

# Numeracy Framework

## Reception

### Identify processes and connections

- ✎ transfer mathematical skills to play and classroom activities
- ✎ identify steps to complete the task or reach a solution
- ✎ select appropriate mathematics and techniques to use
- ✎ select and use relevant number facts and mental strategies
- ✎ select appropriate equipment and resources
- ✎ use knowledge and practical experience to inform estimations

### Review

- ✎ use simple checking strategies to decide if answers are reasonable
- ✎ interpret answers within the context of the problem and consider whether answers are sensible
- ✎ interpret information presented in simple charts and diagrams and draw appropriate conclusions

### Represent and communicate

- ✎ use everyday and mathematical language to talk about their own ideas and choices
- ✎ present their work orally, pictorially and in written form and use a variety of ways to represent collected data
- ✎ devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences



### I am able to (use number skills to)...

- ✎ count reliably up to 10 objects
- ✎ read and write numbers to at least 10
- ✎ compare and order numbers to at least 10
- ✎ combine two groups of objects to find 'how many altogether?'
- ✎ take away objects to find 'how many are left?'
- ✎ use 1p, 2p, 5p and 10p coins to pay for items



### I am able to (use measuring skills to)...

- ✎ use direct comparisons with:
  - length, height and distance, e.g. longer/shorter than
  - weight (mass), e.g. heavier/lighter than
  - capacity, e.g. holds more/less than
- ✎ use timers to understand the passage of time, e.g. sand timers
- ✎ use the concept of time in terms of their daily activities
- ✎ use direct comparisons when describing temperature, e.g. hot/cold



### I am able to (use data skills to)...

- ✎ sort and classify objects using one criterion
- ✎ record collections using marks, numbers or pictures.

