



ASSESSING PROGRESS IN NUMBER

16-26 months	I can	☺
	Recognise that things exist, even when out of sight.	
	Begin to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.	
	Says some counting words randomly.	

22-36 months	I can	☺
	Select a small number of objects from a group when asked, E.g. 'please give me one', 'please give me two'.	
	Recite some number names in sequence.	
	Create and experiment with symbols and marks representing ideas of number.	
	Begin to make comparisons between quantities.	
	Use some language of quantities, such as 'more' and 'a lot'.	
	Recognise that a group of things changes in quantity when something is added or taken away	

30-50 Months	I can	☺
	Use some number names and number language spontaneously.	
	Use some number names accurately in play.	
	Recite numbers in order to 10.	
	Recognise that numbers identify how many objects are in a set.	
	Begin to represent numbers using fingers, marks on paper or pictures.	
	Sometime matches numeral and quantity correctly.	
Show curiosity about numbers by offering comments or asking questions.		

30-50 Months	I can	☺
	Compare two groups of objects, saying when they have the same number.	
	Show an interest in number problems.	
	Separate a group of three or four objects in different ways & begin to recognise that the total is still the same	
	Shows an interest in numerals in the environment.	
	Shows an interest in representing numbers.	
Realises not only objects, but anything can be counted, including steps, claps or jumps		



ASSESSING PROGRESS IN NUMBER

40-60+ Months	I can	☺
	Recognise some numerals of personal significance.	
	Recognise numbers 1 to 5.	
	Count up to three or four objects by saying one number name for each item.	
	Count actions or objects which cannot be moved.	
	Count objects to 10, and beginning to count beyond 10.	
	Count out up to six objects from a group	
	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	
	Count an irregular arrangement of up to ten objects	

40-60+ Months	I can	☺
	Estimate how many objects I can see and checks by counting them.	
	Use the language of 'more' and 'fewer' to compare two sets of objects.	
	Find the total number of items in two groups by counting all of them.	
	Say the number that is one more	
	Find one more or one less from a group of up to five objects, then ten objects.	
	Begin to use the vocabulary involved in + and -(practical activities)	
	Record, using marks I can explain	
	Begin to identify own problems based on own interests and fascinations.	

Early Learning Goal	I can	☺
	count reliably with numbers from one to 20	
	order and say which number is one more or one less than a given number	
	Use quantities and objects Add and subtract two single-digit numbers and count on or back to find the answer.	
	Solve problems, including doubling, halving and sharing.	

Early Learning Goal -Exceeding	I can	☺
	Estimate a number of objects and check quantities by counting up to 20.	
	Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.	



ASSESSING PROGRESS IN SHAPE & MEASURE

16-26 months	I can	☺
	Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.	
	Use blocks to create their own simple structures and arrangements	
	Enjoy filling and emptying containers	
	Associate a sequence of actions with daily routines	
	Begin to understand that things might happen 'now'	

22-36 months	I can	☺
	Notice simple shapes and patterns in pictures.	
	Begin to categorise objects according to properties such as shape or size.	
	Begins to use the language of size.	
	Understands some talk about immediate past and future. E.g. before/after or soon	
Anticipates specific time-based events such as mealtimes or home time		

30-50 Months	I can	☺
	Show an interest in shape and space by playing with shapes or making arrangements with objects.	
	Show awareness of similarities of shapes in the environment.	
	Use positional language.	
	Show interest in shape by sustained construction activity or by talking about shapes or arrangements.	
	Show interest in shapes in the environment.	
	Use shapes appropriately for tasks.	
	Begin to talk about the shapes of everyday objects. E.g. round and tall	
	Use shapes appropriately for tasks.	

Early Learning Goal	Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	
	Recognise, create and describe patterns.	
	Explore characteristics of everyday objects and shapes and use mathematical language to describe them.	

40-60+ Months	I can	☺
	Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes	
	Select a particular named shape.	
	Describe their relative position such as behind or next to.	
	Order two or three items by length or height.	
	Order two items by weight or capacity.	
	Use familiar objects and common shapes to create and recreate patterns and build models.	
	Use everyday language related to time.	
	Begin to use everyday language related to money	
	Order and sequences familiar events.	
Measure short periods of time in simple ways		

Early Learning Goal -Exceeding	I can	☺
	Estimate, measure, weigh and compare and order objects and talk about properties, position and time.	