

THE NUMBER FRAMEWORK

KNOWLEDGE					
Numeral Identification		Number Sequence and Order		Grouping / Place Value	Written Recording
Fuel 1	<p>The student</p> <ul style="list-style-type: none"> is passive during exposure to *sensory (visual / tactile / aural) representations of numerals 	<p>The student:</p> <ul style="list-style-type: none"> is passive during exposure to number patterns, rhythm and sequence 	<p>The student:</p> <ul style="list-style-type: none"> is passive during exposure to number patterns, rhythm and sequence 	<p>The student:</p> <ul style="list-style-type: none"> is passive during exposure to *sensory (visual / tactile / aural) representations of numerals 	
Fuel 2	<p>The student:</p> <ul style="list-style-type: none"> focuses for brief periods on *sensory representations of numerals 	<p>The student:</p> <ul style="list-style-type: none"> focuses for brief periods on number sequence activities (e.g. finger plays) 	<p>The student:</p> <ul style="list-style-type: none"> focuses for brief periods on grouping activities (e.g. as blocks are stacked) 	<p>The student:</p> <ul style="list-style-type: none"> focuses for brief periods on *sensory representations of numerals 	
Fuel 3	<p>The student:</p> <ul style="list-style-type: none"> focuses for longer periods on *sensory representations of numerals 	<p>The student:</p> <ul style="list-style-type: none"> focuses for longer periods on number sequence activities (e.g. finger plays) 	<p>The student:</p> <ul style="list-style-type: none"> focuses for longer periods on grouping activities (e.g. as blocks are stacked) demonstrates understanding of the concept of 'all gone' 	<p>The student:</p> <ul style="list-style-type: none"> focuses for longer periods on *sensory representations of numerals 	
Fuel 4	<p>The student:</p> <ul style="list-style-type: none"> explores a range of numeral representations using preferred sense(s) 	<p>The student:</p> <ul style="list-style-type: none"> anticipates some number patterns, rhythms and sequences 	<p>The student:</p> <ul style="list-style-type: none"> anticipates some number patterns / rhythms / sequences understands object permanence 	<p>The student:</p> <ul style="list-style-type: none"> explores the written representations of numerals by using a range of *surfaces and tools 	
Fuel 5	<p>The student:</p> <ul style="list-style-type: none"> attempts to assign a number name to a numeral 	<p>The student:</p> <ul style="list-style-type: none"> joins in familiar number activities attempts to sequence events 	<p>The student:</p> <ul style="list-style-type: none"> sorts or matches objects according to own choice of category or attribute demonstrates understanding of the concept of 'some', 'none' and 'more' 	<p>The student:</p> <ul style="list-style-type: none"> attempts to convey own concepts of numerals using a range of writing *surfaces and tools 	
Fuel 6	<p>The student:</p> <ul style="list-style-type: none"> *recognises some numerals of personal relevance matches numeral to numeral e.g. <i>pairs up numeral cards</i> 	<p>The student:</p> <ul style="list-style-type: none"> spontaneously uses some number names and number language orders a 2 step sequence of events e.g. first, next, then, after 	<p>The student:</p> <ul style="list-style-type: none"> can sort or match objects according to a specified attribute e.g. colour or size *indicates '1' or 'more than one' understands the difference between 'same' and 'not the same' 	<p>The student:</p> <ul style="list-style-type: none"> attempts to imitate modelled numerals matches numeral to numeral e.g. <i>pairs up numeral cards</i> 	

KNOWLEDGE				
	Numerals Identification	Number Sequence and Order	Grouping / Place Value	Written Recording
Launch i	<p>The student:</p> <ul style="list-style-type: none"> differentiates between numerals and other symbols 	<p>The student:</p> <ul style="list-style-type: none"> reliably, consistently *indicates the FNWS 1,2 attempts to *indicate the FNWS to 3 attempts to *indicate any BNWS reliably *indicates /* identifies first / last in a pattern / sequence 	<p>The student:</p> <ul style="list-style-type: none"> *recognises patterns of 1 and 2 	<p>The student:</p> <ul style="list-style-type: none"> attempts to *record / *select numerals or pictorial representations
Launch ii	<p>The student:</p> <ul style="list-style-type: none"> *identifies some numerals in the range 0-5 	<p>The student:</p> <ul style="list-style-type: none"> reliably *indicates the FNWS to 3 attempts to *indicate the FNWS in the range 0-5 at least reliably *indicates BNWS from 3 *attempts to *indicate the BNWS in the range 5-0 *indicates the number after in the range 0-3 orders 3 or more steps in a sequence of events or numbers using the concept of before and after 	<p>The student:</p> <ul style="list-style-type: none"> *recognises patterns to 3 	<p>The student:</p> <ul style="list-style-type: none"> *records / *selects known numerals or pictorial representations
Launch iii	<p>The student:</p> <ul style="list-style-type: none"> *identifies all the numerals in the range 0-5 *identifies some of the numerals 6-10 	<p>The student:</p> <ul style="list-style-type: none"> reliably *indicates the FNWS in the range 0-5 at least attempts to *indicate FNWS up to 10 reliably *indicates BNWS from 5 attempts to *indicate the BNWS from 10 *indicates the number before and after in the range 0-5 	<p>The student:</p> <ul style="list-style-type: none"> *recognises some patterns to 5 	<p>The student:</p> <ul style="list-style-type: none"> *records numerals or uses pictorial representations with some accuracy to demonstrate their thinking

Numeral Identification		Number Sequence and Order	Grouping / Place Value	Basic Facts
LEVEL ONE Stages One, Two, Three: Counting From One	<p>The student identifies:</p> <ul style="list-style-type: none"> all of the numbers in the range 0-10 	<p>The student says:</p> <ul style="list-style-type: none"> the number word sequences, forwards and backwards, in the range 0-10 at least; the number before and after a given number in the range 0-10 <p>The student orders:</p> <ul style="list-style-type: none"> numbers in the range 0-10 	<p>The student instantly recognises:</p> <ul style="list-style-type: none"> patterns to 5, including finger patterns 	<p>The student:</p> <ul style="list-style-type: none"> manipulates materials to explore and develop the concept of joining and separating sets
	<p>The student identifies:</p> <ul style="list-style-type: none"> all of the numbers in the range 0-20 	<p>The student says:</p> <ul style="list-style-type: none"> the number word sequences, forwards and backwards, in the range 0-20 at least; the number before and after a given number in the range 0-20 the skip-counting sequences, forwards and backwards, in the range 0-20 for twos and fives <p>The student orders:</p> <ul style="list-style-type: none"> numbers in the range 0-20 	<p>The student knows:</p> <ul style="list-style-type: none"> groupings within 5, e.g., 2 and 3, 4 and 1; groupings with 5, e.g. 5 and 1, 5 and 2, ...; groupings within 10, e.g. 5 and 5, 4 and 6, ... etc.; <p>The student instantly recognises:</p> <ul style="list-style-type: none"> patterns to 10 (doubles and 5-based), including finger patterns. 	<p>The student recalls:</p> <ul style="list-style-type: none"> addition and subtraction facts to 5 e.g. 2+1, 3+2, 4-2 ... etc doubles to 10 e.g. 3+3, 4+4 ... etc
Stage Four: Advanced Counting	<p>The student identifies:</p> <ul style="list-style-type: none"> all the numbers in the range 0-100 symbols for halves, quarters, thirds and fifths 	<p>The students says:</p> <ul style="list-style-type: none"> the number word sequences, forwards and backwards, in the range 0-100; the number before and after a given number in the range 0-100 the skip-counting sequences, forwards and backwards, in the range 0-100 for twos, fives and tens <p>The student orders:</p> <ul style="list-style-type: none"> numbers in the range 0-100 	<p>The student knows:</p> <ul style="list-style-type: none"> groupings with 10, e.g., 10 and 2, 10 and 3 ... and the pattern of "-teens"; groupings within 20, e.g. 12 and 8, 6 and 14; the number of tens in decades, e.g tens in 40, in 60 	<p>The student recalls:</p> <ul style="list-style-type: none"> addition and subtraction facts to 10 e.g. 4+3, 6+2, 7-3 ... etc doubles to 20 and corresponding halves e.g. 6+6, 7+4, half of 14 ... etc "ten and" facts, e.g. 10+4, 7+10 multiples of 10 that add to 100, e.g. 30+70, 40+60