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| **Number (Maths)** | **Shape, Space and Measure (Maths)** | **Reading** | **Writing** |
| **Early Learning Goal (ELG)** | **Early Learning Goal (ELG)** | **Early Learning Goal (ELG)** | **Early Learning Goal (ELG)** |
| Is able to count reliably using numbers from one to twenty  Can place numbers (1 – 20) in order  Can say which number is one more or one less than any given number (1 -20)  Using objects and quantities, can add and subtract two single digit numbers (0-9). For example: 7 + 4 = or 9-6 =  Can count on or back to find an answer  Can solve problems involving doubling, halving and sharing (with numbers 1 – 20)  **Possible Examples:**  Showing a spider they have made out of playdough: ‘Look, it’s got 8 legs. Oh no! One must have fallen off. It’s only got 7 now.’  Playing skittles: knocking down 3 in round one and 2 in round two. Then saying ‘I scored 5. That means I am in the lead with the highest score.’  Buying bugs for 5p and being able to pay with a 5p coin, or 5 x 1p coins or a 2p and 3 x 1p coins  Inviting more people to join a teddy bears’ picnic and adding 3 more plates because they know that is the number needed  Playing a 3 hoop target game where each hoop is worth 5, 4 or 3 points and being able to work out the total points by adding and knowing who ‘won’ because they had the highest score  Having a row of 6 objects and a row of 4 objects and writing 6+4 = 10  Saying ‘Today there are more school dinners than packed lunches.’  Sharing 12 bricks with 3 friends and giving them 4 each by sharing out  Rolling 2 dice and getting 3 and 3. The child says ‘Double 3 is 6.’  Breaking chocolate into 8 pieces and then saying: ‘Half is for you so I need to give you 4 bits.’ | Is able to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects, and to solve problems  Is able to recognise, create and describe patterns  Is able to explore characteristics of everyday objects and shapes and use mathematical language to describe them  **Possible Examples:**  Saying: ‘Not tomorrow but the day after tomorrow, it’s my birthday.’  Building a repeating pattern with bricks: orange, orange, blue, blue, orange, orange etc.  When reading a story says ‘The giraffe is taller than the zebra.’  When trying to pull a friend in a truck says ‘I can’t, you’re too heavy!’  When looking for their jumper says ‘Look! It’s behind the box’ or ‘It’s in between the chair and the table.’  When cutting out or drawing circles says ‘This is a circle. It hasn’t got any corners.’  When making snails out of playdough the child says: ‘The big one is heavy and the small one is light because I used less playdough. The middle size one is in between.’  Playing in water or sand they say: ‘This cup holds the most so it will fill my bucket quickest. Look! It’s full with 3 cups.’  When sorting 2-D shapes says: ‘I’ve put these ones here because they all have 4 sides and the hexagons have all gone here together.’ | Is able to read and understand simple sentences  Is able to use phonic knowledge to decode regular words and read them aloud accurately  Is able to read some common irregular (not completely phonetically decodable, for example: he, she, go, no, the, I ) words  Is able to demonstrate an understanding when talking with others about what they have read  **Possible Examples:**  Reads and responds to signs in the environment such as in the reading corner next to a teddy ‘I am lonely, please read me a story.’  Reads 2 syllable words such as coolbag by reading ‘c – oo – l (cool), b – a – g (bag), coolbag!’  Sounds out words using phonics such as p – u – p–i– t for puppet  Blends CVC (consonant, Vowel, Consonant) words to read such as ‘h – o – t as hot’, or ‘f – i– sh ‘ as fish  Answers questions about stories and books such as: ‘Why do you think she is shouting WHERE’S MY FISH?’ with ‘Because she is hungry and she hasn’t had any yet.’ This demonstrates understanding of cause and effect.  Can read and follow instructions that include common irregular words such as: ‘Jump up and down ten times.’ | Is able to use phonic knowledge to write words in ways which match their spoken sounds  Is able to write some simple irregular common words; for example: he, she, go, no, the, I  Is able to write simple sentences which can be read by themselves and others  Can spell some words correctly and others are phonetically plausible  **Possible Examples:**  Writing independently along the lines of:  I swam and plaid wiv zak.  I went on the slId.  Pleze doant brak the casle.  Onec a pono time ther livd a boy with his mumy he tuc his cow to the marcit he sor a od man who gaiv the majic beens mumy froad the bees awai |