

Skills:

Communication and Language skills	Literacy Skills	Maths Skills
<ul style="list-style-type: none"> ✓ To be able to listen to others ✓ To be able to listen to stories and to recall parts of the story ✓ To be able to maintain attention during an activity ✓ To have two-channelled attention- can listen and do for a short time ✓ To be able to listen and respond to other people's ideas ✓ To be able to follow two part instructions ✓ To be able to follow a verbal story ✓ To be able to use a range of tenses (<i>play, playing, will play, played</i>) ✓ To be able to use intonation, rhyme and phrasing to make meaning clear to others ✓ To be able to ask questions about why things happen e.g. who, what, when, how ✓ To be able to give explanations of why things happen ✓ To be able to extend their vocabulary, especially by grouping and naming, when exploring the meaning and sounds of new words ✓ To be able to use language to imagine and recreate roles and experiences in play situations ✓ To be able to link statements and stick to a main theme or intention ✓ To be able to use talk to organise, sequence and clarify thinking, ideas, feelings and events ✓ To be able to introduce and a storyline or narrative into their play 	<ul style="list-style-type: none"> ✓ To be able to recognise rhythm ✓ To discriminate instrumental sounds ✓ To be able to recognise rhyme ✓ To be able to continue and rhyming string ✓ To recognise alliteration ✓ To be able to hear and say the phonemes in words ✓ To be able to blend phonemes orally ✓ To be able to segment phonemes orally ✓ To be able to link phonemes to letters ✓ To recognise Phases 2 and 3 of the <i>Letters and Sounds</i> letter progression. ✓ To be able to blend VC and CVC words for reading ✓ To be able to segment VC and CVC words (using phonemes from Phases 2 and 3 of <i>Letters and Sounds</i>) for spelling ✓ To know the <i>Tricky</i> and <i>High Frequency Words</i> from Phases 2 and 3 from <i>Letters and Sounds</i> ✓ To be able to make predictions in stories ✓ To know that print carries meaning and that in English print is read from left to right and top to bottom ✓ To know that speech is broken into separate words ✓ To be able to write their own name ✓ To be able to write labels and captions ✓ To be able to use story language ✓ To be able to read simple words and sentences ✓ To be able to use some clearly identifiable letters to communicate meaning ✓ To be able to write short sentences in meaningful contexts 	<p><u>Numbers:</u></p> <ul style="list-style-type: none"> ✓ To be able to count 10 and then 20 everyday objects ✓ To be able to count to 20 and back (then beyond 20) ✓ To use number names accurately in play ✓ To know that numbers identify objects in a set ✓ To be able to represent numbers using fingers, marks on paper or pictures ✓ To match numbers to a group of objects. ✓ To be able to say when two groups of objects have the same number ✓ To know that actions and objects can be counted e.g. claps, jumps, steps ✓ To be able to recognise numerals 1-20 ✓ To have a strategy to count an irregular arrangement of objects e.g. by lining them up, moving them as they count ✓ To be able to use the language of more and fewer to compare two sets of objects ✓ To find the total number of objects in two groups by counting all of them. ✓ To know the number that is one more than a given number ✓ To be able to find one more or one less from a group of up to five then ten objects ✓ In practical activities, to be able to use the vocabulary involved in adding and subtracting ✓ To begin to relate addition by combining two groups of objects and subtraction to taking away ✓ To record using marks that they can interpret and explain ✓ To begin to identify own mathematical problems

Shape, Space and Measure:

- ✓ To be able to recognise similar shapes in the environment
- ✓ To be able to find objects from positional or directional clues
- ✓ To be able to talk about shapes or arrangements in their constructions
- ✓ To be able to use shapes appropriately for tasks e.g. using the correct bricks or using the correct shapes for facial features
- ✓ To be able to talk about the shapes of everyday objects using words such as round and tall
- ✓ To be able to use mathematical names for solid 3D shapes and flat 2D shapes
- ✓ To be able to use mathematical terms to describe shapes
- ✓ To be able to select a named shape
- ✓ To be able to describe their relative position, such as behind or next to
- ✓ To be able to order two items by weight or capacity
- ✓ To be able to order two or three items by length or height
- ✓ To be able to use familiar objects and common shapes to create and re-create patterns and build models
- ✓ To order and sequence familiar events.
- ✓ To be able to measure short periods of time with a non-standard unit
- ✓ To be able to sort objects and talk about the sorting
- ✓ To use everyday language related to time