

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



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| **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. |

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|  | ***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 |

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|  |  |  | * 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 |

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|  |  |  |  | * Demonstrates an understanding of first and last in a familiar   routine |
| Primes  Powers 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 |

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| **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 response  0 Gives inconsistent response  0 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. |



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| **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 |

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| **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 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. |



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| **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 shapes  and 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*** |

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| **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 |

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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Milestones to support** |
|  | ***MNU0-20c*** |  | question posed by me or  someone 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 no  experiences and outcomes at this level. |  |  | * There are no experiences and outcomes at this level. |