**Numeracy Planner- Early- Incorporating Benchmarks**

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| **Organisers** |  |  | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| **Estimation and rounding**  · | | | lam developing a sense of size and amount by observing, exploring, using and  communicating· |  | * I can describe groups of objects by saying which is bigger, smaller or if they are the same. * I can sort my objects into groups using simple criteria, explain how I did this and talk about their position   using first, second etc. |  |
| * I can count the objects to decide which has the most or least. * I can sort and create groups of objects by number. * I can describe their position using ordinal numbers. |  |
|  | | | with others about things in the world around me.  ***MNU0-01a*** |
| **Number and number** |  |  | I have explored |  | * I can describe groups of objects by saying which is bigger, smaller or if they are the same. * I can sort the objects using familiar or given criteria e.g. colour. |  |
| **processes** including addition, subtraction, multiplication, division and negative numbers | · |  | numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.  ***MNU0-02a*** |
| * I can count the objects to decide which has the most or least. * I can sort and create groups of objects by number. I can describe their position using ordinal numbers. |  |
| * I can identify all the numbers from 0- 20. * I can say the number word sequences forwards and backwards in the range 0-20. |  |

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| **Organisers** |  |  | **E's and O's** I | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| **Number and number**  **processes (cont)** | · |  | I use practical materials and can 'count on and back' to  help me understand |  | * I can identify all the numbers from 0- 100. * I can say the number word sequences forwards and backwards in the range 0-100. |  |
|  |  |
|  |  |  | addition and subtraction, recording my ideas and solutions in different ways.  ***MNU0-03a*** | * I recognise patterns to 5, i.e. subitise. |
| * I recognise patterns to 10. |  |
| * I can match the counting words with objects by touching each in turn. * I can use concrete materials to count a set of objects. |  |
|  |  |  |  | * I can solve addition and subtraction problems using a count all strategy   and materials. |
|  |  |  |  | * I know that when we count we start from zero. |
|  |  |  |  | * I can skip count for easy multiples 2 and 5. |
|  |  |  |  | * I know that the last number I count   tells me the total of the set. |
|  |  |  |  | * I can describe groups of objects by saying which is bigger, smaller or if   they are the same. |
|  |  |  |  | * I can say the number before and after a given number in the range 0-10 i.e.   count on and back. |
|  |  |  |  | * I know that it does not matter which way I add the numbers I get the same answer. |  |

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|  |  |  | * I can solve addition and subtraction problems using a count all strategy and imaging. * I can demonstrate that when we add on zero the number stays the same. * I can demonstrate that when we subtract zero the number stays the same. * I can use counting words in a one-to­ one relationship. * I can skip count for a range of multiples 2, 5, 10. * I can say the number before and after a given number in the range 0-20 i.e.   count on and back. |  |
| * I have learned the basic facts for addition and subtraction and number families up to 5 by investigating   patterns and groupings. |  |
| * I have learned the basic facts for addition and subtraction and number families to 10. |  |
| **Fractions, decimal fractions and percentages** including ratio and proportion | I can share out a group of items by making smaller groups and can split a whole object into smaller parts.  ***MNU0-07a*** |  | * I can split a whole object into halves. * I can share out a group of items, dealing them out one at a time using concrete materials. * I know that I have to use all of the whole. |  |
| * I can split a whole object into equally sized parts and use the associated vocabulary. * I can share out a group of items and |  |

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|  | | |  |  | find out how many are in the smaller groups. I can decide what to do with any leftovers if they can be shared further or not.   * I can use symmetry to partition groups into two, four or eight parts   and use the associated vocabulary. |  |
| **Money** | · |  | lam developing my awareness of  how money is used and can |  | * I am developing an awareness of how money is used in real life. * I understand that coins have different values. |  |
| * I am developing an awareness that coins/money can be exchanged for goods and services. |  |
| recognise and  use a range of coins. |
| * I can recognize the value of some coins. |  |
| ***MNU* 0-09a** |
|  | * I can recognize the value of all coins. * I can use a variety of coins in real life contexts. |  |
| **Time** | | | I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display |  | * I can use the names of the days of the week. * I can describe the seasons and the special events associated with them. * I can use a weekly planner . * I know that an event has duration but cannot yet use a timer. * I can tell the time to whole hours. |  |

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| **Organisers I** | **E's and O's** I | **Planned learning Activities** | **Benchmarks to support**  **judgements** | **Evaluation** |
|  | these using clocks, calendars and other methods.  ***MNU0-10a*** |  | * I know the names and sequence of the days of the week and can plan events for future weeks. * I can describe the seasons and their order through the year. * I can use a calendar to plan or record an event. * I can use non-standard units to measure the duration of an event. * I can read time to ½ or ¼ of an hour. |  |
| **Measurement**  ·  · | I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.  ***MNU0-11a*** |  | * I am beginning to use language such as tall, short, fat, thin, heavy, light, wide, big or small. |  |
| * I can use familiar objects to measure the length, weight or capacity of items to help me compare them e.g. how many marbles fit in a jar or how many cups in a jug of water or the number   of hands across a table. |  |
| * I am beginning to use comparative language to describe the attributes of familiar items e.g. bigger/smaller, taller/shorter. * I can compare two objects by comparing their length, weight or capacity. |  |
|  |  | * I use descriptive language such as tall, short, fat, thin, heavy, light, wide, big or small. |  |
|  |  | * I can put objects in order or length, weight or capacity by comparing   them directly. |

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| **Patterns and relationships** | · | I have spotted and explored patterns in my own and the wider environment  and can copy |  | * I can recognize simple numeric and non-numeric patterns. * I can use simple language such as repeat, again, pattern etc. to describe these patterns. |  |
| * I can duplicate and extend a simple pattern. * I can create my own patterns. |  |
|  |  | and continue these and create my own patterns.  ***MTH0-13a*** |
| **Properties of 2D shapes and**  **3D objects** .  · | | I enjoy investigating objects and shapes and can sort, describe and  be creative with them. |  | * I can sort objects using familiar or given criteria e.g. colour. |  |
| * I can talk about the dynamic properties of shapes e.g. it rolls, slides, stacks etc. and use these to   sort shapes and objects. |  |
| * I can use language such as straight, curved, flat, corner etc. to describe   objects. |  |
|  | | ***MTH 0-16a*** |
|  | |  | * I use the properties of familiar objects to help me name shapes I am using   e.g. wheel for circle. |  |
| **Angle, symmetry and transformation** . | | In movement,  games, and using |  | * Use left and right to differentiate between identical body parts. |  |
| * I can describe the position of an object by using positional words such as behind, in front of, above and   below. |  |
|  | | technology I |
|  | | can use simple |
|  | | directions and |

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| · | | | describe positions. ***MTH 0-17a***  I have had fun  creating a range of |  | * I can describe a sequence of directions, that involve turning, to a partner * I can follow a sequence of directions that involve turning. |  |
| * I can program a sequence of directions into a programmable toy or similar technology. |  |
| · | | | symmetrical  pictures and patterns using |
| * I can create a symmetry picture using a fold. |  |
| · | | | a range of media.  ***MTH0-19a*** |
| * I can create a symmetry picture or pattern using a flip or fold. |  |
| **Data and analysis** | · |  | I can collect objects and ask questions to gather |  | * I can tell my teacher and peers what signs in my immediate environment   mean. |  |
| * I gain information from simple displays e.g. how many dogs are there or what are the most common pets. |  |
|  |  | information, organising and displaying my findings in different ways.  ***MNU0-20a*** |
| * I can collect a group of objects to answer a question posed by me or   someone else. |  |
|  |  | I can match objects, and sort using my own and others' criteria, sharing my | * I can sort my data into groups using simple criteria and explain how I did this. * I can draw a picture to make a display of my findings. I can talk about my findings and what the display shows. |

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|  | ideas with others.  ***MNU0-20b*** |  | * I can use individual tally marks to   collect information to answer a question posed by me or someone |  |
|  | else. |
| I can use the  signs and charts around me for information, helping me plan and make choices and decisions in my daily life.  ***MNU0-20c*** | * I can sort and group my objects or data using a range of criteria and explain my reasons for choosing this method. * I can draw a pictograph or block graph to make a display of my findings and summarise the information in the display by counting. |