**Numeracy Planner- Early- Incorporating Milestones**

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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| **Estimation and** | I am developing a |  | * 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 |  |
| **rounding** | sense of size and |
|  | amount by observing, |
|  | exploring, using and |
|  | communicating with |
|  | others about things in |
|  | the world around me. |
|  | ***MNU0-01a*** |
| **Number and number processes** including addition, subtraction, multiplication, division, and negative numbers | I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order***MNU0-02a*** |  | * 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
 |  |
|  | 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.***MNU0-03a*** | * Demonstrates an interest in environment
* Shows preference for toys and objects
* Recognises that repeated actions leads to particular effects (cause and effect).
* 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
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|  |  | * Returns a familiar toy or object to a familiar place
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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * 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
* Recognises some familiar numbers within the environment
* Carries out familiar tasks that involve one to one matching
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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * 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
* 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
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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| **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*** |  | * 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.***MNU0-09a*** |  | * 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 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 withtimes and seasons |  | * Shows a simple reflex response to an individual stimulus
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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  | and have explored ways to record and display these using clocks, calendars and other methods.***MNU0-10a*** |  | * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities.
* Shows awareness of something happening:

 Gives a quick and fleeting response Gives inconsistent response Gives more consistentattention 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. |
|  | * Shows understanding of a sequence of activities within a

familiar routine. |
|  | * Demonstrates extended attention within familiar settings.
 |
|  | * Demonstrates extended attention within unfamiliar settings.
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|  | * Demonstrates awareness of start and finish by responding to a start and finish signifier

such as a tune, object, etc. |

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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * 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
* 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 toinvestigate and |  | * Explores different items in their world in relation to size, weight, length and capacity through a
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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  | compare sizes and |  | 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 |  |
| amounts in my |
| environment, sharing |
| my findings with |
| others. |
| ***MNU 0-11a*** |
| **Mathematics** - **its impact on the world, past,****present and** | There are no experiences and outcomes at this level. |  | * There are no experiences and outcomes at this level.
 |  |
| **future** |  |
| **Patterns and relationships** | I have spotted and explored patterns in my own and the wider |  | * Finds familiar items that go together and matches them
* Responds to a change in a familiar pattern or routine
 |  |
|  | environment and can copy and continue these and create my own patterns.***MTH 0-13a*** |
| **Expressions and equations** | There are no experiences and outcomes at this level. |  | * There are no experiences and outcomes at this level.
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| **Properties of 2D shapes and****3D objects** | I enjoy investigating objects and shapesand can sort, describe |  | * Investigates the properties of shapes and objects through

play activities such as posting |  |

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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  | and be creative with them.***MTH 0-16a*** |  | 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 |  |
| **Angle, symmetry and transformation** | In movement, games, and using technology I can use simple directions and describe positions.***MTH0-17a*** |  | * Demonstrates an understanding of simple

positional language such as in, on, under, up and down* Joins in familiar movement games and activities
* Follows some simple directions within familiar movement

games and dance, e.g., turn around |  |
|  | I have had fun creating a range of symmetrical pictures and patterns using a range of media.***MTH0-19a*** |
| **Data and** | I can collect objects |  | * 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 |  |
| **analysis** | 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. |

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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  | ***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.***MNU0-20c*** |  | 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
* Sorts a group of objects using a given criteria
 |  |
|  | * Uses signs/symbols/pictures/objects of reference to help me plan and make choices
 |
| **Ideas of chance and uncertainty** | There are no experiences and outcomes at this level. |  | There are no experiences and outcomes at this level. |  |