

Mathematics Assessment Tracking Grids - EYFS

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| | I show awareness of similarities of shapes in the environment | | | | | | | | |
| | I use positional language | | | | | | | | |
| | I show interest in shape by sustained construction activity or by talking about shapes or arrangements | | | | | | | | |
| | I show interest in shapes in the environment | | | | | | | | |
| | I use shapes appropriately for tasks | | | | | | | | |
| | I have begun to talk about the shapes of everyday objects, e.g. 'round' and 'tall' | | | | | | | | |

| 40 – 60+ Months | | | | | | | | | |
|------------------------|---|--|--|--|--|--|--|--|--|
| Numbers | I can recognise some numerals of personal significance | | | | | | | | |
| | I can recognise numerals 1 to 5 | | | | | | | | |
| | I can count up to three or four objects by saying one number name for each item | | | | | | | | |
| | I can count actions or objects which cannot be moved | | | | | | | | |
| | I can count objects to 10, and beginning to count beyond 10 | | | | | | | | |
| | I can count out up to six objects from a larger group | | | | | | | | |
| | I can select the correct numeral to represent 1 to 5, then 1 to 10 objects | | | | | | | | |
| | I can count an irregular arrangement of up to ten objects | | | | | | | | |
| | I can estimate how many objects they can see and check by counting them | | | | | | | | |

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| | I can use the language of 'more' and 'fewer' to compare two sets of objects | | | | | | | | |
| | I can find the total number of items in two groups by counting all of them | | | | | | | | |
| | I can say the number that is one more than a given number | | | | | | | | |
| | I can find one more or one less from a group of up to five objects, then ten objects | | | | | | | | |
| | I can in practical activities and discussion, begin to use the vocabulary involved in adding and subtracting | | | | | | | | |
| | I can record, using marks that they can interpret and explain | | | | | | | | |
| | I can begin to identify own mathematical problems based on own interests and fascinations | | | | | | | | |
| Shape, Space and Measure | I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes | | | | | | | | |
| | I can select a particular named shape | | | | | | | | |
| | I can describe their relative position such as 'behind' or 'next to' | | | | | | | | |
| | I can order two or three items by length or height | | | | | | | | |
| | I can order two items by weight or capacity | | | | | | | | |
| | I can use familiar objects and common shapes to create and recreate patterns and build models | | | | | | | | |
| | I can use everyday language related to time | | | | | | | | |
| | I am beginning to use everyday language related to money | | | | | | | | |
| | I can order and sequence familiar events | | | | | | | | |
| | I can measure short periods of time in simple ways | | | | | | | | |

