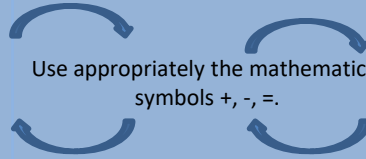


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|--|---------------------------|---|---|--|--|
| Estimation and Rounding | | Knows they can check estimates by counting within 0-10 Can apply subitising skills to estimate the number of items in a set | Uses the language of estimation, including more than, less than, fewer than and the same | Checks estimates by counting | Demonstrates skills of estimation in the context of number |
| Awareness of Number – Counting, Quantities & Number Structure | No. word sequences | Say short forward and backward number word sequences within 0-10 | Uses ordinal numbers in real life contexts e.g. I am first/second/third in the line' | Recalls the number sequence forwards and backwards within 0-10 | Recalls the Number sequence forwards and backwards, from zero to at least 20, from any given number. Orders numbers forwards & backwards to at least 20. Identifies the number before, after and missing numbers in a sequence. |
| | Numerals | Recognises and identifies numerals within 0-10 Explains that zero is represented by the numeral '0' Orders numerals forwards and backwards within 0-10 Identifies number before, after and missing numbers in a sequence within 0-10; beginning to use the language before, after and in-between | | Recognises number names and numerals to at least 20. Orders numbers forwards & backwards within the range 0-20. Identifies the number before, after and missing numbers in a sequence. | |
| | Subitising | Identifies and represents regular and irregular dot patterns in different arrangements e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6 | | Identifies 'how many?' in regular & irregular dot patterns, arrays, five frames, ten frames and dice without having to count – SUBITISING. | |
| | Counting | Uses the 5 principles of counting to count objects within 0-10 Counts objects in a set recognising that the appearance of the objects has no effect on the overall total within 0-10 (conservation) | | Uses 1-to-1 correspondence to count a given number of objects to at least 20. Uses ordinal numbers in real life contexts. | 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. |
| | Place Value | Explains that zero means there is none of a particular quantity Partitions quantities to 10 into 2 or more parts and recognises that this does not affect the total e.g. 6 as 3 and 3/2 and 2 and 2 | | <u>Partitions single digit numbers into two or more parts and recognises that this does not affect the total.</u> | <u>Demonstrates understanding of all possible partitions of numbers to at least 10.</u> |
| Addition and Subtraction | | Compares 2 sets to decide which has the fewest/most within 0-10 Sorts, classifies partitions, orders and compares sets that have the same and differing quantities Beginning to count on and back in ones to add and subtract with objects or number line within 0-10 | | Counts on and back in ones to demonstrate understanding of addition and subtraction. |  <p>Use appropriately the mathematical symbols +, -, =.</p> <p>Links number families when explaining mental strategies for addition & subtraction. Solves simple missing number equations, for example, $3 + \bullet = 10$. Uses a range of strategies to add and subtract mentally to at least 10.</p> |
| Multiplication and Division | | Shares out a group of items into 2 equal sets within 0-10 Groups objects into matching or natural sets of 2 e.g. shoes within 0-10 Begin to identify halves and doubles using concrete materials within 0-10 | | Shares out a group of items equally into smaller groups | Doubles numbers to a total of at least 20. |
| Fractions, Decimals and % | | Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my banana' | Splits a whole into smaller parts and explains that equal parts are the same size Understands that a whole can be shared equally and unequally | Splits a whole into smaller and explains that 'equal parts' are the same size. Uses appropriate vocabulary to describe each part, to at least halves and quarters. | |

Early Level Tracker 1

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|---|---|--|--|--|---|---|--|--|
| <u>Estimation & Rounding</u> | | Knows they can check estimates by counting within 0-10 | | Can apply subitising skills to estimate the number of items in a set | | Uses the language of estimation, including more than, less than, fewer than and the same | | |
| Awareness of Number – Counting, Quantities & Number Structure | <u>No. word sequences</u> | Say short forward and backward number word sequences within 0-10 | | Uses ordinal numbers in real life contexts e.g. I am first/second/third in the line' | | Recalls the number sequence forwards and backwards within 0-10 | | |
| | <u>Numerals</u> | Recognise numerals e.g. points to the number from 0-10 | Identify (name) numerals e.g. can respond to question 'what is that number?' from 0-10 | Explains zero is represented as 0 | Orders numerals forwards and backwards within 0-10 | Identifies number before, after and missing numbers in a sequence within 0-10; beginning to use the language before, after and in-between | | |
| | <u>Subitising</u> | Identifies 'how many?' in regular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6 | | Identifies 'how many?' in irregular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6 | | Represents amounts in different arrangements e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6 | | |
| | <u>Counting</u> | When counting objects understands the order in which we say the numbers is always the same (stable order) | Touch counts one item when each number word is said (1-to-1 correspondence) | When counting objects understands that the number name of the last object counted is the name given to the total number of objects in a set (cardinal principle) | When counting objects understands that the number of objects is not affected by position (order irrelevance) | Counts objects in a set recognising that the appearance of the objects has no effect on the overall total within 0-10 (conservation) | Counts anything e.g. objects at a distance/in a book/sounds/claps within 0-10 (abstract principle) | |
| | <u>Place Value</u> | Explains that zero means there is none of a particular quantity | | | Partitions quantities to 10 into 2 or more parts and recognises that this does not affect the total e.g. 6 as 3 and 3/2 and 2 and 2 | | | |
| <u>Addition and Subtraction</u> | Sorts & classifies objects using quantity as an attribute e.g. sets of 1, 2 within 0-10 | Compares 2 sets to decide which has the fewest/most within 0-10 | Finds the total when 1,2 or 3 is added to an existing amount e.g. a number line or height chart (augmentation) | Finds the total when 2 sets are added together within 0-10 (aggregation) | Finds out how many are left when 1 or 2 are taken away within 0-10 | Compares to find the difference between sets as a quantity within 0-10 | Beginning to count on and back in ones to add and subtract with objects or number line within 0-10 | |
| <u>Multiplication and Division</u> | Shares out a group of items into 2 equal sets within 0-10. Groups objects into matching or natural sets of 2 e.g. shoes within 0-10 | | | Begin to identify halves and doubles using concrete materials within 0-10 | | | | |
| <u>Fractions, Decimals and %</u> | Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my banana' | | Splits a whole into smaller parts and explains that equal parts are the same size | | | Understands that a whole can be shared equally and unequally | | |

Early Level Tracker 1



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|--|-----------------|---|--|---|---|---|---|--|
| | Money | Handles money and recognises a few coins up to the value of £2 through play and in real life and relevant contexts (using real and plastic money) | | | Identifies (names) 1p, 2p, 5p and 10p coins and pays the exact value for items to 10p e.g. if the price is 5p; can use a 5p coin to pay for it | | | |
| | Time | Links daily routines and personal events to time sequences and begins to use appropriate language including before, after, later, earlier | Recognises and where appropriate engages with everyday devices used to measure or display time e.g. clocks, calendars, sand timers and visual timetables | | Identifies (names) the days of the week in sequence | | Recognises the months of the year and describes features of the four seasons in relevant contexts | |
| Measurement | Length | Shares relevant experiences in which measurements of lengths, heights, mass and capacities are used, for example, in baking and other meaningful contexts | | | Describes and compares common objects' lengths, heights, mass and capacities using everyday language, including long/longer, short/shorter, tall/taller, heavy/heavier, light/lighter, more/less/same | | Estimates, then measures, the length, height, mass and capacity of common objects using a range of appropriate non-standard units | |
| | Mass | | | | | | | |
| | Capacity | | | | | | | |
| Patterns & Relationships | | Copies simple patterns involving objects, shapes and numbers | | Continues simple patterns involving objects, shapes and numbers | | Creates simple patterns involving objects, shapes and numbers | | |
| Shape | | Recognise and describe common 2D shapes and 3D objects by attribute e.g. straight, round, flat and curved | | | Sort common 2D shapes and 3D objects according to attribute e.g. shape, colour, size | | | |
| Angles, Symmetry and Transformation | | Correctly uses some of the language of position e.g. in front, behind, above, below | | Begins to correctly use some of the language of direction e.g. left right, forwards and backwards to solve simple problems in relevant contexts | | Identifies and describes basic symmetrical pictures with one line of symmetry | | Creates basic symmetrical pictures with one line of symmetry |
| Data Handling and Analysis | | Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways | Collects and organises objects for a specific purpose | Asks simple questions to collect data for a specific purpose | Contributes to a concrete or pictorial display where one object or drawing represents on data value, using digital technologies as appropriate | With support interprets simple graphs, charts and signs and demonstrates how they support planning, choices and decision making | With support applies counting skills to ask and answer questions. Makes relevant choices and decisions based on the data | |

Early Level Tracker 2

| Estimating and rounding | | Checks estimates by counting | | | | | Demonstrates skills of estimation in the context of number including more than, less than and the same | | | | | | |
|---|---|--|---|--|--|--|--|---|---|---|---|-------------------------------|--|
| Awareness of Number – Counting, Quantities & Number Structure | No. word sequences | Say short forward number word sequences (to at least 30) | Say short backward number word sequences (to at least 20) | Say alternate numbers (to at least 30) | Say next number word forward (to at least 30) | Say next number word backward (from 20) | Say number word after (within 20) | Say number word before (to at least 20) | | | | | |
| | Numerals | Recognise numerals (from 0 to at least 20) | | Identify (name) numerals (to at least 20) | | Sequence numerals forwards and backwards (to at least 20) | | Identify number before and after (to at least 20) | Identify missing numbers in a sequence (to at least 20) | | | | |
| | Subitising | Represent a number using fingers (throw) | | Count objects in a group - regular & irregular arrangements (to at least 10) | | Identify numbers in a group without counting – Subitise (to at least 10) | | | | | | | |
| | Counting | Use 1 to 1 correspondence (to at least 20) | Count objects in a row (at least 20) | Count objects in a group/irregular arrangement (to at least 20) | Count objects using an array (to at least 20) | Count objects actions & sounds (without touching) | Use and understand ordinal numbers | Skip counts in 2s (to at least 20) | Skip counts in 5s (to at least 20) | | | | |
| | Place Value | Partition numbers visually to at least 10 (2 or more sets) | | | Identify number bonds to 10 | | | | Recognise zero as a place holder | | | | |
| Addition And Subtraction | Find one more and one less than a given number of objects | Combine 2 or more quantities to find the total | Count on when adding to a group | Count on or back in 1's when finding the difference | Recognise and read +, - and = symbols | Read an addition / subtraction number sentence | Solve an addition / subtraction number sentence | Translate a word problem into a number sentence | Combine two quantities to find the total | Partition numbers into part, part, whole to 10 | Use part-part-whole relationships to find linked number sentences | Solve missing number problems | |
| Multiplication and Division | Solve division problems by sharing equally (to at least 20) | Solve division problems by grouping (to at least 20) | Identify odd and even (to at least 20) | Find the total of equal groups | Find the total of equal groups using repeated addition | Place objects into arrays | Find matching groups (to a total of 20) | Double quantities of objects (to at least 10) | Count patterns of 2 | Double numbers mentally to a total of at least 10 | Solve problems involving doubles (to at least double 10) | | |
| Fractions, decimals and % | Recognise half of an object (as 1 of 2 equal parts) | Recognise quarter of an object (as 1 of 4 equal parts) | Identify half of a shape (object) | Identify quarter of a shape (object) | Identify half of a quantity | Identify quarter of a quantity | Find a quarter by halving a half | Place fractions on a number line | | | | | |

Early Level Tracker 2

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|----------------------------------|---|--|--|--|--|--|---|--|--|--|--|
| Measurement | Money | Identify coins and assign values Up to £2 | | Put them in order of value Up to £2 | | Use 1p, 2p, 5p and 10p coins to pay the exact value for items to at least 10p. | | Apply addition and subtraction skills | | | |
| | Time | Can sequence Months in the year | Recognise everyday devices used to measure or display time. | Talk about everyday devices used to measure or display time. | Engage with everyday devices used to measure or display time including, sand timers, clocks, calendars, and visual timetables. | | Use appropriate language when discussing time including before, after, o'clock, hour hand and minute hand.. | | Read analogue and digital o'clock times (12 hour only) and represent this to a digital display or clock face. | | |
| | Length | Compare and describe the lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less. | | | | | Estimate them measure the length, height, mass and capacity of familiar objects using a range on non-standard units. | | | | |
| | Mass | | | | | | | | | | |
| | Capacity | | | | | | | | | | |
| Patterns and Relationships | Copies simple patterns involving objects, shapes and numbers. | | Continues simple patterns involving objects, shapes and numbers. | | Creates simple patterns involving objects, shapes and numbers. | | Find missing numbers on a number line within the range 0-20. | | | | |
| Shape, Position and Movement | Shape | Recognise 2D shapes and 3D objects according to various criteria, eg: straight, round, flat and curved. | | | Describe 2D shapes and 3D objects according to various criteria, eg: straight, round, flat and curved. | | | Sort 2D shapes and 3D objects according to various criteria, eg: straight, round, flat and curved. | | | |
| | Angles, Symmetry and Transformation | Understand and correctly use the language of position and direction, including in front, behind, above, below, left, right, forwards and backwards to solve problems in movement games. | | | | | Identify, describe and create symmetrical pictures with one line of symmetry. | | | | |
| Information Handling | Data Handling and Analysis | Apply counting skills to ask and answer different questions and make relevant choices and decisions based on the data. | | | Contribute to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate. | | | Interpret simple graphs, charts and signs and demonstrate how they support planning, choices and decision making. | | | |