

Numeracy and mathematics Milestones

The structure of the numeracy and mathematics milestones are similar to the CfE Benchmarks documents and are linked to the CfE Experiences and Outcomes. This direct link supports the tracking of progression from this pre-early stage into the early level where this is possible for a learner. This resource should always be used in conjunction with [Section 1: Guidance](#) and [Section 2: Supporting resources](#).

Pre-early level Number, Money and Measure

| Number, Money and Measure Curriculum Organisers | Experiences and Outcomes for planning learning, teaching and assessment | Milestones to support practitioners' professional judgement |
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| 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. <i>MNU 0-01a</i> | <ul style="list-style-type: none"> 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 number processes including addition, subtraction, multiplication, division and negative numbers | <p>I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order. <i>MNU 0-02a</i></p> <p>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. <i>MNU 0-03a</i></p> | <ul style="list-style-type: none"> 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 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 (for example, 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 |
| 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. <i>MNU 0-07a</i> | <ul style="list-style-type: none"> 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 |

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| Money | <p>I am developing my awareness of how money is used and can recognise and use a range of coins.</p> <p style="text-align: right;"><i>MNU 0-09a</i></p> | <ul style="list-style-type: none"> • Exchanges an item for something else • Exchanges a range of media including coins, cards or other forms of money in exchange for something • Handles a range of real money that demonstrates an awareness of money, for example, 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 | <p>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.</p> <p style="text-align: right;"><i>MNU 0-10a</i></p> | <ul style="list-style-type: none"> • 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 (for example, 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 | <p>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.</p> <p style="text-align: right;"><i>MNU 0-11a</i></p> | <ul style="list-style-type: none"> • 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, for example, 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, for example, big and small, heavy and light, full and empty • Responds to directions by more or less |
| Patterns and relationships | <p>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.</p> <p style="text-align: right;"><i>MTH 0-13a</i></p> | <ul style="list-style-type: none"> • Finds familiar items that go together and matches them • Responds to a change in a familiar pattern or routine |

Pre- early level Shape, Position and Movement

| Shape, Position and Movement Curriculum Organisers | Experiences and Outcomes for planning learning, teaching and assessment | Milestones to support practitioners' professional judgement |
|---|---|---|
| Properties of 2D shapes and 3D objects | <p>I enjoy investigating objects and shapes and can sort, describe and be creative with them.</p> <p style="text-align: right;"><i>MTH 0-16a</i></p> | <ul style="list-style-type: none"> • 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, for example, circle, star, square |
| Angle, symmetry and transformation | <p>In movement, games, and using technology I can use simple directions and describe positions.</p> <p style="text-align: right;"><i>MTH 0-17a</i></p> <p>I have had fun creating a range of symmetrical pictures and patterns using a range of media.</p> <p style="text-align: right;"><i>MTH 0-19a</i></p> | <ul style="list-style-type: none"> • 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 |

Pre- early level Information Handling

| Information Handling Curriculum Organisers | Experiences and Outcomes for planning learning, teaching and assessment | Milestones to support practitioners' professional judgement |
|---|---|---|
| Data and analysis | <p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.</p> <p style="text-align: right;"><i>MNU 0-20a</i></p> <p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others.</p> <p style="text-align: right;"><i>MNU 0-20b</i></p> <p>I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.</p> <p style="text-align: right;"><i>MNU 0-20c</i></p> | <ul style="list-style-type: none"> • 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 plan and make choices |