

## Routes for numeracy Assessment activities/things to try

### Column: Next steps A

<b>Focus attention on objects, manipulating and exploring them using a range of methods</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Provide a variety of interesting toys or everyday objects with different textures, weights, shapes, sizes and other features.	<p>The learner picks up an item and uses their hands to orientate it so that they can examine it from different angles (coordinates hands and eyes).</p> <p>The learner applies several strategies to 'test' an item's properties, e.g. <i>mouth</i>ing it, <i>banging it on surface of table or other item, using fingers to feel surface texture, throwing it, etc.</i> (focuses on object long enough to try different methods).</p>

<b>Show an interest in number activities and counting with an adult, copy some actions, and/or vocalise at appropriate moments</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
In a range of cross-curricular activities (e.g. <i>examining story sack props, cookery ingredients, conkers in forest school, or making drumbeats in music</i> ), encourage the learner to 'join in' with counting, emphasising its rhythmical aspect and the link between sound and action.	<p>The learner shows interest in the 'game' of counting by:</p> <ul style="list-style-type: none"> <li>– imitating appropriate gestures (e.g. <i>pointing to items being counted, or touching them</i>)</li> <li>– joining in sound-making by vocalising or banging (attempts rather than succeeds in matching to a rhythm).</li> </ul>

## Routes for numeracy

### Assessment activities/things to try

<b>Use a favourite object in a new or different way after watching an adult do so</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Observe which toys or everyday objects the learner particularly engages with. Observe which strategies they use when doing so.</p> <p>Choose one item and, either take turns with the learner in manipulating it, or obtain two identical versions of the same item and do so with one object each.</p> <p>Copy the learner's strategies, then do something with the object which you have not observed them doing (<i>e.g. hide it, roll it down a slope, put it in a container</i>). Encourage them to copy.</p>	<p>For example, mouthing, banging on surface of table or other item, using fingers to feel surface texture, throwing it, etc.</p> <p>The learner watches model and then attempts to apply a similar strategy to their object.</p>

<b>Locate and remove a favourite object from among a collection of objects</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Observe which toys or everyday objects the learner particularly engages with. Choosing a favourite, 'hide' it among a range of distracting item (<i>e.g. in a 'rummage' box</i>).</p>	<p>The learner 'works their way' through items, then finds and removes favourite item.</p>

<b>Recognise which quantity is greater when numbers are small</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Put out clearly defined sets of identical favoured items (with 1, 2, or 3 items per set). Invite the learner to choose one set.</p>	<p>See if the learner consistently chooses the larger set.</p>

## Routes for numeracy

### Assessment activities/things to try

<b>Point to an item or vocalise at an appropriate moment to indicate a number when an adult is counting</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
In a 'fun' counting activity, encourage the learner to join in with rhythmical counting of items.	The learner points or gestures to an item at the same time as the adult is 'counting' it, and/or vocalises at the same time as the adult is saying a number in the count.

<b>Anticipate climax in familiar number songs or rhymes (showing emergent recognition of number words)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Using a song or game involving counting, with which they are familiar, involve the learner in playing the game with a friend, younger child or toy, <i>e.g. play 'round and round the garden' with doll.</i>	The learner joins in with number words/supplies a number word if the adult pauses (doesn't matter whether number word is correct or not).  The learner joins in count in some way, does not necessarily use correct words, but may imitate rhythm of count.
The learner counts down for a race.	The learner uses some number words (not necessarily in the correct order).

<b>Give a coin in exchange for an item after observing others do so in role play shop (may have no notion of coin's value but will engage in the social interaction)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Set up 'shop' in classroom. Prepare 'props' for the customer, including purse with coins, and, for the shopkeeper, a counter with only two or three different items 'for sale'.  Encourage the learner to observe others making transactions, then give them a coin and prompt to engage with the shopkeeper. (Shopkeeper holds out item for sale and hand for coin.)	The learner gives coin and takes item in exchange.

## Routes for numeracy

### Assessment activities/things to try

<b>Explore the distinctions between objects by putting/holding them together, joining/stacking/breaking them apart/putting them into containers</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Provide the learner with a large sets of items which can be easily connected together or stacked (e.g. <i>wooden blocks, building bricks, etc.</i> ) and containers (e.g. <i>stacking/nesting cups or boxes</i> ).	<p>When presented with some joined items (e.g. <i>stacks or lengths of bricks</i>), the learner attempts to knock stack over, or takes and breaks apart.</p> <p>When presented with items all separated, the learner attempts to join or stack some items together or places some items inside each other.</p>

<b>Show growing awareness of rhythmical patterns and begin to coordinate some sounds with gestures or pointing</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>In a music session, ensure the learner can see and hear you and other the learners clapping or beating in time.</p> <p>Encourage the learners in the group to clap or play their instrument, but only when you point to them.</p>	<p>The learner attempts to clap, beat musical instrument or <u>resonance board</u>, and is sometimes in time with a model.</p> <p>The learner tries to begin clapping or beating musical instrument or resonance board at the same time as an adult points to them.</p> <p>During a very familiar song or when presented with a microphone for karaoke, the learner attempts to vocalise along to a tune (vocalisation sometimes coincides with the tune).</p>

## Routes for numeracy

### Assessment activities/things to try

<b>Gather and hold onto several items sharing a particular preferred property, while discarding others</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Observe which toys or everyday objects the learner particularly engages with. Note any properties these share. Select one such item and obtain multiple versions, or gather a range of items with very similar properties.</p> <p>Mix preferred items (A) with unrelated, less interesting items (B) in a tray or container. (B items might include shredded paper, sand, etc.).</p> <p>In an interaction with the learner, give a succession of items from sets (A) and (B).</p>	<p>The learner picks out more than one of the preferred items, attempting to keep several/as many as possible.</p> <p>The learner tries to take/keep as many (A)s as possible while rejecting (B)s.</p>

<b>Touch, point to or give an object to indicate an 'answer' in a number activity</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Using any of the activities in this column of the grid (<i>e.g. during counting</i>), ask the learner to point to or give an item.</p>	<p>The learner responds appropriately to request in numeracy context.</p>

## Routes for numeracy Assessment activities/things to try

### Column: Next steps B

<b>Pay attention, respond to and use number words in structured activities led by an adult</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Set up a series of small identical boxes each labelled with a number – tell the learner that something is hidden in one of them and ask 'Where shall we look?'. If the learner points to a box, ask: 'Which number box is that?'.	The learner says a number (usually correct when referring to '1' and '2').
Use number rhymes familiar to the learner, pause with illustration of small number (1–3), and wait.	The learner uses a number (usually correct when referring to '1' and '2').

<b>Assist in counting and match identical items when the task is structured by an adult</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
'Let's count the cups . . .'. An adult selects the first cup and counts '1'; 'Now you find a cup (point to cup) . . .'; and adult counts the next cup, etc.  Make 3 cups and 3 saucers available for the learner to select from.	The learner selects a cup each time for adult to count. Repeat until all cups are counted.

<b>Treat familiar items as similar despite differences in their appearance or their medium of representation (as objects, pictures, etc.)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Give the learner a tray containing two sets of very familiar objects, one of which consists of items differing only slightly from each other ( <i>e.g. cups of different sizes</i> ). Mix these with other (identical) items.  Take photographs of very familiar items, people and places from a variety of angles.	The learner can pick out all the 'cups'.  The learner shows they recognise what is depicted ( <i>e.g. points to object, person or location</i> ).

## Routes for numeracy

### Assessment activities/things to try

<b>Watch an adult order a number of items in a particular way (e.g. cars in a row), then attempt to copy</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Give the learner a set containing many similar items. Observe the learner's strategies for 'arranging' them.</p> <p>Divide the items and set some out in one long row (or in a stack one on top of the other). Encourage the learner to copy.</p>	<p>The learner creates a similar pattern with own items</p>

<b>Search for all missing items when 2 or 3 objects are hidden</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Hide objects (known to be of interest to the learner) while they watch, then invite retrieval.</p>	<p>The learner continues to search if an object is still missing.</p>

<b>Count 2 or 3 objects with support</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Arrange a small number of objects of interest in a line with a small amount of space between. Ask the learner to point while you count or to count while you point, e.g. <i>'Let's count the biscuits. You point and I'll count.'</i> or <i>'What do you want to do count or point?'</i></p>	<p>The learner points to one item for each number an adult counts, or the learner counts one item for each number an adult points to.</p>

<b>Recite numbers 1 to 5 as a 'chant' (not fully perceiving the gaps between them or matching count to items)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Arrange a number of objects of interest in a line with a small amount of space between. Model counting 5 items, then ask the learner to count them while you point.</p>	<p>The learner vocalises sounds that are like the numbers 1–5 but the 'numbers' do not always synchronise with the items.</p>

<b>Associate numerals (1 and 2) with number activities</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>For a number of small sets (1–3) show the learner some labelling numbers, saying things such as 'I've got a 'one' here. Where shall we put it?'</p>	<p>The learner matches number label to a set (is usually correct with '1' and '2').</p>

## Routes for numeracy

### Assessment activities/things to try

<b>Recognise that '2' is more than '1'</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Place items in boxes so there are two sets with differing number of (easily visible) items (1–3). After matching labels to the boxes, ask the learner to say which box has 'more'.	The learner points to or gives a box (is usually correct with '1' and '2').

<b>Point to choice of item from two or three in role play shop then give coin(s) in exchange</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Set up 'shop' in classroom. Prepare 'props' for the customer, including purse with coins, and, for the shopkeeper, a counter with only two or three different items 'for sale'.</p> <p>Give the learner the opportunity to role play being the shopkeeper, giving an item to the customer and receiving a coin. Then reverse roles.</p>	The learner indicates an item, then – without prompt – gives (any) coin(s) in exchange.

<b>Find coins from a limited collection which are the same as one shown by an adult</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Gather two sets of 1, 5, 10, 20 and 50 pence (real) coins. Put one set in front of the learner. Place one coin from the other set in front of you, point to it, and ask the learner to 'find one the <u>same</u> '. Support the learner's understanding of (underlined) key word, <i>e.g. by using a sign or symbol</i> .	The learner finds matching coin.



## Routes for numeracy

### Assessment activities/things to try

<b>Find the 'big' object from 2 otherwise similar items where the difference in size is large and the activity is structured by an adult</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Gather a collection consisting of pairs of objects – each pair being identical except in size (one being very much bigger than the other).</p> <p>1. Placing one pair of objects in front of the learner, say: '<u>Where</u>'s the <u>big</u> one?'. Support the learner's understanding of (underlined) key words, <i>e.g. by using a sign or symbol</i>.</p> <p>2. If the learner chooses the wrong object, replace it without comment, then pick up the correct object saying/signing: '<u>Here</u>'s the <u>big</u> one'. Then repeat step 1.</p> <p>3. Try the next pair of objects.</p>	<p>The learner consistently gives the 'big' item.</p>

<b>Find one the same from a small collection of objects when the activity is structured by an adult</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Gather two sets of objects each containing items of 3 (clearly different) lengths/heights/weights or shapes.</p> <p>Put one set in front of the learner. Place one object from the other set in front of you, point to it, and ask the learner to 'find one the <u>same</u>'. Support the learner's understanding of (underlined) key word: <i>e.g. by using a sign or symbol</i>.</p> <p>Encourage the learner to take the target item from your set and hold it alongside/on top of an item in their set.</p>	<p>The learner places target item adjacent to/on top of an object in their set (one in each hand for weights), manipulating or re-selecting until they are sure they match.</p> <p>Indicates when they have found a match.</p>

## Routes for numeracy

### Assessment activities/things to try

<b>Adjust speed of clapping to match a model (faster or slower)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>In group setting, clap, bang knees, shake or tap percussion instruments in time to a simple rhythm (beat). Encourage the learners to look (exaggerate the rhythmical action so they can see it).</p> <p>When the learner is keeping the beat, slow it down or speed it up and encourage them to follow.</p>	<p>The learner registers the change of tempo and accordingly adjusts clapping, etc.</p>

<b>Anticipate a routine event when it is represented by a picture/symbol or object of reference</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Immediately prior to an activity, show the learner a picture/symbol or object of reference chosen to represent as closely as possible their own experience of the event. (It must be an event in which they regularly participate.)</p>	<p>The learner reacts with interest, enthusiasm, or shows in some other manner that they have understood what is about to happen, <i>e.g. by collecting swimming towel or moving towards location of activity.</i></p>

<b>Separate from a collection objects which share a common attribute (of their own choosing)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Give the learner a varied collection of objects in which some of the objects share a common attribute (<i>e.g. some are 'red' or some are 'containers' some 'feel soft', etc.</i>) which are similar in some ways and different in others.</p>	<p>The learner experiments with grouping or sorting the objects and may make an attempt to articulate the common attribute when prompted.</p> <p>(Classification may not be fully consistent, but shows an interest in organising items in different ways.)</p>

## Routes for numeracy

### Assessment activities/things to try

<b>Match an object to an identical object and a picture to an identical picture</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
In a wide range of contexts across the curriculum, provide opportunities to match objects and pictures. Give the learner an object or picture. Indicate the general location of matching item (among one or more distractors).	The learner places object or picture on or near matching item.

<b>Match a very familiar object to a clear photo of an identical item</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Take clear photos of objects to be found within the classroom.</p> <p>Set out in front of the learner a collection of different objects (which match the pictures exactly). Prompt the learner to match the objects to the relevant pictures. (The photos could also be used as labels on suitable containers and the objects placed in them.)</p>	The learner places object on matching picture (or in matching container).

<b>Respond appropriately to some words describing position (e.g. <i>in</i>), size (e.g. <i>big</i>) and quantity (e.g. <i>more</i>), when applied to real objects</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Using a collection of small objects (e.g. <i>sweets</i>) and containers with lids:</p> <p>1. Ask the learner to put a specified item 'in' a container, e.g. '<i>Put the sweet in the jar</i>'. (Hand them the sweet. Make sure the jar is on the table with the lid on.) Extend this to containers within the classroom, e.g. '<i>Put the pencil in the drawer</i>'.</p> <p>Ask the learner to 'Give me one brick/more bricks'.</p>	<p>The learner removes lid and places item within.</p> <p>The learner gives appropriate number of items.</p>

**Routes for numeracy**  
**Assessment activities/things to try**

<b>Manipulate objects or pictures within simple number games and activities – the final position of the items records the solution</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Present the learner with a numeracy-related task, <i>e.g. to place items into containers so that there are two items in each container (items and containers on a tray).</i>	The learner completes the task and shows an adult that they have finished, <i>e.g. by indicating or bringing solution (e.g. displayed on tray) to an adult.</i>

## Routes for numeracy Assessment activities/things to try

### Column: Next steps C

<b>Use counting and comparing sometimes outside focused teaching activities</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Observe the learner in their play and as they interact with resources in the learning environment.	The learner makes some spontaneous use of counting and comparing skills, including those they have encountered during focused teaching.

<b>Select and manipulate objects in order to help solve a problem</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Provide the learner with a range of objects (choice of three) in the context of a problem-solving task, e.g. In <i>the Lighthouse Keeper's Lunch</i> 'Which rope is long enough?' (to go between the lighthouse and the cottage) , 'Which lid do we need for this jar?'.	The learner selects objects as 'tools' to apply to a numeracy problem rather than for their intrinsic interest, e.g. chooses rope of sufficient length/lid of correct size, shape.

<b>Complete a task requiring several steps</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Choose a numeracy task which is routinely practised by the learner's group and requires equipment/tools whose whereabouts are well-known to the learner, e.g. <i>identifying how many members of the class are present and require a lunch.</i>	The learner: <ul style="list-style-type: none"> <li>– counts the number of children</li> <li>– copies or finds numeral card to match count</li> <li>– reports result (e.g. <i>to kitchen or office</i>).</li> </ul>

## Routes for numeracy

### Assessment activities/things to try

<b>Make an attempt at a simple estimate (e.g. how many objects will fit in a container)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Provide the learner with various containers and items large enough to fit within in small numbers, e.g. <i>balls in a box</i> .	<p>The learner estimates the number of items that will fit.</p> <p>The learner corrects guess by saying whether they need 'more' or have chosen 'too many'.</p> <p>The learner makes attempt to guess, and subsequent estimates become more accurate.</p>
<b>Teaching strategies (to move the learner to this step)</b>	
<p>Provide the learner with (square) flower pots of several different sizes (6 of each) and several different sized plastic seed trays or pot bases. Partially fill tray with pots until between 1 and 5 spaces are free (in a block). Place pots near to the learner, with tray a little further away.</p> <p>Ask the learner to guess 'How many pots can go in here?' and indicate the gap, saying 'You guess'. (They could select a numeral card to record their estimate.) Encourage the learner to count the corresponding number of pots and try to fit them in the tray.</p> <p>All the learners evaluate each guess: 'How many did John guess? Was it a good guess?', 'Let's try again'.</p> <p>Repeat, varying the size of the available space, the pots (and the tray).</p> <p>A similar approach can be used to estimate the number of pieces missing from an almost complete jigsaw puzzle, or items (e.g. <i>chairs or children</i>) within a rope circle on the floor.</p>	

<b>Recognise if the pattern is wrong, where items are in pairs, and put it right by completing the set or removing the odd item</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Present the learner with simple but incomplete/odd pairs in a wide range of situations, e.g. <i>knives and forks in table settings, pairs of boots, shoes or gloves, socks on washing line, pairs of brick towers of unequal height, pairs of children, etc.</i>	The learner adjusts to make the sets equal by manipulating items or saying what is wrong or what needs to happen.

## Routes for numeracy

### Assessment activities/things to try

<b>Interpret written numerals correctly (1–3) in a practical task (e.g. reads '3' and gives out corresponding number of drinks to others)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>In a range of contexts (and as a routine), assign task of gathering or distributing items (e.g. cups, plates, drinks, pencils, ingredients for recipe, etc.) to different members of the group.</p> <p>Give the learner a card showing the numeral together with a picture or symbol for the item needed, saying 'John, can you find these?'</p>	<p>The learner looks at the card, then independently finds/selects correct number of items and collects together (e.g. on/in a tray) or distributes to the group.</p> <p>(This activity can be extended to assess 'more' – see below.)</p>

<b>Use the concepts of one-to-one correspondence and cardinality with 3 objects (after counting 3 objects, states there are '3' items in the set)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Arrange 1, 2, or 3 objects in a line with a small amount of space between. Ask the learner to count them.</p>	<p>The learner independently counts each item, pointing or touching it as they say the relevant number.</p> <p>The learner then says that there is/are '1', '2' or '3' item(s) in the set. (This may be in answer to the question 'How many are there?'.)</p>

<b>Recite numbers from 1 to 10; numbers are distinct and match count of items (but always have to start the count at 1)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Arrange up to 10 objects in a line with a small amount of space between. Ask the learner to count them.</p>	<p>The learner says all numbers from 1–10, generally coordinating this with pointing or touching items, but easily loses count and then needs to 'start again' from 1. Answer to 'How many?' is not accurate beyond 3.</p>

## Routes for numeracy

### Assessment activities/things to try

Name and order numerals 1–3, and may be able to copy or trace over them	
Assessment activities/things to try	Things to look for
<p>Give the learner cards (in random order) showing the numerals 1–3.</p> <p><b>OR</b></p> <p>Provide them with a numeracy programme on the computer in which numerals need to be ordered.</p> <p>Ask the learner to copy or trace the numbers on paper, in sand, or on the computer.</p>	<p>The learner names each number and places them in numerical order.</p> <p>The learner produces recognisable '1' and at least one other number.</p>

Add 'more' to, or 'take away' from a set, when the task is structured by an adult, can re-count to find new total	
Assessment activities/things to try	Things to look for
<p>In a task requiring the learner to select a number of items for distribution to a group of children, give the learner a card showing a numeral together with a picture or symbol for the item needed, saying 'John, can you find these?'. Choose a number that is less than or more than the number in the group.</p> <p>When items have been distributed to group, prompt the learner to correct the discrepancy, e.g. say 'Oh, what's wrong?'.</p>	<p>The learner independently selects (one) more item(s) and distributes, or takes away (one) item(s).</p> <p>The learner uses an appropriate number word, e.g. 'more', 'less', 'too many', 'take away'.</p> <p>The learner re-counts all items to find new total.</p>



## Routes for numeracy

### Assessment activities/things to try

<b>Give money in exchange for an item in a real shop when coins and choice are prepared in advance</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Prior to going shopping, provide the learner with photo, picture, symbol or written word as reminder of target item. Prepare coins and method of keeping safe until needed.</p> <p>In self-selection shop (e.g. a <i>supermarket</i>), assist the learner to find item, then go to till. (Prompt them to wait for change, if necessary.)</p>	<p>The learner presents item at till, finds money, gives coins to cashier, (waits for change), then takes the item.</p>

<b>Sort coins according to one attribute (e.g. colour, size or shape)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Give the learner combinations of coins such that they differ in one main attribute, e.g. <i>different colour (1p/5p/£1 or 2p/10p/£1)</i>, <i>same colour but different size (1p/2p or 5p/10p)</i> or <i>same colour but different shape (5p/20p or 10p/50p)</i>.</p>	<p>The learner sorts each combination.</p>

<b>Independently compare the size of objects by lining them up or holding them together</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Present the learner with sets in which there are 2 objects of the same length or height, while all the other objects are slightly longer/shorter (or higher/lower).</p> <p>Ask the learner to 'find two the same'.</p>	<p>The learner puts the objects next to/on top of each other lining them up to check slight differences.</p> <p>The learner gives the two identical objects.</p>

## Routes for numeracy

### Assessment activities/things to try

<b>Find the 'big' one from two objects and order several objects according to their size</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Using a collection of items of varying lengths, present two at a time, asking the learner to find the 'big' one. Start with a big discrepancy and gradually reduce the difference to the minimum.</p> <p>Taking 5 of the items, demonstrate to the learner how to put them in order ('small, bigger, bigger . . .' / 'short, longer, longer . . .'). Now mix them up and give them to the learner saying 'Now, you do it'.</p>	<p>The learner consistently gives the bigger item, even when the difference is minimal.</p> <p>The learner places all 5 items in order.</p>

<b>Use a simple picture timeline to understand the sequence of events and activities</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Provide the learner with a (personalised) picture/symbol timeline showing at least two events or short activities in the order they are scheduled to occur.</p>	<p>The learner looks at symbols on timeline/schedule and begins first activity.</p> <p>On completion of first task, the learner returns (or is prompted to return) to timeline and independently begins next activity.</p>

<b>Accept a wait for a more favoured activity by referring to a timeline (use the concepts of 'finished' and 'next')</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>The learner asks for, or otherwise indicates their wish for, a particular activity/event which is not possible (or not desirable) for them at that time.</p> <p>Refer them to their (personalised) timeline/schedule (which includes pictures or symbols for 'first' and 'next' activities).</p>	<p>The learner looks at symbols on timeline/schedule.</p> <p>The learner completes 'first' activity The learner removes 'first' item (placing in 'finished' box). The learner asks for and receives/begins 'next' activity.</p>

## Routes for numeracy

### Assessment activities/things to try

<b>Separate objects which share a specified attribute (e.g. big/little, round)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Give the learner a collection of objects which are identical in all but one respect, e.g. <i>big and little cups (of identical design), round and square shapes (of identical colour)</i>.</p> <p>Ask the learner to give you all the 'big' or all the 'round' items.</p>	<p>The learner listens to the request and pulls all the items with the specified attribute out of the collection.</p>

<b>Match related pairs of objects or pictures (e.g. knife and fork, cup and saucer)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>Provide the learner with a collection of paired objects or (pictures depicting these), e.g. <i>knives and forks, cups and saucers, pairs of shoes, or gloves and socks</i>.</p>	<p>The learner correctly matches all the items into pairs</p>

<b>Use sorting and ordering to organise items</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
<p>In a range of practical day to day situations (such as tidying up) after an activity, the learner is able to sort and order items to organise them.</p>	<p>The learner uses simple sorting and ordering strategies to organise items, e.g. <i>stacks saucers, sorts cutlery, nests cups or flower pots, sorts coloured pencils into containers, matches items to labelled drawers or trays, etc.</i></p>

## Routes for numeracy

### Assessment activities/things to try

<b>Respond appropriately to words describing position (e.g. <i>in, on, under</i>), size (e.g. <i>big/little</i>) and quantity (e.g. <i>some, more, a lot</i>), using them in context but not always correctly</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Using a collection of similar objects (e.g. bricks) and two identical boxes (one inverted). Ask the learner to put a specified item 'in'/'on' or 'under' the box. (Hand them the item.)	The learner consistently places item correctly.
Ask the learner to give you 'big' and 'little' items from a collection, e.g. 'Give me the little <u>book</u> ' (sign the underlined word so the focus is on the attribute).	The learner consistently gives correct item.
Ask the learner to give you 'one'/'some'/'more'/'a lot of' a specified item.	The learner consistently gives an appropriate number of the correct items.
Reverse roles for the above activities ('Now you be the teacher and ask me').	The learner uses some words of position, size or quantity when giving instructions.
Use pictures depicting the above.	The learner responds appropriately to pictures.
<b>Teaching strategies (to move the learner to this step)</b>	
1. Ask the learner to put a specified item 'in' the box, e.g. 'Put the brick in the box'. (Hand them the brick and point to the correct box.)	
2. Ask the learner to 'Put the brick under the box'. (Hand them the brick and point to the other box).	
3. Repeat requests 1 and 2 randomly handing them the brick but without indicating which box.	
4. Repeat the above procedure but contrast 'on' with 'under'. Only combine requests for 'in/on' and 'under' when the learner has grasped 'in/under' and 'on/under' separately.	

**Routes for numeracy**  
**Assessment activities/things to try**

<b>Record numbers by matching numerals to a set of items (up to 3)</b>	
<b>Assessment activities/things to try</b>	<b>Things to look for</b>
Lay out small sets of objects (1, 2, or 3 items) and give the learner some number labels. Encourage the learner to label sets.	The learner labels sets correctly.