



Renfrewshire
Council

Numeracy & Mathematics
Skills Progression Through Early Level

Estimation and Rounding**MNU 0-01a**

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

- Through play I can compare and talk about amounts of objects and recognise which is more and which is less
- I can recognise the number of objects in a group, without counting (subitising) and I can use this information to estimate the number of objects in other groups
- I can check my estimate by counting
- I can demonstrate estimation skills in the contexts of number and measure using relevant vocabulary, including less than, longer than, more than and the same

Number & Number Processes

MNU 0-02a

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

- I can 'touch, count and move' objects to find out how many there are ([One to One Correspondence](#))
- I can count using the correct number names in the correct order ([Stable Order Principle](#))
- I understand that the last number in a count represents the total quantity ([Cardinality](#))
- I understand that the order I count a collection in doesn't affect the total ([Order Irrelevance](#))
- I can count beyond objects I can touch, move and see, e.g., claps, sounds, jumps, etc ([Abstraction](#))
- I can subitise numbers in dice patterns up to 6 and random dot patterns to 5
- I can copy and count sequences of movements and sounds
- I can count dots in a five frame and ten frame in different ways
- I have started to use number words to order people and objects
- I can continue a forward number word sequence (FNWS) in the range 0 to 30
- I can continue a backward number word sequence (BNWS) in the range 20 to 0
- I can recognise and identify numerals in the range 0 to 30
- I can identify the number before, after and in between given numbers in the range 0 to 20
- I can match a written number to its corresponding numeral in the range 0 to 20
- I can order and sequence numerals in the range 0 to 20
- I am beginning to partition numbers in the range 10 to 20 e.g., 17 is 10 and 7
- I can show a number on a number line within 20 and talk about its position, e.g., 14 is 10 and 4 more

Number & Number Processes

MNU 0-03a

I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.

- I can demonstrate that adding means putting two or more quantities together and this will amount to more than the individual quantities
- I can count two collections starting with the first collection screened and moving to the second collection screened
- I can count items in two screened collections
- I can identify the symbols +, - and = and use them appropriately
- I can count on to add within 20 and count back to subtract within 10 with support materials
- I can partition visual patterns to 10 e.g., domino and pair patterns, ten frames and random arrays and use this to create number stories to at least 10
- I can create 5 plus finger patterns for the numbers 6-10 (using an anchor of 5) e.g., raise 5 fingers on one hand and raise y fingers on the other, how many altogether?
- I can partition numbers 3-10 using finger patterns
- I can show double patterns 1-5 and double plus 1 patterns
- I can investigate the relationship between addition and subtraction using finger patterns and five and ten frames
- I can separate and remove part of a group of objects within 10 to model subtraction
- I can recall addition and subtraction facts to 5
- I can recall double and half facts to 10
- I can state the number bonds that make 10
- I can solve simple missing number problems

Fractions, Decimal Fractions & Percentages

MNU 0-07a

I can share out a group of items by making smaller groups and can split a whole object into smaller parts.

- I can show that shapes or objects can be shared in 2 equal parts
- I can show that two halves of a shape are the same size
- I can find half of a shape by folding, cutting and colouring
- I can find half of a collection of objects by sharing in two equal groups
- I can recognise the written fraction $\frac{1}{2}$ and $\frac{1}{4}$
- I can find a quarter by halving and halving again
- I can find a quarter of a collection of objects by sharing in four equal group
- I can show where $\frac{1}{2}$ would go on a number line

Money

MNU 0-09a

I am developing my awareness of how money is used and can recognise and use a range of coins.

- Through play, I have explored different ways to sort coins and notes
- I can use coins (real and plastic) to pay for amounts in play and real-life contexts
- I can identify the pound and pence signs
- I can recognise and name all coins to £2
- I can order money according to its value
- I can compare prices and identify the cheaper and more expensive item
- I can show that coins can be swapped for others of the same total value, e.g., 2p can be 2 x 1p
- I can select the appropriate coin, or coins, to pay for something in play, up to 10p
- I can use addition and subtraction strategies to calculate amounts of money to 10p
- I can say if too much money has been given, not enough or just the right amount when paying
- I understand that I will get change if I give too much money

Time**MNU 0-10a**

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.

- I can link daily routines and personal events to time sequences
- I can name the days of the week in sequence, know the months of the year and can talk about features of the four seasons in relevant contexts
- I can recognise, and where appropriate, engage with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables in class
- I can read and show analogue o'clock times (12 hour only)
- I know that the long hand/big hand must point directly to the 12 on the analogue clock dial to represent an o'clock time.
- I know that the short hand/small hand points to the number of hours
- I can read and show digital o'clock times (12 hour only)
- I understand that in digital time the last two numbers must be '00' to show o'clock time. The first one or two numbers show the number of hours
- I can match analogue and digital o'clock times (12 hour only) on a digital display or clock face
- I can use vocabulary related to the passage of time – earlier/later, before/after

Measurement**MNU 0-11a**

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.

- Through play, I can compare the length of items using language such as longer and shorter
- I can talk about the amount in a container, using a variety of language including 'full' and 'empty'
- Through play, I can compare the weights of items by holding to determine which is heavier/lighter
- Through play I have used measuring tools such as a ruler, weighing scales, timers and containers
- I can estimate the length of objects using non-standard units such as paperclips, cubes, lolly pop sticks
- I can estimate and measure, the height, mass and capacity of familiar objects using a range of appropriate non-standard units

Patterns & Relationships**MTH 0-13a**

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns

- Through play, I can recognise and describe patterns in my environment
- Through play, I can copy simple patterns involving objects and shapes
- Through play, I can continue simple patterns involving objects and shapes
- Through play, I can create my own patterns using objects and shapes
- Through play, I can explore and recognise simple number patterns
- I can copy and continue number sequences i.e., counting in 1s, 2s, 5s and 10s
- I can find missing numbers on a number line in the range 0 – 20
- I can use music, language and physical activity while copying and continuing rhythmic patterns

Properties of 2D Shapes & 3D Objects**MTH 0-16a**

I enjoy investigating objects and shapes and can sort, describe and be creative with them.

- Through play, I can recognise common 2D shapes and 3D objects.
- Through play, I can describe common 2D shapes and 3D objects according to various criteria, e.g., straight, round, flat and curved
- Through play, I can sort common 2D shapes and 3D objects according to various criteria, e.g., straight, round, flat, curved

Angle, Symmetry & Transformation**MTH 0-17a**

In movement, games, and using technology I can use simple directions and describe positions

- Through play, I can use the language of position and turning to talk about where something is or to give directions
- Through play, I can talk about where things are in relation to other things, i.e., the teddy is on the table, the box is under the sheet, etc.
- Through play, I can give directions to someone else and follow others' directions

MTH 0-19a

I have had fun creating a range of symmetrical pictures and patterns using a range of media.

- I can identify, describe and create symmetrical pictures or models with one line of symmetry

Data & Analysis

MNU 0-20a

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.

MNU 0-20b

I can match objects, and sort using my own and others' criteria, sharing my ideas with others.

MNU 0-20c

I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.

- Through play, I can ask questions about objects and materials in my environment
- Through play, I can collect and sort objects into categories according to my own criteria and explain my choice e.g., sort objects into shape, size, colours, pattern, length, texture, etc.
- I understand that there are different ways of categorising different objects and can sort by more than one attribute, for example, sort by size and colour
- Through play, I can collect and organise objects and display using simple graphs and charts, such as, pictograms, bar charts and digital technologies as appropriate
- I can ask and answer relevant questions based on the data displayed
- I can use signs, labels, charts and visual prompts in my environment and discuss their purpose