



Key Assessment Criteria for the end of Nursery and Reception in Mathematics

Number	
End of nursery	<ul style="list-style-type: none">• Using number names to 10 and sometimes counting accurately• Representing numbers using marks, fingers or digits• Saying when two small groups have the same number of objects• Identifying numerals in the environment
End of Reception summer term – Early Learning Goal	<ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number; -• Subitise (recognise quantities without counting) up to 5; -• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
End of Year 1 expectation	<ul style="list-style-type: none">• Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number• Count in multiples of 2s, 5s and 10s• Read and write numbers to 100 in numerals• Given a number, identify 1 more or 1 less• Read and write numbers from 1 to 20 in numerals and words• Read, write and interpret mathematical statements involving + - = signs• Represent and use number bonds and related subtraction facts within 20• Add and subtract 1-digit and 2-digit numbers to 20, including zero

Numerical Patterns	
End of nursery	<ul style="list-style-type: none">• Using number names to 10 and sometimes counting accurately• Representing numbers using marks, fingers or digits• Saying when two small groups have the same number of objects• Identifying numerals in the environment
End of Reception summer term – Early Learning Goal	<ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system; -• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; -

	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
End of Year 1 expectation	<ul style="list-style-type: none"> • Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number • Count in multiples of 2s, 5s and 10s • Read and write numbers to 100 in numerals • Given a number, identify 1 more or 1 less • Read and write numbers from 1 to 20 in numerals and words • Read, write and interpret mathematical statements involving + - = signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract 1-digit and 2-digit numbers to 20, including zero

Shape, space and measure – note there is no ELG for this section

End of nursery	<ul style="list-style-type: none"> • Talking about the routine of the day and using language like 'before' and 'after' • Using comparative language like 'taller', 'shorter', 'the same' • Starting to identify shapes in the environment • Starting to find appropriate shapes for certain tasks • Asking questions about their observations of differences and similarities • Starting to make more meaningful pictures, patterns and arrangements with shapes
End of Reception summer term – Early Learning Goal	<ul style="list-style-type: none"> • There is no ELG for Shape, space and measure
End of Year 1 expectation	<ul style="list-style-type: none"> • Recognise and name common 2D shapes including circles and triangles • Identify and describe common 2D shapes including rectangles (including squares), circles, triangles • Describe position, direction and movement, including half, quarter and three-quarter turns • Recognise and name common 3D shapes including: cuboids, (including cubes) pyramids, spheres