

Woodlands Federation Maths 1-8 points

8-20 months (1 points)		Date	Date	Date
Number	Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.			
	Has some understanding that things exist, even when out of sight.			
Shape, space and measure	Recognises big things and small things in meaningful contexts.			
	Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.			

16-26 months (2 points)		Date	Date	Date
Number	Knows that things exist, even when out of sight. • •			
	Beginning 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.			
Shape, space and measure	Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.			
	Uses blocks to create their own simple structures and arrangements			
	Enjoys filling and emptying containers. • Associates a sequence of actions with daily routines			
	Beginning to understand that things might happen 'now'			

22-36 months (3 points)		Date	Date	Date
Number	Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'			
	Recites some number names in sequence.			
	Creates and experiments with symbols and marks representing ideas of number			
	Begins to make comparisons between quantities			
	Uses some language of quantities, such as 'more' and 'a lot'			
	Knows that a group of things changes in quantity when something is added or taken away.			
Shape, space and measure	Notices simple shapes and patterns in pictures.			
	Beginning 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', 'later' or 'soon'.			
	Anticipates specific time-based events such as mealtimes or home time			

EYFS (30-50 beginning) (4 points)		Date	Date	Date
Number	Uses some number names and number language spontaneously			
	Beginning to represent numbers using fingers, marks on paper or pictures.			
	Knows that numbers identify how many objects are in a set.			
	Shows an interest in numerals in the environment			
Shape, space and measure	shows an interest in shape and space by playing with shapes or making arrangements with objects.			
	Shows interest in shapes in the environment.			

EYFS (30-50 expected) (5 points)		Date	Date	Date
Number	Uses some number names accurately in play			
	Recites numbers in order to 10			
	Shows curiosity about numbers by offering comments or asking questions.			
	Sometimes matches numeral and quantity correctly			
	Shows an interest in representing numbers			
Shape, space and measure	Shows awareness of similarities of shapes in the environment			
	Uses positional language			
	Uses shapes appropriately for tasks.			

EYFS (30-50 exceeding) (6 points)		Date	Date	Date
Number	Compares two groups of objects, saying when they have the same number.			
	Shows an interest in number problems			
	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.			
	Realises not only objects, but anything can be counted, including steps, claps or jumps			
Shape, space and measure	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements			
	Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.			

EYFS (emerging 40-60) (8 points)		Date	Date	Date
Number	Selects the correct numeral to represent 1 to 5 • Estimates how many objects they can see and checks by counting them. • Finds the total number of items in two groups by counting all of them. •			
	Counts an irregular arrangement of up to ten objects			
	Uses the language of 'more' and 'fewer' to compare two sets of objects.			
	Finds one more or one less from a group of up to five objects			
	Records, using marks that they can interpret and explain.			
	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.			
Shape, space and measure	Selects a particular named shape.			
	Can describe their relative position such as 'behind' or 'next to'.			
	Uses familiar objects and common shapes to create and recreate patterns and build models			
	Uses everyday language related to time			
	Beginning to use everyday language related to money.			