

## EEExAT – Sample statements for (PSED) Making Relationships and (Mathematics) Number

EEExAT has been specifically designed to have a distinct pedagogical purpose. The statements are split into two parts; those that are indicative of children’s learning behaviours (Characteristics of Effective Learning) and those that capture key indicators of children’s age-related development (Areas of Learning). The combination of these assessments, in the context of the levels of Well-Being and Involvement, will provide appropriate and meaningful information to enable EYFS practitioners to identify, plan for and support significant aspects of children’s learning and development towards the ELGs.



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Aspect of Learning		Monthly Milestones											
		By 6 months (0-6 months)	By 12 months (7-12 months)	By 18 months (13-18 months)	By 24 months (19-24 months)	By 30 months (25-30 months)	By 36 months (31-36 months)	By 42 months (37-42 months)	By 48 months (43-48 months)	By 54 months (49-54 months)	By 60 months (55-60 months)	By 66 months (61-66 months)	By 67+ months (67+ months)
PSED	<b>Making Relationships</b>	Recognises and is responsive to main carer’s voice – face brightens, activity increases when main carer appears.	Uses familiar adult as a base from which to explore environment.	Plays contentedly alone and can give and receive objects to another person.	Parallel play present, plays contentedly near other children but not with them.	Watches other children at play before joining in.	Will approach familiar adults when upset, excited or wants to play.	Will willingly approach others to play.	Can play in a group with friends suggesting ideas.	Has a good relationship with peers and familiar adults.	Confidently initiates conversations with unfamiliar adults and is able to compromise in social situations.	Takes account of one another’s needs and feelings, and form positive relationships with adults and other children.	Plays group games with rules. Understands someone else’s point of view can be different from their own. Resolves minor disagreements through listening to other to come up with a fair solution.
	<b>Numbers (i)</b>	Looks for an object that drops to the floor or moves out of sight.	Shows enjoyment when number rhymes are sung to them.	Explores moving blocks, counters or small toys into small and larger groups.	Matches one object with another object or picture during play.	Organises a set of natural or everyday objects in a group.	Uses number names in play.	Makes comparisons between different quantities.	Recites numbers in order to 10 and can count up to four objects.	Counts with 1:1 correspondence a set of up to 10 objects and recognises some numerals of personal significance.	Counts reliably with numbers from 0-10, recognises and places in order and uses resources to say one more or one less than a given number.	Counts reliably with numbers from 0-20, place them in order and say which number is one more or one less than a given number.	Can estimate a number of objects and check quantities by counting up to 20.
Mathematics	<b>Numbers (ii)</b>	Passes object from one hand to the other.	Claps hands in response to interaction.	Actions show recognition of the rhythm of counting.	Participates in number rhymes and action games.	Plays ‘hide and seek’ with people and objects and knows that they exist even when out of sight.	Shows an interest in numbers in the environment.	Can count alongside actions in games, rhymes and songs.	Uses graphic representations to record number explorations in pictures and mark making.	Finds totals by counting and combines groups of objects.	Orders numbers 0-10 and understands the relationship between a group of objects and the corresponding number (0-10). Can add and subtract single digit numbers in their play by counting on or back to find the answer.	They solve problems, including doubling, halving and sharing.	Solves practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.