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| **Number, Money & Measure****Estimating and Rounding****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| I am developing a sense of sizeand amount by observing,exploring, using and communicating with others about things in the world around me. MNU 0-01a | I can talk with others about the size of things that I see, touch and use every day, using appropriate vocabulary, *e.g. small, big, tiny, huge, bigger than, smaller than, biggest, smallest.*I can look at an amount of objects, arranged randomly, and guess how many there are.I can use appropriate vocabulary to explain and compare amounts, e.g. about, more than, less than, most, least. | I can look at an amount of objects, arranged randomly, guess how many there are, then check my answer by counting.  | I can talk about the size of things that I can see, touch and use every day and compare my ideas with what others think.I can discuss and compare my answers with others. | 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. |

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| **Number, Money & Measure****Number and Number Processes****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| 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 find and recognise numbers in my environment (e.g. in shops, on road signs etc) and know that each number has a unique symbol.I can recite forward and backward number word sequences in songs, rhymes and games but not always in order.I can arrange consecutive numbers in order and position them on a number line.I can use the words next, before, after, between, more than, less than to describe where a number “lives”.I can find groups of the same theme within a collection e.g. pigs in a farmyard. I can use words such as bigger, smaller and the same to compare groups of items. I can sort objects using familiar or given criteria e.g. colour, size, family. I can talk about position using the words first, second, third etc.  | I can find and recognise most numbers to at least 10 using numerals, words, symbols and objects including fingers. I can recite forward and backward number word sequences, in the range of at least 0-20, from any given number. I can arrange non-consecutive numbers in order and position them on a number line.I can say the number word just before and after a given number in the range of 0-20.I can match objects in a collection to see which group(s) has the most or fewest. I can find and describe items that are the same and different within a collection e.g. ‘horses’ and ‘not horses’.I can sort objects into groups using simple given criteria and explain how I did this.I can place objects in order and label them first, second, third etc. | I can find and recognise all numbers (in a variety of contexts) to at least 20 using numerals, words, symbols, pictures and objects including fingers.I can recite forward and backward number word sequences, in the range of at least 0-30, from any given number. I can identify the missing number(s) in a sequence up to 20.I can say the number word just before and after a given number in the range of at least 0-30. I can estimate the number of objects in a group of up to 20 objects and count to check. I can count the different groups in a collection to decide which has the most/fewest.I can compare and order groups of numbers by choosing my own criteria which I can explain to others e.g. bigger than 5, less than 10.I can read and use the ordinal names to at least ‘tenth’.  | 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 therange 0 - 20.Identifies the number before, the number after and missing numbers in a sequence within 20. |

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| **Number, Money & Measure****Number and Number Processes****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| 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 use a “jump strategy” to count on or back in ones, e.g. “human” number lines, floor tiles, frogs and lily pads.I can count on or back in ones, from different starting points, to find the number before/after; one more than/one less than.I can combine sets of objects to find how many altogether.I can recognise quantities arranged in regular patterns without counting, e.g. domino patterns, spots on a dice. I can find how many left by removing objects from a set.I can show what I know about adding and subtracting by talking, drawing or using practical materials. | I can explain what happens to the value of a number when I count on or count back, i.e. it gets bigger or smaller. I can count on or back in twos, from different starting points, to find the number two more than/two less than.I can combine and partition sets of objects to find addition “stories”, realising addition is associative, e.g. 6 = 4+2, 3+3, 5+1I can use patterns to help me combine and partition numbers – e.g. seeing 7 as a “hand of five fingers” plus two; seeing 6 spots as 2 + 2 + 2 or 3 + 3I can explain the link between addition and subtraction using practical materials, e.g. “Handfuls”.I can use numbers and the symbols + - = to show what I know about adding and subtracting. | I can count on or back, from zero, in fives and tens.I can combine sets of objects to find how many altogether, realising that addition is commutative, i.e. that 3 + 2 = 2 + 3; 2 + 8 = 8 + 2 etc   I can make and explain families of four related addition/subtraction facts. | 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 =.Solves simple missing number problems. |

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| **Number, Money & Measure****Fractions, decimal fractions and percentages** **EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| 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 can share a collection of objects equally.I can understand that 2 halves make a whole.  | I can recognise halves and know that they are an object split into two equal parts.I can understand, identify the term 1/2.I can use my knowledge of doubles to identify half of even numbers to at least 10.I can recall even number facts to divide evenly.I know even numbers can be shared equally | 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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| **Number, Money & Measure****Money****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| I am developing my awareness of how money is used and can recognise and use a range of coins. MNU 0-09a  | I have acted out a range of situations where people use money. I can talk about the different ways that people pay for things and the cards they use.  | I can use different words to talk about money and can discuss where money is spent. I am beginning to have a sense of how much things cost | I can talk about how money is earned, spent and kept by myself and others. I can recognise and name some coins and notes and can discuss their features. I understand that different coins and notes have different values and can sort and place them in order of value.  | 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. |

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| **Number, Money & Measure****Time****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(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 | I can talk about times and dates that are special to me and others. I can talk about what has happened in the past and what will/may happen in the future. I know the order of days, months and seasons. I understand that hours of the day, days of the week and months will repeat in a cycle.  | I understand how knowing about time helps me to organise what I do. I can make informed choices about how I use time. I have created and can interpret different timelines.  | I can use a range of different vocabulary to talk about time and to describe parts of the day, week and year. I can talk about how and why we compare lengths of time. I can talk about different time devices I have seen people use.  | 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. |

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| **Number, Money & Measure****Measurement****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| 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 | I can give examples of when I have seen people measuring and heard people talking about measurements. I am beginning to compare and order measurements.  | I can give examples of when I have seen measurements written down. I can compare the weight/length/volume of different items and order them according to size.  | I can use a variety of words to talk about the different kinds of measurement we make.I can choose and use different non-standard units to measure the weight/length/volume of items and talk about what I have found out.  | 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 familiarobjects using a range of appropriate non-standard units. |

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| **Number, Money & Measure****Patterns and Relationships****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a  |  | I can use appropriate language such as “pattern”, “repeat” and “over and over. I can count in order to continue or describe a pattern e.g. 5 rabbits, 2 carrots, 5 rabbits, 2 carrots etc. | I can continue obvious patterns. I can replicate the same patterns in different media or with different objects e.g. 5 rabbits, 2 carrots, 5 rabbits, 2 carrots or 5 blue cups, 2 red cups, 5 blue cups, 2 red cups | 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. |

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| **Shape, position and movement****Properties of 2D shapes and 3D Objects****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16a  | I can make a 3D object using a variety of modelling and construction materials. I can describe 2D shapes in my own way.I can talk about the models I have made and the shapes I have chosen and why.I can describe the shape of 3D objects in my own way.I know the mathematical names of some 2D shapes and can spot examples of these in the real world. I can use the mathematical names of some 3D objects and can spot examples of these in the real world. I have explored the faces of 3D objects and can name and/or describe the 2D shapes I can see.  | I can make a 3D object by joining together other 3D objects. I have gathered and created examples of squares, rectangles, circles and other, named 2D shapes and can talk about their differences and similarities.I can make 2D shapes by cutting, printing, drawing and using ICT. I have gathered and created different examples of 3D objects and can talk about their differences and similarities.I have explored what new shapes I can create by putting together two or more 2D shapes. I have explored what new shapes I can create by putting together two or more simple 3D objects.  | I can sort 2D shapes using my own and others’ criteria. I can make a picture using 2D shapes and can talk about what I have created. I can sort 3D objects using my own and others’ criteria.  | Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved.  |

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| **Shape, position and movement****Angle, symmetry and transformation****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| In movement, games, and using technology I can use simple directions and describe positions. MTH 0-17a  | I can use a wide range of vocabulary to talk about where people or objects are in relation to each other. I recognise and make turns to the left and to the right. Learn to use appropriate vocabulary (e.g. left, right, forwards and backwards) to give and interpret directions in a variety of contexts, including the use of technology. | I understand the meaning of different words about position. I can give and follow simple instructions using turns including whole and half turns. Learn to use appropriate vocabulary (e.g. in front of, behind, above, below, left, right etc) to describe the position of people or objects in a variety of contexts, including the use of technology. | I can guess what person or object is being described from a series of clues about their position. I can create and follow simple instructions for journeys involving turns and directions.  | 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. |

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| **Shape, position and movement****Angle, symmetry and transformation****EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| I have had fun creating a range of symmetrical pictures and patterns using a range of media. MTH 0-19a | I can use folding, cutting and printing to create a symmetrical shape or pattern. I can complete a symmetrical shape or simple pattern if I can see one half of it. | I can talk about what it means for a shape or pattern to be symmetrical. I have explored how patterns and shapes change when I reflect part of them in a mirror and can talk about my findings.  | I can spot things around me which I think are symmetrical and talk about why.  | Identifies, describes and creates symmetrical pictures with one line of symmetry. |

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| **Information Handling****Data and Analysis** **EARLY LEVEL**  | **Suggested line of progression** **(Progression Framework)** | **Assessment** **(Benchmarks)** |
| I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20aI can match objects, and sort using my own and others’ criteria, sharing my ideas with others. MNU 0-20bI 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 | I have discovered examples of information being presented in different ways around me. I can ask and answer questions about the information displays I have found.  | I can talk about information displays I have found and explain why they are helpful. I can give examples of when I have gathered and sorted information.  | I understand why people gather, combine and display information. I have explored real-life charts, diagrams and graphs.  | 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.  |