

Numbers and Patterns Phases – Assessment

	Number words and numerals Children:	Assessment
Phase 1	<ul style="list-style-type: none"> Use some number names and number language accurately 	
	<ul style="list-style-type: none"> Offer comments or ask questions about numbers, demonstrating their curiosity 	
	<ul style="list-style-type: none"> Say some number names in sequence 	
	<ul style="list-style-type: none"> Show an awareness of numbers in their environment 	
	<ul style="list-style-type: none"> Recognise and continue repeating patterns 	
Phase 2	<ul style="list-style-type: none"> Recognise some numbers of personal significance 	
	<ul style="list-style-type: none"> Count forwards and backwards within the number sequence 1 to 5 	
	<ul style="list-style-type: none"> Order numbers in the range 1 to 5 	
	<ul style="list-style-type: none"> Recognise, ask and identify numerals 1 to 5 	
Phase 3	<ul style="list-style-type: none"> Count forwards and backwards within the number sequence 1 to 10 	
	<ul style="list-style-type: none"> Recognise, say and identify numerals 1 to 9 	
	<ul style="list-style-type: none"> Order numbers in the range 1 to 9 	
	<ul style="list-style-type: none"> Say the number that comes after a given number within the number sequence 1 to 10 	
Phase 4	<ul style="list-style-type: none"> Count forwards and backwards within the number sequence 1 to 20 	
	<ul style="list-style-type: none"> Order numbers across the 10 boundary (e.g. 8 to 11) 	
	<ul style="list-style-type: none"> Use zero and the numeral to represent it 	
	<ul style="list-style-type: none"> Recognise, say and identify numerals 0 to 9 and beyond 	
	<ul style="list-style-type: none"> Say the numbers that come before and after a given number within the number sequence 1 to 20 	
	<ul style="list-style-type: none"> Recognise and continue patterns linked to number 	
	<ul style="list-style-type: none"> Begin to use the ordinal language of 'first', 'second' and 'third' in practical contexts 	
Phase 5	<ul style="list-style-type: none"> Count forwards and backwards within the number sequence 0 to 30 	
	<ul style="list-style-type: none"> Count forwards in twos, fives or tens 	
	<ul style="list-style-type: none"> Recognise, say and identify numerals up to 30 	
	<ul style="list-style-type: none"> Say the numbers that come before and after a given number within the number sequence 0 to 30 	
	<ul style="list-style-type: none"> Identify and explain simple patterns in the number sequence 	
	<ul style="list-style-type: none"> Use the language of ordinal numbers in a range of contexts 	
Phase 6	<ul style="list-style-type: none"> Count forwards and backwards within the number sequence 0 to 100 	
	<ul style="list-style-type: none"> Say the numbers that come before and after a given number within the number sequence 0 to 100 	
	<ul style="list-style-type: none"> Count forwards and backwards in twos, fives and tens 	
	<ul style="list-style-type: none"> Recognise, say and identify numerals 0 to 100 	

	Counting Sets Children:	Assessment
Phase 1	<ul style="list-style-type: none"> Show awareness of one-to-one correspondence through practical everyday experience 	
	<ul style="list-style-type: none"> Distinguish between quantities, recognising when a group of objects is more than one 	
	<ul style="list-style-type: none"> Begin to make comparisons between quantities 	
	<ul style="list-style-type: none"> Use some number language, such as 'more' and 'a lot' 	
Phase 2	<ul style="list-style-type: none"> Appreciate that numbers can identify how many objects are in a set 	
	<ul style="list-style-type: none"> Count up to five objects by touching each object and saying one number name for each item 	
	<ul style="list-style-type: none"> Know that the last number in the count gives the total 	
	<ul style="list-style-type: none"> Represent numbers up to five, using fingers 	
	<ul style="list-style-type: none"> Recognise groups with one, two or three objects 	
	<ul style="list-style-type: none"> Match groups with the same number of objects (one to three) 	
Phase 3	<ul style="list-style-type: none"> Represent numbers up to ten, using fingers 	
	<ul style="list-style-type: none"> Count reliably up to ten objects, including those that cannot be moved 	
	<ul style="list-style-type: none"> Count actions or sounds 	
	<ul style="list-style-type: none"> Count out a smaller number of objects (up to six) from a larger group 	
	<ul style="list-style-type: none"> Match and compare the number of objects in two sets, recognising when the sets contain the same number of objects 	
	<ul style="list-style-type: none"> Move around, or partition and recombine small groups of up to four objects, and recognise that the total is still the same 	
Phase 4	<ul style="list-style-type: none"> Count reliably any arrangement of up to ten objects 	
	<ul style="list-style-type: none"> Instantly recognise, without counting, familiar patterns of up to six objects 	
	<ul style="list-style-type: none"> Begin to estimate how many objects can be seen and check by counting (up to ten) 	
	<ul style="list-style-type: none"> Find one more or one less than a number from 1 to 10 	
	<ul style="list-style-type: none"> Partition and recombine small groups of up to ten objects 	
	<ul style="list-style-type: none"> Find the total number of objects in two groups by counting all of them 	
	<ul style="list-style-type: none"> Introduce the empty set (0) 	
	<ul style="list-style-type: none"> Recognise that the number of objects in a set does not change if they are moved around 	
Phase 5	<ul style="list-style-type: none"> Remove objects from a small group and count how many are left 	
	<ul style="list-style-type: none"> Count reliably more than ten objects 	
	<ul style="list-style-type: none"> Find the total by combining two groups, where one group is screened (seen and then hidden) and counting on 	
	<ul style="list-style-type: none"> Compare sets of up to 20 objects, using language such as 'more' or 'fewer' 	
	<ul style="list-style-type: none"> Estimate a number of objects that can be checked by counting 	
	<ul style="list-style-type: none"> Instantly recognise, without counting, organised and random arrangements of small numbers of objects 	
	<ul style="list-style-type: none"> Remove a smaller number from a larger and find how many are left by counting back from the larger number 	
Phase 6	<ul style="list-style-type: none"> Begin to find out how many have been removed from a larger group of objects by counting up from a number 	
	<ul style="list-style-type: none"> Relate addition to counting on and recognise that addition can be done in any order 	
	<ul style="list-style-type: none"> Count large groups of objects by using efficient strategies 	
	<ul style="list-style-type: none"> Understand subtraction as 'take away' and find a 'difference' by counting up 	