



Name				Class of			
Mathematics: Planning & Assessment Transition							
	Ages & Stages (from 40-60 months)			P Scales			For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas as possible. <i>Ensure you have identified and dated where children have achieved each statement in the boxes below.</i>
Statements		18- 25	26+	6	11	16	
Attainment	Transition Emerging	Transition Developing	Transition Secure	Transition Emerging	Transition Developing	Transition Secure	

Transition Maths- 21 Statements		Date when statement has been achieved.		
Number: Place value	Recognise some numerals of personal significance.			
	Recognise numerals 1 to 5.			
	Count up to three or four objects by saying one number name for each item.			
	Count actions or objects which cannot be moved.			
	Count objects to 10, and begin to count beyond 10.			
	Count out up to six objects from a larger group.			
	<i>Select the correct numeral to represent the objects:</i>			
	1-5;			
	1-10.			
	Count an irregular arrangement of up to ten objects.			
	Estimate how many objects they can see and checks by counting them.			
	With numbers from one to 20;			
	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)			
Number: Place Value	Recognise numerals from 1 to 5 and understand that each represents a constant number or amount. (7)			
	Count at least 5 objects reliably. (7)			
	Respond appropriately to key vocabulary and questions, <u>for example</u> , "How many?". (7)			
	Join in with rote counting to beyond 10. (8)			
	Recognise numerals from 1 to 9 and relate them to sets of objects, <i>for example, labelling sets of objects with correct numerals.</i> (8)			
	Make simple estimates. (8)[U&A]			
	Use their developing mathematical understanding of counting up to ten to solve simple problems encountered in play, games or other work. (8) [U&A]			

	Continue to rote count onwards from a given small number. (8)			
	Estimate a small number (up to 10) and check by counting. (8)			
	Use ordinal numbers (first, second, third) when describing the position of objects, people or events. (8)			
Number: Calculation	Use the language of 'more' and 'fewer' to compare two sets of objects.			
	Find the total number of items in two groups by counting all of them.			
	Say the number that is one more than a given number.			
	<i>Find one more or one less from a group of;</i>			
	Up to five objects;			
	Up to ten objects.			
	In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.			
	Record, using marks that they can interpret and explain.			
	Begin to identify own mathematical problems based on own interests and fascinations.			
	Use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answers. (ELG)			
	use everyday language to compare quantities and objects and to solve.			
Number: Calculation	Demonstrate an understanding of 'less'.(7)			
	In practical situations respond to 'add one' or 'take one away' from a number of objects. (7)			
	Recognise differences in quantity. (8)			