

# **Nursery Maths Assessment**

Progression of Skills  
Document

<b>Assessment Focus (1): Rhymes and Stories.</b>					
<b>(a)</b> With adult support I join in with rhymes and listen to stories.	<b>(b)</b> I can take part in finger rhymes with numbers with support and guidance.	<b>(c)</b> I show an interest in number rhymes and join in with these.	<b>(d)</b> I join in with number songs and stories with some guidance.	<b>(e)</b> I join in with number songs and stories.	<b>(f)</b> I know some number songs and stories.
<b>Assessment Focus (2): Early counting</b>					
<b>(a)</b> I count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.	<b>(b)</b> I can show counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	<b>(c)</b> I am beginning to develop the knowledge that number words are separate.	<b>(d)</b> I can say number names when playing.		
<b>Assessment Focus (3): Counting verbally</b>					
<b>(a)</b> I am beginning to say numbers in order, some of which are in the right order (ordinality)	<b>(b)</b> I can recite numbers to 5, with support.	<b>(c)</b> I can recite numbers to 5.	<b>(d)</b> I am beginning to recite numbers to 10, with support.	<b>(e)</b> I can enjoy counting verbally as far as I can go.	
<b>Assessment Focus (4): Counting objects and representing numbers.</b>					
<b>(a)</b> I am beginning to touch each item, saying one number for each item, using the stable order 1,2,3, with support.	<b>(b)</b> I can touch each item, saying one number for each item, using the stable order of 1,2,3,4,5, with support.	<b>(c)</b> I can touch each item, saying one number for each item, using the stable order of 1,2,3,4,5, independently.	<b>(d)</b> I know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)	<b>(e)</b> I am beginning to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	

<b>Assessment Focus (1): Counting Objects – Compare groups</b>				
<p><b>(a)</b> I am beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ with support.</p>	<p><b>(b)</b> I am beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ independently.</p>	<p><b>(c)</b> I can visually compare two groups where one group is at least double the size of the other, with support.</p>	<p><b>(d)</b> I can visually compare two groups where one group is at least double the size of the other.</p>	<p><b>(e)</b> I can visually compare two small groups (below 5) of similar objects when the quantities are closer together, with support.</p>
<p><b>(f)</b> I can compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. That is the same!</p>	<p><b>(g)</b> I can compare quantities using language: ‘more than’, ‘fewer than’ independently up to five objects or when shown a picture.</p>			

**Nursery Maths progression of skills document**      **Cardinality**

<b>Assessment Focus (1): Numerals to 5.</b>				
<b>(a)</b> I am beginning to notice numerals (number symbols)	<b>(b)</b> I recognise some numbers of personal significance, with support	<b>(c)</b> I recognise some numbers of personal significance independently.	<b>(d)</b> I am beginning to recognise numbers 1-5, with support.	<b>(e)</b> I can recognise numerals 1-5.
<b>Assessment Focus (2): Fingers</b>				
<b>(a)</b> I am beginning to use my fingers to represent numbers, with support.	<b>(b)</b> I am beginning to use my fingers to represent numbers.	<b>(c)</b> I can represent numbers 1-5 using my fingers, with support.	<b>(d)</b> I can represent numbers 0-5 using my fingers.	
<b>Assessment Focus (3): Subitising</b>				
<b>(a)</b> I am beginning to subitise one and two objects, with support.	<b>(b)</b> I can subitise one and two objects independently.	<b>(c)</b> I can subitise one, two and three objects (without counting) with support.	<b>(d)</b> I can subitise one, two and three objects (without counting) independently.	<b>(e)</b> I can subitise one, two and three objects (without counting) independently and with a range of objects and images.

**Nursery Maths progression of skills document**      **Composition**

**Assessment Focus (1): Composition of a number being in parts (Part – part whole)**

<p><b>(a)</b> I am exploring the understanding that parts can be combined in any order, with support.</p>	<p><b>(b)</b> I am exploring the understanding that parts can be combined in any order, independently.</p>	<p><b>(c)</b> I am exploring the idea of a single object being split into similar sized parts and those parts being combined to make the whole in practical ways, with support.</p>	<p><b>(d)</b> I am exploring the idea of a single object being split into similar, and dissimilar, sized parts and those parts being combined to make the whole in practical ways, with support.</p>	<p><b>(e)</b> I am exploring the idea of a single object being split into similar, and dissimilar, sized parts and those parts being combined to make the whole in practical ways.</p>
<p><b>(f)</b> I know the whole is bigger than the parts.</p>	<p><b>(g)</b> I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>			

**Nursery Maths progression of skills document**      **Spatial awareness (Position and direction)**

<b>Assessment Focus (1): Spatial thinking</b>				
<b>(a)</b> I can remember my way around a familiar environment.	<b>(b)</b> I respond to some spatial and positional language, with support.	<b>(c)</b> I respond to some spatial and positional language.	<b>(d)</b> I practically explore positional language, with support from an adult.	<b>(e)</b> I practically explore positional language independently.
<b>(f)</b> I understand positional language such as; on top, under and inside, with prompts.	<b>(g)</b> I can respond to and use language of position and direction.	<b>(h)</b> I can predict, move and rotate objects to fit the space or create the shape I would like.		

**Nursery Maths progression of skills document** **Shape**

<b>Assessment Focus (1): Early shape</b>				
<b>(a)</b> I can choose pieces and try to fit them in to a puzzle.	<b>(b)</b> I can make simple constructions with support	<b>(c)</b> I can make simple constructions	<b>(d)</b> I am beginning to recognise that two objects have the same shape	<b>(e)</b> I can recognise that two objects have the same shape independently.
<b>(f)</b> I can explore matching objects to silhouettes with support	<b>(g)</b> I can complete a basic inset puzzle by matching shapes and turning the pieces.	<b>(h)</b> When completing jigsaws and shape puzzles, I can talk about why shapes will not fit, or why I chose a particular shape.		
<b>Assessment Focus (2): 2D and 3D Shape</b>				
<b>(a)</b> I play with 2D and 3D shapes and will 'name' these shapes although these may not be correct.	<b>(b)</b> I can name and find some 2d shapes in the environment, with support.	<b>(c)</b> I can name and find some 2d shapes in the environment independently.	<b>(d)</b> I can use 2d and 3d shapes to create pictures and models, with adult support	<b>(e)</b> I can find objects which are flat, curved and round.
<b>(f)</b> I have an awareness of shape similarities and differences.	<b>(g)</b> I can select shapes appropriately	<b>(h)</b> I enjoy combining shapes to make new shapes with 2D and 3D shapes	<b>(i)</b> I can respond to both informal language and common shape names.	

**Nursery Maths progression of skills document**      **Patterns**

<b>Assessment Focus (1): Repeating Patterns</b>				
<b>(a)</b> I am interested in what happens next using the pattern of everyday routines	<b>(b)</b> I am beginning to join in repeated sound and action patterns.	<b>(c)</b> I can copy ABAB patterns when matching one given to me with adult support.	<b>(d)</b> I can copy ABAB patterns when matching one given to me.	<b>(e)</b> I can explore simple patterns of two repeating items, with adult support.
<b>(f)</b> I can identify a simple ababab pattern, and I can say what the pattern is. E.g., red, blue, red, blue.	<b>(g)</b> I can add to simple patterns of two repeating items, e.g. stick, leaf (AB)	<b>(h)</b> I can explore and add to a simple patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	<b>(i)</b> I can join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	<b>(j)</b> I can recognise when a set of objects or shapes are placed in a repeating pattern, and when they are not and talk about them with informal language E.g., spots and points.



**Nursery Maths progression of skills document**

**Measures (Size, length, weight, capacity and time)**

<b>Assessment Focus (1): Weight</b>					
<b>(a)</b> I can explore differences in size, length, weight and capacity in adult led play.	<b>(b)</b> I can explore differences in size, length, weight and capacity in my independent play.	<b>(c)</b> In meaningful contexts, I can find the longer or shorter, heavier or lighter and more/less full of two items.			
<b>Assessment Focus (2): Length and height</b>					
<b>(a)</b> I can explore differences in size, length, weight and capacity in adult led play.	<b>(b)</b> I can explore differences in size, length, weight and capacity in my independent play.	<b>(c)</b> I can say when 2 objects are the same (size, capacity, length) and make comparisons using language such as bigger/smaller, longer/shorter, heavier/lighter and empty/full, with support.	<b>(d)</b> In meaningful contexts, I can find the longer or shorter, heavier or lighter and more/less full of two items.		
<b>Assessment Focus (3): Time</b>					
<b>(a)</b> I am beginning to understand some talk about immediate past and future .	<b>(b)</b> I am beginning to anticipate times of the day such as mealtimes or home time.	<b>(c)</b> I am beginning to use language of time such as first and then, with support, to sequence events.	<b>(d)</b> I can use the language of first and then.  I am beginning to use the language of next and last.	<b>(e)</b> I can recall a sequence of events in everyday life and stories and use language, such as first, then, next, last	
<b>Assessment Focus (4): Capacity</b>					
<b>(a)</b> I can explore differences in size, length, weight and	<b>(b)</b> I can explore differences in size, length, weight and	<b>(c)</b> I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to	<b>(d)</b> I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to	<b>(e)</b> I can say when 2 objects are the same (size, capacity, length) and make comparisons	<b>(f)</b> In meaningful contexts, I can find the longer or shorter, heavier or lighter and

capacity in adult led play.	capacity in my independent play.	describe quantities and amounts, with support.	describe quantities and amounts.	using language such as bigger/ smaller, longer/shorter, heavier/lighter and empty/full, with support.	more/less full of two items
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