**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 |
|  |  | * Returns a familiar toy or object to a familiar place |

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|  |  |  | * 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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|  |  |  | * 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 with  times and seasons |  | * Shows a simple reflex response to an individual stimulus |  |

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|  | 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 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. |
|  | * 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. |

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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 to  investigate 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. |  |
| **Properties of 2D shapes and**  **3D objects** | I enjoy investigating objects and shapes  and can sort, describe |  | * Investigates the properties of shapes and objects through   play activities such as posting |  |

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|  | 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. |  |