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Numeracy Early Level

Experiences and outcomes	Question	Benchmarks
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***	1. Mr Brown opens and closes his shop at the time shown. What time does Mr Brown's shop open? How do you know? What time does the shop close? Opening time Closing time	***Reads analogue and digital o'clock and half past times (12 hour only) and represents these times on a digital display or clock face.*** ***Uses appropriate language when discussing time, for example, before, after, o'clock, half past, hour hand and minute hand.***
I am developing my awareness of how money is used and can recognise and use a range of coins. ***MNU 0-09a*** ***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***	2. Tom buys 3 small toys costing 15p, 9p and 18p. He hands the shopkeeper £1. How much change does he get? Which coins could the shopkeeper give Tom in his change?	***Applies number skills (addition and subtraction) and uses at least the 1p, 2p, 5p and 10p coins to pay the exact value for items costing up to at least 20p.*** ***Identifies all coins up to at least £1.*** ***Uses a range of strategies to add and subtract mentally to at least 10.***

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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 am developing my awareness of how money is used and can recognise and use a range of coins.*** ***MNU 0-09a***	3. Hannah goes into the sweet shop. She has 20p to spend. How many different ways can she spend exactly 20p? Jelly eels 6p Sugar stars 4p Flying saucers 3p Candy canes 10p Liquorice straps 8p Caramel chew 5p	***Doubles numbers to a total of at least 20 mentally, for example,*** $9 + 9 = 18$***.*** ***Uses a range of strategies to add and subtract mentally to at least*** 10***.*** ***Solves simple missing number equations, for example,*** $3 + \blacklozenge = 10$ ***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.*** ***Applies number skills (addition and subtraction) and uses at least the 1p, 2p, 5p and 10p coins to pay the exact value for items costing up to at least 20p.***
I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. ***MNU 0-02a***	4. In preparation for their art lesson, ask learners to collect enough equipment for everyone at their group e.g. 2 pencils, one paintbrushes and one piece of paper.	***Uses one-to-one correspondence to count a given number of objects to at least 20. 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.*** ***Groups items recognising that the appearance of the group has no effect on the overall total (conservation of number).***

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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 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***	5. Invite learners to build something from bricks or beads eg a tower, a snake. How many bricks did you use? Can you build a higher tower/a longer snake? How many more bricks have you used? How many have you used altogether now? Whose snake is the longest? How much longer is it than mine? 	***Uses one-to-one correspondence to count a given number of objects to at least 20.*** ***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.*** ***Groups items recognising that the appearance of the group has no effect on the overall total (conservation of number).*** ***Compares and describes lengths, heights, weights and capacity using everyday language including longer, shorter, taller, heavier, lighter, more and less.***
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***	6. Using only the numbers 3 and 5 and the symbols +, and =, how many different number stories can you make? e.g 3 + 5 = 8 5 + 5 = 10 3 + 3 + 3 + 3 = 12	***Doubles numbers to a total of at least 20 mentally, for example,*** $9+9=18$. ***Uses appropriately the mathematical symbols +,− ,=.*** ***Links 'number families' when explaining mental strategies for addition and subtraction, for example,*** $3+5=8$, $5+3=8$, $8-3=5$ ***and*** $8-5=3$.
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***	7. How many different ways can you add to make a total of 20?	***Doubles numbers to a total of at least 20 mentally, for example,*** $9+9=18$. ***Uses appropriately the mathematical symbols +,− ,=.*** ***Links 'number families' when explaining mental strategies for addition and subtraction, for example,*** $3+5=8$, $5+3=8$, $8-3=5$ ***and*** $8-5=3$.

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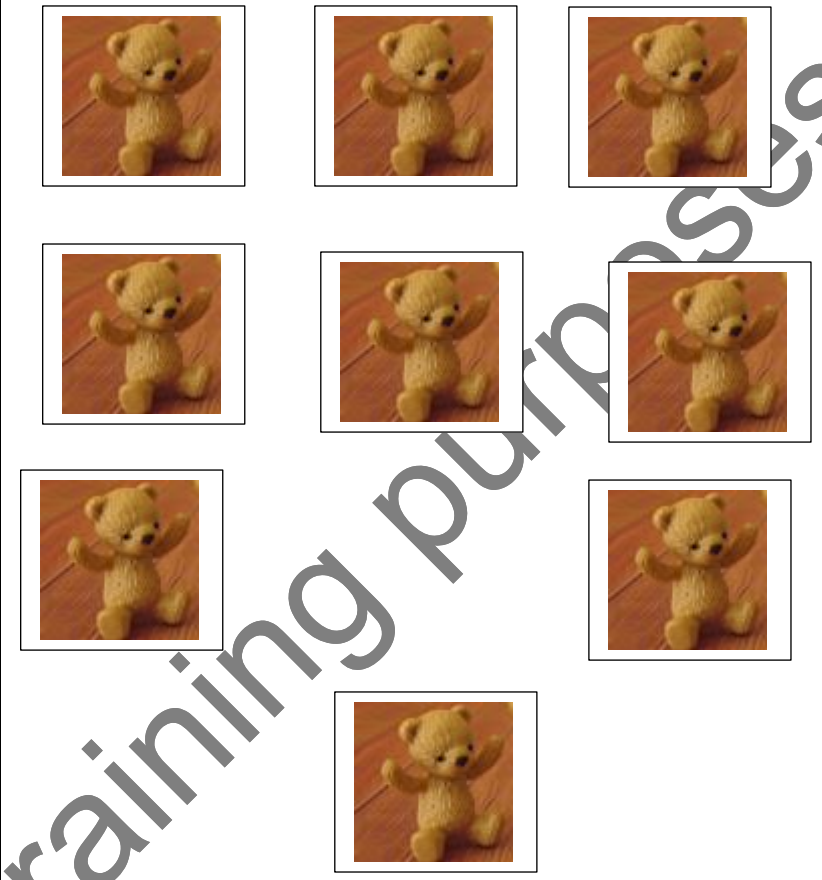
I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. ***MNU 0-02a*** ***I can share out a group of items by making smaller groups and can split a whole object into smaller parts.*** ***MNU 0-07a*** ***I use practical 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***	8. How many bears are there? The bears are to be shared equally between David, Eilidh and Pat. How many bears will each get? 	***Uses one-to-one correspondence to count a given number of objects to at least 20.*** ***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.*** ***Shares out a group of items equally into smaller groups.*** ***Uses a range of strategies to add and subtract mentally to at least 10.***

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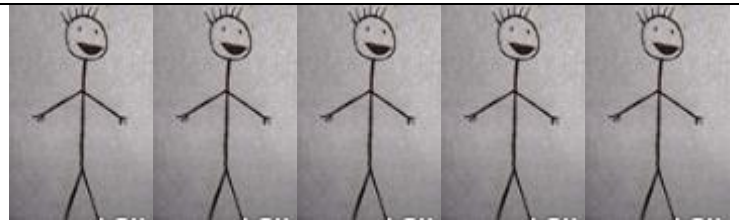
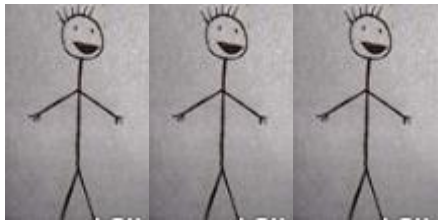
I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. ***MNU 0-02a***	.   **9. This task was done with the teacher using a set of cards (using photos of children in their own class would be most effective).** Place the children in the correct order. • Lily is at the end of the dinner queue and Zoja is 5th in the line. • Tom is behind Zoja. • Alan is 2nd in the line and Saj is in front of him. • In front of Zoja is Lynn. • Bob stands between Lily and Lynne. Who is at the front of the dinner queue?	***Uses ordinal numbers in real life contexts, for example, 'I am third in the line', including the language of before, after and in-between.***
I can 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***	10. Anya has 4 marbles in one pocket and 5 marbles in the other pocket. How many marbles does Anya have altogether? If Anya keeps 6 marbles for herself and gives the rest to her friend, how many will she have left?	***Uses a range of strategies to add and subtract mentally to at least 10.***

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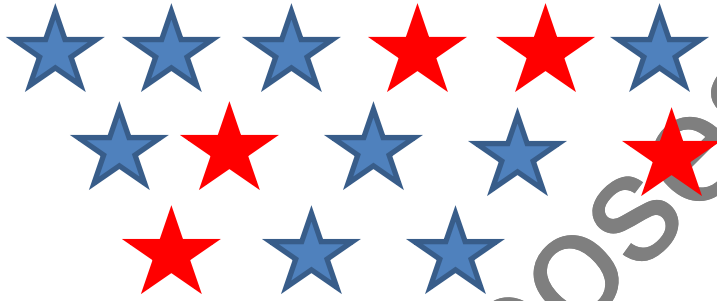
I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. ***MNU 0-01a*** ***I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.*** ***MNU 0-02a***	11. Estimate how many stars are here altogether. Now check your estimate by counting. How many more blue stars are there than red ones? 	***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'.*** ***Recalls the number sequence forward and backward, from zero to at least 30, from any given number.*** ***Uses one-to-one correspondence to count a given number of objects to at least 20.*** ***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.***
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*** ***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***	12. Which of these containers do you think holds more water? Why do you think that? How can we check? Were you correct? **Or** Which of these Christmas presents do you think weighs the most? Why do you think that? How can we check? Were you correct? 	***Demonstrates skills of estimation in the contexts of number, money, time and measure using relevant vocabulary, for example, 'less than', 'longer than'.*** ***Checks estimates by counting.*** ***Compares and describes lengths, heights, weights and capacity using everyday language including longer, shorter, taller, heavier, lighter, more and less.*** ***Estimates, then measures, the length, height, weight and capacity of familiar objects using a range of appropriate non-standard units.***

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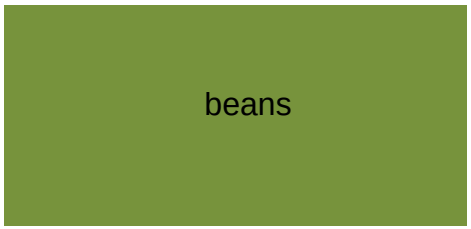
I can match objects, and sort using my own and others' criteria, sharing my ideas with others. ***MNU 0-20b*** ***I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.*** ***MNU 0-03a***	13. Sort the shells into 2 sets and explain why you chose to do it this way. Which set has more shells? How many more? Can you sort the shells in a different way? What about 3 different sets? 	***Applies counting skills to ask and answer questions, make relevant choices and decisions based on the data.*** ***Contributes to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate.*** ***Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways and communicates the process and justifies choice of criteria.*** ***Uses a range of strategies to add and subtract mentally to at least 10.***
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*** ***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.***	<u>14. Real life practical assessment (teacher observation)</u>. Some new vegetables are to be planted in the school garden. There will be 3 rows of beans which need to be a shoe box width apart. The space between each bean plant needs to be a handspan. How many bean plants do you think we can fit in the space? Let's check how close we are. 	***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'.*** ***Estimates, then measures, the length, height, weight and capacity of familiar objects using a range of appropriate non-standard units.***

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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 match objects, and sort using my own and others' criteria, sharing my ideas with others.*** ***MNU 0-20b***	<u>15. Real life practical assessment (teacher observation)</u> The learner is tasked with hanging socks (3 different colours and 3 different sizes) on a washing line. Are there enough pegs? How many more do we need? How many socks altogether? How many pairs is this? If we add another 2 pairs, how many will there be now? If we take 5 socks away, how many now? Sort the socks into groups (by colour or size). Which colour is there most of? How many blue socks are there? How many more white than blue?	***Uses one-to-one correspondence to count a given number of objects to at least 20. 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.*** ***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.*** ***Counts on and back in ones to demonstrate understanding of addition and subtraction*** ***Uses a range of strategies to add and subtract mentally to at least 10.*** ***Applies counting skills to ask and answer questions, make relevant choices and decisions based on the data. Contributes to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate.*** ***Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways and communicates the process and justifies choice of criteria.***

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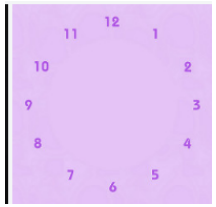
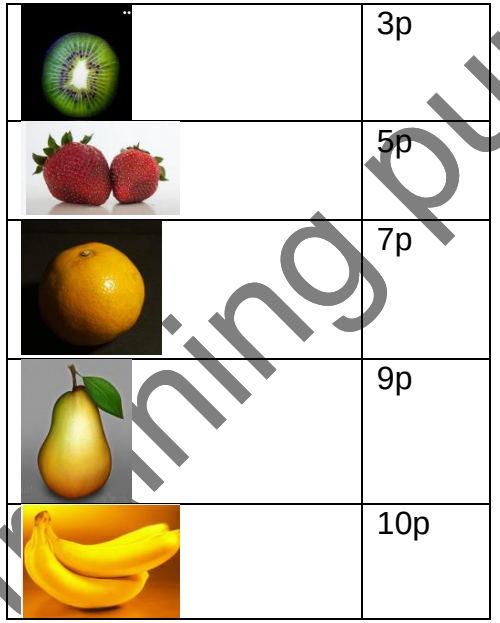
I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways. ***MNU 0-03a*** ***I am developing my awareness of how money is used and can recognise and use a range of coins.*** ***MNU 0-09a*** ***I am aware of 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***	16. <u>The fruit shop</u> *(practical assessment in the class shop with actual coins)* **Opens** **Closes**  What time does the shop open in the morning? Mr Smith sells these fruits in his shop.  3p 5p 7p 9p 10p (Question continues on next page)	***Uses a range of strategies to add and subtract mentally to at least 10.*** ***Applies number skills (addition and subtraction) and uses at least the 1p, 2p, 5p and 10p coins to pay the exact value for items costing up to at least 20p.*** ***Reads analogue and digital o'clock and half past times (12 hour only) and represents these times on a digital display or clock face.***

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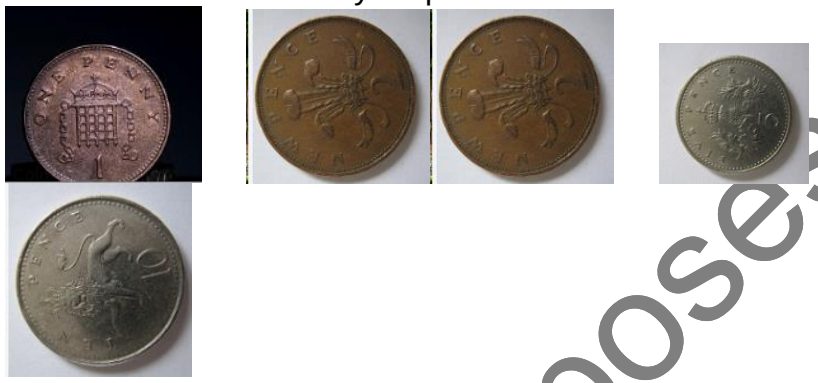
	You have these coins in your pocket :  Which 3 fruits could you buy? How much would this cost? What coins will you hand over? How much change will you get? The shop closes at half past 4. Draw the hands on the clock.	

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