Falkirk Council
Children's Services

FALKIRK NUMERACY & MATHEMATICS PROGRESSION PATHWAY—EARLY LEVEL

EARLY LEVEL	NUMERACY AND MATHEMATICS		
Experiences and Outcomes	Progression		Benchmarks

Please note that important elements of this experience—one-to-one correspondence—rely on understanding of number within *MNU 0-02a* & therefore teaching & learning of these should be combined.

Organiser—Number, money and measure

Estimation and rounding

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

MNU 0-01a

Link to MNU 0-11a

I can/am able to:

- Begin to notice & talk about amounts that mean something e.g. too much, more please, none left, too heavy, etc.
- Play with a wide range of concrete materials to explore sizes & amounts e.g. biggest, smallest, longer, lighter, etc.
- Talk about & show my observations of size & amount in the world around me e.g. that's a tall tree, this box is heavy.
- Recognise how the same quantity of objects/concrete materials can be arranged e.g. one line of 4 objects, 2 lines of 2, etc.
- Notice when the quantity of objects or shapes in an arrangement changes e.g. when something is added or taken away.

I can/am able to:

- With support, explore & talk about the sizes & amounts I observe in the world around me e.g. this stick is longer than that one, this bowl has more apples than that bowl, etc.
- Begin to demonstrate my ability to estimate size & amount during play e.g. choosing the right size block or stick to complete my structure.
- Begin to understand that estimation is making an observation about size & amount e.g. making a realistic guess about quantity .
- Begin to visually estimate & compare quantities or amounts at a glance e.g. which pile of bricks will help me build the tallest tower?

I can/am able to:

- Use relevant vocabulary to give or demonstrate a more realistic estimation of size & amount through tasks across my learning.
- With support, begin to estimate measurements in the world around me using non-standard units with some accuracy e.g. how many pencils long is my desk?
- Understand that I can check my estimation by counting.
- Talk about what estimating means.
- Use my subitising skills to estimate & compare the number of objects in groups for a range of purposes across my learning.

- ***Demonstrates skills of estimation in the contexts of number and measure using relevant vocabulary including less than, longer than, more than and the same.***
- ***Checks estimates by counting***
- ***Recognises the amount of objects in a group, without counting (subitising) and uses this information to estimate the number of objects in another group.***

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EARLY LEVEL	NUMERACY AND MATHEMATICS			
Experiences and Outcomes	Progression			Benchmarks
Organiser—Number , money and measure / Number and number processes	I can/am able to:	I can/am able to:	I can/am able to:	
I have explored numbers, understanding that they represent quantities, & I can use them to count, create sequences & describe order	• Play with & explore numbers in my environment (from 0) e.g. environmental print, number washing lines, stories/songs with numbers, etc.	• Play with & explore number in my environment e.g. recognise numerals up to 20.	• Identify, recognise, read & write numerals from 0 to 20.	• ***Explains that zero means there is none of a particular quantity and is represented by the numeral 0***
MNU 0-02a	• Understand that when something is all gone/empty there is nothing left.	• Begin to understand that numbers represent quantities e.g. when playing, buying or moving objects.		• ***Recalls the number sequence forwards within the range 0—30, from any given number.***
Link to MNU 0-01a & 0-03a		• Show my understanding that quantities can be represented in different ways e.g. mark making & pictorial representation.		• ***Recalls the number sequence backwards from 20***
				• ***Identifies and recognises numbers from 0 to 20***
	• With support, begin to develop one-to-one correspondence e.g. touch one object & say one word.	• Begin to demonstrate understanding of one-to-one correspondence (within 10) e.g. counting lines & groups of objects.	• Independently count using one-to-one correspondence (within 20) .	• ***Orders all numbers forwards and backwards within the range 0 –20.***
	• When counting, realise that the last number spoken indicates how many there are.	• Begin to recognise "how many" in regular & irregular dot patterns e.g. experimenting with different arrays, five & ten frames & dice.	• Recognise "how many" in regular & irregular dot patterns without counting e.g. subitising.	• ***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***
		• With support begin to group the same number of items in a range of ways	• Show my understanding of the conservation of number.	• ***Identifies 'how many?' in regular dot patterns, for example, arrays, five frames, ten frames, dice and irregular dot patterns, without having to count (subitising).***
	• With support, rote count to 5 e.g. in rhymes & songs.	• With support rote count forward within the range zero to 20.	• Rote count backward within the range zero to 20.	
		• With support, rote count backward within the range zero to 10.	• Rote count forward within the range zero to 30 from any given number.	• ***Groups items recognising that the appearance of the group has no effect on the overall total (conservation of number).***
	• Through play, explore the sequencing of numbers e.g. counting forwards & backwards (through rhymes, songs, countdowns, etc).	• Begin to order & sequence numbers correctly within the range zero to 10 e.g. starting to say which numbers come before, after, in between, or are missing.	• Order & sequence numbers correctly forwards & backward within the range zero to 20. e.g. saying which numbers come before, after, in between, or are missing.	• ***Uses ordinal numbers in real life contexts, for example, 'I an third in the line'.***
	• With support, show my understanding of the terms first & last e.g. taking turns.	• Show my understanding of the terms first, second & third e.g. through actions, games, & discussion.	• Use ordinal numbers correctly in real life situations.	• ***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.***

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EARLY LEVEL	NUMERACY AND MATHEMATICS			
	Experiences and Outcomes	Progression		Benchmarks
Organiser—Number , money and measure	Number and number processes	I can/am able to:	I can/am able to:	I can/am able to:	See above benchmarks also
	I use practical materials & can 'count on & back' understand addition & subtraction, recording my ideas & solutions in different ways. ***MNU 0-03a*** **Link to MNU 0-01a & 0-02a**	• With support, begin to notice that when you add more, amounts and sizes of things get bigger e.g. adding blocks to make a tower taller. • With support, begin to notice that when you take away, amounts & sizes of things get smaller. • Show or say when something is "more than" or "less than" • Through play, explore giving out or distributing quantities of objects e.g. setting the table for snack, sharing out toys or resources. • Through play & real life experiences, develop an understanding of doubles & pairs e.g. Snap, twins, doubling with pictures.	• Within 5, use concrete materials to find 'how many altogether'. • Say that adding means putting 2 or more groups, objects, numbers together to make a bigger group, object or number. • Within 5, use concrete materials to find 'how many left'. • Say that subtracting means taking away 1 or more group, object, or number to make a smaller group, object or number. • Use concrete materials to find one more than a number • Use concrete materials to find one less than a number • With support, begin to understand & recognise that + means add, - means take away , = means equal/the same • With support, begin to explore & represent mathematical symbols +, -, = e.g. mark making, games, etc. • With support, begin to partition by exploring & showing different ways to make a total of 5 e.g. how many ways can we group our 5 objects to give the same total? (2+3, 1+1+3, etc.) • Through exploration develop the understanding that 4+1 is the same as 1+4 & that both equal/total 5. • Through play & real life experiences, develop an understanding of doubling e.g. introducing numerals in simple games such as Dominoes, digital matching games.	• Use concrete materials & counting on skills to do addition within 10 e.g. cubes, ten frames, rekenreks, counters, number lines. • Use concrete materials & counting on & back skills to do subtraction within 10 e.g. cubes, ten frames, rekenreks, counters, number lines. • Use manipulatives to find the difference between 2 numbers & solve simple missing number problems in the range 0-10 e.g. number lines. • Recognise & use the symbols +, -, = appropriately to record simple number stories & problems. • Partition by showing & recording different ways to make a total of 10 e.g. how many ways can we group our 10 objects to give the same total? • With support, explore total quantities made by doubling numbers up to 5. • Apply my number sense to solve simple addition, subtraction & doubling problems mentally (up to a total of 10).	• ***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 =*** • ***Solves simple missing number problems.***

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EARLY LEVEL		NUMERACY AND MATHEMATICS			
	Experiences and Outcomes	⟷	Progression	⟷	Benchmarks
Organiser—Number , money and measure	Fractions , decimal fractions and percentages	* Please note there are no experiences and outcomes at early level in this organiser for Multiples, factors & primes OR for Powers and Roots			
		I can share out a group of items by making smaller groups. I can split a whole object into smaller parts ***MNU 0-07a***	**I can/am able to:** • Through play & real life experiences split a whole object into smaller parts e.g. snack, paper, etc. • Through play & real life experiences, explore equal "sharing out" or splitting of groups & single objects e.g. everyone having the same size or the same amount.	**I can/am able to:** • With support split a whole object into equal parts. • Using concrete materials, with support share out a group of objects into 2 equal groups.	**I can/am able to:** • Independently share out objects into equal groups. • Recognise & say that when a whole object or group is split equally in 2 it is halved e.g. 1 whole = 2 halves . • Using concrete materials, explore various other ways to split even numbered groups of objects & whole objects in to equal parts (up to 10) e.g. bar of chocolate could be split into a range of equal sized pieces, biscuit dough could be made into different quantities of biscuits depending on their size.	• ***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***

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EARLY LEVEL		NUMERACY AND MATHEMATICS			
	Experiences and Outcomes	Progression			Benchmarks
Organiser—Number, money and measure	Money	***I am developing my awareness of how money is used & can recognise & use a range of coins*** ***MNU 0-09a*** **Link to MNU 0-03a**	**I can/am able to:** • Say and/or show how money is used e.g. real-lIfe & role play situations - to buy toys, pay for shopping, etc. • Pick out coins from a selection of other objects • Show an awareness that there are different types of coins	**I can/am able to:** • Use money related vocabulary e.g. price, change, cost, how much, etc. • Find & name 1 p, 2 p,5 p,& 10 p coins • With support, put out amounts to 10 p using 1 p coins • With support, explore making amounts using coins, concrete materials or pictures	**I can/am able to:** • Make amounts to 10 p using concrete materials or pictures • Select and/or add 1 p, 2 p, 5 p, 10 p coins to buy things up to the value of 10 p • Add and/or subtract using 1 p, 2 p 5 p 10 p coins to pay for items & give change within 10 p • Identify 20 p, 50 p £1 & £2 coins • Arrange all named coins in order of value - increasing & decreasing	• ***Identifies all coins to £2*** • ***Applies addition and subtraction skills and uses 1p, 2p, 5p, 10p coins to pay the exact value for items to 10p***

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EARLY LEVEL		NUMERACY AND MATHEMATICS			
	Experiences and Outcomes	Progression			Benchmarks
Organiser—Number money and measure	Time		I can/am able to:	I can/am able to:	
	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***	• Describe my daily routine with support e.g. In the morning I have breakfast • Rote learn the days of the week & months of the year • Talk about the 4 seasons, giving basic descriptions of the weather & beginning to match months to seasons • Recognise objects which tell the time e.g. clocks, watches, phone, sand timers, etc. • Talk about things which take a long time, & things which happen quickly e.g. How many sleeps until my birthday? How quickly my toy car speeds across the floor. • Give examples of what is happening now e.g. in the present • Give examples of what has already happened e.g. things which were in the past • Say what happened before e.g. before I came to nursery I brushed my teeth • Say what will happen after an event e.g. I will go to the park after nursery	• Place up to 3 events in sequence e.g. first I wake up, then I get dressed, etc. • Say which day of the week it is today • Begin to say which day of the week it was yesterday, & will be tomorrow • Name the seasons & begin to put them in sequence • Use sand timers to mark & measure time for tasks & play e.g. the length of time I can be on the computer • Begin to recognise & say how the hands of a clock look at special times of the day e.g. where is the big hand & little hand at home time, tea time. • Talk about the differences in the way clocks show the time e.g. clock faces, numbers & hands for analogue & LED/ digital displays	• Place more than 4 events in time sequence • Accurately use terms before & after e.g. we will do our language work before we do our numeracy work, after I finish my work I will... • Name and sequence the days of the week (before, after, yesterday, tomorrow). • Name the months & seasons . • Understand & follow basic timetables & calendars e.g. Visual work timetable, Advent calendar. • Use a simple method to record the day, month & year when dating my work. • Use time language e.g. hour hand, minute hand, etc. • Read & say the time—o'clock—in 12 hours using digital & analogue clocks • Represents o'clock times on a digital display or clock face	• ***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*** • ***Recognise, 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***

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EARLY LEVEL		NUMERACY AND MATHEMATICS			
	Experiences and Outcomes	⟷	Progression	⟷	Benchmarks
Organiser—Number, money and measure	Measurement	***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*** **Link to MNU 0-01a**	**I can/am able to:** • Say when things are different amounts e.g. elephant vs mouse, child's weight vs adult weight, jug & cup of milk • Use words which describe size e.g. long/short, tall, wide, heavy/light • Explore objects, containers, spaces, etc. to find out how big or small they are • Begin to use words to compare size, length, height, weight, mass/capacity	**I can/am able to:** • Use parts of the body & other everyday objects to measure things • Put objects in order of size • Compare the mass/capacity of 2 containers • Compare the weight of two objects • Find an object that is 'longer' 'shorter'. 'heavier' and 'lighter' • With support, use measurement for a variety of purposes e.g. baking, construction challenges. • Make guesses or predictions about the size/weight/volume of objects/containers, etc. Which will hold the most, be the longest, etc.	**I can/am able to:** • Use and understand the language of measure. • Put objects in order in a range of measurements, length, height, weight etc. • Compare the mass/capacity of various containers & identify which hold more or less. • Measure the length, weight and height of familiar objects using non-standard units. • Record findings from practical investigations. • Begin to compare & talk about these findings, using everyday language e.g. longer, shorter, taller, heavier, lighter, more and less. • Estimate how long, heavy or how much an object will hold.	• ***Share relevant experiences in which measurements of length, height, 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.*** • ***Estimate, then measures, the length, height, mass and capacity of familiar objects using a range of appropriate non-standard units***

*** Please note there are no experiences and outcomes at early level in this organiser for Mathematics, its impact on the world, past, present and future**

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EARLY LEVEL	NUMERACY AND MATHEMATICS			
	Experiences and Outcomes	Progression		Benchmarks
Organiser—Number, money and measure		I can/am able to:	I can/am able to:	I can/am able to:
Patterns and relationships	I have spotted & explored patterns in my own & the wider environment I can copy and continue these & create my own patterns MTH 0-13a Link to MNU 0-02a, 0-03a ,& MNU 0-19a	• Talk about & identify basic patterns, e.g. spots, stripes, etc. • Explore & notice patterns in my own & the wider environment • Match basic repeating patterns or arrangements e.g. stripes, spots, colours, pattern "Snap" etc. • Re-create/copy a 2 part pattern using concrete materials e.g. 2 blue shape/tiles, one red shape tile, groups of counters etc. • With support, notice & explore number e.g. become familiar with numbers in my own & the wider environment.	• Talk about & identify patterns in my own & the wider environment. • Copy & continue patterns in my own & the wider environment • Create simple repeating patterns or arrangements of objects, shapes, colours, etc. • Begin to link patterns with number by counting where each shape or element is e.g. 2 blue shapes before, 1 red shape, etc. • Notice when the quantity of objects or shapes in an arrangement changes e.g. stack of blocks, objects on a tray. • With support, play with number lines to explore missing numbers on a number line up to 10.	• Copy , continue & create simple patterns involving objects & shapes. • Create & describe increasingly complex repeated patterns • Identify a simple number pattern e.g. noticing the relationship between the number - each number has 1 more than the one before (the pattern is add 1). • Find missing numbers on a number line ranging from 0 to at least 20	• 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

*** Please note there are no experiences and outcomes at early level in this organiser for Expressions & Equations**

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EARLY LEVEL		NUMERACY AND MATHEMATICS			
	Experiences and Outcomes	Progression			Benchmarks
Organiser—Shape, position and movement	Properties of 2D Shapes and 3D objects	I can/am able to:	I can/am able to:	I can/am able to:	
	I enjoy investigating objects and shapes and can sort, describe and be creative with them MTH 0-16a	• Play with & talk about the shape of various objects e.g. loose play.	• Play with & handle objects with various shapes & begin to notice & talk about their properties e.g. straight , round, flat, corners.	• Begin to recognise the properties of common 2 & 3 D shapes e.g. straight, round, number of corners, number of sides, flat & curved, number of faces.	• Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved.
			• Begin to match objects with the same shape (by touch/sight) & describe the properties they have in common.	• Match objects with the same shape & describe the properties they have in common.	
			• Begin to sort objects according to their properties e.g. straight , round, flat, number of corners, number of sides, etc.	• Sort objects according to their properties e.g. straight , round, flat, number of corners, number of sides or faces. etc.	
			• Begin to recognise that shapes have "faces" e.g. flat 2 D shapes only have 1 face, 3 D shapes have more faces.	• Use language correctly to describe 2 D shapes, & 3D objects & their properties e.g. straight, curved, sides, corners, faces.	
		• Through play, create & explore 2D shapes & 3D objects using a range of materials e.g. everyday objects, collage, drawing, loose play, construction , etc.	• Create or copy 2D shapes & 3D structures using a range of materials e.g. everyday objects, collage, drawing, loose play, construction , etc.	• Draw or make a representation of a common 2D shape i.e. copy/recreate its properties • Create or copy 3D structures or objects using a range of materials e.g. boxes, blocks, everyday objects, construction materials , etc.	

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EARLY LEVEL		NUMERACY AND MATHEMATICS			
	Experiences and Outcomes	Progression			Benchmarks
Organiser—Shape, position and movement	Angles symmetry and transformation	I can/am able to:	I can/am able to:	I can/am able to:	
	In movement, games and using technology I can use simple directions and describe positions MTH 0-17a	• Begin to talk about the position of objects & use directional language when moving or placing objects & self e.g. the cup is on top of the table, take 2 steps forward & one step back.	• With support understand & correctly use the language of position & direction e.g. to describe the position of one object in relation to another, to play with a programmable turtle or toy.	• Understand & correctly use the language of position & direction e.g. describing a simple journey or route, playing games such as Snakes & Ladders, digital games & toys.	• 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
		• Begin to understand & follow simple directions in order to move parts of my body and/or position myself in relation to others e.g. action songs & games, lining up one after the other.	• Understand & follow simple directions in order to move objects & my body in a range of ways. e.g. in front, behind, above, below, left, right, forwards and backwards,	• Follow & use directions to solve simple problems e.g. Find an object from given directions, direct others to treasure using a map & clues.	
	I have had fun creating a range of symmetrical pictures and patterns using a range of media. MTH 0-19a	• Play with & explore reflections using objects & reflective surfaces e.g. mirrors, water, etc.	• Through play, explore & create symmetrical pictures & patterns using a range of media e.g. indoors & out through folding, stamping, printing , collage, loose play, construction, photography, etc.	• Experience creating pictures & patterns with one line of symmetry using a range of media.	• Identifies, describes and creates symmetrical pictures with one line of symmetry
		• Play with & explore symmetrical objects, pictures & patterns in the world around me e.g. butterflies, masks & faces.	• With support, begin to recognise & describe whether a shape / picture/ pattern or object is symmetrical by talking about where it would be folded to fit on top of itself.	• Recognise & describe whether a shape / picture/pattern or object is symmetrical by beginning to talk about the "mirror line" or fold as a line of symmetry.	
		• Collect items or pictures of items from real life which are symmetrical, e.g. leaves, insects.	• With support, draw or complete some simple symmetrical shapes on square or doted paper		

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EARLY LEVEL		NUMERACY AND MATHEMATICS			
	Experiences and Outcomes	⟷	Progression	⟷	Benchmarks
Organiser—Information handling	Data and analysis	I can/am able to:	I can/am able to:	I can/am able to:	
	I can collect objects and ask questions to gather information, organising and displaying my findings in different ways ***MNU 0-20a***	• Play with, explore & collect objects & information which interest me in my own & the wider environment e.g. different leaves, seeds or shells, gloves, hats, scarves, favourite snacks.	• With support, begin to ask questions about the objects & information I collect e.g. How many apples should we buy for snack? What colour of eyes does everyone in nursery have? • With support, begin to collect & organise objects &information for specific purposes e.g. How can we find out how many apples we need for snack? What is the most common eye colour in our nursery/ class?	• Ask questions about the objects & information I collect e.g. What materials are different toys made from? • Collect & organise objects & information for specific purposes e.g. birth month, hair colour, favourite snack etc.	• ***Asks simple questions to collect data for a specific purpose*** • ***Collects and organises objects for a specific purpose***
	I can match objects, and sort using my own and others' criteria, sharing my ideas with others ***MNU 0-20b***	• With support, begin to notice quantities through the use of the concrete & pictorial objects & information I collect. • Play & explore sorting, matching & arranging objects into different categories through the use of concrete materials e.g. what do we notice about the different leaves, hats, snacks, etc	• With support, begin to count through the use of the concrete & pictorial objects & information I collect. • Through the use of concrete materials, sort, match & arrange objects into sets using the categories I discover e.g. colour, shape, textures, size, etc.	• With support, through the use of concrete materials, count to help me make relevant choices & decisions for specific purposes. • Contribute/add the results of my sorting, matching & arranging to given pictorial or concrete displays of information.	• ***Applies counting skills to ask and answer questions and 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***
	I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. ***MNU 0-20c***	• With support, begin to notice & interpret the signs & charts which help me make decisions (in my own & wider environments) e.g. I must put my apron on before I paint, where to put my bag & jacket, road signs, etc.	• With support, begin to notice how information can be organised into signs, charts & pictorial representation of information e.g. pictogram for snack choices, visual information about activities available in nursery/class. • With support, begin to interpret & use simple pictorial displays to help me make decisions in my everyday life e.g. Which activity do I want to go to first? How many apples do we need to order for snack?	• Contribute/add information to a simple, given pictorial display using digital technologies as appropriate e.g. showing number of red, blue cars from taking a simple traffic survey (one object or drawing represents one data value). • Interpret & use simple graphs, charts & signs (including digital examples) to help me plan, make choices & decisions in my everyday life e.g. choosing food from a pictorial menu, comparing most popular toys past & present, etc.	• ***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 demonstrates how they support planning, choices and decisions***

*** Please note there are no experiences and outcomes at early level in this organiser for Ideas of chance and uncertainty**