

## Recognise and use simple relationships and patterns

### Key knowledge/skills/dispositions

Match, sort and compare things by one attribute (i.e. according to colour, shape or size)

Put things in an order according to size or length and sequence events

Recognise, extend and create simple patterns (i.e. AB pattern)

- Find and put similar objects together
- Identify 2 pattern blocks that have the same colour, shape or size
- Pair things such as a cup to a saucer, a fork to a spoon
- Pair sets of things that are the same such as 3 girls and 3 baskets
- Sort objects into 2 groups
- Spot differences, such as colour, shape or size between objects
- Put objects in groups according to colour, shape or size
- Compare 2 objects by length and use appropriate comparative vocabulary (e.g. longer than/shorter than)
- Show and use 'same' and 'different' when comparing things
- Make and read from real object graph (e.g. form two rows of children and compare which row has more children)
- Put things in an order such as from small to big, from short to long, or 1st, 2nd, 3rd
- Indicate order in a sequence of events using 'first', 'second', 'third', 'next' and 'last'
- Identify, compare and sequence events in their daily routine such as breakfast (morning), lunch (noon), snack (afternoon), dinner (evening), sleep (night)
- Name and order the days of the week and months of the year
- Recognise repeated patterns in things they see around them such as fabric, wrappers, flower petals and animals like zebras and tigers
- Reproduce a given repeated pattern using objects (e.g. pencil, eraser, pencil, eraser, pencil, eraser) or pattern blocks (e.g. square, circle, square, circle, square, circle)
- Create repeated patterns using objects, words, drawings, symbols or actions.

Use numbers in daily experiences	
Key knowledge/skills/dispositions	Examples of what children's learning and development look like ...
<ul style="list-style-type: none"> <li>• Rote count to at least 10</li> <li>• Count reliably up to 10 things</li> <li>• Compare the quantities of two sets of things and use 'more', less/few' and 'same as' appropriately</li> <li>• Match number name/ numeral/number word to the quantity of a set of things (within 10)</li> <li>• Recognise that the quantity of a set of things is the 'same' irrespective of the starting pointing of counting</li> <li>• Recognise that the quantity of a set of things stays the same regardless of the arrangement</li> <li>• Recognise numbers (1 to 10) in numerals and in words</li> <li>• Form numbers (1 to 10) in numerals</li> <li>• Name parts that form the whole in quantity (e.g. 2 and 3 makes 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Recite number names in the right order in rhymes or songs</li> <li>• Count in one-to-one correspondence (i.e. touch 1 object at a time when he/she says the number name)</li> <li>• Compare 2 groups of objects and recognise 1 group is more than the other</li> <li>• Use language such as 'more than' or 'less' to compare 2 groups of objects</li> <li>• Count readily when asked how many objects are in a group</li> <li>• Count and know quantity of real objects and abstract things (e.g. dots)</li> <li>• Match groups of '2' in card games such as lotto or domino</li> <li>• Represent number quantities in a variety of ways (e.g. using objects, fingers, base-10 blocks, ten frames, tally marks)</li> <li>• Say the same total number of objects presented in different arrangements such as lines, arrays, circles and random arrangements</li> <li>• Identify and name familiar numerals and number words in signs, magazines and books</li> <li>• Recognise and match number names/numerals/ number words to the quantity of a group of objects</li> <li>• Form numerals using materials such as buttons, beans and dough</li> <li>• Write numerals 1 to 10</li> <li>• Recognise that 2 objects and 3 objects make a group of 5</li> </ul>

## Recognise and use basic shapes and simple spatial concepts in daily experiences

### Key knowledge/skills/dispositions

- Recognise the four basic shapes (i.e. circle, square, rectangle and triangle)
- Use the basic shapes to form other figures (e.g. use 2 squares and a triangle to form a boat)
- Name position (i.e. top/ bottom, in front of/ behind), direction (i.e. up/down, left/right) and distance (i.e. far/near)

### Examples of what children's learning and development look like ...

- Recognise and name the four basic shapes in their classrooms and immediate environment
- Trace a variety of shapes
- Recognise shapes of different sizes in a picture
- Use manipulatives such as blocks, pattern blocks and tangrams to make simple figures from basic shapes
- Use words such as top/bottom and in front of/ behind to describe the position of an object
- Use words such as left/right and far/near to describe direction and distance during motor skills or music and movement activities