

Stanah Primary School



EYFS Assessment **Policy**

Adapted: September 2023

Review date: September 2024

Stanah Primary School

EARLY YEARS FOUNDATION STAGE ASSESSMENT POLICY

Intent

As each child enters the Foundation Stage we use our professional judgement to assess the age band children are working 'within' across the EYFS 7 areas of learning from the Development Matters. To support our assessment towards the Early learning goals we have broken down the objectives from the 7 main areas into sub areas (see appendix 2).

Within 6 weeks of the child starting they will be given a 'baseline' assessment which is the NFER statutory baseline for the academic year 2021/2022. This will also be supported by our own assessments.

The children will be given an on-entry band and as a cohort the data will be discussed between the EYFS co-ordinator and SLT.

EYFS assessment will be recorded via O'track which is used throughout the whole school. Each area of learning be assessed within 3 age bands. 0-3years, 3-4years and Reception.

The banding within these levels are as follows:

0-3 and 3-4years:

Emerging = EM

Developing = DV

At Age Related = AT

Above Age Related = AB

The Reception Band will have these progression of learning:

Emerging = EM

Developing = DV

At Age Related = AT

At Early Learning Goal = ELG

Above Early Learning Goal = AB

Stanah Children will be assessed using the following guidance:

A child who covers **all** objectives confidently in level 3-4years but is not yet covering objectives at Reception level would be assessed as 3-4years above.

A child who covers **most** objectives confidently in level 3-4years is to be assessed as At Age Related 3-4years. Using a best fit judgement from EYFS staff and SLT moderation.

A child who is working within level Reception and covering **most** of the objectives will be assessed as At Age Related Reception.

A child who is working within the level Reception and confidently covering all objectives will be assessed against the Early Learning Goals and be assessed as At Early Learning Goal.

To be on track for the end of year children will be:

Baseline Assessment – At Age Related 3-4years

- Above Age Related 3-4years

- Emerging Reception

End of Autumn 2 - Developing Reception

End of Spring 2 – At Age Related Reception

End of Summer 2- At Early Learning Goal

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual

level and stage of development are built up throughout the year. This is collected on an APP called 2Simple and within this APP recorded on EvidenceME. Further evidence is also collected in class floor books which contain observations, written evidence, picture evidence, small group work and children's individual work. Continuous provision in all 3 areas of our EYFS unit (Resource Area, Outdoors and Classroom) are made from these observations and assessments through experience and play.

Assessment Cycle

All children have a baseline assessment within 6 weeks of the child's start date this includes the government statutory NFER baseline.

Progress assessments take place at the end of Autumn 2 and Spring 2 term these are based on teacher and EYFS staff judgements and evidence which has been collected. Phonics assessments are done half termly and recorded on o'track. Judgements will be assessed using teacher judgements and supported with the development matters objectives. Reading, writing and mathematics have been broken down into I can statements which the EYFS team have split into each Reception judgement levels, emerging, developing and AT Age Related (Appendix 3).

Summative data

At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are BELOW AGE RELATED or AGE RELATED. We will be following Twinkl's 1-page presentation of the Early Learning Goals which have been copied from the Governments Statutory Framework (See Appendix 1). Children who are assessed as Above Early Learning Goals will have shown a greater grasp of the early learning standards.

Parents

Parents are included in their child's learning journey via Homework, class dojo and the Website. Parents are also able to view their child's Learning Journey on request. Parents have access to Class Dojo where children's learning from school and home can be uploaded and shared.

We have formal Parents Evening's twice a year to discuss their progress and a meet the teacher in September. School reports are given out at the end of the year. Parents are made aware of their child's progress throughout the academic year.

Impact

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Review date: September 2022

Senior member of staff responsible: Michelle Harrison (Phase Leader)
Rebecca Middleton (Assistant headteacher)

Early Learning Goals

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| <p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | <p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. | <p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. | |
| <p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | <p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | <p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. |

Appendix 2- Reception objective breakdown

Prime Areas

| Reception- Communication and Language | |
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| Listening, Attention & Understanding | Speaking |
| Understand how to listen carefully and why listening is important. | Learn new vocabulary. |
| Engage in story times. | Use new vocabulary through the day. |
| Listen to and talk about stories to build familiarity and understanding. | Ask questions to find out more and to check they understand what has been said to them. |
| Listen carefully to rhymes and songs, paying attention to how they sound. | Articulate their ideas and thoughts in well-formed sentences. |
| Learn rhymes, poems and songs. | Connect one idea or action to another using a range of connectives |
| Engage in non-fiction books. | Describe events in some detail. |
| | Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. |
| | Develop social phrases |
| | Listen to and talk about stories to build familiarity and understanding |
| | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. |
| | Use new vocabulary in different contexts. |
| | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary |

| PSED – Reception | | |
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| Self-Regulation | Managing Self | Building Relationships |
| Express their feelings and consider the feelings of others. | See themselves as a valuable individual | Build constructive and respectful relationships. |
| Identify and moderate their own feelings socially and emotionally. | Show resilience and perseverance in the face of challenge | Think about the perspectives of others. |
| | Manage their own needs. - Personal hygiene | |
| | Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | |

| Reception- Physical Development | |
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| Gross Motor | Fine Motor |
| Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. |
| Progress towards a more fluent style of moving, with developing control and grace | • Develop the foundations of a handwriting style which is fast, accurate and efficient. |
| Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming | |
| Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | |
| Combine different movements with ease and fluency | |
| Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | |
| Develop overall body-strength, balance, co-ordination and agility. | |
| Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | |
| Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | |
| Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes | |

| Reception-Mathematics | |
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| Number | Numerical Patterns |
| Count objects, actions and sounds. | Count beyond ten. |
| Subitise. | Compare numbers |
| Link the number symbol (numeral) with its cardinal number value | Understand the 'one more than/one less than' relationship between consecutive numbers. |
| Explore the composition of numbers to 10. | Select, rotate and manipulate shapes in order to develop spatial reasoning skills. |
| Automatically recall number bonds for numbers 0-5 and some to 10 | Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. |
| | Continue, copy and create repeating patterns. |
| | Compare length, weight and capacity. |

Specific Areas

| Reception- Literacy | | |
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| Comprehension | Word Reading | Writing |
| Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Read individual letters by saying the sounds for them. | Form lower-case and capital letters correctly |
| | Blend sounds into words, so that they can read short words made up of known letter sound correspondences. | Spell words by identifying the sounds and then writing the sound with letter/s |
| | Read some letter groups that each represent one sound and say sounds for them. | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. |
| | Read a few common exception words matched to the school's phonic programme. | Re-read what they have written to check that it makes sense. |
| | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | |

| Reception- Understanding the World | | |
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| Past and Present | People, culture and communities | The natural World |
| Talk about members of their immediate family and community | Draw information from a simple map | Explore the natural world around them. |
| Name and describe people who are familiar to them. | Understand that some places are special to members of their community. | Describe what they see, hear and feel whilst outside. |
| Comment on images of familiar situations in the past | Recognise that people have different beliefs and celebrate special times in different ways. | Recognise some environments that are different to the one in which they live. |
| Compare and contrast characters from stories, including figures from the past. | Recognise some similarities and differences between life in this country and life in other countries. | Understand the effect of changing seasons on the natural world around them |

| Reception- Expressive Arts and Design | |
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| Creating with Materials | Being Imaginative and Expressive |
| Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Listen attentively, move to and talk about music, expressing their feelings and responses. |
| <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills | Watch and talk about dance and performance art, expressing their feelings and responses. |
| | Sing in a group or on their own, increasingly matching the pitch and following the melody. |
| | Develop storylines in their pretend play |
| | Explore and engage in music making and dance, performing solo or in groups. |

Appendix- 3

| Literacy- Reading | | | | |
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| Children in reception will be learning to: | Emerging | Developing | Secure | Early Learning Goal ELG |
| Read individual letters by saying the sounds for them. | Hear and say initial sounds for words Say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.) | Know 15 phase 2 letter sounds. | Know all phase 2 single sounds Know all phase 3 single sounds Start to identify some digraphs | Say a sound for each letter in the alphabet and at least 10 digraphs. <i>*Phase 3 Digraphs required.</i> <i>*And some letter names.</i> |
| Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Orally segment words (e.g. adult says cat and child says c-a-t) Orally blend words (e.g. adult says m-a-n and child says man) Hear initial sound in words. | Say the phase 2 sounds in CVC words Start to blend the sounds together Segment and blend CVC words Read most of the phase 2 tricky words Starting to read captions e.g. the cat and the dog | Segment the sounds in CVC words for reading. Blend the sounds in CVC words for reading Segment and blend simple words matched to my phonics knowledge. Read captions Starting to read some phase 3 sounds. Read phonics matched tricky words | Read words consistent with their phonic knowledge by sound-blending. <i>*Within phase 3</i> |

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| Read some letter groups that each represent one sound and say sounds for them. | Beginning to recognise sounds, ck ss, ll, ff. | Read and recognise sounds ss, ll, ff, ck | Read and recognise sounds, zz, qu, ch, sh, th. | Say a sound for each letter in the alphabet and at least 10 digraphs. *Phase 3 Digraphs required. *And some letter names. |
| Read a few common exception words matched to the school's phonic programme. | Read my name. | Read some phase 2 irregular words. | Read and recognise all phase 2 irregular words. | Read some common exception words. *Up to phase 3 |
| Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | Read a CVC word in a simple sentence with support. | Beginning to read CVC captions independently. | Read phase 2 captions and short sentences independently. Read age-appropriate books. | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Beginning to read at home. Show an interest in books. | Read school reading book at home. Reading books for pleasure. | Share a book with others, including other peers and adults. | |

| Comprehension Children in reception will be learning to: | Emerging | Developing | Secure | Early Learning Goal (ELG) |
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| Listen to and talk about stories to build familiarity and understanding. | Listen to and talk about stories. | Listen to and join in with repeated frames in known books. | Listen and respond to what they have heard by asking questions. | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and |

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| Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Listen to and talk about non-fiction texts. | Join in with discussion and learn new vocabulary related to a non-fiction text. | Listen and respond to what they have heard by asking questions and deepening understanding of new vocabulary. | poems and during role play. Use new vocabulary throughout my play |
| Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound. | Join in with familiar rhymes and songs (and some patterned stories) | Listen carefully to stories, rhymes, non-fiction and songs | Perform nursery rhymes on own and with others. | |
| Engage in story times Engage in non-fiction books. | Look at someone who is reading the book. Talk about stories I have heard. | Talk about what has happened in the story so far | Say what might happen next linked to other similar stories | Anticipate (where appropriate) key events in stories. Say what I think might happen next |
| Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Listen to and join in with repeated frames in known books. Talk about stories I have heard. Listen to and join in with repeated frames in known books. | Retell a story in small groups with adult support. Retell the key events in stories I am starting to recall facts from non-fiction | Retell stories using some taught vocabulary from the story. Retell key events from stories I have read. Describe the key events in detail Recall facts from a non-fiction book | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Explain what I have read or has been read to me Retell simple stories Recall facts from information |

| <u>Writing-</u> Children in reception will be learning to: | Emerging | Developing | Secure | Early Learning Goal (ELG) |
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| Form lower-case and capital letters correctly. | Form some letters from the alphabet. To write some | Form some capital letters in my writing. | Write most lower case letters correctly. Write capital letters. | Write recognisable letters, most of which are correctly formed. |

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| | letters from my name. | | | |
| Spell words by identifying the sounds and then writing the sound with letter/s. | Beginning to add initial sounds for words. | Write phase 2 CVC words and labels. | Match phase 2 and 3 letters and sounds Write CVC words and labels. (phase 2&3) I can spell some p2 and p3 tricky words | Spell words by identifying sounds in them and representing the sounds with a letter or letters. |
| Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | I can mark make. I can read my mark making and tell you what it says. | Write phase 2 CVC words. Start to write simple captions using phase 2 sounds. | Write a short sentence. Use a full stop. Use finger spaces. Use a capital letter. | Write simple phrases and sentences that can be read by others. |
| Re-read what they have written to check that it makes sense. | | | Read my sentence to you. | You can read my review sentence without me. |

| | Mathematics | | | |
|---|---|--|--|------------|
| Children in Reception will be learning to: | Emerging | Developing | Secure | ELG |
| Count objects, actions and sounds | 1. Count out 3 objects when asked and then I'm beginning to count out objects to 5. 2. Beginning to say how many when counting with support. 3. Count 'how many' out loud with support. | 1. Count out objects to 10. 2. Match objects to number amounts to 10. 3. Tell you how many by counting out loud to 10. 4. Give you 7,8,9,10 objects, with confidence. 5. Sing and action | 1. Guess 'how many' with near accuracy showing I know 'how many' that number might look like in objects. 2. Recognise numbers to 20 and beyond. | |

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| | <p>4. Give you 4,5,6, objects when asked with support.</p> <p>5. Sing a simple counting rhyme with you, for example 1,2,3,4,5 once I caught a fish alive.</p> <p>6. Count in my play based learning.</p> <p>7. Count with a group to find an answer.</p> <p>8. Beginning to recognise numbers to 10.</p> | <p>a counting song- for example one little duck went swimming (forwards).</p> <p>6. Know when to use my counting skills.</p> <p>7. Recognise numbers to 10.</p> | | |
| Subitise | <p>1. Beginning to use a dice to recognise numbers through dots.</p> <p>2. Working daily with objects 1-5 to be able to recognise instantly the number they represent.</p> <p>3. Show you 1-5 on my fingers.</p> | <p>1. Roll a dice and tell you the number I land on up to 3.</p> | <p>1. Recognise instantly 1-4 objects or dots.</p> <p>2. Tell you numbers as they are revealed to me.</p> <p>3. Show you 5-10 on my fingers.</p> | <p>Subitise (recognise quantities without counting) up to 5.</p> |
| Link the number symbol with its cardinal number value | <p>1. Beginning to understand the value of 1-5.</p> <p>2. Beginning to use Numicon to display numbers value.</p> | <p>1. Exploring other ways to record number quantities (tallies, dots and number cards).</p> <p>2. Show in objects the value of 1-10.</p> <p>3. Show you a number identity with Numicon</p> | <p>1. Record number quantities with tallies, dots and numbers.</p> <p>2. I rite numbers 0-10 accurately.</p> | |

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| | | pieces. | | |
| Count beyond ten | <ol style="list-style-type: none"> 1. Beginning to count to 10 independently. 2. Looking for numbers in my environment to recognise. 3. Recognise numbers to 10. | <ol style="list-style-type: none"> 1. Begin to count beyond 10. 2. Recognise a number line. 3. Recognise numbers in the environment and tell you what they might be. | <ol style="list-style-type: none"> 1. Count beyond 10 understanding the number system. 2. Count along a number line. 3. Recognise number 0-20 | Verbally count beyond 20, recognising the pattern of the counting system |
| Compare numbers | <ol style="list-style-type: none"> 1. Recognise when the number is the same value in amounts. | <ol style="list-style-type: none"> 1. Begin to compare number amounts 1-5. 2. Begin to talk about amounts as more than, less than, fewer. | <ol style="list-style-type: none"> 1. Compare number amounts up to 15. 2. Recognise and say this amount is the same and I'm beginning to understand 'equal to'. | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. |
| Understand the 'one more than/one less than' relationship between consecutive numbers | <ol style="list-style-type: none"> 1. Understand 1 and then one more makes 2. 2. Sing simple songs predicting how many when we add one more. 3. Complete a simple jigsaw. | <ol style="list-style-type: none"> 1. Count 1-5 with objects and add one more to make the next number. 2. Count 1-10 adding one more object to make the correct amount. | <ol style="list-style-type: none"> 1. Understand one more when asked 'one more than...' to 10. 2. Line up to 10 and tell you 1 less back to 0. 3. Complete an age appropriate jigsaw puzzle. | Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| Explore the composition of numbers to 10 | <ol style="list-style-type: none"> 1. Know my numbers 1-5 and I can match objects or Numicon. 2. Begin to | <ol style="list-style-type: none"> 1. Begin to double my numbers 1-5. 2. Show doubles in objects. | <ol style="list-style-type: none"> 1. Tell the doubles of 1-5. 2. Write the doubles in a simple number | Have a deep understanding of number to 10, including the composition |

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| | understand numbers represented on a dice. | | sentence e.g. $1+1=2$, $2+2=4$. 3. Mentally recall doubles when asked. | of each number. |
| Automatically recall number bonds for numbers 0-10 | <ol style="list-style-type: none"> 1. Begin to know $5+5=10$ (with adult modelling number sentence). 2. Begin to know $2+2=4$. 3. Begin to know $1+1=2$. | <ol style="list-style-type: none"> 1. Begin to use my number knowledge to solve everyday problems. 2. Know $1+2=3$, $3+2=5$, $3+3=6$, $3+4=7$, $4+4=8$, $5+4=9$. 3. Use a number frame and tell you how many more to make a number. | <ol style="list-style-type: none"> 1. Know 'how many' added makes 2-10 by dividing groups into 2. 2. Tell you in a problem how many more we need to make the number to 10. 3. Mastered the technique of knowing how many make the number 10. | 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. |
| Select, rotate and manipulate shapes in order to develop spatial reasoning skills | <ol style="list-style-type: none"> 1. Find a simple shape when asked. 2. Build with a variety of construction. 3. Select blocks to build a structure. 4. Begin to copy a simple 2D pattern. 5. Build with 3D shapes. | <ol style="list-style-type: none"> 1. Build and then come back and restructure with additions the next day. | <ol style="list-style-type: none"> 1. Name 2D shapes including pentagons, hexagons and octagons. 2. Complete a complex puzzle. | |
| Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can | <ol style="list-style-type: none"> 1. Begin to make pictures with shapes. 2. Make patterns with several sided shapes. 3. Begin to recognise shapes in my | <ol style="list-style-type: none"> 1. Find a 2D shape in the environment. | <ol style="list-style-type: none"> 1. Add to my simple 2D shape picture by exploring the combining of shapes to make new ones. 2. Find a 3D shape in the | |

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| | environment. | | environment. | |
| Continue, copy and create repeating patterns | <ol style="list-style-type: none"> 1. Begin to continue and replicate AB patterns. 2. Enjoying explore shapes in a pattern. | <ol style="list-style-type: none"> 1. Begin to continue and replicate ABB patterns. 2. Begin to see mistakes in a pattern. 3. Make an independent pattern and challenge my friend to complete it. | <ol style="list-style-type: none"> 1. Begin to continue and replicate ABBC patterns. 2. Easily see a mistake in a pattern and correct it. 3. Enjoy making patterns and challenging myself to improve the complexity. | |
| Compare length, weight and capacity. | <ol style="list-style-type: none"> 1. Use the words long and short. 2. Use the words heavy and light. 3. Use the words full and empty. | <ol style="list-style-type: none"> 1. Exploring the scales for balance purposes. 2. Tell you if it is longer or shorter than a pencil. 3. I can order two things according to length. | <ol style="list-style-type: none"> 1. Order two things according to weight. 2. Order two things saying which will hold the most. | |