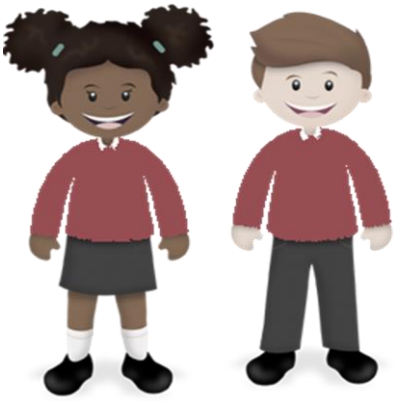
Rosemount Primary School

National Benchmarks

for

Numeracy and Maths

Early Level



About the National Benchmarks

The National Benchmarks have been introduced to ensure consistency of standards and expectations across teachers and schools, and to support reporting on progression in learning.

The Benchmarks support teacher professional judgement of achievement of a level. They set out very clear statements about what children need to know and be able to do to achieve each level of the curriculum.

Assessment is an on-going process to support learning. The Benchmarks are used to help monitor progress towards achievement of a level and to support overall professional judgement of when a learner has achieved a curriculum level. Evidence of progress and achievement will come from:

observing day-to-day learning within, and outwith, the classroom;
coursework, including tests;
learning conversations;
planned periodic holistic assessments;
and information from standardised assessments.

Benchmarks are used to review this body of evidence to deter-mine if the standard has been achieved and the learner has:

Achieved a breadth of learning across the knowledge, under-standing and skills as set out in the experiences and outcomes for the level.
Responded consistently well to the level of challenge set out in the experiences and outcomes for the level and has moved forward to l earning at the next level in some aspects.
Demonstrated application of what they have learned in new and unfamiliar situations.

Benchmarks are not checklists for teachers to work their way through from top to bottom. Teachers will plan learning and teaching appropriate to your child's age, stage, ability and prior learning.

Routes towards the National Benchmarks will be different from child to child, as they progress through their individual learning journeys and work towards achieving the National Benchmarks BY THE END OF A LEVEL (P1 / P4 / P7).

		BY THE END OF P1, most learners can:
Number, Money and Measure	Estimation and rounding	• Recognises the number of objects in a group, without counting (subitising) and uses this information to estimate the number of objects in other groups. • Checks estimates by counting. • Demonstrates skills of estimation in the contexts of number and measure using relevant vocabulary, including less than, longer than, more than and the same.
	Number and number processes	• Explains that zero means there is none of a particular quantity and is represented by the numeral 0. • Recalls the number sequence forwards within the range 0 - 30, from any given number. • Recalls the number sequence backwards from 20. • Identifies and recognises numbers from 0 to 20. • Orders all numbers forwards and backwards within the range 0 - 20. • Identifies the number before, the number after and missing numbers in a sequence within 20. • Uses one-to-one correspondence to count a given number of objects to 20. • Identifies 'how many?' in regular dot patterns, for example, arrays, five frames, ten frames, dice and irregular dot patterns, without having to count (subitising). • Groups items recognising that the appearance of the group has no effect on the overall total (conservation of number). • Uses ordinal numbers in real life contexts, for example, 'I am third in the line'. • Uses the language of before, after and in-between. • Counts on and back in ones to add and subtract. • Doubles numbers to a total of 10 mentally. • 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. Partitions quantities to 10 into two or more parts and recognises that this does not affect the total. • Adds and subtracts mentally to 10. • Uses appropriately the mathematical symbols +, – and =.
	Fractions, decimal fractions and percentages	• 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.
	Money	• 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 and Measure	Time	• 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.
	Measurement	• 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
	Patterns and Relationships	• 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	• Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved.
	Angle, symmetry and transformation	• 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. • Identifies, describes and creates symmetrical pictures with one line of symmetry

Information handling	Data and analysis	• Asks simple questions to collect data for a specific purpose. • Collects and organises objects for a specific purpose. • Applies counting skills to ask and answer questions and makes 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. • Interprets simple graphs, charts and signs and demonstrates how they support planning, choices and decision making.