

Child's Name:

Key Worker:

Date started:

Skills Experiences & Outcomes	HEALTH AND WELLBEING Early Level Paths of Progression (please remember this progression is not always linear for all learners)									
Understanding emotions Mental & Emotional Wellbeing: HWB 0-01a, HWB 0-02a	I express my feelings.	I identify core feelings (happy, sad, angry and scared).	I express these feelings in verbal and non-verbal ways.	I am learning to control my emotions.	I describe how I feel in different situations.	I consistently express my emotions, needs and concerns to get the support I need.	I understand that thoughts and emotions can affect how I feel and behave.	I recognise the emotions of my peers, and I am beginning to respond to these.	I have developed strategies to deal with my emotions independently e.g. stop, take a deep breath and say what the problem is and how it makes me feel.	
Communicating Empathising Mental & Emotional Wellbeing: HWB 0-03a, HWB 0-04a, HWB 0-06a, HWB 0-08a Relationships, Sexual Health & Parenthood: HWB 0-45a	I know when I need help.	I know who I can go to if I need help.	I know who I can go to if I need to talk about how I feel.	I am beginning to think about others and read facial expressions.	I use words and/or actions to offer help and/or comfort my peers.	I am aware of others and am able to show empathy.	I am aware that my behaviour, words and actions can affect how others feel.	I use my knowledge of empathy to support my behaviour, words and actions.	I understand that peers can have different emotional reactions to the same situations.	
Building relationships Sharing Turn taking Mental & Emotional Wellbeing: HWB 0-05a Social Wellbeing: HWB 0-14a Relationships, Sexual Health & Parenthood: HWB 0-44a, HWB 0-44b HWB 0-45b	I am starting to take an interest in what other people are doing.	I participate in parallel play alongside others.	I play with others at times with support.	I play as part of a group and let others join in.	I play co-operatively, share with others and take turns.	I form positive friendships.	I am helpful and friendly in a variety of situations and begin to show respect for others.	I maintain positive friendships.	I share space, resources and equipment with others consistently and in a variety of contexts.	I work together with others to achieve goals and solve problems.
Adapting to change Resilience Mental & Emotional Wellbeing: HWB 0-07a Determination and Resilience: HWB 0-23a	I cope with daily routines.	I am learning that daily routines and familiar situations may change.	I seek comfort when I am sad or worried.	I follow rules and routines within a variety of contexts.	I am confident at trying new experiences and speaking to new people.	I show self- control and cope with change (different situations).	I discuss changes within my life and how it makes me feel.	I demonstrate being a respectful winner and cope appropriately with losing.		

Tracking (see dotted lines)**A** - Beginning to engage with experiences at Early Level**B** - Engaging with an increasing range of experiences at Early Level**C** - Engaged with most experiences at Early Level**Key-****Year 1:** August – Dec = pink Jan – March = green April – June = blue**Year 2:** August – Dec = yellow Jan – March = purple April – June = orange**Deferred year:** Pink with (D)**P1:** T1- T2- T3- T4-**Evidence Key-****PJ** – Professional judgement**PoW** – Piece of work**O** – Observation**T** – Target

Skills Experiences & Outcomes	HEALTH AND WELLBEING Early Level Paths of Progression (please remember this progression is not always linear for all learners)								
Listening Respecting Social Wellbeing: HWB 0-09a, HWB 0-12a, HWB 0-13a	I listen to others.	I respect the property of others.	I understand the need to have rules.	I participate in whole centre/ school events and outings.	I express my opinions and views and know they will be valued.	I begin to identify the rights of each child.	Through participating in the life of my class, I develop my self-worth and confidence.	I explore how I can make changes in my school/class by contributing my views, time and talents.	I explain why rights are important and show respect for those rights.
Recognising similarities and differences Understanding Social Wellbeing: HWB 0-10a Relationships, Sexual Health & Parenthood: HWB 0-47a	I feel safe in my centre/school and enjoy being part of it.	I am happy, settled and engaged in my learning.	I recognise that there are similarities and differences between peers.	I explain why I am the same or different to others.	I begin to recognise some of my strengths.	I begin to recognise skills and talents in myself and others.	I begin to recognise what challenges me.	I talk about my strengths and what challenges me, and name strategies to help me.	I adapt my behaviour, words and actions depending on who I am interacting with.
Persevering Concentrating Social Wellbeing: HWB 0-11a	I focus on experiences that I find interesting.	I follow simple instructions to complete a task.	I accept support to learn something new.	I work alongside others.	I concentrate on an activity with sustained interest.	I am developing perseverance.	I talk about what I have learned.	I persevere with tasks that seem challenging at first and can explain the strategies I use to do this.	I am not afraid to make mistakes and recognise that I can learn from these mistakes.
Labelling Describing Physical Wellbeing: HWB 0-15a Relationships, Sexual Health & Parenthood: HWB 0-47b, HWB 0-48a	I name some parts of my body.	I know that some parts of my body are private.	I understand the need for privacy in certain situations e.g. toilets and getting changed.	I am beginning to understand how some body parts work.	I am beginning to feel the effect of exercise on my body.	I describe what some body parts do.	I demonstrate modesty and privacy.	I show respect towards the personal space of others.	I describe how bodies change as they grow and use the correct names to identify body parts.
Listening Comprehension Physical Wellbeing: HWB 0-16a, HWB 0-17a, HWB 0-18a Substance Misuse: HWB 0-42a	I understand rules are for keeping me and others safe.	I know how to walk safely near a road.	I am beginning to understand what an emergency situation is.	I name some of the people who can help me in an emergency situation.	I know I must sit in a car seat and be strapped in a car.	I explain how to cross a road safely.	I contribute to and follow rules in different situations and understand they are to keep me and others safe.	I name the emergency services and know how and when to dial 999.	I know how to keep myself and others safe in different situations and I am aware of possible risks.
Communicating Listening, Deciding, Observing, Creating Planning for Choices & Change: HWB 0-19a, HWB 0-20a	I say/ discuss/show others what I like to do.	I choose to take part in a variety of indoor and outdoor games and experiences.	I choose between two activities.	I use role play to recreate or invent situations.	I explore and understand different jobs within my community.	I explore and make choices to develop my interests and learning.	I explain the rewards that jobs can bring e.g. <i>meeting new people, money.</i>	I share my aspirations and goals for the future and understand about the wider world of work.	I talk about my learning, strengths and next steps in relation to future jobs.

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Skills Experiences & Outcomes	HEALTH AND WELLBEING Early Level Paths of Progression (please remember this progression is not always linear for all learners)								
Listening Co-ordinating Co-operating Movement, Skills, Competences & Concepts: HWB 0-21a, 0-22a Evaluating & Appreciating: HWB 0-24a Physical Activity & Sport: HWB 0-25a	I take part in energetic play, both indoors and outdoors.	I start, stop and change direction safely using the space available.	I discuss what I and others did during physical activities.	I am able to jump, climb and balance.	I am able to hop and skip.	I am able to throw, catch, roll and bounce a ball with both hands.	I manage and control my body.	I demonstrate spatial awareness during physical activities.	I demonstrate effective eye/foot and eye/hand coordination.
Listening Co-ordinating Co-operating Movement, Skills, Competences & Concepts: HWB 0-21a, 0-22a Evaluating & Appreciating: HWB 0-24a Physical Activity & Sport: HWB 0-25a	With support, I put my coat on.	With support, I put my shoes on.	I put on my coat independently.	I pull up my zip when an adult starts it.	I put on my shoes independently and with support fasten them.	I start my zip independently.	I manage fastenings independently e.g. coats, shoes.	I know what to do when my zip gets caught.	
Talking Understanding Participating Physical Wellbeing: HWB 0-15a Physical Activities & Health: HWB 0-27a, HWB 0-28a	I talk about how energetic activities make me feel.	I am aware of my heart beating faster after exercise.	I know that being active keeps me healthy.	I demonstrate different ways of being active.	I understand the need for rest after energetic exercise.	I understand the need for exercise and rest in order to be healthy.	I can explain how I feel after exercise.	I say why I need to drink water after I have been taking part in energetic activities.	I explain why being active is good for my health.
Tasting Exploring Making choices Nutrition: HWB 0-29a, HWB 0-30a, HWB 0-32a Food & the Consumer: HWB 0-35a	I try different foods in a range of social situations.	I handle and taste different foods.	I recognise that I eat different food at different times of the day and on different occasions.	I plan, prepare and taste familiar and unfamiliar food.	I know which foods come from plants and which comes from animals.	I know what I need to eat and drink to keep me healthy.	I understand and talk about how eating and drinking different foods helps me to grow and stay healthy.	I recognise and respect my peer's food choices may be different from my own.	I recognise different food groups and can use the words a little, some and lots to describe healthy intake from each group.

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Comprehension Independence Safe and Hygienic Practice: HWB 0-33a	I know how and when to wash my hands.	I know how and when to brush my teeth.	I follow through toileting routines.	I know that I should wash my hands when preparing food and wash fruit/vegetables before consumption.	I work safely when using simple kitchen equipment.	I become aware of the importance of health and hygiene routines.	I understand the importance of sleep.	I know the importance of keeping my body clean.	I understand that food/drinks can perish if not stored correctly.

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	*These sections are not progressive; therefore, no dotted lines are needed.									
Comprehension Substance Misuse: HWB 0-38a	I know about things I should not touch or eat.	I understand and say how medicines can help me and others.	I understand that when I am ill, only a trusted adult may give me medicine to make me better.	I have an awareness of emergency services.	I know I must not take medicines that belong to others.	I talk about dangerous substances and situations.	I know when to call for help in emergency situations.	I say what makes these substances or situations/circumstances harmful.		
Understanding Communicating Relationships, Sexual Health & Parenthood: HWB 0-49a	When I experience emotions of uncertainty, adults support me to identify and explain these emotions.	I identify safe and unsafe places.	I know who I should talk to if I feel unsafe.	I talk about my emotions e.g. scared, worried, angry and anxious.	I know my body belongs to me.	I know I can say “no” in unsafe situations.	I know I need to give others consent to enter my personal space.	I know that some behaviour towards me might be inappropriate.		
Empathy Understanding Caring Relationships, Sexual Health & Parenthood: HWB 0-50a, HWB 0-51a	I know the difference between living and non-living things.	I know that living things grow and change.	I understand that living things need care.	I understand that living things need food, water and care to grow and survive.	I understand about life cycles.	I know what people and animals need to grow.	I show some understanding of the needs of babies.	I describe the basic needs of a baby.	I know it is important for a baby to be held carefully, talked to and loved.	

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	Listening and Talking									
Listening Rhyming Predicting Enjoyment & Choice: LIT 0-01a, LIT 0-11a, LIT 0-20a	I respond to the rhythmic patterns in songs and music.	I listen to and interact with my favourite nursery rhymes/stories.	I anticipate and complete lines in familiar nursery rhymes/stories.	I recite a variety of rhymes, poems and songs from start to finish.	I am beginning to suggest words that rhyme with a given word.	I identify rhyming words within a word family e.g. "-at" family - cat, bat, mat.	I say if two objects/picture cards rhyme.	I say a word that rhymes with a given word.		
Listening Phonological awareness Enjoyment & Choice: LIT 0-01a, LIT 0-11a, LIT 0-20a	I listen and discriminate sounds in the environment.	I play visual and auditory memory games. e.g. <i>Colour Eye Spy, Kim's Game, Spot the Difference</i>	I know when one word ends, and another begins.	I copy/repeat syllables in words.	I clap syllables independently.	I use alliteration, with support. e.g. <i>smelly socks.</i>	I identify words that start with a given sound.	I hear the difference between single sounds.		
	I discriminate between initial sounds e.g. <i>sun, socks, ball</i>	I create my own alliteration.	I create my own onset and rime.	I identify the different single sounds made by letters. a b c d e f g h i j k l m n o p q r s t u v w x y z	I hear and say sounds in a cvc word. e.g. <i>b/a/t</i>	I orally blend cvc words.	I identify the initial/middle/end sound within a cvc word.	I hear and say consonant/vowel digraphs made by combining letters. (dependent on establishment literacy scheme)		
Comprehension Communicating Listening Tools for Listening and Talking LIT 0-02a	I understand and follow simple instructions e.g. <i>get your bricks.</i>	I understand and follow instructions up to 3 key words e.g. put teddy in the box.	I listen and follow 2-part instructions e.g. get your jumper and stand by the door.	I follow more complex instructions.		I give simple instructions to others.	I give 2-part instructions to others.	I give complex instructions to others.		
Comprehension Communicating Listening Turn Taking Tools for Listening and Talking LIT 0-02a Creating Texts LIT 0-09a	I understand a wide range of single words e.g. <i>bye, gone.</i>	I point to pictures in books and objects when asked.	I listen and talk in a familiar small group.	I take turns listening and talking in a small group in a variety of environments.	I listen and talk in a large group.	I listen and respond appropriately within in a group.	I take turns in a group and use appropriate body language e.g. <i>eye contact.</i>	I ask questions and respond appropriately to questions from others.		
Comprehension Summarising Finding/Organising and using information LIT 0-04a Creating Texts LIT 0-10a	I retell experiences, sharing what I have been doing.	I share information based on real life or imaginary events as I play.	I respond to the correct modelling of new vocabulary, by using it in the correct context.	I show an interest in learning new words and ask what unfamiliar words mean.	I use new vocabulary I have learned to express my ideas.	I use a range of words to express my understanding of the feelings of others or imaginary characters.	I listen and recall information and ask questions if I don't understand.	I show interest in new information by relating to own life experiences.		

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	Listening and Talking								
Questioning Retelling Enjoyment and choice LIT 0-01c Understanding, analysing and evaluating LIT 0-07a, LIT 0-16a Creating Texts LIT 0-09b, LIT 0-31a	I explore stories and props.	I use props or pictures to help in retelling the main parts of a story.	I am beginning to listen and respond to who, what, where and when questions, with support.	I explore events and characters through discussion, props and role play.	I listen and respond appropriately to who, what, where and when questions.	I retell a story from memory. (can be a personal story)	I respond to how and why questions.	I ask who, what, where, when, why and how questions to support my understanding.	I talk about the sequence of events in a story or text using the language of order, after, next, last, first, what's missing, then.

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	Reading								
Communicating Making choices Enjoyment & Choice LIT 0-01a, LIT 0-11a, LIT 0-01b, LIT 0-11b, LIT 0-20a	I choose books to look at.	I use a book correctly. (starting at the beginning turning 1 page at a time).	I use illustrations to help me understand the text.	I discuss the characters within a story/text.	I am becoming familiar with book words (title, page, cover, author and illustrator).	I am beginning to re-enact stories using puppets/props.	I talk about a story/text and share my likes and dislikes about it.	I accurately retell stories.	I justify and share my book choices.
Phonological awareness Reading Tools for Reading LIT 0-13a LIT 0-21a	I describe an object/picture using suitable vocabulary.	I know that texts and illustrations are related.	I am learning that text is read from left to right and top to bottom.	I recognise the initial letter/sound of my own name.	I recognise some letter sounds and names.	I recognise my own name.	I know the difference between letters and numerals.	I match an object to a given initial sound/letter.	
	I recognise all letter sounds and names.	I sound out individual sounds in a word.	I blend sounds to read words - with support - independently.	I identify some high frequency words.	I know the difference between letters, words, sentences, vowel, consonant.	I use context clues to support reading and understand texts.	I decode and read words with increasing fluency.	I fluently read a sentence using decodable and high frequency words.	I read continuously, considering punctuation.
Comprehension Finding information Finding/Organising and using information LIT 0-14a	I match pictures.	I recognise familiar signs, labels and logos in the environment.	With support, I follow visual instructions.	I follow visual instructions independently.	I look at and talk about information from a variety of sources, e.g. book, leaflet, online resources, etc.	I find information in a text to learn new things.	I know the difference between fiction and non-fiction text.	I use my knowledge of fiction and non-fiction to choose texts for a specific purpose.	
Predicting Justifying Understanding, analysing and evaluating LIT 0-07a, LIT 0-16a, LIT 0-19a	I engage with texts that are shared with me.	I share my thoughts on a text.	I use visual clues to predict what the text might be about.	I make and discuss predictions about what will happen next.	I contribute to discussions about characters, events and ideas.	I share my thoughts and feelings about texts.	I relate texts to my personal experiences.	I make reasonable predictions about unfamiliar texts and can justify them.	

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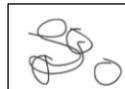
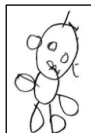
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	Writing									
Communicating Creating Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a	I make marks during play.	I explain what my marks mean.	I make marks/draw in a variety of contexts e.g. stories, letters, labels, signs, menus, invitations.		I draw or create a story and ask an adult to write my ideas and feelings for me.		I use drawings and my writing to create stories using some letters and words.		I write for a real context, with support e.g. signs, menus.	Throughout my play, I write in a variety of contexts e.g. stories, letters, labels, lists, invitations.
Fine motor Hand eye coordination Spelling Tools for Writing LIT 0-13a LIT 0-21a LIT 0-21b	I mark make using different materials for writing: fingers, crayons, pencils, chalks etc.	I use a palmer grasp to hold a pencil.	I have developed strength in my fingers to use small tools.	I use small tools effectively and with control e.g. scissors, tweezers, paintbrushes, computer controls.		I hold a pencil with a pincer/tripod grip.	I mark make with control with a pincer/tripod grip.	I am beginning to form letters correctly with support of a visual aid e.g. copy name.	I am beginning to form some familiar letters correctly independently e.g. letters in their name.	I copy my name, writing from left to right.
	I form some lower case letters legibly.	I write my name from left to right.	I use a pencil with increasing control and confidence e.g. pencil weight, speed.	I write familiar words from left to right.	I am beginning to spell familiar words with support e.g. cvc or high frequency words	I am beginning to use capital letters and full stops with support.	I independently form most lower case letters correctly. a b c d e f g h i j k l m n o p q r s t u v w x y z	I use spaces in between words.	I use capital letters and full stops confidently in at least one sentence.	I spell familiar words correctly.
Fine motor Hand eye coordination Tools for Writing LIT 0-13a LIT 0-21a	 I make random marks on the page. My pencil often does not leave the paper.	 I make marks with greater control and shapes or patterns may appear.	 I draw faces, sometimes with arms and legs coming from them.	 I draw bodies and sometimes add hands and feet.	 I draw a detailed person with a head, trunk (body), arms, legs and features.	 I make my drawings detailed, purposeful and express my ideas.	 I draw recognisable objects, people and scenes.	 I represent familiar objects with distinctive features and repeat them in all my drawings.	 I draw on a baseline and have developed my own style.	

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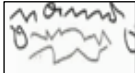
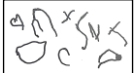
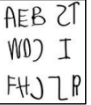
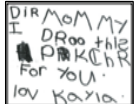
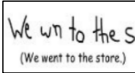
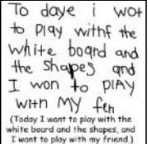
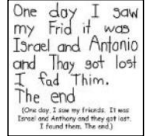
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	Writing									
Fine motor Hand eye coordination Spelling Tools for Writing LIT 0-13a LIT 0-21a	 I make marks to represent writing often lines and circles.	 I make long strings of marks.	 I make symbols that represent letters.	 I copy some shapes and letters.	 I copy/write some letters strings from left to right.	 I copy words I can see, often without knowing what the words are.	 I write groups of letters with spaces to resemble words.	 I try to write my own words by combining letters (during play).		
	 I begin to write simple sentences using common words and the beginning sounds of words.		 I am beginning to use more sounds to represent words and use spaces inbetween words.		 I am starting to use spelling patterns with increasing accuracy.		 I use spelling patterns and am beginning to use punctuation.			
Creating Imagining Creating Texts LIT 0-09a LIT 0-31a	I share my experiences and feelings through role play.	I use props to create simple imaginative stories.	I create simple imaginative stories through role play.	I draw pictures that tell a story and can talk about them.	I use props to create more detailed imaginative stories, with my peers.	I create more detailed imaginative stories through role play with others.	I draw detailed pictures that tell a story and write a sentence about it, with support.	I record my imaginative stories using pictures, print or digital text.	I create my own stories and characters.	
Communicating Finding/Organising and using information LIT 0-26a	I talk about my own real-life experiences and feelings related to these experiences.			During my play, I mark make ideas, messages and information in imaginative and real contexts.			During my play, I write ideas, messages and information in imaginative and real contexts.		I write about my own experiences and feelings using appropriate vocabulary.	

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Skills Experiences & Outcomes	NUMERACY AND MATHEMATICS Early Level Paths of Progression (please remember this progression is not always linear for all learners)										
Estimating Comparing Reasoning Estimation & Rounding: NUM 0-01a	I am beginning to develop a sense of amount and size through play activities and routines.	I use comparative words; <i>bigger, smaller, more, less and same.</i>	I am beginning to estimate how many are in a group using number (may not be a reasonable estimation).	I use subitising to estimate numbers in a group.	I check my estimations by counting.	I estimate in contexts of number using the appropriate language, within 10.	I am developing my understanding of more and less in the context of number.	I accurately use the language of estimation when comparing different groups; <i>more than, less than, longer than, shorter than and same.</i>	I make and check reasonable estimates up to 20.		
Oral counting Number & Number Processes: NUM 0-02a, NUM 0-03a	I recite numbers (rote counting).	I count forwards and backwards to 3.	I count forwards and backwards to 5.	I count forwards and backwards to 10.	I identify numbers before and after a given number to 10.	I count starting and stopping at given points e.g. 2-8.	I count forwards and backwards to 20 and say numbers before and after.		I count forwards from any given number within 30.		
	I use ordinal numbers (e.g. 1 st , 2 nd , 3 rd) during play experiences.										
Number recognition Number & Number Processes: NUM 0-02a, NUM 0-03a	I recognise numerals 0-3. 0, 1, 2, 3		I recognise numerals to 10 during play experiences. 4, 5, 6, 7, 8, 9, 10		I identify and use numerals in my wider world.		I recognise numerals 0-20. 11, 12, 13, 14, 15, 16, 17, 18, 19, 20		I identify and use numerals to 20 during play experiences.		
Ordering numbers Number & Number Processes: NUM 0-02a, NUM 0-03a	I order numerals 1-3.	I order numerals 1-5.	I order numerals 1-10.	I order numerals from any given number within 10.	I work out missing numerals in a number line within 10	I know which numeral comes before or after within 20.	I order numerals forwards and backwards 1-20.		I work out missing numerals in a number line within 20.		
Subitising with dot patterns Number & Number Processes: NUM 0-02a, NUM 0-03a	I use a variety of dice in play.	I begin to explore dot patterns e.g. on dice and dominoes.	I recognise regular and irregular dot patterns without counting within 3.	I recognise regular and irregular dot patterns without counting within 6.	I can talk about the visual groups I see within dot patterns up to 6.	I recognise regular and irregular dot patterns with increasing speed.	I recognise regular and irregular pair dot patterns without counting within 10.	I can talk about the visual groups I see within dot patterns up to 10.	I recognise dot patterns without having to count.		
Subitising with finger patterns Number & Number Processes: NUM 0-02a, NUM 0-03a	I begin to explore that finger patterns show a quantity.	I count out finger patterns up to 3.	I show finger patterns without counting up to 3.	I count out finger patterns up to 5.	I show finger patterns without counting up to 5.	I count out finger patterns up to 10.	I show finger patterns without counting up to 10.	I show double patterns 1 to 5.	I double within 10, mentally e.g. <i>double 7</i> .	I represent a given number within 10, multiple ways.	
Understanding the concept of zero Number & Number Processes: NUM 0-02a, NUM 0-03a	I know that zero means there is none of a particular quantity and is represented by the numeral '0'.										

Tracking (see dotted lines)

A - Beginning to engage with experiences at Early Level

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C - Engaged with most experiences at Early Level

Key-
Year 1: August – Dec = pink Jan – March = green April – June = blue

Year 2: August – Dec = yellow Jan – March = purple April – June = orange

Deferred year: Pink with (D)

P1: T1- T2- T3- T4-

Evidence Key-
PJ – Professional judgement

PoW – Piece of work

O – Observation

T – Target

Skills Experiences & Outcomes	NUMERACY AND MATHEMATICS Early Level Paths of Progression (please remember this progression is not always linear for all learners)																			
Counting objects Number & Number Processes: NUM 0-02a, NUM 0-03a	I explore touch counting during play.		I touch and count a set of objects using 1:1 correspondence to 3.		I touch and count a set of objects using 1:1 correspondence to 5 in a regular pattern (line or dice pattern)		I touch and count a set of objects using 1:1 correspondence to 5 in a random arrangement.		I touch and count a set of objects using 1:1 correspondence to 10 in a regular pattern (line or dice pattern)		I touch and count a set of objects using 1:1 correspondence to 10 in a random arrangement.		When counting, I understand that the number name of the last object counted is the amount given to the total number of objects in the group.		I touch and count a set of objects using 1:1 correspondence to 20 in a line, dice pattern or random arrangement.					
Investigating addition and subtraction Number & Number Processes: NUM 0-02a, NUM 0-03a	I recognise that quantities get more/less when objects are added/ removed.		I count out a given number from a larger number of objects within 10.		I count objects arranged in two different groups and say how many there are altogether.		I count on/back from a given number in 1s to find the answer.		I count objects in 2 different groups when the first is unseen.		I count objects in two different unseen groups through screening.		I double numbers mentally to 10.		I recognise number bonds within 10.		I add and subtract mentally to 10.		I solve simple missing number problems.	
					I use mathematical symbols +, -, = appropriately.															
Understanding the concept of whole and parts Fractions, Decimal Fractions & Percentages: NUM 0-07a	I share out a group of objects with others e.g. beads, cards.		I share out a whole object with others e.g. play dough.		I am beginning to use the language of grouping and sharing e.g. "I'm splitting up my playdough", "I'm sharing my cars".		I am beginning to share a whole item into equal parts.		I use the language of halves appropriately.		I describe equal groups e.g. "look we all have two slices of apple".		I share a group of items equally (a fair share).		I share a whole object into halves.					
Using money Money: NUM 0-09a, NUM 0-09b	I am developing an awareness of how money is used in real life.		I use loose parts to represent money in different play experiences.		I demonstrate the use of real money in different situations e.g. role play, showing coins/money can be exchanged for goods/services.		I know some money vocabulary: buy, sell, cost, price, change, cheapest, more expensive, how much?		I identify different forms of payment e.g. cash, card, phone, watch.		I begin to recognise and name coins by size, shape and colour.		I identify coins up to £2.		I apply addition skills to make different amounts e.g. 6p= 5p+1p or 2p+2p+2p.		I apply addition and subtraction skills to solve money problems up to 10p.			
Understanding the concept of time Time: NUM 0-10a	I follow instructions e.g. first, then		I show awareness of daily time sequences.		I am aware of and can talk about home/ school/nursery routines and begin to use the names of the days of the week.		I know some time language and can use it correctly; before, after, day, night, morning, afternoon, today, tomorrow and yesterday.		I understand that a variety of resources can be used to measure and show the passage of time e.g. timers, clocks and calendars.		I use the names of the days of the week and describe the seasons and the special events associated with them.		I use appropriate language when exploring time e.g. before, after, o'clock, hour/minute hand.		I can read and represent o'clock on a digital and analogue clock.		I name days of the week in sequence and know months of the year.			

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Measuring Comparing Reasoning Measurement: NUM 0-11a	I explore length, mass and capacity in play.	I use simple measure language to describe length, mass and capacity e.g. <i>big/small, heavy/light, full/empty.</i>	I am beginning to compare items using simple measure language e.g. <i>bigger/smaller.</i>	I explore non-standard units when measuring e.g. <i>steps, hands, blocks.</i>	I explore measuring resources such as scales/measuring tape/measuring jugs/timers in my play and investigations.	I apply measure language in my everyday life.	I use comparative language to describe several items in terms of length, mass, height, and capacity explaining my findings to others. e.g. <i>tall, taller, tallest – heavy, heavier, heaviest</i>	I compare and organise by mass, length and capacity.	I accurately use non-standard units to estimate then measure e.g. <i>hands, steps and blocks.</i>	
Recognising Copying Predicting Patterns & Relationships: NUM 0-13a	I am aware of patterns in my world e.g. <i>dots, stripes, animal prints.</i>	I explore making patterns with paint, paper and different objects.	I join in with physical patterns e.g. <i>clap, clap, jump.</i>	I am able to copy a simple pattern involving objects, colours, shapes and numbers.	I continue a simple repeating pattern.	I create my own pattern involving objects, colours, shapes numbers and beginning to use pattern language such as again, next.	I explore number patterns.	I identify and continue a number pattern.	I find missing numbers in a numerical pattern within 30 e.g. <i>2,4,__,8</i>	
Identifying Describing Problem solving Classifying Propertied of 2D Shapes & 3D Objects: NUM 0-16a	I explore shape in the environment.	I am creative with 2D shapes and 3D objects.	I discuss which objects are better to build with and why.	I name and identify some common 2D shapes.	I sort 2D shapes and 3D objects by properties.	I describe some features and properties of shapes e.g. <i>straight, curved, corner, edge during play.</i>	I name and identify common 3D objects.	I identify 2D shapes found in the faces of 3D shapes.	I recognise and sort 2D shapes and 3D objects into various criteria e.g. <i>straight, curved, flat, round.</i>	
Problem solving Applying Angle, Symmetry and Transformation: NUM 0-17a	I explore space through physical activities e.g. <i>stretching, crawling.</i>	I am beginning to understand positional language, in, on, under, in front of, behind, and next to.	I am beginning to understand directional language of forwards/backwards, up/down, and across.	I apply my understanding of positional language to describe where objects/people are.	I apply my understanding of directional language to follow and give directions.	I apply my knowledge of direction and position through using technologies, games and in movement.	I am beginning to use left and right correctly.	I solve simple problems in movement games.		
Exploring Problem solving Classifying Angle, Symmetry and Transformation: NUM 0-19a	I explore reflection using mirrors.	I investigate symmetry in the world around me e.g. <i>castles, leaves, butterflies.</i>	I discuss symmetry in play experiences.	I explore symmetry using mirrors.	I explore making symmetrical pictures using one-fold.	I have opportunities to create my own symmetrical pictures/designs e.g. <i>block play/loose parts.</i>	I explore pictures and test for symmetry.			

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Matching Sorting Grouping Data & Analysis: NUM 0-20b	I use 'the same' and 'not the same'.	I match by colour, shape, size and type/object.	I match objects to signs and labels.	I sort by colour, shape, size and type/object.	I sort using one criterion and explain what I am doing.	I sort using one criterion and re-sort using another.	I sort into groups and can explain my groups.	I sort using a variety criterion e.g. into a Carroll diagram or Venn diagram	I sort objects in a linear way, e.g. fastest animal to slowest animal.
Handling data Analysing Interpreting Data & Analysis: NUM 0-20a, NUM 0-20c	I understand that signs, labels and charts give me information.	I am beginning to recognise signs and charts to plan and make decisions e.g. snack sign.	I create my own signs for different purposes within my play.	I ask questions as part of gathering information.	I understand that pictures/objects can represent a number, which can be displayed on a graph.	I collect and display information into a pictograph.	I use tally marks to gather data.	I use the data collected to create a graph/chart e.g. pictograph.	I read information from a graph/chart/sign and demonstrate how it aids decision making.
I name red, blue, green and yellow.					I seek multiple solutions to a question, task or problem.				

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