Llangyfelach Primary School

Numeracy Scheme

Nursery

Nursery - Number					
Number	**Place Value**	**Estimating**	**Addition & Subtraction**	**Multiplication & Division**	**Fractions**
zero number one, two, three … to twenty none how many …? count count (up) to count on (from, to), count back (from, to) count in ones	ones the same number as, as many larger bigger greater fewer smaller less fewest smallest least most biggest largest greatest compare order size first, second, third… twentieth last, before, after, next, between	estimating guess how many …? estimate nearly close to about the same as too many too few enough not enough	add subtract more and make total altogether one more, two more … take away how many are left/left over? how many have gone? one less, two less, ten less …	share double number patterns	half

Nursery - Measurement					
Measurement	**Length**	**Weight**	**Capacity & Volume**	**Time**	**Money**
measure size compare guess enough not enough too much too little too many. too few nearly close to. about	length height long short tall high low longer shorter taller higher... and so on longest shortest tallest highest … and so on. far near close	weigh weighs balances heavy light heavier than lighter than heaviest lightest scales	full empty half full holds container	time days of the week, Monday, Tuesday ... day, week birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after next, last now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time hour, o'clock clock, watch, hands	money coin penny, pence, pound price, cost buy, sell spend, spent pay

Nursery – Geometry & Data					
Properties of Shape	**2D Shape**	**3D Shape**	**Position & Direction**	**Data**	**General**
shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetrical pattern, repeating pattern match	corner, side rectangle (including square) circle triangle	face, edge, vertex, vertices cube pyramid sphere cone	over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from slide roll turn stretch, bend	count, sort group, set list	pattern puzzle what could we try next? how did you work it out? describe compare sort draw

Daily Counting and Remembered Facts: Rapid Recall									
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Number bonds	All pairs of numbers with total of 5	Introduction of pair of numbers to total 10	All pairs of numbers with total of 10	All pairs of numbers with total of 20	All pairs of numbers with total of 50	Pairs of numbers with a total of 100	Pairs of numbers with a total of 1000	Pairs of numbers with a total of 1000 and 1 (1dp)	Pairs of numbers with a total of 1000 and 1 (up to 3dp)
Adding and subtracting			Addition and subtraction facts to 5	Addition and subtraction facts to 10	Addition and subtraction facts to 20	Addition and subtraction facts to at least 20	Pairs of decimals that total 1	Pairs of decimals that total 10	
Halves and doubles			Doubles of all numbers to 5	Doubles of numbers to 15 Halves of even numbers to 20	Doubles of numbers to 20 **Doubles of multiples of 5 to 100** Halves of any multiple	Doubles and halves of numbers up to 100	Doubles and halves of numbers up to 100 **Doubles of multiples of 10 to 1,000** Doubles of multiples of 100 to 10,000	Doubles and halves of numbers up to 100. **Double and halve decimal fractions to 2 decimal places**	
Multiply and divide				Multiplication facts 2 and 10 times table and corresponding division facts **Multiplication facts up to 5x5**	Multiplication and division facts for the 2, 5 and 10 times-table	Multiplication and division facts for the 2, 3, 4, 5 and 10 times table	Multiplication and division facts to 10x10 **Squares of all numbers to 10 x10**	Multiplication and division facts to 10x10 **Squares of all numbers to 12 x12** Prime numbers	

Daily Counting and Remembered Facts: Counting									
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Rote counting	Rote count to beyond 10	Rote count to 20	Rote count to 100	Count on or back to at least 100	Count on or back to at least 1,000	Count on or back to at least 10,000	Count on or back to at least 100,000	Count on or back to 1,000,000	Count on or back to and beyond 1,000,000
Count Objects Reliably	Count reliably up to 5 objects	Count reliably up to 10 objects	Count on or back in ones to at least20	Count sets of objects by grouping in sets of 2, 5 & 10					
Counting on from given starting point	Count in ones from any single digit number	Count on or back in ones from **any number** up to 20	Count on or back in ones from **any number** up to 100	Count on or back in ones from **any number** beyond 100	Count on or back in ones from **any number** beyond 1,000	Count on or back in ones from **any number** beyond 10,000 and negative single numbers	Count on or back in whole numbers and 1dp numbers and negative numbers	Count on or back in whole numbers, 2dp numbers and negative numbers	Count on or back in whole numbers, 3dp numbers and negative numbers in halves
Recognising more/less and before/after	Say a number that is 1 before/after than a given number from 1 to 10	Say a number that is 1 more/less than a given number from 1 to 10	Say a number that is 1 more/less than a given number to 50	Say a number that is 1, 10 or 20 more/less than any 2-digit number	Say a number that is 1, 10 or 100 more/less than any 2 or 3-digit number	Say a number that is one, ten, hundred or thousand more/less than any 2, 3 or 4-digit number	Say a number that is 1, 10, 100 or 1,000 more/less than any number	Say a number that is 1, 10, 100, 1,000, 10^{th} or 100^{th} more/less than any number or decimal	Say a number that is any place value more/less than any number or decimal
Bridging across the 10	Identify the number 10	Bridging through 10 and 20	Bridging through multiples of 10	Bridging through multiples of 10 and 100	Bridging through multiples of 100 up to 1,000	Bridging through multiples of 100 up to 10,000	Bridging through multiples of 100 up to 100,000	Bridging through multiples of 100 up to 1,000,000, including 2dp numbers	Bridging through multiples of 100 up to 1,000,000, including 3dp numbers

Counting in powers of 10	Identify the number 10	Count in 10s	Count on and back in 10s to 100	Count on and back in 10s from any 2-digit number	Count on and back in 10s and 100s from any 2 or 3-digit number	Count on and back in 10s, 100s, 1000s from any whole number up to 10,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 100,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers
Counting in multiples		Begin to count in 2s to 10	Count in 2s and 5s to 100	Count in 2s and 5s to 100 from any given number (100 square)	Count in 2s and 5s to 100 from any given number	Count in 2s, 3s, 4s and 5s from any given number to 100 and beyond	Count in 6s, 7s, 's and 9s from any number to 100	Count in 6s, 7s, 8s and 9s from any number to 100 and beyond	Count in any multiple from any given number
Recognising multiples		Recognise odd and even numbers	Recognise odd/ even numbers and multiples of 2, 5 and 10 (100 square)	Recognise multiples of 2, 5, 10 and 100 (understand and explain)	Recognise multiples of 2, 5, 10, 50 and 100	Recognise multiples in the 2, 3, 4 and 5 times tables	Recognise multiples in the 6, 7, 8 and 9 times tables	Recognise multiples to at least 10 x 10 and beyond (x25, x75)	Recognise multiples to at least 12 x 12 and beyond (x25, x75)
Divisibility				Recognise whole numbers divisible by 2	Recognise whole numbers that are divisible by 2 and 10	Recognise whole numbers that are divisible by 2, 4, 5, 10 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 10 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100

Reciting and Sequencing Number		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	listen to familiar number rhymes, songs and stories and say or indicate at least one number.	joining in at a particular point when they hear a number they remember within a song, or nursery rhyme.
Gold	listen to familiar number rhymes, songs and stories and may say or indicate more than one number.	joining in at a particular point when they hear numbers they remember within a song, nursery rhyme or story.
Outcome 1	recite or indicate numbers 1 to 3 with support. They compare and order numbers up to 3.	reciting numbers 1 to 3 when an adult prompts them, or as part of a familiar number rhyme.
Outcome 2	recite numbers up to 10, forwards and backwards, using songs and rhymes. They compare and order numbers up to at least 5.	reciting up to and back from 10, possibly supported by number rhymes and games, e.g. One Man Went to Mow, Un bys, dau fys, tri bys yn dawnsio. They will be able to do this backwards and forwards and from different starting points.
Outcome 3	recite up to 20 and in simple sequences. They compare and order numbers up to at least 10.	saying or signing numbers from 0 to 20 both forwards and backwards, in the right order and from different starting points, including number songs, e.g. Un a Dau a Thri Banana. Reciting can include sequences of numbers in 2s up to 10, and in 10s to 100.
Outcome 4	recite in simple sequences to 100, including different starting points. They compare and order numbers up to at least 20.	saying or signing numbers from 0 to 100 both forwards and backwards, from different starting points and in the right order. Reciting in simple sequences can include numbers in 2s, 5s and 10s to 100, but always within the times table, e.g. 5, 10, 15, not 1, 6, 11, etc.
Outcome 5	recite in simple sequences beyond 100, including different starting points. They compare and order two-digit numbers.	saying or signing sequences of numbers beyond 100, forwards and backwards and from different starting point
Outcome 6	recite in less predictable sequences to 1000, including different starting points.	saying or signing two-digit numbers to 1000 and in the right order. Children will be able to recite in sequences of 2s, 3s and 4s from different starting points.

Counting		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	explore countable objects.	exploring countable objects such as cups or bricks, pushing them apart and together, showing recognition of separate objects.
Silver	mimic an adult counting.	imitating an adult counting by mimicking tapping objects one by one, or pretending to recite numbers in order (they do not need to get the numbers right or even use real numbers).
Gold	count or indicate two objects with support.	using quantity in relation to personal wants or needs at this stage, e.g.'Can I have two?' They also understand the concept of counting through physical objects.
Outcome 1	use one-to-one correspondence to count up to three objects.	using one-to-one correspondence to count up to three objects reliably, and beginning to realise that objects are not the only things that can be counted, e.g. hops, jumps or claps.
Outcome 2	use one-to-one correspondence to count up to five objects.	'counting' by matching up to five objects/pictures with other objects or people, e.g. giving five children an apple each or touch counting three apples. They will apply their understanding of counting to more than just objects; they realise that anything can be counted, e.g. claps, steps in hopscotch.
Outcome 3	count up to 10 objects reliably.	counting up to 10 objects. They understand that the last number counted is the total number of objects.
Outcome 4	count up to 20 objects, possibly using grouping.	counting up to 20 objects. They may use small groupings of 2s and 5s to reach the total for the set, e.g. 5 and 5 and 5 makes 15.
Outcome 5	count larger sets of objects reliably, using grouping.	using groups of objects in 2s, 5s and 10s, and will be able to include the remainder to get the right result, e.g. 10, 10, 10 and 2 make 32.
Outcome 6	count large sets of objects using a range of strategies.	counting objects in groups including in 3s and 4s, as well as 2s, 5s and 10s.

Shape		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	explore simple tactile shapes.	reaching to, touch or feel shapes with their hands or mouth.
Silver	fit simple 2D shapes into spaces.	putting together shapes in paper, felt or card to make a picture, or attempting simple jigsaw puzzles, e.g. body parts of an animal. More often than not the child will fit the shapes together correctly.
Gold	explore 2D shapes and 3D objects in play.	experimenting with 'rolling' a brick and discovering a ball is better, or squeezing a beanbag to fit in a box.
Outcome 1	explore regular 2D and 3D shapes in play.	exploring the properties of shapes in their play, e.g. running their fingers around the edges of a square or triangle or rolling a ball. They will not name shapes.
Outcome 2	recognise and name simple 2D shapes, or use 2D and 3D shapes in their play.	naming circles, squares and triangles and using them in their play. They can sort and categorize using 2D and 3D shapes simply, e.g. matching shapes together. They will use 2D shapes in their play, and will use 3D shapes in building activities, e.g. building with cubes and cuboids (but not name them).
Outcome 3	recognise simple 2D and 3D shapes, describe them in simple language and/or use them in their play.	using simple words in relation to shape e.g. side or round. Simple 2D shapes are circles, squares, triangles and rectangles. Simple 3D shapes include cubes, cuboids and spheres. Children will use 2D and 3D shapes within play-based activities such as making models or pictures.
Outcome 4	recognise and name the common regular 2D and 3D shapes and describe and experiment with how they fit together in their play.	recognising 2D shapes which include square, triangle, rectangle, circle and semi-circle. They recognise 3D shapes including cube, cuboid, cone and sphere. They will experiment with fitting different shapes together in their play, e.g. using cubes and cuboids to make a wall, and will describe how they fit together, e.g. squares fit together any way around.
Outcome 5	recognise, name and describe the properties of regular and irregular 2D and 3D shapes and use them in increasingly more complex or accurate ways in their play.	using their understanding of their properties to make increasingly more complex or accurate models with 3D shapes and to tessellate 2D shapes. This could be copying a model they have seen, or creating a new model. They will understand that irregular 2D and 3D shapes have similar properties to their regular counterparts, e.g. a regular pentagon has five equal sides, and an irregular pentagon does not.

Shape		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Outcome 6	recognise and classify regular and irregular 2D and 3D shapes.	talking about and classifying 2D shapes including triangles, squares, rectangles, pentagons and hexagons and 3D shapes include prisms.

Pattern		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	keep a very simple clapping pattern.	clapping along with an adult.
Silver	repeat a simple clapping pattern.	repeating a pattern which has been clapped by an adult.
Gold	copy a simple auditory pattern.	copying simple auditory patterns involving two repeated, alternating elements, e.g. clap, stamp, clap, stamp.
Outcome 1	begin to show recognition of pattern in environment.	commenting on patterns indoors and outdoors, e.g. talking about patterns in natural materials, and noticing when a simple pattern is wrong.
Outcome 2	copy a range of simple patterns visually and aurally.	copying simple patterns of two easily recognised colours, sounds or shapes, e.g. yellow and blue beads, singing 'do-re-do-re'.
Outcome 3	recognise and repeat patterns of up to three, visually and aurally.	copying a sequence of three colours, objects or sounds, e.g. yellow, blue, red bricks.
Outcome 4	reproduce, describe and extend patterns including shape and number.	describing patterns and extending them independently. They will use their knowledge of number facts within 20 to support number patterning at this stage, e.g. 2, 4, 6, 8.
Outcome 5	order and identify patterns in mathematical objects, including number and discuss them.	comparing and describing different patterns, e.g. 2, 4, 6, 8 then 5, 10 ,15, 20 and 10, 20, 30, 40 are in order of biggest steps, or 13, 15, 17, 19 and 23, 33, 43, 53 are patterns of odd numbers.
Outcome 6	explore and extend number patterns including addition and subtraction.	identifying patterns of addition and subtraction, e.g. 33, 37, 41, 45 or 46, 40, 34, 28, etc. and extending those patterns.

Reading and Writing Numbers		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	recognise numbers 1 and 2 with number activities. They explore tactile number shapes.	when exploring tactile number shapes, recognise numbers 1 and 2.
Outcome 1	recognise numbers 0 to 3 and may begin to make marks to represent numbers.	recognising numbers 0 to 3 and commenting on numbers of personal significance in the environment. They attribute numbers to marks they have made.
Outcome 2	recognise numbers 0 to 5. They make marks to represent numbers within play.	recognising numbers 0 to 5 in their environment or tactile number forms, e.g. magnetic or wooden numbers. This may be supported by visual representations of the number. They talk about marks they have made in terms of number.
Outcome 3	read and write numbers to 10.	noticing and reading numbers up to 10 in print and number-rich indoor and outdoor environments. They will write numbers to 10 in play activities and focused tasks.
Outcome 4	read and write numbers to 20.	reading and writing numbers to 20 in play activities and focused tasks. Numbers are formed and orientated correctly.
Outcome 5	read and write numbers to 100.	reading and writing numbers to 100 in play activities and focused tasks. Numbers are formed and orientated correctly.
Outcome 6	read and write numbers to 1000.	reading and writing numbers to 1000 in play activities and focused tasks.

Properties of Number		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	No statement at this outcome.	
Outcome 3	understand that zero means none.	showing an understanding that 'no objects' can be represented by the number 0.
Outcome 4	understand and describe how to partition numbers below 20 into tens and units. They recall halves and doubles up to 10 and recognise and understand odd and even numbers up to 20.	demonstrating an understanding of place value, e.g. one ten and four units equal 14, up to 20. They will describe the '1' as 10, and the '4' as '4'. They may do this with the support of simple partitioning resources.
Outcome 5	understand and explain that the position of the digit determines the value up to 100. They partition 2-digit numbers and know the value of each digit and recall doubles up to 20. They recognise and understand odd and even numbers up to 100.	demonstrating an understanding of place value, e.g. five tens and three units equal 53, up to 100. They will be able to explain their understanding in their own words, e.g. 'the first number is the ten so 5 means 50, and the second number is the unit so 3 means 3'. They partition two-digit numbers and explain the value of each digit.
Outcome 6	understand and explain that the position of the digit determines the value up to 1000 and make approximations based upon place value.	demonstrating an understanding of place value, e.g. six hundreds, no tens and three units equal 603, up to 1000. They will be able to explain their understanding in their own words. Their knowledge of place value will support approximations, e.g. we need 47 metres of material. It is sold in lengths of 10 metres. How many do we need?

Fractions		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	No statement at this outcome.	
Outcome 3	No statement at this outcome.	
Outcome 4	find halves in practical situations.	dividing single whole objects in two equal halves, allowing for small errors, e.g. if they intend to cut something into two pieces but go over the edges.
Outcome 5	find halves and quarters in practical situations.	dividing single whole objects in two equal halves or four equal quarters, allowing for small errors as long as they make their intentions clear.
Outcome 6	find halves and quarters in practical situations, recall more number halves and recognise simple joining of fractions.	dividing single whole objects in two equal halves or four equal quarters. Children will also understand that two quarters are the same as one half, and two halves are a whole, e.g. dividing a mud-pie into four quarters, then putting two quarters back together to make a half.

Measures and Units		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	explore the distinctions between two objects.	putting or holding two similar items together or trying to fit objects into containers.
Gold	start to understand the language of size and can find the 'big' object.	demonstrating their understanding of simple size-related terms including terms such as 'big' or 'small'.
Outcome 1	use everyday language to compare sizes of objects.	using everyday language such as 'long', 'short', 'heavy', etc.
Outcome 2	compare, sort and order two objects by direct observation of simple measures.	talking about simple measures relating to size and weight when using them to compare two objects by direct observation. Direct observation involves looking at or physically lifting or lining up objects rather than measuring them against a scale.
Outcome 3	use direct comparisons and simple measuring terminology and understand that measurements must start at the same point.	beginning to use a 'baseline' to measure and talk about objects, including length, height and distance from the same starting point, e.g. longer than, shorter than, weight and mass, e.g. heavier than/lighter than, and capacity, e.g. holds more/less than.
Outcome 4	use non-standard units when measuring.	using a non-standard unit when measuring, e.g. a straw or stick to measure length or a cup or bucket to measure water/sand.
Outcome 5	use standard units to measure and show awareness of different scales of units.	using standard measures accurately to measure objects, including metres, centimetres, kilograms, temperatures, angles and use the symbols related to them.
Outcome 6	understand some large and small units in relation to each other.	beginning to use different sizes of units accurately together, e.g. metres and centimetres.

Time		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	anticipate a routine event from an adult action.	showing understanding of routine, e.g. lunchtime will follow an adult preparing food or laying the table.
Outcome 1	understand simple time-related vocabulary.	responding to and beginning to understand to wait their turn, e.g. 'it is your turn after Bethan'.
Outcome 2	anticipate events related to elements of daily routines and begin to use simple time-related words.	showing an understanding that certain events happen at the same fixed point each day, e.g. snack time is after tidy up time. They use and understand the terms 'before' and 'after'.
Outcome 3	use the concept of time in terms of daily events and demonstrate a sense of how long tasks and events take.	showing an understanding that the school day can be broken down into fixed durations. They may use talk or resources such as a sand timer to demonstrate how they understand the concept of time.
Outcome 4	use the concept of time in daily and weekly activities and use standard units of time to read hours on a clock.	reading the hour but not the minute from both analogue and 12-hour digital clocks, when reading time as part of everyday activities.
Outcome 5	use standard units of time to read hours and minutes on a clock.	reading quarters of an hour (quarter past, half past and quarter to) on an analogue clock. On a 12-hour digital clock, they can read hours and minutes, e.g. they can read 10:37.
Outcome 6	use standard units of time to read hours and minutes on a digital clock and can calculate simple everyday durations.	reading the hour and minutes to the nearest 5 minutes on analogue and accurately on a 12-hour digital clock. They will be able to use their more accurate reading of times to calculate durations of 15 and 30 minutes and hours from given start and end times.

Data recording and representation		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	use mark making to represent numbers in play activities that can be interpreted and explained.	attributing meaning to marks in relation to number in their play. They may not do this accurately.
Outcome 2	use mark making to begin to record collections.	keeping simple records of quantities, including a 'tally' of one mark per object for example or by drawing a picture with each part representing something in the real world. Children with poor fine motor skills may record their totals more simply, e.g. taking a counter per teddy or drawing a line in sand with their finger.
Outcome 3	record collections using marks, numbers or pictures.	keeping simple records of quantities, and applying a number quantity up to 10 to what they have recorded. These might include a 'tally' of one mark per object for example, or by drawing a picture with each part representing something in the real world, e.g. a drawing of their family with one drawing per person. They will be able to explain in their own words that their record represents the number in the set.
Outcome 4	collect information by voting or sorting and represent the total in pictures, objects or lists and tables.	keeping simple records of quantities and applying a number quantity up to 20 to what they have recorded. Their record keeping will include data they have purposefully collected, e.g. from a vote on which drink is the favourite, as well as objects that are readily available. Children will record the information in a representative way through pictures, drawings or objects- or they will use lists and tables to categorise data, e.g. a counter for a vote, a table of votes for each drink.
Outcome 5	gather and record data and extract and interpret information from a range of sources.	recording their findings using methods such as tables, lists, diagrams and pictograms and will be able to extract and interpret information from existing sources.

Data recording and representation		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Outcome 6	represent data using more complex methods, and extract and interpret information from data representations.	representing their data in a variety of ways including lists, tally charts, tables, diagrams, bar charts/line graphs labelled in 2s, 5s and 10s and pictograms where the symbol represents more than one unit. They will be able to extract and interpret information from charts, timetables, diagrams and graphs.

Data sorting and grouping		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	select objects and materials.	selecting from one or more objects.
Silver	recognise and indicate familiar objects.	developing a sense of familiar objects in their world and will reach out for them, or indicate by speech or signing.
Gold	find and retrieve an object when prompted by an adult.	finding and retrieving a familiar toy or piece of clothing when asked, showing their ability to identify objects.
Outcome 1	find similar objects when prompted by an adult.	identifying and finding multiple objects when asked without sorting the whole set e.g. finds all the shells but leaves other objects unsorted.
Outcome 2	sort and match objects and pictures by recognising similarities.	sorting and matching objects such as matching shoes and socks or tidying up games and toys. They will often be motivated by play, but can be encouraged to talk about what is the same and what is different.
Outcome 3	sort and classify objects using one criterion.	sorting when setting up a game, e.g. sorting the plastic farm animals into sheep in one field, cows in another, or giving their friend the red counters for a game. They will use a single criterion, e.g. colour or shape, to split a group of pictures or objects into two or more groups.
Outcome 4	sort or match objects using more than one criterion.	sorting objects using more than one criterion sometimes sorting into one criterion before deciding to split them again, e.g. toy animals sorted into farm and not farm animals can be further sorted into birds and not birds. They may talk about their reasoning throughout the process.
Outcome 5	sort and classify using more than two criteria.	purposefully choosing all the criteria before starting to sort, though changing as they go along is still common. They talk about their sorting and give reasons for the decisions they have made.
Outcome 6	sort and classify using more than two criteria, explain their reasoning in mathematical language and use sorting diagrams.	purposefully choosing all the criteria before starting to sort and classify. They will be able to use Venn and Carroll diagrams to support this.

Addition and Subtraction		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	ask for 'more' in relation to personal wants.	asking for 'more' in the context of a personal need, e.g. when they want more food.
Outcome 1	begin to recognise 'more' and 'less' in their play.	showing their understanding in their own words or actions that there is a mismatch when matching items one-to-one or when comparing groups of objects, e.g. when putting out plates for a tea party, they realise not everyone has a plate, so they search for another. They need to be able to recognise differences in quantity before they can begin to name the difference.
Outcome 2	understand and use the concept of 'one more' and 'one less' in their play.	understand that the total number of objects/pictures in a group has increased when another is added or decreased by one when one is removed. This will be shown through understanding of objects or pictures as opposed to number calculations, e.g. taking away one counter.
Outcome 3	understand very simple addition and subtraction and mentally recall 'one more' and 'one less' within 10.	completing one step addition or subtraction within the range of 0–5. They will be able to sign, say or indicate 'how many altogether' or 'how many are left' when objects are added or taken away. They will have mental recall of 'one more' or 'one less' within 10. This will normally be shown through understanding of pictures, objects or coins, as opposed to number calculations, e.g. Ten Green Bottles.
Outcome 4	perform simple addition and subtraction using their preferred strategy within 10 and mentally recall 'one more' and 'one less' of a number within 20.	using mental recall of 'one more' or 'one less' within 20. They will use a range of strategies to complete addition and subtraction including using solid objects, pictorial representations, 'counting on' or 'counting back' and mental recall of number facts to solve problems within 10. They complete addition of two or three numbers within 10. Children will realise that addition can be done in any order, but will often start with the largest number, e.g. 8 + 5.

Addition and Subtraction		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Outcome 5	perform additions and subtractions using their preferred strategy within 20. They mentally recall 10 and 20 more or less within 100.	using mental recall of '10 less' and '10 more' or '20 less' and '20 more' within 100. They will use a range of strategies when completing addition and subtraction, including 'counting on' and 'counting back', understanding of place value, number facts within 10, adjusting simply from round numbers and mental recall of number facts within 10 to help add two-digit numbers. They may give a simple explanation for an answer, e.g. it's 55 because 55 is 10 less than 65.
Outcome 6	perform more difficult additions and subtractions using their preferred strategy including mental strategies.	using a range of strategies when subtracting, including 'counting back', understanding of place value, adjusting simply from round number and mental recall of number facts within 10 to help subtract two-digit numbers. They can give a simple explanation for an answer, e.g. 64 – 15 = 49 – 'I took away 15 from 65, then took away 1'.

Managing Money		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	find coins from a limited collection.	identifying coins among collections of objects, e.g. finding coins among a collection that includes large buttons and shells.
Outcome 1	find similar coins when prompted by an adult.	sorting coins by colour, shape or size.
Outcome 2	demonstrate an awareness of money through role play.	exchanging money in role-play scenarios.
Outcome 3	use 1p, 2p, 5p and 10p coins to pay for items.	using coins in different combinations to pay for items up to 10p. They begin to relate pennies to units and understand two pennies are the same as 2p, five pennies are 5p and ten pennies are 10p.
Outcome 4	'pay' for items up to 20p and find totals and give change from 10p.	using different combinations of money to 'pay' for items up to 20p and find totals and give change from 10p. They relate their understanding of money to their understanding of place value.
Outcome 5	'pay' for items up to £1 and find totals and give change from multiples of 10p.	using different combinations of money to pay for items up to £1 and find totals and give change from multiples of 10p. They relate their understanding of money to their understanding of place value.
Outcome 6	'pay' for items up to £2 and calculate change. They can order and compare items up to £10.	using different combinations of money to pay for items up to £2 and calculate change. They can order and compare items up to £10. They record money spent and saved using decimal notation.

Multiplication and Division		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	No statement at this outcome.	
Outcome 3	No statement at this outcome.	
Outcome 4	No statement at this outcome.	
Outcome 5	recall and use the 2, 5 and 10 multiplication tables and begin to link multiplication and simple division.	understanding that multiplication is repeated addition, and that division is the opposite of multiplication, e.g. 3 x 2 = 6, and 6 ÷ 3 = 2. They will understand the more straightforward multiplication tables first, e.g. 2, 4, 6, 8 or 5, 10, 15, 20. They will be able to use their knowledge of number bonds to support doubling and halving of two-digit numbers, e.g. 40 + 40 from knowing 4 + 4, and their knowledge of near-halves.
Outcome 6	use 2, 3, 4, 5 and 10 multiplication tables to solve multiplication and division problems, and begin to understand remainders.	recalling the 2, 3, 4, 5, and 10 multiplication tables and using them to solve problems within 100. They will realise that divisions can give rise to remainders, but will leave the remainder as a whole number, e.g. 17 ÷ 4 = 4 with 1 remainder.

Temperature		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	use simple words and gestures that describe temperature during everyday activities.	using very simple language, gestures or facial expressions in terms of temperature.
Outcome 2	use words that describe temperature during everyday activities.	using words within simple phrases to describe temperature, e.g. 'The water is cold today' or 'I feel hot'.
Outcome 3	use direct comparisons when describing temperature.	using words such as 'hot' or 'cold' when describing temperature.
Outcome 4	use descriptive words for a range of temperatures.	drawing on a range of descriptive words for temperatures, e.g. cooler or warmer.
Outcome 5	compare daily temperatures using a thermometer.	using records to compare and talk about daily temperatures.
Outcome 6	recognise negative numbers in the context of temperature.	talking about temperature in detail which includes understanding reading below zero degrees.

Angle and Position		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	imitate simple movements when modelled.	copying adults movements or moving in a particular way when the instructions are accompanied by gesture.
Outcome 1	follow one-step instructions for simple movements.	following directions for simple movements.
Outcome 2	follow two-step instructions for simple movements.	beginning to understand the term 'turn' in two-step instructions, e.g. 'march straight ahead … and turn', but not in a given direction.
Outcome 3	move in given directions.	following instructions to move in particular directions, e.g. 'skip ahead … turn towards the door …', and talk about things that turn, e.g. clocks, wheels, cogs, etc.
Outcome 4	make whole and half turns.	understanding objects or themselves can complete whole or half turns, e.g. will turn a printing tool when making repeating patterns.
Outcome 5	recognise half and quarter turns and that a quarter turn is a right angle.	understanding and talking about half and quarter turns. They understand right angles, identifying them practically and can relate them to quarter turns.
Outcome 6	relate right angles to full, half and quarter turns.	identifying right angles and recognising that two right angles make a half turn and four right angles make a full turn.

Estimating and Checking		
FPP Outcome	**Children are able to:**	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	begin to make a sensible estimate of up to five objects.	guessing 'five' when there are four objects, but will not guess 'wildly'. They will give their guess quickly, without actively counting using one-to-one correspondence.
Outcome 3	make a sensible estimate up to 10 and understand that this can be checked by counting.	counting or using number facts within five to check their estimate is correct.
Outcome 4	make sensible estimates of larger groups of objects, and use estimation and checking with calculations and measurements.	estimating larger groups of objects up to 20 items and giving a reasonable estimate (within three of the correct number), then checking by counting. They will use their knowledge of number facts to estimate and then checking their calculations and measurements such as length, weight, height and capacity, e.g. guessing a jug contains about five cups of water, then measuring by pouring out cupfuls.
Outcome 5	use a variety of estimation and checking strategies that are appropriate to calculations and measurements.	making estimates of length, height, weight and capacity, and checking them using standard measures, e.g. guessing that Krishnan is 120cm tall, because he's taller than Lucy who is 110cm tall, then measuring against a height ruler. They may check addition by repeating in another order, or multiplication/division by halving and doubling within 20.
Outcome 6	use finer estimations and checking strategies including inverse addition/subtraction and halving/doubling.	using inverse addition/subtraction and halving/doubling within their calculation, e.g. 'I took away 12 from 53 to get 41, then added it again to check it made 53 altogether.' Multiplication may be checked by repeating the addition, e.g. 5 x 5 = 25, and 5 + 5 + 5 + 5 + 5 = 25. Children will estimate standard measurements on finer scales, e.g. to the nearest centimetre, 10g and 100ml.