

Numicon 1 Milestones Learning Record

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Red- “I don’t understand yet.”

Orange- “I’m getting there.”

Green- “I’m going!”

Milestone 1

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| Number, Pattern, Calculating |  | Geometry Measurement Statistics |  |
| I can create patterns and guess the next step. |  |  |  |
| I can order the shapes, rods and numerals from 0 - 10 |  |  |  |
| I can tell you about the relationships of the shapes and rods |  |  |  |
| I know the number that matches the shapes and rods |  |  |  |
| I can say the numbers in order to \_\_\_\_ |  |  |  |
| I can count things up to \_\_\_\_\_ |  |  |  |

Milestone 2

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| Number, Pattern, Calculating |  | Geometry Measurement Statistics |  |
| I can say why things don’t belong in a group |  |  |  |
| I can use numbers in patterns |  |  |  |
| I can read, build and say teen numbers |  |  |  |
| I can write teen numbers when I am told |  |  |  |
| I can add numbers up to 10 using shapes and rods |  |  |  |
| I can tell an adding story and show it with shapes and rods |  |  |  |
| I know when to join groups, add |  |  |  |

Milestone 3

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| Number, Pattern, Calculating |  | Geometry Measurement Statistics |  |
| I can tell a subtracting story and show it with shapes and rods |  |  |  |
| I know when to separate groups, subtract |  |  |  |
| I can talk about numbers - ‘five’ and ‘ten’ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| I can build and read an adding story with shapes, rods and cards |  |  |  |

Milestone 4

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| Number, Pattern, Calculating |  | Geometry Measurement Statistics |  |
| I can know and use these words ‘more than’ and ‘less than’ mean. |  |  |  |
| I can know and use these words ‘most, least and equal to’ mean. |  |  |  |
| I can use < and > to describe different groups |  |  |  |
| I can use = in number sentences |  |  |  |
| I can use number sentences like these, 10 = 3 + 7; 7 = 10 − 3 |  |  |  |
| I understand how groups of coins can make 50 cents and a dollar and can make them. |  |  |  |
| I can see patterns and what I notice about them |  |  |  |
| I can order numeral cards 0 -20 |  |  |  |
| I can Subtract without counting using shapes |  |  |  |
| I can tell a subtracting story and show it with shapes and rods |  |  |  |

Milestone 5

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| Number, Pattern, Calculating |  | Geometry Measurement Statistics |  |
| I can organize number facts to see the pattern |  |  |  |
| I can know and use the pattern to find numbers on a number line |  |  |  |
| I can group things to find out how many there are |  |  |  |
| I can estimate sensibly |  |  |  |
| I remember these number facts: |  |  |  |
| I know what happens when I add and subtract ‘zero’ |  |  |  |
| I know these doubles: |  |  |  |
| I know when to use my number facts to solve problems |  |  |  |
| I know how adding and subtracting, doubling and halving work  |  |  |  |
| I am beginning to understand ‘half’ with things and groups. |  |  |  |

Milestone 6

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| Number, Pattern, Calculating |  | Geometry Measurement Statistics |  |
| I can show what ‘odd’ and ‘even’ mean and name them to 10 |  |  |  |
| I can skip count in 2s, 5s, and 10s |  |  |  |
| I like to name numbers when I see them as groups of shapes and rods |  |  |  |
| I can remember all my facts to 10 and use them to solve problems |  |  |  |
| I know that when I hear ‘How many more’ questions, I will subtract. |  |  |  |
| I like to solve problems showing ‘difference’ in data. |  |  |  |

Milestone 7

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| Number, Pattern, Calculating |  | Geometry Measurement Statistics |  |
| I use groupings to solve problems |  |  |  |
| I like to ‘work’ in a pattern so I can ‘see’ the pattern |  |  |  |
| I can read, say and build numbers to 100 when I see them |  |  |  |
| I can read, say and build numbers to 100 when I hear them |  |  |  |
| I can use different strategies when adding three numbers less than 10. |  |  |  |
| I know that adding numbers can be in any order. |  |  |  |

Milestone 8

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| Number, Pattern, Calculating |  | Geometry Measurement Statistics |  |
| I organize my work systematically |  |  |  |
| I notice when something always happens in a problem and tell you why. |  |  |  |
| I know that sometimes there is another answer to the question |  |  |  |
| I can show you what the ‘tens and ones’ mean in a number |  |  |  |
| I know how and when to break up ‘tens and ones’ to help me work out the problem |  |  |  |
| I know how and when to use my facts to 10, to help me work out the problem |  |  |  |
| I can tell you why I can work out facts to ‘11’ and ‘12’ with adding and subtracting. |  |  |  |