### Key Objectives Assessed

<table>
<thead>
<tr>
<th>Objective</th>
<th>Part 1</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count reliably at least 20 objects</td>
<td>3,4</td>
<td></td>
</tr>
<tr>
<td>Count on/back in 1’s from any small number &amp; in 10’s from/back to 0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Read/write/order numbers from 0 to at least 20. Understand and use vocabulary of comparing and ordering these numbers</td>
<td>1,2,7,8,14</td>
<td>2</td>
</tr>
<tr>
<td>Understand the operation of + and – and use related vocabulary</td>
<td>12</td>
<td>1,9,11,12</td>
</tr>
<tr>
<td>Know by heart all pairs of numbers with a total of 10</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Use mental strategies to solve simple problems using counting, +,-</td>
<td>15</td>
<td>3,4,10,15</td>
</tr>
<tr>
<td>Compare two masses by direct comparison</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Use everyday language to describe features of 2D and 3D shapes</td>
<td>5,6</td>
<td></td>
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</tbody>
</table>

### Other Objectives Assessed

<table>
<thead>
<tr>
<th>Objective</th>
<th>Part 1</th>
<th>Part 2</th>
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</thead>
<tbody>
<tr>
<td>Begin to recognise odd/even numbers as every other number</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Recognise coins of different values and find totals</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Read the time to the hour/half hour on an analogue clock. Understand vocabulary related to time</td>
<td>5, 6,14</td>
<td></td>
</tr>
<tr>
<td>Sort, classify, and organise information using pictures. Discuss and explain results</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>
1. Write the missing numbers.
   1 2 5 6 7

2. Write the number seven in the box.

3. Draw 6 spots on the butterfly

4. How many rocking horses?

5. What is the name of this shape?
   triangle    square    rectangle
   Put a circle around the correct answer.
6. Continue the pattern.

□ □ ○ □ □ ○ __ __

7. Write a number in the box so that the three numbers are in order.

5 __ 11

8. Write the numbers between 15 and 20

15 __ __ 20

9. Write the missing numbers.

0 2 __ 6 __ 10

10. Tick (✓) the heavier animal.

(1)
11. Start at 2. Count on 5. What number do you land on?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
2 count on 5 is  

12. 5 plus 3 =  

13. + 5 = 10  

14. Which is more? Put a ✓ next to the correct answer

23p or 13p  

15. I’m thinking of a number. I take 7 from it and the answer is 3. What is my number?

(1)
1. Write 1 more than 8

   Write 1 less than 6

2. Put a circle around the 4th dog

   🐶 🐶 🐶 🐶 🐶

3. △ + □ = 7

4. John has 5 sweets. He eats 2. How many has he left?

   □

5. When do you eat breakfast? Put a ✓ in the correct box.

   □ evening     □ morning     □ afternoon
6. What time is it?

☐ o’clock

7. Put a ✓ on the odd numbers

2 3 5 6 9 16

(1)

8. 10 = ☐ + 8

(1)

9. 9 take away 5 is ☐

(1)

10. A boy has 12 sweets. He gives 5 away. How many are left?

☐ sweets

(1)

11. ☐ more than 4 = 10

(1)
12. 3 less than 10 is \[
\square
\]

13. Tick the coins to total 8p

<table>
<thead>
<tr>
<th>5p</th>
<th>10p</th>
<th>1p</th>
<th>2p</th>
<th>1p</th>
</tr>
</thead>
</table>

14. A pictogram to show the times a class go to bed

<table>
<thead>
<tr>
<th>7 o’clock</th>
<th>half past 7</th>
<th>8 o’clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊</td>
<td>😊😊😊😊😊</td>
<td>😊😊😊😊</td>
</tr>
</tbody>
</table>

How many children go to bed at 8 o’clock?

\[
\square
\]

How many children in the class altogether?

\[
\square
\]

15. What is double 4 plus 2?

\[
\square
\]