

Numeracy Framework

Strand	Element	RfL routemap	A steps	B steps	C steps	
Developing mathematical proficiency	Conceptual understanding	Object permanence [RfL 34]	I can focus attention on objects, manipulating and exploring them, using a range of methods.	I can pay attention to and respond to numbers in a range of activities led by an adult.	I am beginning to take part in counting and comparing numbers in a range of activities.	
				I am beginning to become aware of what is meant by lots and few through active participation in number activities led by an adult.	I can correctly interpret written numerals (up to 10) in a practical task.	
	Logical reasoning	Communicates choice to attentive adult [RfL 37]	I can use sound, gesture, object and photograph to show responses or choices.	I can use/respond appropriately to some words describing: <ul style="list-style-type: none"> • quantity, e.g. more • size, e.g. big • position, e.g. in when applied to real objects.	I can use/respond appropriately to words describing: <ul style="list-style-type: none"> • quantity, e.g. some, more, a lot • size, e.g. big, little • position, e.g. in, on, under in a range of contexts.	
				I can demonstrate an awareness of number during activities.	I can use everyday mathematical language to describe real objects.	I can use everyday mathematical language spontaneously during familiar daily events.
	Fluency			I can recognise patterns in sets/items/objects.	I can recognise a mistake/something is wrong in the pattern, where items are in pairs, and put it right by completing the set or removing the odd item.	
	Strategic competence	Joint attention [RfL 40]		I can explore a range of resources and equipment.	I can copy/imitate use of resources and equipment to explore.	I can choose and use a range of resources and equipment provided to help me.
				I can show an awareness of a sequence of up to 3-step events/activities with support from an attentive adult.	I can follow a sequence of up to 5 steps.	I can follow a sequence of up to 10 steps to complete a task.
		Modifies action when repeating action does not work [RfL 38]		I can use a favourite object in a new or different way after watching an adult do so.	I can treat familiar items as if they were similar despite the differences both in their appearance and in the medium through which they are represented, e.g. as objects or in pictures.	I can select and manipulate objects in order to help solve a problem.
					Object permanence [RfL 34]	I can locate and remove a favourite object from among a collection of different objects.
	I can search for all missing items when 2 or 3 objects are hidden.					
Communicating with symbols			I have an awareness that a sound/gesture/object/photograph carries meaning.	I can record by making marks or drawing pictures.	I can create and experiment with symbols and marks representing ideas of numbers.	

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Understanding the number system helps us to represent and compare relationships between numbers and quantities	The number system	Joint attention [RfL 40]	I can anticipate climax in familiar number songs or rhymes, showing emergent recognition of number words.	I can count up to 5 objects.	I can count reliably up to 10 objects.
			I can recognise when a quantity is greater or smaller.	I can recite numbers up to 5.	I can recite numbers beyond 10.
			I can vocalise or point to an object or item matching the rhythm of an adult counting.	I can name and order numbers up to 5.	I can name and order numbers up to 10.
				I can recognise when any number up to 5 is greater than another.	
		I can associate numerals up to 5 with number activities.			
	Relationships within the number system				
	Calculation	Early problem-solving – tries new strategy when old one fails [RfL 42]	I am beginning to become aware of the concept of 'more'.	I am beginning to become aware of the difference between one and lots.	I can add more to a set when the task is structured by an adult.
			I am beginning to become aware of the concept of 'gone/finished'.		I can understand the concept of nothing.
					I can take away from a set when the task is structured by an adult.
	Financial literacy	Communicates choice to attentive adult [RfL 37]	I can give a coin in exchange for an item after observing others do so in role play.	I can point to choice of item from up to 5 in role play then give coin(s) in exchange.	I can give money in exchange for an item in role play when coins and choice are prepared in advance.
I can find coins from a limited collection that are the same as ones shown by an adult.				I can sort coins according to one attribute, e.g. colour, size or shape.	

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Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world	Measurement	Selects from two or more items [RfL 36]	I can explore objects by holding them and putting them together, by joining and stacking them, and by breaking them apart and putting them in containers.	I can recognise the big or small object, the long or short object, the heavy or light object, from two otherwise similar items.	I can compare the size of objects by lining them up or holding them together, using basic language of comparison, e.g. <i>big/small, biggest/smallest, longest/shortest, heaviest/lightest.</i>	
				I can match an object from a small collection of objects when the activity is structured by an adult.		
				I can attempt to arrange up to 5 objects in size order.		
		Does two different actions in sequence to get reward [RfL 35]	I can show growing awareness of rhythmical patterns and begin to coordinate some sounds with gestures or pointing.	I can adjust speed of clapping to match a model.	I can understand a sequence of events when it is represented by a picture/symbol or object of reference.	
	Shape and space	Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy) [RfL 43]	I can use fine motor control with one or both hands to explore and manipulate shapes.	I can use hand-eye coordination to explore the properties of different shapes.	I am beginning to understand that shapes have different properties.	
				I can move different parts of my body using gross motor control to make shapes and explore the environment.	I can use my body with natural recall to explore the shape and space of the environment around me.	I can confidently use my body with fluidity and maturity to explore the shape and space of the environment around me.
				I have grasp-and-release fine motor control.		
	Position	Modifies action when repeating action does not work [RfL 38]	I can move my body using my sense of vestibular and proprioceptive awareness to explore the world around me.	I can use my sense of vestibular and proprioceptive awareness to copy simple movements modelled by an adult and accompanied by gesture and positional language, e.g. <i>in, on, under.</i>	I can use my sense of vestibular and proprioceptive awareness to copy simple positional movements, following adult instructions that use relative positional language, e.g. <i>behind, in front of, on top of.</i>	
	Angle					

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Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions	Collecting data		I can collect real objects of interest to me during an activity, event or experience, with support.	I can collect specific objects when instructed by an attentive adult.	I can follow photographs and symbolic instructions to aid my collection of specific items and objects.
	Representing data	Selects from two or more items [RfL 36]	I can hold onto several objects sharing a particular preferred property, and discard others.	I can separate from a collection objects that share a common attribute of my own choosing.	I can separate objects which share a specified attribute, e.g. <i>big, little, round</i> .
				I can manipulate objects or pictures within simple number games and activities.	I can use sorting and ordering to organise objects, but not always correctly.
				I can use symbols/objects/numerals to represent the number of objects up to 5 of them present.	I can match numerals of up to 10 sets of objects.
		Selects from two or more items [RfL 36]	I can touch, point to or give an object to indicate an answer in a number activity.	I can match an object to an identical object and a picture to an identical picture.	I can consistently match pictures to objects, even when not necessarily identical.
	I can match a very familiar object to a clear photograph of an identical object.			I can match related pairs of objects or pictures, e.g. <i>knife and fork, cup and saucer</i> .	
	Interpreting data			I am able to identify pairs of objects.	I can recognise similarities in sets of objects or pictures, with the support of an attentive adult.
I can use objects, mark-making and digital media to begin to record collections, and explain in simple terms the meaning of information.					