

Early Level

Numeracy Progression

Framework

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Number, Money & Measure:

Estimation & Rounding

Experience & Outcomes: I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.

MNU 0-01a

<p><i>What might you see in your interactions and observations?</i></p> <p>When playing and talking together about numbers children may:</p>			<p><i>Benchmarks to support professional judgement of achievement (usually by the end of P1)</i></p>
I am aware:	I understand:	I use with understanding:	I apply:
<p>MNU 0-01a</p> <ul style="list-style-type: none"> Explore the estimation of groups of items, within 5, through play Attempt to describe groups of objects by using the terms, big, bigger, biggest, small, smaller, smallest and the same Attempt to check an estimate by counting Explore the terms less than, longer than etc. to describe objects 	<p>MNU 0-01a</p> <ul style="list-style-type: none"> Estimate, with some accuracy, groups of items within 10 Describe groups of objects by using the terms, bigger, smaller and the same Check their estimate by counting Begin to use some appropriate vocabulary in number and measure e.g. less than, longer than 	<p>MNU 0-01a</p> <ul style="list-style-type: none"> Estimate, with accuracy, groups of items within and beyond 10 Count objects in a group and use this to estimate the amount of objects in a larger group with increasing accuracy Check their estimate by counting Use appropriate vocabulary in number and measure e.g. less than, longer than Estimate length, capacity, weight with some accuracy 	<p>MNU 0-01a</p> <ul style="list-style-type: none"> Identifies the amount of objects in a group and uses this information to estimate the amount of objects in a larger group Checks estimates by counting Demonstrates skills of estimation in the contexts of number, money, time and measure using relevant vocabulary, for example, 'less than', 'longer than'

Number, Money & Measure:

Number & Number Processes

Experience & Outcomes: I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

MNU 0-02a

I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.

MNU 0-03a

<p><i>What might you see in your interactions and observations?</i></p> <p>When playing and talking together about numbers children may:</p>			<p><i>Benchmarks to support professional judgement of achievement (usually by the end of P1)</i></p>
I am aware:	I understand:	I use with understanding:	I apply:
<p>MNU 0-02a</p> <ul style="list-style-type: none"> Experience and explore the number 0 through their play Attempt to count to 10 verbally through their play Explore counting backwards through their play Explore number symbols through their play Explore numbers using concrete materials in play 	<p>MNU 0-02a</p> <ul style="list-style-type: none"> Recognise and identify the number 0 in their play Verbally count forward number word sequences 0-10 in their play and in songs and games Verbally count backwards from 10-0 through play and songs/games Recognise and identify some numerals and number words to 10 Find some numerals to 10 within the play environment 	<p>MNU 0-02a</p> <ul style="list-style-type: none"> Use the number 0 in their play and understand that it means none of a quantity Verbally count forward number word sequences 0-20 from any given number with accuracy Verbally count backwards from 20-0 through play and songs/games Recognise and identify numerals and number words within and beyond 10 Find numerals and number words within and beyond 10 in the environment, including on a number line 	<p>MNU 0-02a</p> <ul style="list-style-type: none"> Explains that zero means there is none of a particular quantity and is represented by the numeral '0' Recalls the number sequence forward and backward, from zero to at least 30, from any given number Recognises number names and numerals to at least 20

<p>MNU 0-02a</p> <ul style="list-style-type: none"> Explore the terms before and after through counting songs and rhymes Explore the concept of counting items in practical tasks, songs and games Explore dot patterns on using dice, numicon, dominoes etc. through their play <p>Explore using the language 1st, 2nd, 3rd ... during play</p> <p>MNU 0-03a</p> <ul style="list-style-type: none"> Explore addition and subtraction through rhymes, stories, games to 5 e.g. the very hungry caterpillar Explore adding or taking away items in a set e.g. add/take away bricks from a tower to make it taller/smaller 	<p>MNU 0-02a</p> <ul style="list-style-type: none"> Order numbers forwards and backwards to 10 through play Begin to use the language before and after within numbers to 10 through play Count a set of items 0-10 and use 1 to 1 correspondence with some accuracy Say 'how many' dots/items they can see on dot patterns on dice, numicon, dominoes and other sets of pictures in their play <p>Explore using the language of ordinal numbers; 1st, 2nd, 3rd during play</p> <p>MNU 0-03a</p> <ul style="list-style-type: none"> Begin to use the language of addition and subtraction e.g. 1 more, 1 less, through play and using concrete materials and/or pictures Begin to recognise that the same 	<p>MNU 0-02a</p> <ul style="list-style-type: none"> Order numbers beyond 10 forwards and backwards Identify and say the number before/after and missing numbers in a sequence within 10 Count a set of items larger than 10 using one to one correspondence accurately Identify the number of dots/items on a dice, domino, picture etc. without having to count Know that the last number they say when counting tells them the total of the set <p>Use the language 1st, 2nd, 3rd, before, after, in between... accurately to describe a/their position</p> <p>MNU 0-03a</p> <ul style="list-style-type: none"> Count forwards and backwards in ones with/without concrete materials/pictures using the language 1 more and 1 less Know some double numbers within 10 e.g. 1+1, 2+2, 3+3, 4+4, 5+5 	<p>MNU 0-02a</p> <ul style="list-style-type: none"> Orders numbers forwards and backwards to at least 20 Identifies the number before, the number after and missing numbers in a sequence Uses one-to-one correspondence to count a given number of objects to at least 20 Identifies 'how many?' in regular and irregular dot patterns, arrays, five frames, ten frames and dice without having to count (subitising) When counting objects, understands that the number name of the last object counted is the name given to the total number of objects in the group Uses ordinal numbers in real life contexts, for example, 'I am third in the line', including the language of before, after and in-between <p>MNU 0-03a</p> <ul style="list-style-type: none"> Counts on and back in ones to demonstrate understanding of addition and subtraction Doubles numbers to a total of at least 20 mentally, for example: 9 + 9 = 18 Groups items recognising that the
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	<p>number could be recognised in different forms e.g. 3 on a dice and 3 in a row is the same amount but could look different</p> <p>MNU 0-03a</p> <ul style="list-style-type: none"> ▪ Begin to use language and concrete materials/pictures to describe the combination of 2 sets of objects to make a total e.g. makes, altogether ▪ Begin to notice different patterns of dots e.g. 4 on a dice could be seen as 2 dots and 2 dots 	<ul style="list-style-type: none"> ▪ Recognise an amount is the same regardless of the form e.g. 5 on a dice is the same as 5 in a row <p>MNU 0-03a</p> <ul style="list-style-type: none"> ▪ Use language and concrete materials/pictures to describe the combination of 2 sets of objects to make a total e.g. makes, altogether, total ▪ Begin to partition numbers e.g. 5 could be partitioned into 4+1, 3+2, 5+0, 1 + 4, 2+ 3, 0+5 ▪ Begin to explore some addition and subtraction facts within 10 using concrete materials/pictures ▪ Begin to identify and/or use mathematical symbols when recording addition and subtraction pictorially or written ▪ Explore counting in 2's, 5's and 10's through games and songs 	<p>appearance of the group has no effect on the overall total (conservation of number)</p> <p>MNU 0-03a</p> <ul style="list-style-type: none"> ▪ Partitions single digit numbers into two or more parts and recognises that this does not affect the total, for example, 3+2= 5 and 1+1+1+2=5 ▪ Demonstrates understanding of all possible partitions of numbers to at least 10, for example, 4 can be partitioned into 4+0, 3+1, 2+2, 1+3 and 0+4 ▪ Uses a range of strategies to add and subtract mentally to at least 10 ▪ Uses appropriately the mathematical symbols +, -, = ▪ Links 'number families' when explaining mental strategies for addition and subtraction ▪ Counts in jumps (skip counts) in 2s, 5s and 10s and begins to use this as a useful strategy to find how many in a larger group ▪ Solves simple missing number equations, for example: 3 + ☐ = 10
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Number, Money & Measure:

Fractions, decimal fractions and percentage (including ratio and proportion)

Experience & Outcomes: I can share out a group of items by making smaller groups and can split a whole object into smaller parts.

MNU 0-07a

<i>What might you see in your interactions and observations?</i> When playing and talking together children may:			<i>Benchmarks to support professional judgement of achievement (usually by the end of P1)</i>
I am aware:	I understand:	I use with understanding:	I apply:
MNU 0-07a <ul style="list-style-type: none"> Begin to develop an understanding of 'sharing', by sharing items Begin to share out items e.g. give their friends some of their birthday cake 	MNU 0-07a Begin to understand: <ul style="list-style-type: none"> If they half an object there will be two parts That an item can be split into smaller parts. E.g. a birthday cake That splitting an object into two equal parts creates two halves 	MNU 0-07a <ul style="list-style-type: none"> I can recognise 2 halves of an object make a whole and can talk about it. E.g. give their friend half of their playdough Start to explore sharing out items equally 	MNU 0-07a <ul style="list-style-type: none"> Splits a whole into smaller parts and explains that equal parts are the same size Uses appropriate vocabulary to describe halves Shares out a group of items equally into smaller groups

Number, Money & Measure:

Money

Experience & Outcomes: I am developing my awareness of how money is used and can recognise and use a range of coins.

MNU 0-09a

<i>What might you see in your interactions and observations?</i> When playing and talking together children may:			<i>Benchmarks to support professional judgement of achievement (usually by the end of P1)</i>
I am aware:	I understand:	I use with understanding:	I apply:
MNU 0-09a <ul style="list-style-type: none"> Use coins in role play, loose parts and other areas of play 	MNU 0-09a <ul style="list-style-type: none"> Develop an awareness of how money is used in real life Recognise the value of some coins Develop an understanding of why money is used through role play 	MNU 0-09a <ul style="list-style-type: none"> Recognise coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 Use coins in role play, giving change Understand that coins have different values Develop an awareness that coins can be exchanged for goods and services Have used coins appropriately in shops 	MNU 0-09a <ul style="list-style-type: none"> Identifies all coins to £2 Applies addition and subtraction skills and uses 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p

Number, Money & Measure:

Time

Experience & Outcomes: I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.

MNU 0-10a

What might you see in your interactions and observations? When playing and talking together children may:			Benchmarks to support professional judgement of achievement (<i>usually by the end of P1</i>)
I am aware:	I understand:	I use with understanding:	I apply:
<p>MNU 0-10a</p> <ul style="list-style-type: none"> Begin to recognise the daily routines in ELC Tell you things they do during the day and night Begin to join in songs and rhymes about the days of the week and months of the year Know that clocks and watches tell the time but have little concept of time 	<p>MNU 0-10a</p> <ul style="list-style-type: none"> Know their routine in ELC and tell you what they will do next Tell you that night follows day and day follows night Begin to recognise which day/month it is Name seasons and tell you a feature of the seasons Begin to understand that when the time, for example, is 3 o'clock, their mum will pick them up from ELC 	<p>MNU 0-10a</p> <ul style="list-style-type: none"> Tell you about their day at ELC and home in sequence Recite the days of the week and some months of the year Know the seasons follow each other in a sequence Understand that clocks tell the time Understand that calendars show the days and months Tell the o'clock times on an analogue clock 	<p>MNU 0-10a</p> <ul style="list-style-type: none"> Links daily routines and personal events to time sequences Names the days of the week in sequence, knows the months of the year and talks about features of the four seasons in relevant contexts Recognises, talks about and where appropriate, engages with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables Reads analogue and digital o'clock times (12 hour only) and represents this on a digital display or clock face Uses appropriate language when discussing time, including before, after, o'clock, hour hand and minute hand

Number, Money & Measure:

Measure

Experience & Outcomes: I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.

MNU 0-11a

What might you see in your interactions and observations? When playing and talking together children may:			Benchmarks to support professional judgement of achievement (<u>usually by the end of P1</u>)
I am aware:	I understand:	I use with understanding:	I apply:
<p>MNU 0-10a</p> <ul style="list-style-type: none"> Explore measure through filling, pouring, lifting etc. Investigate and explore weight using scales Order objects by size, although not be able to explain order Explore measurement in baking Be aware of and understand terms like big/small, long short, heavy/light Be able to find objects that are 'longer', 'shorter', 'heavier', 'lighter', 'holds more or less' 	<p>MNU 0-10a</p> <ul style="list-style-type: none"> Begin to use language such as tall, short, fat, thin, heavy, light, wide, big or small Put objects in order of length Put objects in order of weight Put objects in order of capacity Compare two objects and identify which is heavier/lighter, bigger/smaller, longer/shorter 	<p>MNU 0-10a</p> <ul style="list-style-type: none"> Understand and use language of length e.g. big, bigger, small, and smaller Explore length using non-standard units e.g. how many hand long/how many cubes high Understand and use language of weight: heavier, heaviest, lighter, lightest Explore weight using non-standard units e.g. how many stones/feathers will balance Understand and use language of capacity e.g. half, full, hold more/less Explore capacity using non-standard units e.g. how many cups in a jug of water 	<p>MNU 0-10a</p> <ul style="list-style-type: none"> Shares relevant experiences in which measurements of lengths, heights, mass and capacities are used, for example, in baking Describes common objects using appropriate measurement language, including tall, heavy and empty Compares and describes lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less Estimates, then measures, the length, height, mass and capacity of familiar objects using a range of appropriate non-standard units

Number, Money & Measure:

Pattern and Relationships

Experience & Outcomes: I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.

MTH 0-13a

<i>What might you see in your interactions and observations?</i> When playing and talking together children may:			<i>Benchmarks to support professional judgement of achievement (usually by the end of P1)</i>
I am aware:	I understand:	I use with understanding:	I apply:
MTH 0-13a <ul style="list-style-type: none"> Be aware of simple patterns around them e.g. spots, stripes, zigzags Explore simple patterns such as red, yellow, red, yellow 	MTH 0-13a <ul style="list-style-type: none"> Begin to copy and continue simple non-numeric patterns e.g. clapping, colour, shape, rhythmic clapping Use simple language such as repeat, again, pattern etc. to describe patterns Explore, identify and talk about patterns in the environment. E.g. a stripy jumper 	MTH 0-13a <ul style="list-style-type: none"> Describe a simple repeating pattern Use language associated with patterns for example next, before, after Copy, continue, create and recognise simple patterns and describe them Copy a repeated pattern using numbers Continue a repeated pattern using numbers Copy and continue repeated patterns using shape and numbers Begin to create own patterns 	MTH 0-13a <ul style="list-style-type: none"> Copies, continues and creates simple patterns involving objects, shapes and numbers Explores, recognises and continues simple number patterns Finds missing numbers on a number line within the range 0-20

Shape Position and Movement:

Properties of 2D shapes and 3D objects

Experience & Outcomes: I enjoy investigating objects and shapes and can sort, describe and be creative with them.

MTH 0-16a

<i>What might you see in your interactions and observations?</i> When playing and talking together children may:			<i>Benchmarks to support professional judgement of achievement (usually by the end of P1)</i>
I am aware:	I understand:	I use with understanding:	I apply:
MTH 0-16a <ul style="list-style-type: none"> Explore 2D Shapes in play Explore using 2D shapes to make picture and patterns Use familiar objects to help them begin to name shapes e.g. wheel for circle Use 3D shapes to build 	MTH 0-16a <ul style="list-style-type: none"> Begin to recognise and name 2D shapes – square, circle, rectangle and triangle Begin to identify 2D shapes within the local environment Use words such as; straight, round, curved etc. to describe and sort 2D shapes Begin to recognise and name 2D and 3D shapes and recognise the differences between them e.g. solid, flat, curved 	MTH 0-16a <ul style="list-style-type: none"> Recognise 2D shapes: square, circle, rectangle, triangle Identify 2D shapes within the local environment Use the words such as straight, round etc. to describe and sort 2D shapes Recognise and name 3D objects in the world around them Begin to identify and match 3D objects within the local environment Use words such as cube, cuboid, cylinder, sphere and cone Be able to sort 3D shapes into categories: <ul style="list-style-type: none"> shapes that do/do not roll shapes that do/do not stack 	MTH 0-16a <ul style="list-style-type: none"> Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved

Shape Position and Movement:

Angle, Symmetry and Transformation

Experience & Outcomes: In movement, games, and using technology I can use simple directions and describe positions.

MTH 0-17a

I have had fun creating a range of symmetrical pictures and patterns using a range of media.

MTH 0-19a

<p><i>What might you see in your interactions and observations?</i></p> <p>When playing and talking together children may:</p>			<p><i>Benchmarks to support professional judgement of achievement (usually by the end of P1)</i></p>
I am aware:	I understand:	I use with understanding:	I apply:
<p>MTH 0-17a</p> <ul style="list-style-type: none"> Turn a full turn Understand forwards and backwards Begin to show the position of an object when asked to put it in front/behind/under/on top of <p>MTH 0-19a</p> <ul style="list-style-type: none"> Explore symmetry in their play Create a symmetrical painting by folding Experiment and use mirrors to develop their knowledge of symmetry 	<p>MTH 0-17a</p> <ul style="list-style-type: none"> Follow a sequence of simple direction e.g. walk forwards four steps and turn around Show the position of an object when asked to put it on top/above and under/below <p>MTH 0-19a</p> <ul style="list-style-type: none"> Begin to recognise symmetrical pictures and patterns around them in the environment Find and match symmetrical pictures and patterns 	<p>MTH 0-17a</p> <ul style="list-style-type: none"> Begin to identify left and right Begin to use their knowledge of sequence and direction to program programmable toys <p>MTH 0-19a</p> <ul style="list-style-type: none"> Identify and describe symmetry pictures and patterns with one line of symmetry Create a symmetrical pattern in a range of ways Begin to use the word symmetrical when making or identifying symmetry 	<p>MTH 0-17a</p> <ul style="list-style-type: none"> Understands and correctly uses the language of position and direction, including in front, behind, above, below, left, right, forwards and backwards, to solve simple problems in movement games <p>MTH 0-19a</p> <ul style="list-style-type: none"> Identifies, describes and creates symmetrical pictures with one line of symmetry

Information Handling:

Data and Analysis

Experience & Outcomes: I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.

MNU 0-20a

I can match and sort using my own and others' criteria.

MNU 0-20b

I can information around me to help me plan and make choices and decisions in my daily life.

MNU 0-20c

<p><i>What might you see in your interactions and observations?</i></p> <p>When playing and talking together children may:</p>			<p><i>Benchmarks to support professional judgement of achievement (usually by the end of P1)</i></p>
I am aware:	I understand:	I use with understanding:	I apply:
<p>MNU 0-20a</p> <ul style="list-style-type: none"> Attempts to ask simple questions during play to find out basic information e.g. What is your favourite food? 	<p>MNU 0-20a</p> <ul style="list-style-type: none"> Take part in collecting data e.g. Who is present today? Who is having a hot lunch? 	<p>MNU 0-20a</p> <ul style="list-style-type: none"> Use tally marks to collect information E.g. How many walked to school, how many didn't? Explore different ways to display the information I have gathered, with support from an adult 	<p>MNU 0-20a</p> <ul style="list-style-type: none"> Ask simple questions to collect data for a specific purpose. Applies counting skills to ask and make relevant choices and decisions based on the data Contributes to concrete and pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate
<p>MNU 0-20b</p> <ul style="list-style-type: none"> Begin to sort into two different groups 	<p>MNU 0-20b</p> <ul style="list-style-type: none"> Sort objects according to a variety of criteria e.g. big stones and little stones 	<p>MNU 0-20b</p> <ul style="list-style-type: none"> Sort objects into more than two groups e.g. red bears, yellow bears and green bears or triangles, squares, circles and rectangles 	<p>MNU 0-20b</p> <ul style="list-style-type: none"> Use knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways
<p>MNU 0-20c</p> <ul style="list-style-type: none"> Begin to recognise environmental signs e.g. toilet 	<p>MNU 0-20c</p> <ul style="list-style-type: none"> Count a group of objects to 10 to answer a question 	<p>MNU 0-20c</p> <ul style="list-style-type: none"> Look at a pictogram or bar graph and answer questions 	<p>MNU 0-20c</p> <ul style="list-style-type: none"> Interprets simple graphs, charts and signs and

<ul style="list-style-type: none"> Take part in creating simple charts/pictograms 	<ul style="list-style-type: none"> Recognise signs around them Use charts I have helped to create 	<p>such as, 'What pet do we have most of?' 'How many dogs do we have?'</p> <ul style="list-style-type: none"> Can follow a visual timetable 	<p>demonstrates how they support planning, choices and decision making</p>
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