

**CONNECTED**  
Kia hono

**CAPABLE**  
Kia kaha

**CONFIDENT**  
Kia māia

**INTEGRITY**

Whakaponono

**RESPECT**

Tūmanako

**POSITIVE ATTITUDE**

Ngā whakaaro pai

**COMPASSION**

Arohaina

**KINDNESS**

Manaakitanga

# JUNIOR SCHOOL

## INFORMATION BOOKLET

### FOR YEARS 0 TO 4



# Welcome to Pirongia Junior School

Kia ora parents and caregivers,

As part of the transition from pre-school to Pirongia School, then from Junior School to Senior School an information booklet has been created to help inform parents. The purpose of this booklet is to keep learning at Pirongia School transparent and to encourage open communication between home and school.

It is recommended that this booklet is kept safe, so that it can be used as a point of reference throughout your child's time in the Junior School. We look forward to working with you and your child in creating a learning pathway that is valued and meets the learning needs of each student and expectations of every whānau member.

If you have any questions or concerns, please do not hesitate to contact either your classroom teacher, team leader or myself.

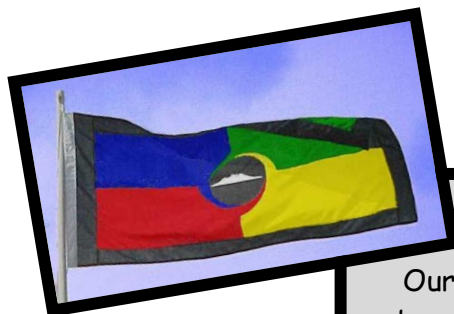
Kind regards,

Helen Austin  
Deputy Principal



## Our School TRACK Values

These strongly held values are what Pirongia School community think are important and desirable. It is these values that weave through all our decision making and interactions at school.



## Pirongia School Flag

Our School Flag was designed in 2000 by a year 8 pupil, Sam Gisler. The four colours representing the school houses (Kakapo, Kea, Kiwi, Tui) surround the black and white silhouette of Pirongia mountain.



# Contact Us

## Pirongia Junior School Staff Contact Details

Kelly Bicknell	Principal	kbicknell@pirongia.school.nz
Debbie Mitchell	Receptionist	office@pirongia.school.nz
Krista Bell	Receptionist & Librarian	librarian@pirongia.school.nz
Keren Hale	Finance Officer	finance@pirongia.school.nz
Dona Hobbs	Deputy Principal (Senior School)	dhobbs@pirongia.school.nz
Helen Austin	Deputy Principal (Junior School) Team Leader (Rata Team)	haustin@pirongia.school.nz
Debs Smith	Room 10 Teacher	dsmith@pirongia.school.nz
Aysha Singleton	Room 6 Teacher	asingleton@pirongia.school.nz
Anita Mills	Room 7 Teacher	amills@pirongia.school.nz
Dee Wilson	Room 8 Teacher	dwilson@pirongia.school.nz
Sally McLuskie	Room 9 Teacher	smcluskie@pirongia.school.nz
Denise Strathern	Team Leader (Tawa Team) Room 14 Teacher	dstrathern@pirongia.school.nz
Chris Mahon	Room 12 Teacher	cmahon@pirongia.school.nz
Carla Innis	Room 12 Teacher	cinnis@pirongia.school.nz
Sarina Esteves	Room 13 Teacher	sesteves@pirongia.school.nz
Ella Muckle	Room 15 Teacher	emuckle@pirongia.school.nz



# Curriculum Decisions

Pirongia junior school curriculum focusses on a personalised learning approach that is relevant for each student.

## Where we begin:

- Emphasis is to continue developing a strong mathematical and literacy base.
- Finding and developing passions, talents and gifts of each student.
- Working with the student and their whanau to know who they are and how we can best help them learn.

## The New Zealand Curriculum

The N.Z.C guides teacher's input into student's learning pathways.

1. Teaching knowledge and skills that will enable students to reach their potential.
2. Providing learning experiences that reflect the fast moving and changing world.
3. Developing student's ability to be creative and problem solve so they can successfully participate in the communities they live in.



## Tātaiako: Cultural Competencies for Teachers of Māori learners

Tātaiako is about teachers' relationships and engagement with Māori learners and with their whānau and iwi. It supports teachers to personalise learning for and with Māori learners, to ensure they enjoy education success as Māori.

1. **Ako:** Practice in the classroom and beyond.
2. **Wānanga:** Communication, problem solving, innovation.
3. **Whanaungatanga:** Relationships (students, school-wide, community) with high expectations.
4. **Manaakitanga:** Values - integrity, trust, sincerity, equity.
5. **Tangata Whenuatanga:** Place-based, socio-cultural awareness and knowledge.

# Individualised Progress & Achievement

## P.A.T Testing (Year 3 & 4)

These tests help inform teachers of gaps that students may have in their learning. Areas of interest include:

- Listening (year 3 & 4)
- Maths (year 4)
- Reading Vocabulary (year 4)
- Reading Comprehension (year 4)
- Punctuation & Grammar (year 4)

Every student's progress in each subject is compared from year to year, giving an overview of student progress. Any concerns a teacher may have can be discussed with whānau at the first Learning Conference.

## Steps Web Literacy Skills Practise

This is an individualised structured literacy programme with a strong emphasis on language awareness. It is designed to develop vocabulary and comprehension skills. All activities are based on 'tried and true' teaching methodology and established research into how literacy is acquired. The activities provide practice with reading and spelling words, using them in context, and in some cases, matching words with clues or definitions.

The StepsWeb programme begins from Year 3 onwards.

Some students will require a STEPS book to further consolidate their learning.

## School Entry Assessment

When students have been at school for one month in their first year of schooling, teachers will complete a series of assessments in order to better understand their students and enable them to plan for their individual learning.

Parents are invited to go through this assessment with their classroom teacher.

## Observation Survey

On the anniversary of their first year of schooling, students will complete an assessment to show their movement in learning. Parents are invited to come in to discuss this assessment.

## Mathletics Maths Skills Practise

Mathletics is an individualised programme including well over 1,200 individual adaptive practice activities and eBooks available for all levels. This course specifically follows the New Zealand curriculum, allowing students to be able to access relevant and targeted content from year 1–13.

Strands, sub-strands and learning outcomes of the curriculum are supported with activities, each with pre and post assessment. Mathletics contains an extensive library of eBooks for use on screen or as a printable resource, that are also linked to the requirements of the New Zealand curriculum.

Mathletics is used in junior classes to support student learning. Students work on Mathletics independently as part of their maths rotations. This begins in Year 3.



# Play Based Learning/Discovery Time Learning

## Rata Team – Year 0 to 2

At Pirongia School we believe that play has a vital role to play in a child's development. Neuroscience research has identified an important link between learning through play, physical movement, and the successful development of key executive functioning skills as paramount for the adult workforce.

Through play children learn many skills that will set them up for deeper learning later on in their schooling. The classroom environment is set up to encourage children to develop their oral language, knowledge, skills, attitudes and values and help them strive towards their greatest potential. While children play they learn to solve problems, manage themselves to make decisions, communicate their needs and wants, share and negotiate with others. They develop their curiosity in all curriculum areas and learn to reflect on their learning and the skills they are developing.

Opportunities to explore, discover and experiment underpin cognitive development. Hands on exploration gives time for children to practise, test, construct and deconstruct their ideas and theories. They are able to ask questions and build understanding. Children can take responsibility for their own learning. They learn that not knowing and being uncertain is part of the process of being a good learner. These experiences help to develop their sense of identity, self-worth, confidence and enjoyment. A child learns best when they are interested and a play-based approach allows us to hook into these interests.

During this time individuals or small groups of children are taken aside to work with the teacher on specific skills such as reading, writing or mathematical concepts. This helps meet needs more specific to the learner. There are also times in the day where whole class instruction takes place, for example when learning phonics/alphabet or reading a shared book.



# Learning and Thriving in a Digital World

New Zealand is a digital nation. Digital technologies are transforming how we live; shaping our homes and our workplaces, changing the way that we interact with each other and live our everyday lives.

MOE 2017

## Educa

Educa is a web-based portfolio of a child's growth and learning development. It allows parents and teachers to share a child's learning journey. Pirongia School junior classes use Educa to promote, share and celebrate classroom learning through this online platform. This class blogging system allows parents, caregivers and whanau to view and comment on a range of photos, videos and written blurbs posted by classroom teachers regarding their student's learning journey at school. These posts (called "stories") can be created as whole class posts for all students in the class, individual student posts for just one student and group posts for a small group of students. Educa allows the students and teachers to share work that is linked to curriculum goals.

Search "Create a Parent Story" on YouTube to learn how to create a parent story about your child's learning at home (eg. a photo/video of your child baking, making, creating).



Create a Parent Story  
1.3K views · 1 year ago  
Educa  
Learn how parents can post onto their own child's Educa profile.



### The New Zealand Digital Technology Curriculum

- Computational thinking for digital technologies.
- Designing and developing digital outcomes.
- Designing and developing material outcomes.
- Designing and developing processed outcomes.
- Design and visual communications.

### Pirongia School 21st Century Classroom Promotes...

- Collaboration
- Creation
- Communication
- Connections
- Digital Citizenship
- Global Citizenship
- Problem Solving
- Cultural Diversity
- Inquiry

# Rata Team Timetable

## Year 0 to 2 Classes - Weekly Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	Morning Roll, Daily Notices, Karakia, Waiata				
9:05am	Numeracy	Numeracy	Numeracy	Numeracy	Spelling Testing
10:00am	Healthy Fruit Snack & Fitness				
10:10am	Literacy	Literacy	Literacy	Literacy	Inquiry
10:55am	Morning Tea Time				
11:20am	Literacy	Literacy	Literacy	Literacy	House Hui School Singing
12:40pm	Lunch Time				
1:25pm	Play The Arts Science Physical Education Māori Social Sciences	Play The Arts Science Physical Education Māori Social Sciences	Play The Arts Science Physical Education Māori Social Sciences	Play The Arts Science Physical Education Māori Social Sciences	Class Golden Time  School Assembly
2:45pm	Classroom Pack Up Time, Afternoon Duties, Karakia				
2:55pm	Home Time				

## A Note from the Team Leader

Starting school is a big moment in a child and parent's life so it is important for us to provide a safe and caring environment that supports the transition from pre-school to school. Building positive relationships and communication with whanau forms a large part of our role in Rata team.

Our daily programme reflects our understanding that each child is special and brings their own strengths with them to school. Opportunities are provided in our daily programme for children to explore the visual arts, music, dance, physical education and sports, Te Reo and science. Rata team is all about getting a good taste for what's to come! Routines are a big part of our day. Children learn how our school works and what is expected of them through our school values. We place an importance on reading, writing and maths and our daily programme reflects this. Opportunities are provided during the day for children to engage in play. Children are encouraged and taught how to manage themselves, solve problems, get along with others and think creatively. We also believe that spending time on the little things will help children as they move through the school and equip them with the necessary skills to develop into life-long learners.

Helen Austin





# Tawa Team Timetable

## Year 3 & 4 Classes - Weekly Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	Morning Roll, Daily Notices, Karakia, Waiata, Pepeha, Te Reo				
9:15am	Numeracy	Numeracy	Numeracy	Numeracy	Literacy Kapa Haka
10:00am	Healthy Fruit Snack				
10:10am	Literacy	Literacy	Literacy	Literacy	Literacy
10:55am	Morning Tea Time				
11:20am	Literacy Term 1 Swimming	Literacy Term 1 Swimming	Literacy Term 1 Swimming	Literacy Term 1 Swimming	Swimming House Meetings School Singing
12:40pm	Lunch Time				
1:25pm	The Arts Science PE Māori Social Sciences Circle Time Values Learning Curious Kids	The Arts Science PE Māori Social Sciences Circle Time Values Learning Curious Kids	Team Time The Arts Science PE Māori Social Sciences Circle Time Values Learning Curious Kids	The Arts Science PE Māori Social Sciences Circle Time Values Learning Curious Kids	Finishing Off PE Golden Time School Assembly
2:45pm	Classroom Pack Up Time, Afternoon Duties, Karakia				
2:55pm	Home Time				

### A Note from The Team Leader

Tawa Team is home to Pirongia School's Year 3 and Year 4 students. This is an exciting learning time. They build on the basic building blocks learned in Year 1 and 2 and broaden their knowledge and kete of strategies, applying these skills across all curriculum areas. Tawa students are curious. They enjoy investigating, exploring and discovering. They apply their thinking and literacy skills to research, learn and apply their new understandings in Curious Kids and in project work. Year 3 and 4 students experience their first school camp. This is an ideal chance to build on Key Competencies, our school TRACK values, develop confidence, make connections and grow the capabilities beyond the classroom. Student's time in Tawa Team is about building the essential skills and strategies of lifelong learners, preparing them for Year 5 and future learning.

Denise Strathern



# Mountain of Opportunities

## Year 3 & 4 Sporting Opportunities:

- Touch Rugby
- Miniball
- Winter Champs Tournament Rugby
- Winter Champs Tournament Netball
- Winter Champs Tournament Football
- Junior School Swimming Sports
- Senior School Swimming Sports (8 yr olds & up)
- Lower Waipa Swimming Sports
- Whole School Cross Country
- Junior School Athletics (5 to 7 yr olds)
- Senior School Athletics (8 yr olds & up)
- Lower Waipa Athletics
- Weetbix Tryathlon
- Lunch time Inter-House Competitions
- Links to Pirongia Netball Club
- Links to Pirongia Junior Rugby Club
- Links to local Football Clubs


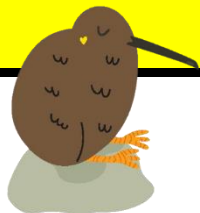


## Year 0 to 2 Sporting Opportunities:

- Touch Rugby
- Miniball
- Junior School Swimming Sports
- Whole School Cross Country
- Junior School Athletics
- Weetbix Tryathlon
- Lunch time Inter-House Competitions
- Links to Pirongia Netball Club
- Links to Pirongia Junior Rugby Club
- Links to local Football Clubs



## Pirongia School Houses & Inter-House Competitions

Every student in the school is placed in a house on enrolment. The interhouse competition builds a sense of belonging and involvement in school activities, with a healthy rivalry and fun aspect. The colour of each ribbon has a further significance representing key characteristics Pirongia Community would like their children to leave school with. Students are involved with sporting, academic and cultural interhouse competitions throughout the year.

Kakapo	Kiwi	Kea	Tui
Kia Wehi Values	Kia Ora Wellbeing & Attitude	Kia Maia Strength	Kia Mōhio Thinking & Learning
This represents our heart, our culture and values.	Symbolic of ensuring students hauora is taken care of along the journey.	Symbolic of the Waipa river which flows beside our village.	Symbolic of the learning we're making together towards our summits, the best each of us can achieve.
			

# Mountain of Opportunities

## Junior School Trips

Throughout the year your child may be involved with a couple of trips that link directly to classroom learning.

At the beginning of the year, Years 0 to 2 classes go on a bush walk on Pirongia Mountain along the Mangakara track.

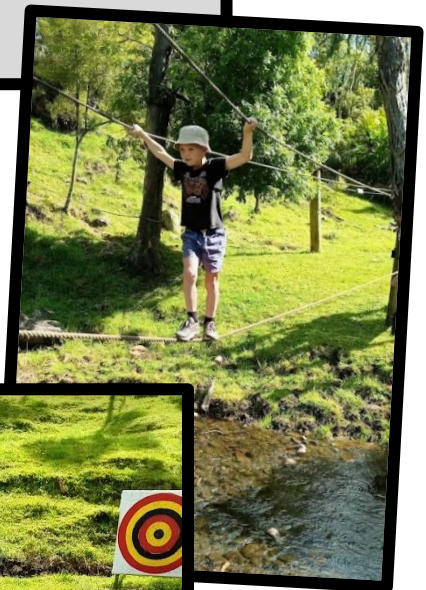
These trips are a great way to enhance the classroom learning and offers a different approach to education.

## Tawa Team Camp

Tawa Team students have the opportunity to experience a rich range of activities at Camp Raglan. Students are challenged to use their TRACK Values and skills from their Capability Backpacks to step out of their comfort zone, test their abilities, problem solve and enjoy success in a supportive crew of teachers, camp parent helpers and fellow students. Strong friendships and working relationships are built on camp. And it's a lot of fun!

## Camp and Class Trips Benefits:

- Building our team spirit
- Offer students a wide range of challenges
- Provide students with new opportunities
- Develop strategies of how to face challenges outside their comfort zone
- Provide experiences that students can draw on in classroom learning
- Provide opportunities that offer students the chance to take calculated risks that require them to draw on the Key Competencies (NZ Curriculum)
- Provide students with opportunities to problem solve and support one another using our "on TRACK" school values.





# Mountain of Opportunities

## Music Lessons

Pirongia School provides an 'Out-of-Hours' music programme for students Year 4 and above. Learners in the scheme are taught to play their instruments in 30 minute lessons after school, in a group of 2-6, depending on Ministry of Education funding requirements and the range of ability levels in that instrument. The day and time for each instrument is set at the beginning of the year to work in with the tutors' timetables and may be changed mid-year depending on other commitments.

There is an expectation that students remain committed to the Pirongia School Symphonic Band for the year, with the exception of Bass guitar and Percussion students. Entry into the band for these players will depend on numbers, and will be based on seniority (preference being given to Year 7 & 8 students) and length of time learning. The band attends the annual Waikato Intermediate and Primary Schools Music Festival. We also put on concerts for the school community, including performing at the final assembly.

Tutors are contracted on a yearly basis and the fees paid by the students form the basis of the tutors' wages. No refunds are given for students who withdraw from the music programme.

Band Rehearsals—Thursdays—students must bring instruments to school on this day.

For any queries please contact Jono Gemmell directly.

### Instruments on Offer:

- Instruments that are offered:
- Flute
- Clarinet
- Brass (trumpet, cornet, trombone)
- Saxophone
- Bass guitar
- Percussion (drums)

## Kapa Haka

Pirongia School offers Kapa Haka to Year 3 to 8 students.

Kapa Haka is run by Whaea Hayley Dallas (Kawaka teacher) on Fridays at 10:10am to 10:55am in our school Whānau Room or hall. Students opt in and sign up to Kapa Haka. The students get to have a few taster sessions before making the decision to commit to the group or not. The Kapa Haka group have a main performance at the end of year at the Waipa Kapa Haka Festival and will also have a couple of other local performances throughout the year.



### Leadership Opportunities:

- Class "Star/Leader of the Day"
- Individual class leadership roles & responsibilities
- Chook bin monitors
- Class sports gear monitors
- Class karakia leader
- Class waiata leader
- Tawa Team - Team Time host
- Team Time speaking
- Assembly speaking

### Cultural Opportunities:

- Symphonic Band (Year 4s)
- Music Lessons: Guitar, Drums, Flute, Saxophone, trombone, clarinet (Year 4)
- Production (every second year)
- Kapa Haka (Year 3 to Year 8)
- Ag Day
- Group Day



# Capability Backpack

Our 'Capability Backpack' holds the capabilities that we want children to learn, know, develop and master as they journey through their school years at Pirongia School. Research highlights that a dual focus on academics and capabilities is critical for children's success. Mastery of such traits predicts our children's future success, if not better, than academic success alone.

The world our children live in is very different to what it was like when we were growing up. It is no longer enough to just learn "facts". No one knows exactly what life will be like for today's children when they become adults, but we do know that they will need to develop a range of capabilities so that they can adapt and function well in the world.

The capabilities are not just for school but for life. Our children use and strengthen these capabilities in many different situations outside of school; at home, at sport, at church, at cultural occasions, and eventually in their chosen career.



# CAPABILITY BACKPACK



Pirongia School learners are developing a strong sense of identity.



Pirongia School learners persevere and show resilience when faced with new challenges.



Pirongia School learners are able to collaborate positively with others. They are able to give back and make a difference to their class, school and community.



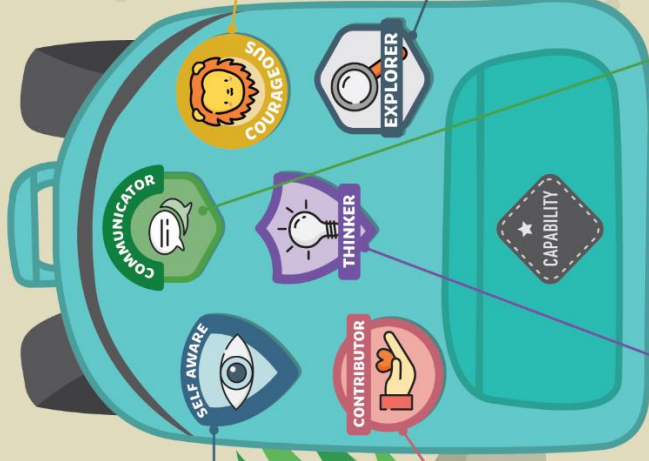
Pirongia School learners are critical and creative thinkers.



Pirongia School learners actively listen, think, articulate and share their ideas. They can do this in a range of ways and use a range of tools to help them.



Pirongia School learners wonder, seek, use and create new knowledge.





# Rata Team Graduate Profile

## **The Rata graduate has developed connectedness through....**

Joining in with school cultural and sporting events, such as, walking our maunga, sharing in assemblies, school singing and by building tuakana-teina relationships with older students.

Being part of a team, during house hui and house competitions, Rata team and school assemblies.

Being part of special days and events such as Matariki Week, Book Week Booknic and Enviro learning.

Sharing learning through Educa and setting learning goals with whanau.

Building friendships and sharing thoughts and ideas during weekly and daily Circle Times.

Sharing their Pepeha and knowing the school Karakia and waiata.

## **The Rata graduate has developed confidence through....**

Setting, achieving and celebrating personal learning goals.

Sharing and knowing their strengths and being able to support their peers with their learning.

Independently following routines and instructions.

Staying on TRACK (our school rules).

Sharing and speaking in front of an audience during class discussions and in assemblies.

Knowing that mistakes can help us learn.

Asking questions to extend learning or when help is needed.

## **The Rata graduate has developed their capability backpack through....**

Exploring their interests through play and using these interests to guide and extend learning across all curriculum areas.

**(Explorer and Thinker)**

Thinking creativity, solving problems and accepting challenges.

**(Thinker and Courageous)**

Having a sense of belonging in their classroom and within the school.

**(Self-Aware)**

Listening, thinking, articulating and sharing their ideas in whole class and small group discussions and during social interactions in play.

**(Communicator)**

Taking risks and building resilience through play, class and school activities.

**(Courageous)**

Joining in and having a go in all class and outdoor activities.

**(Contributor)**

**CONFIDENT**  
Kia māia

**CONNECTED**  
Kia hono

**CAPABLE**  
Kia kaha

## **Nurturing Confident, Capable and Connected Learners**

# Tawa Team Graduate Profile

## **The Tawa graduate has developed confidence through...**

Facing challenges through experiences outside of the classroom.

Knowing their learning journey: where they are at, their goals for their next steps.

Taking opportunities to lead within the class, team and across the school.

Being involved in a range of different experiences (cultural, sporting, academic).

Sharing their strengths, hobbies and interests.

**CONFIDENT**  
Kia māia

## **The Tawa graduate has developed connectedness through...**

Sharing their learning journey with others (Team Time, Assemblies, Educa, Learning Conferences, school events).

Demonstrating the school values (playground, classroom, home, community).

Participating in different opportunities (kapa haka, House Hui, sports, Curious Kids).

**CONNECTED**  
Kia hono

## **The Tawa graduate has developed their capability backpack through...**

Working together and collaborating with others (EOTC, group work).  
(Contributor)

Communicating their ideas and questions in group and class work.  
(Communicator)

Building a positive growth mindset by setting goals, taking learning risks and using a range of strategies to be successful.  
(Courageous)

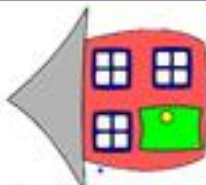














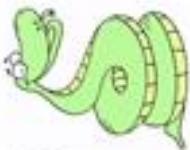










Wondering, seeking, using, creating and sharing new knowledge through discovery and inquiry learning.  
(Explorer and Thinker)

Exploring how they learn best.  
(Self Aware)

**CAPABLE**  
Kia kaha














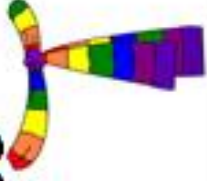
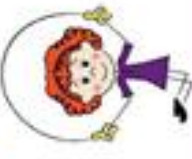











**Nurturing Confident, Capable  
and Connected Learners**

# Alphabet Chart

 h	 p		
 g	 o	 v	
 f	 n	 u	 z
 e	 m	 t	 y
 d	 l	 s	 x
 c	 k	 r	 w
 b	 j	 q	
 a	 i		



# Beginning Blends Chart

br		cr		dr		fr		gr		pr		tr	
bl		cl		fl		gl		pl		sl		sc	
sk		sm		sn		sp		st		sw		tw	
Digraphs												ch	
												wh	
												th	
												sh	
												ph	

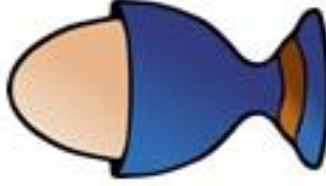
# Vowel Chart

Short Vowels

ă



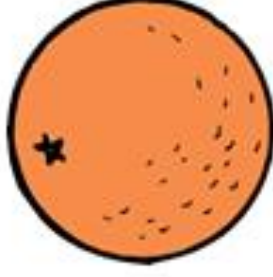
ē



ī



ō



ū



Long Vowels

ā



ē



ī



ō



ū



ū



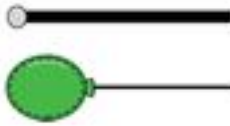


# Number Formation

These are the fun poems we will be using to learn how to make numbers correctly.



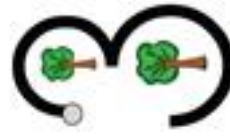
Round and round  
just like an O, now  
you've made the  
number zero!



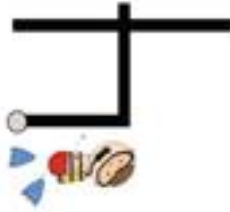
Straight line down,  
and then we're done,  
that's the way to  
make a one!



Make a candy  
cane and then a  
shoe. That's the way  
to make a two!



Around a tree,  
around a tree,  
that's the way to  
make a three!



Down and over and  
down some more,  
that's the way to  
make a four!



The bee goes down,  
around the hive,  
go back up  
to make a five!



Around the clock  
until it ticks, that's the  
way to make a six!



Across the sky, then  
slant the line, makes a  
seven every time!



Make an S and do  
not wait, race back  
up to make an eight!

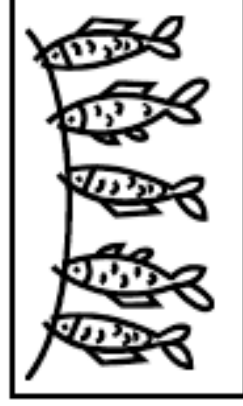


Make a circle, then  
make a line, that's the  
way to make a nine!



# Our Maths Learning

**Stage 0/1: Emergent**  
**Can you please help me to...**



Count objects up to  
10 with accuracy  
(using my finger).

Read all the numbers to 10

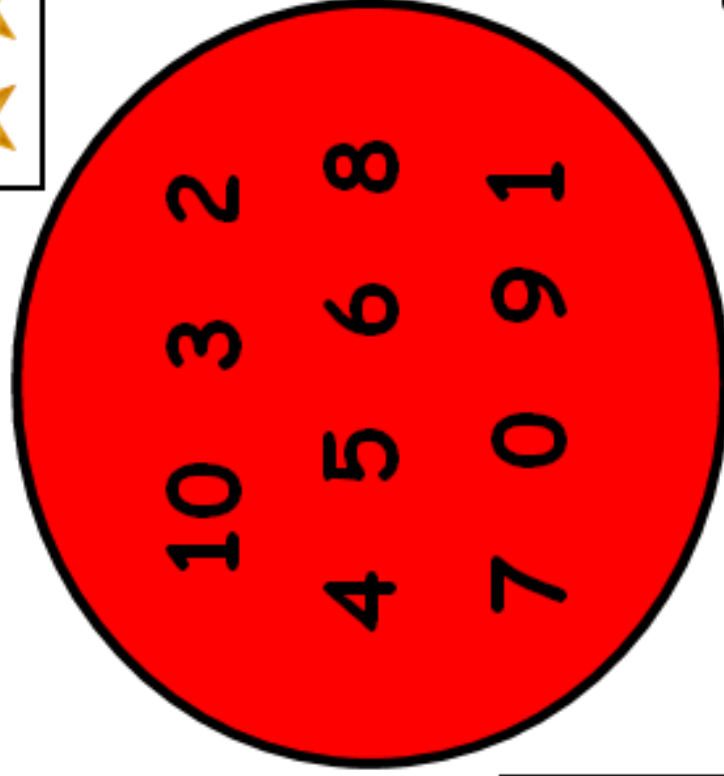
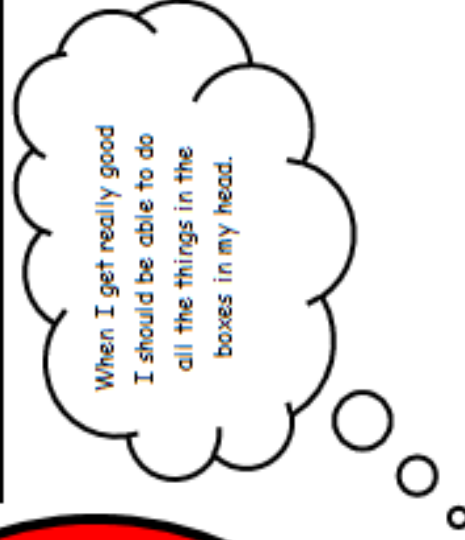
Put all of the numbers between 0  
and 10 in the correct order.

**SAY the numbers 1 to 10**  
**forwards:**

**0 1 2 3 4 5 6 7 8 9 10**

**SAY the numbers 10 to 1**  
**backwards:**

**10 9 8 7 6 5 4 3 2 1 0**



**SAY the number after a number.**

**Point to a number in the circle and**  
**say "What comes after?"**

**SAY the number before a number.**

**Point to a number in the circle and say**  
**"What comes before?"**

# Our Maths Learning

## Stage 2: Materials

Can you please help me to...

I need to be able to join and split small groups in my head with accuracy.

Know groups within 5

$$1+2=3 \quad 2+2=4 \quad 1+1=2$$

Know groups that make 5.

$$\begin{array}{l} 2+3=5 \quad 1+4=5 \\ 2+3=5 \quad 4+1=5 \\ 5+0=5 \quad 0+5=5 \end{array}$$

Read all the numbers to 20

Put all of the numbers between 0 and 20 in the correct order.

SAY the numbers 1 to 20 forwards:

1 2 3 4 5 6 7 8 9 10....

1 9 2 0 3 8 6 4  
7 5 11 16 13 19 15  
17 18 20 12 14 10

SAY the numbers 20 to 1 backwards:

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

SAY the number after a number to 20.

Point to a number in the circle and say "What comes after"?

SAY the number before a number from 20.

Point to a number in the circle and say "What comes before"?

Recognise and read



$\frac{1}{2}$  and  $\frac{1}{4}$

When I get really good I should be able to do all the things in the boxes in my head.

# Our Maths Learning

Stage 3: Imaging  
Can you please help me to...

Know groups with in 10.

For example:

$$4+3=7 \quad 5+2=7 \quad 3+6=9$$

$$9-2=7 \quad 8-5=3 \quad 6+2=8$$

$$1+9=10 \quad 10-5=5 \quad 6-5=1$$

$$8+2=10 \quad 7+2=9 \quad 7-5=2$$

Know the

doubles to 10.

$$1+1=2 \quad 2+2=4$$

$$3+3=6 \quad 4+4=8$$

$$5+5=10$$

Read all the numbers to 20.

Put all of the numbers  
between 0 and 20 in the  
correct order.

SAY the numbers 1 to 20

forwards:

1 2 3 4 5 6 7 8 9 10...

SAY the numbers 20 to 1 backwards:

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

SAY the number after a number to 20.

Point to a number in the oval and  
say "What comes after?"

SAY the number before a number from 20.

Point to a number in the oval and say  
"What comes before?"

Skip count to 20 in 2's:

2 4 6 8 10 12 14 16 18 20

Skip count to 50 in 5's:

5 10 15 20 25 30

35 40 45 50

Skip count to 100 in 10's:

10 20 30 40 50 60

70 80 90 100

When I get really  
good I should be  
able to do all the  
things in the boxes  
in my head.

Recognise and  
read



$\frac{1}{2}$  and  $\frac{1}{4}$



# Stage 4 - Knowledge

I can read and write numbers up to 100.

I can order numbers up to 100.  
E.g. 84, 29, 99, 11.

11, 29, 84, 99

I can count forwards and backwards to 100 from any number.

I can say the number before or after a given number up to 100.



I can skip forwards and backwards in 2's, 5's and 10's up to 100.

I know doubles up to 20 and the matching halves.  
e.g.  $7 + 7 =$  and  $1/2$  of  $14 =$

I know 'friends to 10'  
e.g.  $4 + 6 = 10$   
 $10 - 3 = 7$

I know addition and subtraction facts to 10.  
Eg.  $5 + 3 = 8$  or  $9 - 4 = 5$

I know groupings within 20.  
E.g.  $12 + 8 =$

I know the number of 10's in decades.  
e.g. 10's in  $40 = 4$

I know symbols and words for  $1/2, 1/4, 1/3, 1/5, 1/6, 1/8, 1/10$ .

I know '10 and facts'  
e.g.  $10 + 3 = 13$   
 $10 + 5 = 15$

I know addition and subtraction of 10's up to 100.  
e.g.  $30 + 40 =$ ,  $80 - 50 =$



# Stage 5 - Knowledge

I can read and write numbers up to 1000.

I can order numbers up to 1000. E.g. 840, 290, 990, 110. 110, 290, 840, 990.

I can skip forwards and backwards in 2's, 3's, 5's and 10's up to 100.

I can count forwards and backwards by 1's, 10's and 100's up to 1000.

I know all the 2x, 5x, 10x multiplication and division facts.

I can order fractions with the same denominator. e.g.  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{3}{5}$ ,  $\frac{4}{5}$ ,  $\frac{5}{5}$

I know 'friends to 20' e.g.  $14 + 6 = 20$   
 $20 - 3 = 17$

I know addition facts to 20 and subtraction facts to 10. Eg.  $15 + 3 = 18$   $9 - 4 = 5$

I know symbols and words for  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$  and for fractions greater than 1.

I know groupings within 100. E.g.  $20 + 80 =$

I know how many tens and hundreds there are in a three digit number. e.g. 456 has 45 tens

I know 1, 10, 100 before and after a given number up to 1000

I know multiples of 100's up to 1000. e.g.  $300 + 700 = 1000$

