to use vocabulary associated with length and height when describing or sorting by attributes (including long/short, big/small, bigger/smaller, tall/short, high/low). Order and compare physical items by length or height - Puts up to 3 objects side by side to determine which is biggest or smallest (e.g. 3 pigs). Can find something that is longer/shorter than a given reference item; understanding the concepts 'longer than', 'shorter than'. Measure objects using non-standard units of measure e.g., paper clips, pencils, footsteps, handspans and finger widths.	Order and physically compare 3 or more items (up to 10) by length and height. Find an appropriate container for a specific item e.g., which box will Teddy fit into? Puts up to 5 objects side by side to determine which is 'taller than', 'longer than'. Measure and begin to record lengths and heights using non-standard units such as blocks and hand spans.	Compares different heights and lengths and knows the language used varies depending on what they are describing; using the terms taller than, longer than, shorter than, further, less far. Compare, measure and record lengths and heights in cm up to 20cm. Measure and begin to record lengths and heights using non-standard units such as blocks and hand spans.	Compare and order length and record the results using >, < and =. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) using rulers.	Measure, compare, add and subtract: lengths (m/cm/mm). Order lengths (in mm/cm/m/km) and record the results using >, < and =. Compare lengths (in mm/cm/m/km) and record the results using >, < and =. Measure the perimeter of simple 2-D shapes.
Measures - Mass	Explore, compare and contrast objects through play.	Notice changes in weight when using a variety of common classroom and outdoor resources. Works with an adult modelling how to use balance scales.	Notice, compare and describe (heavy and light objects from a selection of 2). Order and compare 2 items by weight.	Order and compare 3 or more items by weight (e.g., using hands or a balance scale). Select objects from a group according to its attributes. - Can find something that is heavier/lighter than a given reference item; understanding the concepts 'heavier than', 'lighter than'. (e.g., using hands or a balance scale).	Use balance scales to find objects that are the same weight/mass. Know that some large things can be light and that some small things can be heavy. Find something that is heavier/lighter by comparing weights. Order and compare 3 or more items by weight.	Compare, measure and begin to record mass/weight, using non-standard units (e.g., heavy/light, heavier than, lighter than; using cubes, stones, counters). Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than).	Compare and order mass/weight and record the results using >, < and = (is equal to). Choose and use appropriate standard units to estimate and measure mass (kg/g); to the nearest appropriate unit, using scales.	Measure and compare, mass (kg and g). Add and subtract mass (kg and g).
Measures - Volume and Capacity	Explore, compare and contrast objects through play.	During play, explores measurement by filling and emptying containers of different capacity/volume.	Notice, compare and describe (full/ not full/ empty containers from a selection of 2). Can choose from a selection of 2 containers (when the difference is clear), which can hold more liquid than a given reference item. Knows when to stop filling a container because it's full.	Order and compare 2 items by capacity - Can find an item that has more or less capacity than a given reference item, demonstrating an understanding of the concepts 'more than' and 'less than' in the context of capacity. Identify and begin to use vocabulary including full/ empty, more/ less, some in, some gone, holds more than, holds less than, has more, has less.	Order and compare 3 or more items by capacity. Determine a suitable container for a given volume and capacity. Measure and record capacity and volume using non-standard units (e.g., a cup, a spoon, a small scoop, a bucket).	Compare, measure and begin to record capacity, using litre jugs. Compare, describe and solve practical problems for capacity and volume (for example, full/empty, more than, less than, half, half full).	Compare and order volume/capacity and record the results using >, < and = (is equal to). Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels.	Measure and compare volume/capacity (l/ml). Add and subtract: volume/capacity (l and ml).
Measures - Time		Begin to predict the sequence of events with visual cues (e.g., when the adult gets that bucket I will go to the group space for 'bucket time'). Experience and take part in songs and stories with time. Able to follow a simple timetable of now/next. Works with an adult modelling using timers (sand timers).	Anticipates specific time based events such as mealtimes and hometimes. Understand some talk about immediate past and future e.g., first, then, next. Experience and begin to use everyday language related to time e.g. Class timetable, now/next, days of the week. Accurately use the terms day/night. Say/sign their age.	Order and sequence familiar events - Can un-muddle a visual timetable of familiar events. Experience and begin to use everyday language related to time - Says or signs the 7 days of the week. Knows the difference between weekdays and weekends. Knows how many sleeps until their birthday (up to 10 days). Measure short periods of time in simple ways (e.g., counting down from 10 to finish an activity). Knows that one minute is a unit of time. Compare what can be done in a minute.	Relate familiar events to the days of the week or to significant times of the day. Can discuss o'clock times at registration, lunchtime, snack time, tidy up time etc. Use everyday language related to time - Accurately use the terms 'today', 'yesterday' and 'tomorrow', in relation to the days of the week. Compare and describe practical problems for time (e.g., quicker, slower, earlier, later, before, after, earlier, later). Measures short periods of time in simple ways e.g. count sleeps to important events and discuss the number of sleeps becoming fewer (up to 20 days). Measure and begin to record time (hours, minutes, seconds).	Tell the time to the hour and half past the hour, on an analogue clock. Compare and sequence intervals of time, using the terms before, after, next, first, yesterday, today, tomorrow, morning, afternoon, evening, correctly, when sequencing events. Recognise and use language relating to dates, including days of the week, weeks, months and years.	Tell the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times, on an analogue clock. Tell the time from a 12-hour and 24-hour digital clock. Compare and sequence intervals of time, using the terms seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of minutes in an hour and the number of hours in a day. Recognise and use language relating to dates, months and years. Use a calendar and write the date correctly in digits (day/month/year).	Tell the time to the nearest 10 minutes, on an analogue clock. Compare durations of events [for example to calculate the time taken by particular events or tasks]. Know the number of seconds in a minute, the number of days in each month and the number of months in a year.

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Interpreting data							<p>Construct simple pictograms, tally charts and block diagrams and simple tables.</p> <p>Interpret simple pictograms, tally charts and block diagrams and simple tables.</p> <p>Complete a tally chart and the resulting frequency table and complete a frequency table given the original list of results.</p> <p>Ask and answer simple questions about totalling and comparing categorical data.</p>	<p>Construct and interpret pictograms where one picture represents more than one item.</p>
Extract info from data							<p>Ask and answer <u>simple questions</u> by looking at the number of objects in each category and sorting the categories by quantity</p>	<p>Solve <u>one-step questions</u> [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p>