

Name:	FS2 - Yr1	Class of:	
-------	-----------	-----------	--



Mathematics: Planning and Assessment Transition 1 21 Statements						
	Ages & Stages (from 40-60 months)			P Scales		
Statements	14	24	32	6	11	16
Attainment	Transition Emerging	Transition Developing	Transition Secure	Transition Emerging	Transition Developing	Transition Secure

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas in applicable.

Number: Place Value	Number: Place Value	Number: Calculation	Number: Calculation
Recognise some numerals of personal significance.	Recognise numerals from 1 to 5 and understand that each represents a constant number or amount.(7)	Use the language of 'more' and 'fewer' to compare two sets of objects.	Demonstrate an understanding of 'less'. (7)
Recognise numerals 1 to 5.	Count at least 5 objects reliably. (7)	Find the total number of items in two groups by counting all of them.	In practical situations respond to 'add one' or 'take one away' from a number of objects. (7)
Count up to three or four objects by saying one number name for each item.	Respond appropriately to key vocabulary and questions, for example, "How many?".(7)	Say the number that is one more than a given number.	Recognise differences in quantity. (8)
Count actions or objects which cannot be moved.	Join in with rote counting to beyond 10. (8)	Find one more or one less from a group of;	
Count objects to 10, and begin to count beyond 10.	Recognise numerals from 1 to 9 and relate them to sets of objects, for example, labelling sets of objects with correct numerals.(8)	Up to five objects;	
Count out up to six objects from a larger group.	Make simple estimates .(8)[U&A]	Up to ten objects.	
Select the correct numeral to represent the objects:	Use their developing mathematical understanding of counting up to ten to solve simple problems encountered in play, games or other work. (8)[U&A]	In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.	
1-5;	Continue to rote count onwards from a given small number. (8)		
1-10.	Estimate a small number (up to 10) and check by counting. (8)	Record, using marks that they can interpret and explain.	
Count an irregular arrangement of up to ten objects.	Use ordinal numbers (first, second, third) when describing the position of objects, people or events. (8)	Begin to identify own mathematical	
Estimate how many objects they can see and checks by counting them.		Use quantities and objects, they add and subtract two single-digit	
With numbers from one to 20;		use everyday language to compare	
Place them in order;			
Say which number is one more or one less than a given number. (ELG)			
Children use everyday language to compare quantities and objects and to solve problems. (ELG)			