Maths Rapid Recall: Step 1	1.1
Target	**Say the numbers 0 – 10 accurately**
Detail	This target is about being about to show they can use the number names in the correct order. Most children really enjoy saying the number names and showing that they 'can count'. This target will also be helped by asking children to count objects in lots of different contexts. You could: ➤ Ask: How many dogs are there? etc

Maths Rapid Recall: Step 1	1.2
Target	**Recognise numerals 1 - 5**
Detail	This target is about recognizing written numerals in order and when presented at random, in and out of sequence. You could: ➤ Study the shape of the numbers. Which numbers have curved lines? Which have straight lines? Which numbers are made of both curved and straight lines?

Maths Rapid Recall: Step 1	1.3
Target	**Counts up to 3 or 4 objects by saying one number name for each of them**
Detail	This target is about building up one to one correspondence when counting a set of items. The children must match their verbal counting with an amount of objects. You could: ➤ Spread the objects out so they are further apart from each other. Do the children realize that the amount of objects has stayed the same even though the space they are taking up is now more? ➤ Put the objects in a line to help with counting. ➤ Encourage the children to touch or move each object when counting.

Maths Rapid Recall: Step 1	1.4
Target	**Counts out up to 6 objects from a larger group**
Detail	This target is about building up one to one correspondence when counting a set of items from a larger group. The children must hold their target number in their head whilst counting so they know when they have the desired amount. They must know that the last value said denotes the amount of objects in the whole set.

Maths Rapid Recall: Step 1	1.5
Target	**Selects the correct number to represent 1 - 5**
Detail	This target is about recognizing written numerals. You Could… ➢ Go on a number hunt! How many numbers can you see in the house or on a walk? Can your child recognize them out of sequence?

Maths Rapid Recall: Step 1	1.6
Target	**Selects the correct number to represent 1 - 10**
Detail	This target is about recognizing written numerals. You could… ➢ Select the correct number to fill in a missing number line i.e 4, 5 , 6 , ?

Maths Rapid Recall: Step 1	1.7
Target	**Counts objects to 10**
Detail	This target is about building up one to one correspondence when counting a set of items. The children must match their verbal counting with an amount of objects. You could… ➢ Count tiny objects and count big objects! Putting the objects in a line may help. Make sure you can count things that you can move!

Maths Rapid Recall: Step 1	1.8
Target	**Counts beyond 10**
Detail	This target is about rote counting beyond 10; verbally saying and chanting the numbers in order aloud. You could… ➢ Count with a friend! You could say one, your friend could say two and then you could say three etc.

Maths Rapid Recall: Step 1	1.9
Target	**Say 1 more than any number between 0 – 10**
Detail	This target is about children showing that they can add one more onto a number. To start with children will need to see this being done visually, e.g. We have five dinosaurs. What if I add another dinosaur? Eventually children will be able to say what is one more than each number using a number line and then with instant recall.

Maths Rapid Recall: Step 1	1.10
Target	**Say one less than any number between 1 – 10**
Detail	This target is about children showing that they can take one from a number. To start with children will need to see this being done visually, e.g. We have five dinosaurs. What if I take one dinosaur away? Eventually children will be able to say what is one less than each number using a number line or from memory.

Maths Rapid Recall: Step 1	1.11
Target	**Say 1 more and 1 less than any number between 1 – 10**
Detail	This target is about children showing they can add and subtract one from a number. At first children will need to see this being done visually with objects. E.g. If I add another teddy bear how many do I have? If I take one away how many do I have? Children will eventually be able to switch between counting forwards and backwards with ease.

Maths Rapid Recall: Step 1	1.12
Target	**Count on from any number (0 – 9) up to 10**
Detail	When children are starting to learn about counting they will start to count from one. As they become more confident they learn to understand that you can count from any number. Give your child a number and ask them to carry on counting. (If they get really confident, some children will also start to count backwards.) This target will help your child when they start to do addition calculations, e.g. 5 + 2 = 7; because they will be able to start counting at 5 rather than starting from 1.

Maths Rapid Recall: Step 1	1.13
Target	**Write 1 more than numbers to 10**
Detail	This target requires children to add one more to a value and write the matching numeral. Children need to know how to form each of the numbers they are writing. The use of practical equipment or a number line may help them add one more to a number. E.g. I started with 7 sheep and I add another one, how many do I have now? How do I write that number?

Maths Rapid Recall: Step 1	1.14
Target	**Write 1 less than numbers to 10**
Detail	This target requires children to count backwards and subtract one to a given value and then write the matching numeral. Children need to know how to form each of the numbers they are writing. The use of practical equipment or a number line may help them count backwards and take away one from a given number. E.g. I started with 7 sweets and I eat one, how many do I have left? How do I write that number?

Maths Rapid Recall: Step 1	1.15
Target	**Say the number names in order to 20**
Detail	This target is about being able to show they can use the number names in the correct order up to 20. Most children really enjoy saying the number names and showing that they 'can count'. Being able to count beyond 10 really gives a child the boost that they are great at counting. This target will also be helped by asking children to count objects in lots of different contexts.