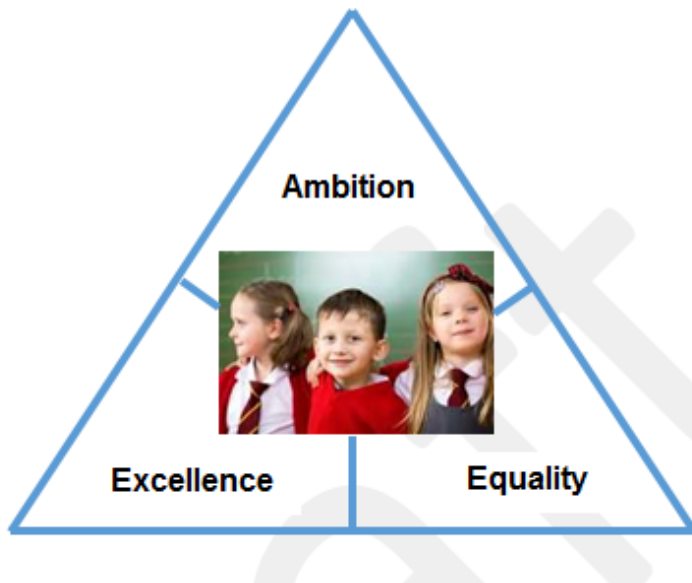


Argyll and Bute Learning and Development Framework Numeracy Progression and Tracking





Argyll and Bute's Ambition



- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to sustain positive destinations and achieve success in life
- Strengthen partnership working and community engagement
- Strengthen leadership at all levels



What is Numeracy and Mathematics?

Being numerate means having the confidence and skill to use numbers and mathematical approaches in all aspects of life.

In early years this includes being able to:

- Count
- Recognise numbers
- Represent quantities
- Share things out
- Sort and match items
- Understand the language for comparing and ordering objects
- Recognise repeating patterns

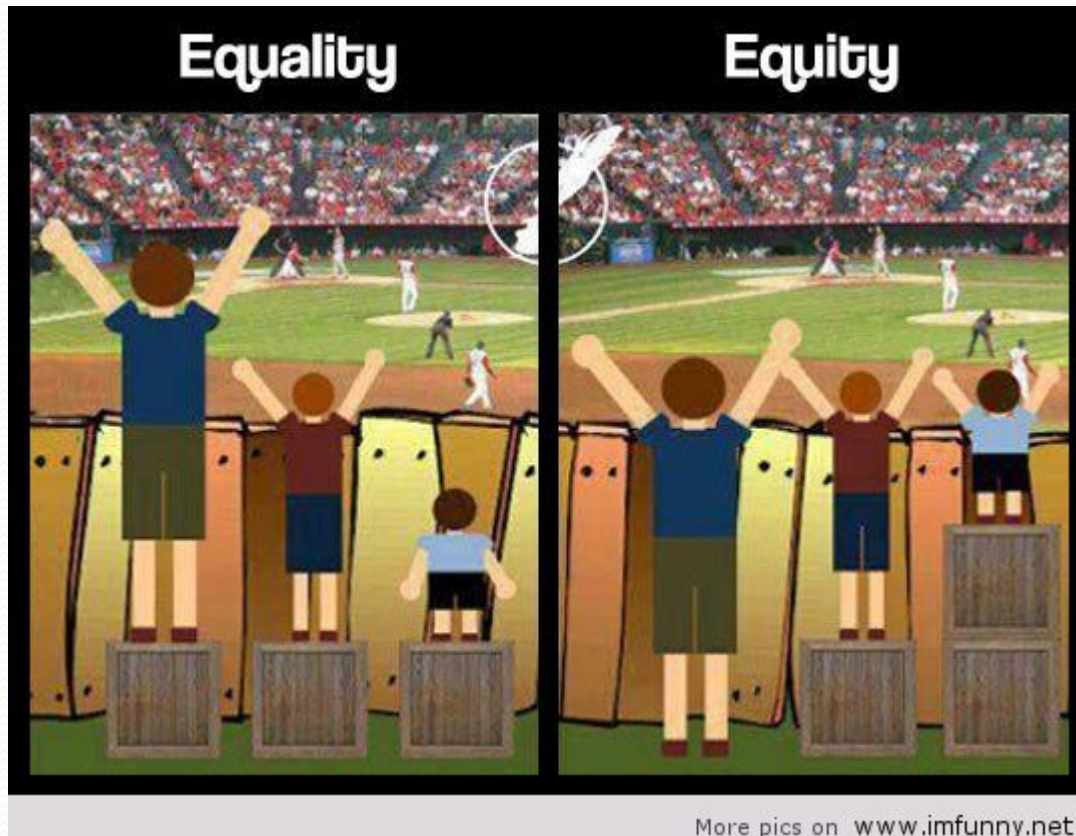


Why is being numerate important?

Building the Curriculum 4 (Scottish Government, 2009) for *Curriculum for Excellence*, numeracy is defined as:

“Being numerate involves developing a confidence and competence in using number that allows individuals to solve problems, interpret and analyse information, make informed decisions, function responsibly in everyday life and contribute effectively to society. It gives increased opportunities within the world of work and sets down foundations which can be built upon through life-long learning.”

Equality and Equity





Interactions – Role of the Adult

- Modelling appropriate talk and a range of vocabulary by putting children's actions into words.
- Modelling the use of numbers and counting in everyday situations.
- Writing numerals for a range of purposes.
- Effective questioning to develop, extend and sustain children's play.
- Encouraging children to think out loud as they take part in mathematical activities.
- Recognition of individual learning skills and planning for both more focused adult- led activities and providing the resources to enable high quality child-initiated play that extends learning.

UPDATED SEPTEMBER 2017

Monitoring and Tracking Progress in ELC Numeracy and Mathematics

Incorporating Education Scotland 'Numeracy and Mathematics Benchmarks and the City of Edinburgh Council's 'Numeracy Assessment and Planning Tracker



Context

Education Scotland has placed a greater emphasis on planning for progression and expect ELC settings to have a clear strategy for the development and assessment of children's numeracy skills to ensure smooth progression and achievement. This tool will enable you to do this. The skills are based on the 'Numeracy and Mathematics benchmarks – Early Level. This should help you to make clear informed decisions about children's progression.



Numeracy Progression Tracker

Curriculum Organisers	Experiences and Outcomes	Skills	June Progress	Dec/Jan Progress	June Progress
Number and Number Processes <i>Number recognition</i> <i>Ordering Numbers</i> <i>Concept of zero</i> <i>Counting numbers</i>	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	I can recognise numbers in the environment and understand and use them in conversation			
		I can recognise numbers in the environment and understand and use them in conversation			
		I can recognise and identify the number symbols to 5			
		I can recognise and identify the number symbols to 10			
		I can recognise and identify the number symbols beyond 10			
		I can order numbers to 5			
		I can order numbers to 10			
		I can order numbers beyond 10			
		I can tell which number(s) comes before or after a number			
		I can explain that zero means there is none of a particular quantity and is represented by the numeral '0'			
		I can count starting at zero			
		When counting, I understand that the number name of the last object counted is the name given to the total number of objects in the group			
		I can count on in ones from a given number			
		I can hold a number in my head and count on			
		I can add two groups (sets) together			
		I can take some away and count how many are left			
I can count backwards from 5					
I can count backwards from 10					

Numeracy Progression Tracker Insert for PLP's

Early Level Learning and Development: Numeracy: Number

Number and number processes: Concept of zero, Counting

I can explain that zero means there is none of a particular quantity and is represented by the numeral '0'.

I can count starting at zero.

When counting, I understand that the number name of the last object counted is the name given to the total number of objects in the group.

I can count on in ones from a given number.

I can count back in ones from a given number.

I can hold a number in my head and count on.

I can add two groups (sets) together.

I can take some away and count how many are left.

Number and number processes: Number recognition, Ordering numbers

I can recognise numbers in the environment and understand and use them in conversation.

I can recognise and identify the number symbols to 5.

I can recognise and identify the number symbols to 10.

I can recognise and identify the number symbols beyond 10.

I can order numbers to 5.

I can order numbers to 10.

I can order numbers beyond 10.

I can tell which number(s) comes before or after a number.

Fractions, decimals and percentages Estimation and rounding

I can count a set of objects using 1:1 correspondence to 5.

I can count a set of objects using 1:1 correspondence to 10.

I can count a set of objects using 1:1 correspondence beyond 10.

I can share a collection of objects equally.

I can recognise the number of objects in a small group, without counting.

Learning At Home

1. Sing and say number rhymes together.
2. Count at home – eg number of plates needed for dinner time
3. Count the steps / stairs at home
4. When you are out a walk or in the car/bus, play a game of 'spot the number'
5. Use the language of size when you can – 'is my bowl bigger or smaller than yours?'

Count Together!





Numeracy and Mathematics Progression Framework – Early Level version

Produced:	September 2017
Due for Review:	September 2018
Owner:	Pauline Inglis/Maria McArthur

Experiences

Activity

Planning numeracy and mathematical experiences for one learning outcome.



Key Messages

- Numeracy and mathematics are embedded in almost every aspect of our lives and are essential to fulfilling children's potential destinations.
- Across every area and every experience in your setting an aspect of numeracy will be evident.
- When you can identify the numeracy level at child is at you can then look at consolidation through depth and breadth (making connections across other experiences) and progression through challenge.
- You can instil a love of numbers and maths by being enthusiastic about maths and by ensuring that each foundation skill learned is totally secure before considering progression and challenge

Conclusion

‘Mathematics is like
childhood diseases the
younger you get it the
better ‘

Arnold Sommerfeld.

