

EYFS Assesment:

Assessment Standards:	
<u>Number</u>	
<u>Emerging:</u>	
Counts forwards/ backwards from 0-5.	
Recognises numerals 0-5.	
Correctly orders numbers 0-5.	
Counts out up to 5 objects.	
Selects the correct numeral to represent 1-5.	
Counts actions or objects that cannot be moved.	
Finds 1 more and 1 less than numbers up to 5.	
Adds two single digit numbers by counting the total number of objects.	
Subtracts smaller numbers from larger numbers by counting the number of objects that are left.	
Shows an interest in representing numbers .	
<u>Expected:</u>	
Counts forwards/ backwards from 0-10.	
Recognises numerals 0-10.	
Correctly orders numbers 0-10.	
Counts out up to 10 objects.	
Correctly matches numeral and quantity for numbers up to 10.	
Counts up to 10 objects from a larger group.	
Compares two groups of objects - identifying which has fewer/more.	
Finds 1 more and 1 less than numbers up to 10.	
Finds the total number of objects in two groups by counting them altogether.	
Is able to use language related to addition and subtraction.	
Solves problems including doubling, halving and sharing.	
Finds the double of a number to 5.	
Solves problems involving halving numbers to 10.	
Shares objects equally.	
Records, using marks that he/she can interpret or explain.	
<u>Exceeding:</u>	
Counts forwards /backwards from 0-20.	
Recognises numerals 0-20.	
Correctly matches numeral and quantity to 20 aand beyond.	
Correctly counts more than 10 objects.	
Counts an irregular arrangement of up to 20 objects.	
Uses the language of 'more' and 'fewer' to compare two sets of objects.	
Adds and subtracts, using quantities and objects, 2-single digit numbers, and counts on or back to find the answer.	
Estimates how many objects are in a group.	
Solves practical problems that involve combining groups of 2, 5 and 10, or sharing into equal groups.	
Finds the double of a number to 10.	
Solves problems involving halving numbers to 20.	

Shape, Space and Measure:

Emerging:

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Identifies common 2D shapes, circle, square, triangle and rectangle.

Uses positional language.

Selects a particular named shape.

Is beginning to use mathematical names for 'solid 3d shapes' and 'flat 2d shapes', and mathematical terms to describe shape.

Can describe his/her position such as 'behind' or 'next to'.

Uses familiar objects and common shapes to create and recreate patterns and build models.

Orders 2 items by weight or capacity.

Uses simple vocabulary related to weight, length and capacity.

Uses language relating to time.

Measures short periods of time in simple ways.

Is beginning to use everyday language relating to money.

Exceeding:

Confidently selects a range of 2d and 3d shapes.

Uses mathematical names for 'solid 3d shapes' and 'flat 2d shapes', and mathematical terms to describe shape.

Talks about properties, position and time.

Recognises, creates and describes patterns.

Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Estimates, measures, weighs and compares and order objects.

Talk about properties, position and time.