

## Numeracy and Maths

Working through Early End Level (P1)	Working through First Level Beginning (P2)	Working through First Level Middle (P3)
<ul style="list-style-type: none"> <li>• I can count the objects to decide which has the most or least.</li> <li>• I can sort and create groups of objects by number. I can describe their position using ordinal numbers.</li> <li>• I can identify all the numbers from 0-100.</li> <li>• I can say the number word sequences forwards and backwards in the range 0-100.</li> <li>• I recognise patterns to 10.</li> <li>• I know that it does not matter which way I add the numbers I get the same answer.</li> <li>• I can solve addition and subtraction problems using a count all strategy and imaging.</li> <li>• I can demonstrate that when we add on zero the number stays the same.</li> <li>• I can demonstrate that when we subtract zero the number stays the same.</li> <li>• I can use counting words in a one-to-one relationship.</li> <li>• I can skip count for a range of multiples 2, 5, 10.</li> <li>• I can say the number before and after a given number in the range 0-20 i.e. count on and back.</li> <li>• I have learned the basic facts for addition and subtraction and number families to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• I count on and back to solve number problems.</li> <li>• I can say the number before and after a given number in the range 0-20 i.e. count on and back.</li> <li>• I can make groups of numbers and write their number sentence.</li> <li>• I know the value of the number depends on where the digits are placed.</li> <li>• Know zero is a place holder.</li> <li>• I can describe the value of each digit in a numeral to at least 100.</li> <li>• I am beginning to build my knowledge of multiplication facts.</li> <li>• I have learned the basic facts for addition and subtraction and number families to 20.</li> <li>• I can use a number line or pictures to show my calculation strategy.</li> <li>• I can describe how I solve a variety of addition and subtraction tasks to 20 using my knowledge of inverse operations.</li> <li>• I use repeated addition and subtraction to solve multiplication and division problems.</li> <li>• I can make array patterns to show multiplication.</li> <li>• I know when we divide by 2 we share between 2 using our knowledge of the 2 times table.</li> </ul>	<ul style="list-style-type: none"> <li>• I use the commutative property to add by counting from the biggest number.</li> <li>• I can say the number before and after a given number in the range 0-100 i.e. count on and back.</li> <li>• I can count arrays of numbers.</li> <li>• I know how to construct 2 digit numbers.</li> <li>• I can be flexible in the way I partition numbers to make calculations easy.</li> <li>• I can recall some multiplication facts from memory.</li> <li>• I have learned the basic facts for addition and subtraction and number families to 100.</li> <li>• I can use doubles, halves and similar strategies to add and subtract numbers.</li> <li>• I can use the associative property to make addition easier.</li> <li>• I can use jumps groups and sharing to solve multiplication problems.</li> <li>• I know when we divide by 2,5,10 we share using our knowledge of the times tables.</li> </ul>

# Literacy and English

Working through Early End Level (P1)	Working through First Level Beginning (P2)	Working through First Level Middle (P3)
<ul style="list-style-type: none"> <li>• I can identify sounds and blend them together to make words.</li> <li>• I can link patterns and sounds to my reading and writing.</li> <li>• I can listen and learn new words and use them in my stories.</li> <li>• I actively explore stories and other texts, I choose to listen in order to give a response and can explain my choice.</li> <li>• I enjoy listening and responding to stories, events and characters and can explain why.</li> <li>• I can take turns when listening and talking in conversations.</li> <li>• I can listen to and responds to others.</li> <li>• I can ask questions to help me learn.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to select texts / topics that I want to talk about and can use props to enhance my presentation.</li> <li>• I can use what I have learned from listening / watching when making up my own stories.</li> <li>• I can develop my reasons for likes and dislikes.</li> <li>• I can listen for instructions and directions.</li> <li>• I can show I have listened through asking and responding to questions and retelling information.</li> <li>• I can show respect to others by listening to their response.</li> <li>• I can use appropriate pace, gesture, expression and tone when engaging with others.</li> <li>• I can demonstrate I have listened by asking interesting questions.</li> <li>• I can use questions to find out more detail about different types of text.</li> <li>• I accept that others have different opinions to my own.</li> <li>• I can talk about (P2)/I am aware of (P3) the differences between fact and opinion.</li> </ul>	
<ul style="list-style-type: none"> <li>• I use patterns / sounds in words through rhythm, repetition, onset and rhyme.</li> <li>• I can identify rhyming words confidently.</li> <li>• I can discuss characters, events, likes and dislikes.</li> <li>• I can read some words in books.</li> <li>• I know some letter sounds and names.</li> <li>• I recognise my own name.</li> <li>• I can match and object to a given initial sound.</li> <li>• I can provide a word with the same initial sound as a given word.</li> <li>• I have an awareness of the purpose of capital letters, full stops and question marks in texts.</li> <li>• I can identify the beginning, middle and end of a story.</li> <li>• I can recognise some words in context.</li> <li>• I can find out more by asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I talk about what I am reading to others.</li> <li>• I can retell stories in my own words.</li> <li>• I can use pictures and words to help me understand what I read.</li> <li>• I am beginning to read aloud to my partner or within a group (choral reading) using expression.</li> <li>• I can identify nouns, verbs and adjectives in text.</li> <li>• I identify joining words in a sentence.</li> <li>• I use my knowledge of sounds to read words.</li> <li>• I can decode unknown words.</li> <li>• I can read some common words in context.</li> <li>• I can find information from, a variety of sources.</li> <li>• I can identify different genres.</li> <li>• I can find the main ideas in a text.</li> <li>• I can summarise a short text in sequence.</li> <li>• I can discuss the main ideas, characters, why things have happened, setting and feelings.</li> <li>• I can answer literal questions about a text.</li> <li>• I can recognise some presentation features. (bold, italics, size, font)</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the title, author, illustration and synopsis to help me choose a text.</li> <li>• I am beginning to use context clues to help me understand what I read.</li> <li>• I can talk about what I have read showing some understanding.</li> <li>• I can read aloud to my partner or within a group (choral reading) using expression.</li> <li>• I can read and respond to capital letters, full stops, and questions marks.</li> <li>• I can recognise nouns, verbs, adjectives and connectives in text.</li> <li>• I use my knowledge of spelling and phonics to read unfamiliar words.</li> <li>• I can recognise the purpose of different genres.</li> <li>• I can identify the main ideas and summarise these in my own words.</li> <li>• I can discuss who is in the text, their emotions and behaviours, where and when the story took place.</li> </ul>

	<ul style="list-style-type: none"> <li>• I am becoming aware of the difference between fact and opinion.</li> <li>• I can discuss some of the vocabulary used within a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make predictions and justify with evidence.</li> <li>• I can suggest words that have the same meaning as those in the text.</li> <li>• I can answer both literal and inferential questions about a text.</li> <li>• I can explain the difference between fact and opinion.</li> </ul>
<ul style="list-style-type: none"> <li>• I understand that words are written from left to right and top to bottom.</li> <li>• I am beginning to order the alphabet using the letter names.</li> <li>• I can print using both upper and lowercase correctly and legibly.</li> <li>• I understand the relationship between lowercase and uppercase letters</li> <li>• I can use talk, pictures or role-play to develop my ideas for writing.</li> <li>• I can talk about the text I have created.</li> </ul>	<ul style="list-style-type: none"> <li>• I continue to use say, make/break, blend, read and write to help my understanding of how words are made.</li> <li>• With support, I can select strategies to use to help me to remember how to spell new and common words.</li> <li>• I can order the alphabet using the letter names.</li> <li>• I am beginning to use a word bank or simple dictionary to help my spelling.</li> <li>• I can use connectives to link ideas.</li> <li>• I can add simple diagrams to my writing.</li> <li>• I am beginning to use commas in a list.</li> <li>• I can write my ideas in a logical sequence.</li> <li>• I can use some interesting and ambitious words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• I can select and apply strategies to help me remember how to spell new and common words. I am beginning to use my knowledge of the alphabet to locate words in a dictionary.</li> <li>• I can use a capital letter, full stop or question mark to punctuate sentences accurately.</li> <li>• I can use a range of connectives to join sentences.</li> <li>• I am learning how to use speech marks to show direct speech.</li> <li>• I can use nouns, verbs, adjectives and adverbs in my writing.</li> <li>• I am using commas in a list.</li> <li>• I am learning to read over what I have written to check that the meaning is clear.</li> <li>• I am beginning to edit my work and make improvements based on formative feedback.</li> <li>• I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation).</li> <li>• I can include detail in writing to make the meaning clear.</li> <li>• I can organise information in a logical sequence.</li> <li>• I can take simple notes.</li> <li>• I am beginning to use interesting and ambitious words in context which are specific to the task and which interest the reader.</li> </ul>

