

**Numeracy Planner -Early- Incorporating Milestones AND Benchmarks**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
| **Estimation and rounding** | I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. ***MNU0-01a*** |  | * 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.
 | * Shows a recognition of one, none and lots in a range of

practical contexts* Shows recognition of more or less in a range of practical contexts
 |
| **Number and** | 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.* 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.
 | * Notices stimuli.
* Follows/tracks a stimulus when it moves.
* Looks around for disappearing stimuli.
* Explores toys and objects using one or two senses
* Explores toys and objects with a wide range of senses
* Demonstrates an interest in environment
* Shows preference for toys and objects
* Recognises that repeated actions leads to particular

effects (cause and effect). |
| **number** | numbers, |
| **processes** | understanding that |
| including | they represent |
| addition, | quantities and I can |
| subtraction, | use them to count, |
| multiplication, | create sequences and |
| division and | describe order |
| negative | ***MNU0-02a*** |
| numbers |  |
|  | I use practical |
|  | materials and can |
|  | 'count on and back' to |
|  | help me to understand |
|  | addition and |
|  | subtraction, recording |
|  | my ideas and solutions |
|  | in different ways. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
|  | ***MNU0-03a*** |  | * I can identify all the numbers from 0-100.
* I can say the number word sequences forwards and backwards in the range 0-100.
* 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.
* I can solve addition and subtraction problems using a

count all strategy and imaging. | * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities
* Seeks a preferred or favourite toy or object in a familiar place
* Returns a familiar toy or object to a familiar place
* Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression.
* Demonstrates an awareness that a specific toy or object has a purpose, e.g. pours from a watering can, feeds a doll using a bottle
* Shows awareness of a change or difference in a familiar activity or routine
* Follows steps within a familiar

routine (for example, transitions between activities, daily hygiene activities* Begins to initiate or complete a

familiar routine (for example, transitions between activities, daily hygiene activities)* Participates in nursery rhymes and songs which involve an introduction to number
* Calls out/demonstrates an awareness of numbers that come next in a familiar

sequence |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
|  |  |  | * 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.
 | * Recognises some familiar numbers within the environment
* Carries out familiar tasks that involve one to one matching
* Recognises and/or uses the sequence of 1,2, 3 to lead into or out of an activity
* Says or signs the number words in order
* Recognises and identifies some numerals
* When asked 'how many?', recognises that they should respond with a number
* Follows along a sequence of numerals while communicating the words
* Begins to show one-to-one correspondence by indicating (e.g. by pointing) at each item and/or reciting the appropriate number words
* Uses counting to accurately identify 'how many?' there are

in a small group of items* Gives a requested number of items in a practical setting
* Adds one more and/or takes one away from a group of items

on request* Identifies when there is none

left |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
|  |  |  |  | * Demonstrates an understanding of first and last in a familiar

routine |
| PrimesPowers and roots | There are no experiences and outcomes at this level |  |  | * There are no experiences and outcomes at this level
 |
| **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 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 | * Splits an item into smaller pieces
* Puts smaller pieces back together to make the whole
* Takes part in distributing a collection of items between a

group* Distributes items one at a time
 |
| **Money** | I am developing my awareness of how money is used and can recognise and use a range of coins.***MNU 0-09a*** |  | * 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. | * Exchanges an item for something else
* Exchanges a range of medium including coins, cards or other

forms of money in exchange for something.* Handles a range of real money

that demonstrates an |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
|  |  |  | * I can recognize the value of some coins.
* I can recognize the value of all coins.
* I can use a variety of coins in real life contexts.
 | awareness of money, e.g. puts it into a purse or a till or other relevant item.* Finds coins in a group of mixed items
* Matches coins or notes that are the same
* Sorts some coins from other coins
* Identifies some coins
* Uses language of money in a real-life situation, e.g. pay, coin,

change, buy, pounds, pence |
| **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 these using clocks, calendars and other methods.***MNU0-10a*** |  | * 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.
* 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 to½ or¼ of an

hour. | * Shows a simple reflex response to an individual stimulus
* Shows a simple reflex response to a range of sensory stimuli,

objects, people and/or activities.* Shows awareness of something happening:

0 Gives a quick and fleeting response0 Gives inconsistent response0 Gives more consistent attention and response.* Gives shared attention to a range of sensory stimuli,

objects, people and/or activities.* Anticipates within familiar routines and situations
* Shares a consistent response in familiar routines and situations.
 |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
|  |  |  |  | * Shows understanding of a sequence of activities within a familiar routine.
* Demonstrates extended attention within familiar settings.
* Demonstrates extended attention within unfamiliar settings.
* Demonstrates awareness of start and finish by responding to a start and finish signifier such as a tune, object, etc.
* Moves on to doing something different in response to a simple timetable (e.g. objects, photos, symbols)
* Follows a sequence of activities in response to a timetable (e.g. objects, photos, symbols)
* Identifies that there are different activities that happen at different times of the day and different days of the week
* Shows an awareness that there are different days of the week
* Shows some awareness that there are different features associated with different seasons such as weather, clothes, festivals
* Shows some understanding of time passing, e.g. through waiting for a timer, or waiting for

a turn or activity |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
|  |  |  |  | * Shows some awareness of the language of time, e.g. before,

after, time for, tomorrow, today, afternoon, morning, night, now, next, finished and wait |
| **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.***MNU 0-11a*** |  | * 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. | * Explores different items in their world in relation to size, weight,

length and capacity through a variety of actions, e.g. filling and emptying* Identifies items by size and/or amount, e.g. big and small,

heavy and light, full and empty, from a choice of two* Matches items by size and length
* Sorts items by size and/or amount, e.g. big and small,

heavy and light, full and empty* Responds to directions by more or less
 |
| **Mathematics** -**its impact on the world,** | There are noexperiences and outcomes at this level. |  | * There are no experiences and outcomes at this level.
 | * There are no experiences and outcomes at this level.
 |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
| **past, present and future** |  |  |  |  |
| **Patterns and relationships** | I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.***MTH0-13a*** |  | * 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.
 | * Finds familiar items that go together and matches them
* Responds to a change in a familiar pattern or routine
 |
| **Expressions and equations** | There are no experiences and outcomes at this level. |  | * There are no experiences and outcomes at this level.
 | * There are no experiences and outcomes at this level.
 |
| **Properties of** | I enjoy investigating |  | * I can sort objects using
 | * Investigates the properties of shapes and objects through

play activities such as posting shapes, stacking objects, inserting puzzle pieces* Uses objects in a way that demonstrates an awareness of

their properties* Matches real life 3 D objects
* Matches 2 D shapes
* Recognises the names of some simple shapes, e.g. circle, star,

square |
| **2D shapes and****3D objects** | objects and shapesand can sort, describe and be creative with them.***MTH 0-16a*** | 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. |
|  |  | * I use the properties of familiar
 |
|  |  | objects to help me name shapes |
|  |  | I am using e.g. wheel for circle. |
| **Angle,** | In movement, games, |  | * 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. | * Demonstrates an understanding of simple positional language

such as in, on, under, up and down* Joins in familiar movement games and activities
 |
| **symmetry and** | and using technology I |
| **transformation** | can use simple |
|  | directions and |
|  | describe positions. |
|  | ***MTH 0-17a*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
|  | I have had fun creating a range of symmetrical pictures and patterns using a range of media.***MTH0-19a*** |  | * 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.
* I can create a symmetry picture using a fold.
* I can create a symmetry picture or pattern using a flip

or fold. | * Follows some simple directions within familiar movement games and dance, e.g. turn around
 |
| **Data and analysis** | I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.***MNU0-20a***I can match objects, and sort using my own and others' criteria, sharing my ideas with others.***MNU0-20b***I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. |  | * 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.
* I can collect a group of objects to answer a question posed by me or someone else.
* 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.
* I can use individual tally marks to collect information to answer a
 | * Uses hands, fingers or feet to explore objects
* Grasps and releases a range of objects
* Holds and stabilises a range of objects
* Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close)
* Starts to coordinate actions (for example, walking and holding an object, reaching for an object etc.)
* Collects or chooses a group of objects that share one property
* Matches specific objects to other objects, pictures or

symbols |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
|  | ***MNU0-20c*** |  | question posed by me orsomeone else. | * Sorts a group of objects using a given criteria
 |
|  | * I can sort and group my objects or data using a range of criteria and explain my reasons for

choosing this method. | * Uses signs/symbols/pictures/objects of reference to help me plan

and make choices |
|  | * I can draw a pictograph or block graph to make a display of my findings and summarise the information in the display by

counting |  |
| **Ideas of****chance and uncertainty** | There are noexperiences and outcomes at this level. |  |  | * There are no experiences and outcomes at this level.
 |