Assessment of Progress in Number

Working towards expected standard	2	4	6
I can recognise and read numbers to 5.			
I can count up to three or four objects accurately.			
I can count objects to 9 in a line.			
I can count out up to six objects from a larger group.			
I can recognise and read numbers to 10.			
I can write numbers to 10 accurately.			
I can count an irregular arrangement of up to ten 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 to 9.			
Working at the expected standard	**2**	**4**	**6**
I can verbally count beyond 20.			
I can accurately count 20 objects.			
I can recognise and read numbers to 20.			
I can write numbers to 20 accurately.			
I can compare two quantities to 10; greater than, less than, same as.			
I can identify one more than any number between 0 – 20.			
I can identify one less than any number between 0 – 10.			
I can use objects to add two single-digit numbers.			
I can use objects to subtract single-digit numbers.			
I can recall addition facts up to 5, and some to 10.			
I can recall subtraction facts up to 5, and some to 10.			
I can recognise and explain dot patterns to 6.			
I can use objects to double a number and recall some facts to 10.			
I can share up to 20 objects equally.			
I can explore the pattern odd and even numbers to 10.			
I have a deep understanding of the composition of numbers to 10.			
Working at greater depth	**2**	**4**	**6**
I can estimate objects and check quantities by counting them, up to 20.			
I can solve practical problems that involve combining groups of 2.			
I can solve practical problems that involve combining groups of 5.			
I can solve practical problems that involve combining groups of 10.			
I can solve practical problems that involve sharing into equal groups			
I can count to 100.			
I can read and write most numbers to 100.			
I can recognise and explain dot patterns to 10.			
I can add one-digit and two-digit numbers to 20, including zero.			
I can subtract one-digit and two-digit numbers to 20, including zero.			
I can read mathematical statements involving +, – and = signs.			
I can write mathematical statements involving +, – and = signs.			
I can explain how I find my answer.			

Assessing Progress in Shape, Space and Measure

Working towards expected standard	2	4	6
I can name some 2D shapes.			
I can select a named shape.			
I can describe my relative position such as 'behind' or 'next to'.			
I can order two of 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/ recreate patterns.			
I can use familiar objects and common shapes to build models.			
I can use everyday language related to time.			
Working at expected standard	**2**	**4**	**6**
I can order and sequences familiar events.			
I can name and talk about some 2D shapes			
I can name and talk about some 3D shapes.			
I can use everyday language to compare and explore size, weight, capacity, position and distance.			
I can recognise o'clock.			
I can use everyday language to compare and explore time.			
I can use everyday language to talk about and explore money.			
I can recognise, create and describe patterns.			
Working at greater depth	**2**	**4**	**6**
I can recognise and name the value of different coins.			
I can solve problems using length, weight and capacity.			
I know the days of the week and some months of the years.			
I can talk about the properties of 2D and 3D shapes.			
I can recognise o'clock and half past using an analogue clock.			