

Numeracy & Maths Experiences & Outcomes Progression: Early Level

Please read guidance before using these progression sheets

Topic/Outcome/Resources	Progression		
<p><i>Estimating and Rounding</i></p> <p><i>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me</i></p> <p><i>MNU 0-01a</i></p>	<p>Begin to develop a sense of size and amount</p> <p>Use water tray, sand tray, different sizes of containers, measuring jugs etc</p> <p>Estimating height, weight – compare bears, balance scales</p> <p>Outdoor play – see saws</p>	<p>Gain more experience in developing a sense of size and amount</p> <p>Introduce and encourage the use of appropriate language</p> <p>Counting out items, comparisons using every day items in height, length, weight and capacity</p>	<p>Through all numeracy activities develop a sense of size and amount</p> <p>Use appropriate language to indicate size and amount of objects in the world around us</p> <p>Heaviest, lightest, achieving balance, tall, taller, tallest etc</p>
<p>Number and Number Processes</p> <p><i>I have explored numbers, understand that they represent quantities and I can use them to count, create sequence and describe order</i></p> <p><i>MNU 0-02a</i></p>	<p>Count numbers 0 – 10 through a variety of rhymes and playroom activities</p> <p>Snack time – count out number of items indicated</p> <p>Songs and stories – 5 currant buns, 5 little ducks, 5 speckled frogs, 5 green bottles, 10 fat sausages etc</p> <p>How many children are able to be at each activity – only 4 at water tray etc</p> <p>Role play</p> <p>Numbers in play situations e.g. sparkle numbers in sand or water trays</p> <p>Dominoes</p>	<p>Count by touching objects</p> <p>Begin to record numbers through play</p> <p>Writing for a purpose through role play</p> <p>Board and social games</p> <p>Register time – counting out children etc</p> <p>Assisting in snack – lay out number of plates etc</p> <p>Role play</p> <p>Play dough cards, overlays, Following recipes</p>	<p>Count, make and write numbers to 10</p> <p>Order number to 10</p> <p>Read and use ordinal number to 10</p> <p>Recognise and use language to describe zero</p>

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<p>Number and Number Processes</p> <p><i>I can use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.</i></p> <p><i>MNU 0-03a</i></p>	<p>Begin to relate addition to combining groups of objects</p> <p>Begin to relate subtraction to 'taking away'</p> <p>Number songs and rhymes</p> <p>Snack – putting items on plate, how many left after eating item(s)</p> <p>Give me number of items</p> <p>Role play</p>	<p>Continue to develop knowledge of 'adding on' and 'taking away'</p> <p>Continue with songs and rhymes</p> <p>Story sacks and numeracy sacks</p> <p>Board games</p> <p>Register time – how many children here, if one away how many left etc</p> <p>Sorting activities</p> <p>Skittles</p>	<p>Know that when we add we have more</p> <p>Count on 1 and 2</p> <p>Know that when we add 0 the number stays the same</p> <p>Use the language of addition</p> <p>Add horizontally and vertically within 10 using concrete materials and number ladder/number line</p> <p>Dominoes</p> <p>Number stories</p> <p>Skittles</p> <p>Board games</p>
<p><i>Fractions, Decimal Fractions and Percentages</i></p> <p><i>I can share out a group of items by making smaller groups and can split a whole object into smaller parts</i></p> <p><i>MNU0-07a</i></p>	<p>Share by giving one to each person</p> <p>Share by making smaller groups</p> <p>Split a whole object into smaller parts</p> <p>Share out snap cards, game pieces</p> <p>Practical experiences during snack – cutting into halves and quarters</p> <p>Sharing out play equipment – number of trains for train set, house corner knives, forks etc</p> <p>Play dough</p> <p>Cutting activities</p>	<p>Split a whole object into smaller parts and start to use language such as halves and quarters</p> <p>Continue to develop skills in sharing out items</p> <p>Multi sensory activities – play dough, clay</p> <p>Snack preparation – sharing out plates, cutting fruit etc</p> <p>Toy food in role play corner – pizza cutters, cakes etc</p> <p>Cutting activities</p>	<p>Making 'fair' shares – sharing out materials etc</p> <p>Cutting fruit, clay, play dough etc in half</p> <p>Continue to use language halves and quarters</p> <p>Introduce $\frac{1}{2}$ and $\frac{1}{4}$ symbols</p> <p>Relate to shapes</p>

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<p><i>Money</i></p> <p><i>I am developing my awareness of how money is used and can recognise and use a range of coins.</i></p> <p><i>MNU 0-09a</i></p>	<p>Begin to develop an awareness of how money is used in daily life.</p> <p>Use associated language appropriately in role play activities.</p>	<p>Begin to recognise coins and use them in role play to pay and give change.</p> <p>Sort collection of coins by colour, shape and size.</p>	<p>Recognise, identify and sort 1p, 2p, 5p, 10p, 20p, 50, £1, £2 coins through play.</p> <p>Sequence coins in terms of value by looking at the value of the number on the coin.</p> <p>Count to 10p using 1p coins.</p> <p>Begin to use different combinations of coins to make totals to 10p.</p>
<p><i>Time</i></p> <p><i>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></p> <p><i>MNU 0-10a</i></p>	<p>Through action songs and games sequence days of the week.</p> <p>Develop an awareness of the passing of time e.g. night, day.</p> <p>Begin to be aware of time sequences e.g. morning, lunchtime, bedtime etc.</p>	<p>Begin to link significant events such as Christmas, Easter etc to months and seasons.</p> <p>Be aware of time sequences related to the nursery routine e.g. snack time, gym time, story time, home time, gym days etc.</p> <p>Be familiar with the language associated with time e.g. today, tomorrow, yesterday, day, week etc</p> <p>Become aware that clocks and watches are used to tell the time and use these where appropriate through role play.</p>	<p>Read, sequence and use days of the week.</p> <p>Read, sequence and use months of the year.</p> <p>Read, sequence and use seasons.</p> <p>Read and tell the o'clock times in analogue and digital.</p> <p>Make, write and match the o'clock times in analogue and digital.</p>

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<p><i>Measurement</i> 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</p> <p><i>MNU 0-11a</i></p>	<p>Explore a variety of activities in size, weight and capacity, including the language of measurement</p>	<p>Investigate a variety of activities in size, weight and capacity including the use of the language of measurement</p>	<p>Experiment and compare/order a variety of everyday items as units of measurement in size, weight and capacity</p>
<p><i>Patterns and relationships</i> I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.</p> <p><i>MTH 0-13a</i></p>	<p>Talking about, recognising simple patterns in the environment Copy a simple pattern.</p>	<p>Copy a basic pattern involving size, colour or shape. Continue a simple, repeated pattern. Create own simple, repeated pattern</p>	<p>Become familiar with number patterns to 10 – sequencing Continue a more complex repeated pattern. Create more complex repeated pattern.</p>
<p><i>Properties of 2D shapes and 3D objects</i> I enjoy investigating objects and shapes and can sort, describe and be creative with them.</p> <p><i>MTH 0-16a</i></p>	<p>Investigate and use a variety of shapes and objects through indoor and outdoor play.</p>	<p>Recognise shape in the world around us. Begin to name shapes and use them to build models, pictures and patterns. Introduction to 2-D shapes.</p>	<p>Recognise, sort and name 2-D and 3 -D shapes. Use these to make models, pictures and patterns</p>
<p><i>Angle, symmetry and transformation</i> In movement, games, and using technology I can use simple directions and describe positions.</p> <p><i>MTH 0-17a</i></p> <p><i>MTH 0-19a</i></p> <p>I have had fun creating a range of symmetrical pictures and patterns using a range of media.</p>	<p>Use everyday words to describe positions, directions and movement Use forward and back Explore symmetry through art activities</p>	<p>Use everyday words to describe positions, directions and movement Introduce a variety of directional language. Experience and create symmetrical patterns.</p>	<p>Use appropriate vocabulary to describe positions, directions and movements. Take part in a range of positional activities – model building, PE, music and drama. Understand the rules of symmetry and complete simple symmetrical patterns</p>
<p><i>Data and analysis</i></p>	<p>Begin to use real objects to collect</p>	<p>Use real objects to collect</p>	<p>Ask relevant questions and use</p>

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<p><i>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.</i></p> <p><i>MNU 0-20a</i></p>	<p>information and organise by sorting.</p>	<p>information and organise by counting and sorting.</p>	<p>real objects and pictures to collect information.</p> <p> Organise findings using simple recording methods e.g. sorting, tallying, counting.</p> <p>Display/record findings in simple diagrams or charts e.g. pictograms, Carroll diagrams.</p>

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<p><i>I can match objects, and sort using my own and others' criteria, sharing my ideas with others.</i></p> <p><i>MNU 0-20b</i></p>	<p>Begin to sort using simple criteria.</p>	<p>Sort using more complex criteria and begin to sort using own criteria.</p>	<p>Recognise similarities and differences in objects and use their own criteria to sort.</p> <p>Explain reasons for sorting in a specific way.</p>
<p><i>I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.</i></p> <p><i>MNU 0-20c</i></p>	<p>Begin to use signs and charts within the nursery for information e.g. signs telling children how many can play.</p>	<p>Use a variety of signs and charts to record their own choices and decisions e.g. what play equipment shall we choose?</p>	<p>Locate and select relevant information from charts and displays e.g. menu, daily timetables.</p> <p>Recognise and explain symbols used.</p>