**Geography Curriculum Progression of Skills Assessment Grids**

**Note initials of children WB, WT, EXP and GD.**

**Reception**

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| Strand | Ready-to-progress Criteria | Working Below | Working towards | EXP | Greater Depth |
| Number and Place Value (NPV) | Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10. |  |  |  |  |
| Play games that involve moving along a numbered track, and understand that larger numbers are further along the track.  |  |  |  |  |
| Number Facts (NF) | Begin to experience partitioning and combining numbers within 10. |  |  |  |  |
| Distribute items fairly, for example, put 3 marbles in each bag |  |  |  |  |
| Recognise when items are distributed unfairly. |  |  |  |  |
| Addition and Subtraction (AS) | Understand the cardinal value of number words, for example understanding that ‘four’ relates to 4 objects. |  |  |  |  |
| Subitise for up to to 5 items |  |  |  |  |
| Automatically show a given number using fingers. |  |  |  |  |
| Devise and record number stories, using pictures, numbers and symbols (such as arrows).  |  |  |  |  |
| Geometry (G) | See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base). |  |  |  |  |
| Select, rotate and manipulate shapes for a particular purpose, for example: rotating a cylinder so it can be used to build a tower or rotating a puzzle piece to fit in its place.  |  |  |  |  |

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| **Attitude To Learning** | **Note initials of children’s attitude to Learning** |
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