

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

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

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

