

**CONNECTED**  
Kia hono

**CAPABLE**  
Kia kaha

**CONFIDENT**  
Kia māia

**INTEGRITY**

Whakapono

**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.

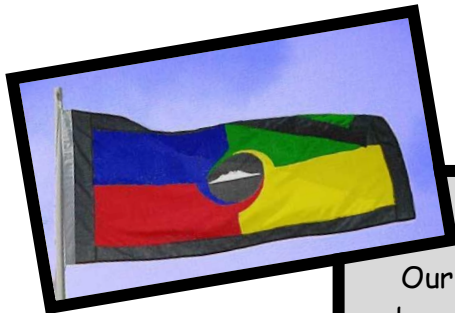
Kind regards,

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

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Sophie Gold	Room 13 Teacher	sgold@pirongia.school.nz
Carly Price	Room 12 Teacher	cprice@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 in a structured format 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



## 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)

PAT testing provides teachers with valuable information on each student's strengths and helps us identify any gaps they may have in their learning.

The end of year PAT testing informs teachers on how your child has captured and retained learning throughout the year.

Tests include:

Listening Comprehension (year 3 & 4)

Reading Vocabulary (year 4)

Maths (year 4)

## Steps Web Literacy Skills Practise

STEPS Web is a valuable tool teachers use to reinforce and consolidate literacy skills taught in the class. This programme supports language awareness of spelling patterns and rules, grammar including sentence structure, and extending vocabulary knowledge.

Students work on 'Assigned tasks' that match the learning focus in class each week, and are part of students' reading programme. Students complete a range of activities on each set of spelling words. This repetition helps the brain make connections so students can correctly recall the right spelling, eventually without needing to think about it.

Students can access STEPS Web at home, so it's the perfect place to practise spelling words as part of homework.

## 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.

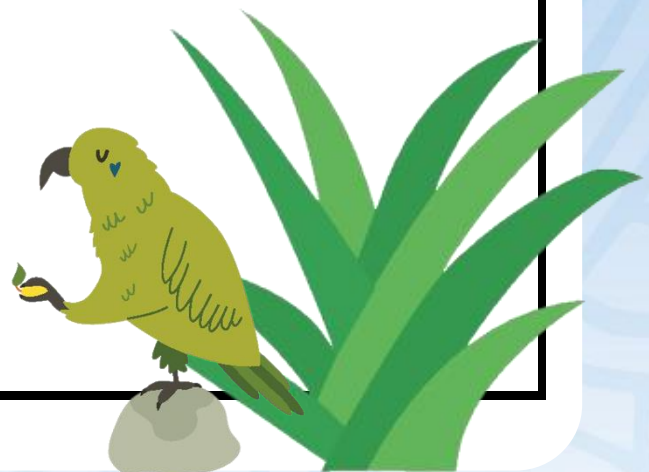
Parents are invited to go through this assessment with their classroom teacher.

## Phonological Testing

This will be completed at 20 weeks and 40 weeks of school to ensure that children have the required knowledge of sounds that will help them with reading and writing.

## 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.



# Play Based Learning/Discovery Time Learning

## Rātā 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.



# Rātā Team Timetable

## Year 0 to 2 Classes - Weekly Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	Morning Roll, Daily Notices, Karakia, Waiata, Oral Language				
9:05am	Numeracy Oral Language	Numeracy Oral Language	Numeracy Oral Language	Numeracy Oral Language	Spelling Testing Poems
10:00am	Healthy Fruit Snack & Fitness				
10:10am	Literacy	Literacy	Literacy	Literacy	Numeracy
10:55am	Morning Tea Time				
11:20am	Literacy	Literacy	Literacy	Literacy	TRACK Assemblies
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 House Hui School Singing 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 Rātā 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. Rātā 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.

Debs Smith



# 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 Kapa Haka/Te Reo	Literacy Poems Spelling Testing
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 Literacy Curious Kids
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 House Hui School Singing School Assembly
2:45pm	Classroom Pack Up Time, Afternoon Duties, Karakia				
2:55pm	Home Time				

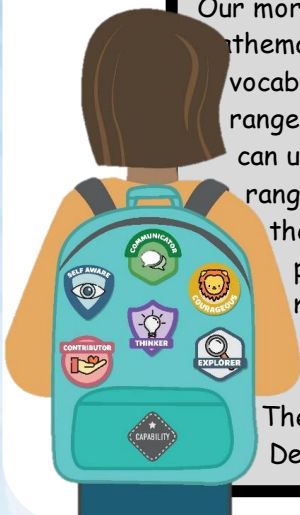
### A Note from The Team Leader

Tawa Team's year 3 and 4 students are curious. They ask lots of questions and are learning a range of skills, including extending their literacy and numeracy skills, to seek answers.

Our morning programmes heavily invests in building strong readers, writers, spellers and mathematicians. Using reading skills students build a wider general knowledge, richer vocabulary range and a broader understanding of different types of books written for a range of reasons. They are developing skills to help them access information that they can use in other curriculum areas. They use their reading skills to investigate a wide range of topics, and as they gather information, they are learning to take notes to help them record and then share their new understandings as part of written reading projects. Students are extending their knowledge of numbers to help them face more challenging problems and they are learning to solve them using more complex strategies. Tawa Team offers a range of rich experiences including camp, biannual productions, Curious Kids and a range of sporting opportunities.

They are On Track and acquiring skills to be Capable, Confident and Connected learners.

Denise Strathern



# Mountain of Opportunities


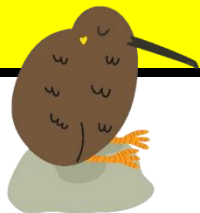


## Junior School Sporting Opportunities:

- Touch Rugby
- Miniball/Basketball
- Lower Waipā Winter Champs (year 3 & 4 rugby, netball, football and golf for selected students)
- Junior School Swimming Display
- Senior School Swimming Sports (selected 8 yr olds)
- Lower Waipā Swimming Sports
- Junior Cross Country (5 to 7 year olds)
- Senior Cross Country (8 to 13 year olds)
- Junior School Athletics (5 to 7 yr olds)
- Senior School Athletics (8 to 13 year olds)
- Lower Waipā Athletics
- Weetbix Tryathlon
- Lunch time Inter-House Competitions
- Links to Pirongia Netball Club
- Links to Pirongia Junior Rugby Club
- Links to local Football Clubs
- Links to Pirongia Golf Club
- Links to Pirongia Tennis Club
- Junior Jump Jam



## 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.

Kākāpō	Kiwi	Kea	Tūi
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 held on Thursdays at 10:15am to 10:55am in our school 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 performances throughout the year to the school.



### 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



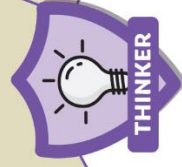
Pirongia School learners are developing a strong and positive sense of identity.



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.



# Rātā Team Graduate Profile

## The Rātā 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 and setting learning goals with whānau.

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

Sharing their pepeha and knowing the school karakia and waiata.

**CONFIDENT**  
Kia māia

## The Rātā 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.

**CONNECTED**  
Kia hono

## The Rātā 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)**

**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 (Teamtime, Assemblies, Educa, Learning Conferences).

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

Participating in different opportunities (Kapa Haka, House Hui, Sports).

**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)**














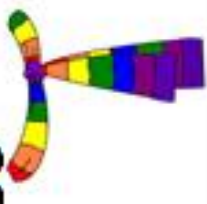
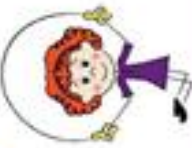











**CAPABLE**  
Kia kaha

**Nurturing Confident, Capable  
and Connected Learners**

# Alphabet Chart

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

# Beginning Blends Chart

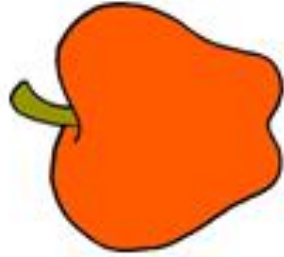
br		cr		dr		fr		gr		pr		tr	
bl		cl		fl		gl		pl		sl		sc	
sk		sm		sn		sp		st		sw		tw	
				ph		sh		th		wh		ch	

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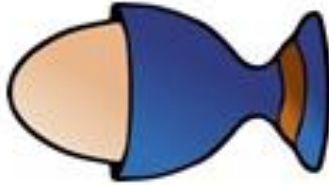
# Vowel Chart

Short Vowels

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Long Vowels

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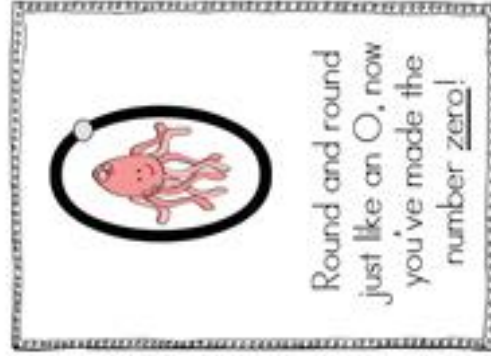


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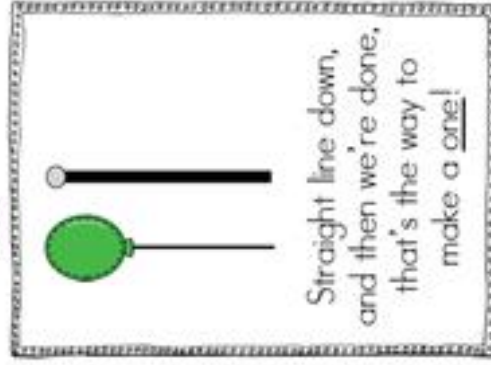
# Number Formation

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!

A large black number 0 is shown with a pink octopus inside it. A small grey dot at the top left indicates the starting point for writing the number.



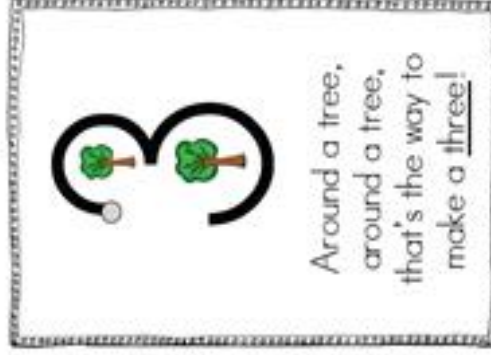
Straight line down,  
and then we're done,  
that's the way to  
make a one!

A large black number 1 is shown with a green balloon on a black string to its left. A small grey dot at the top left indicates the starting point for writing the number.



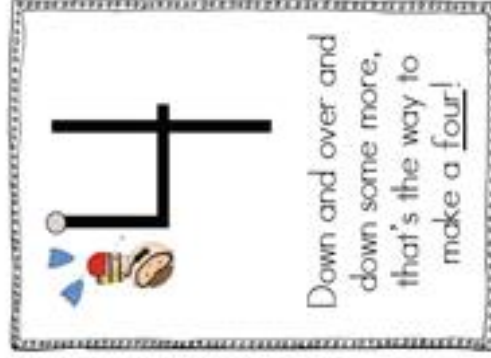
Make a candy  
cane and then a  
shoe. That's the way  
to make a two!

A large black number 2 is shown with a red and white striped candy cane on the left and a black shoe on the right. A small grey dot at the top left indicates the starting point for writing the number.



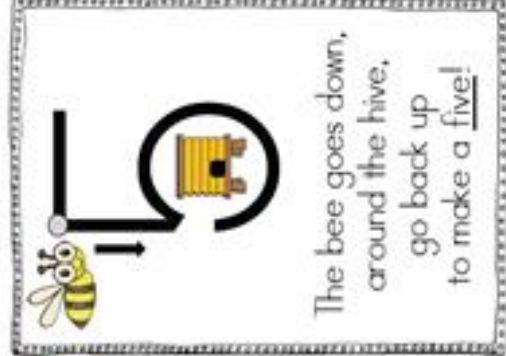
Around a tree,  
around a tree,  
that's the way to  
make a three!

A large black number 3 is shown with two green trees inside it. A small grey dot at the top left indicates the starting point for writing the number.



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

A large black number 4 is shown with a blue triangle, a red and yellow striped bee, and a brown nut on the left. A small grey dot at the top left indicates the starting point for writing the number.



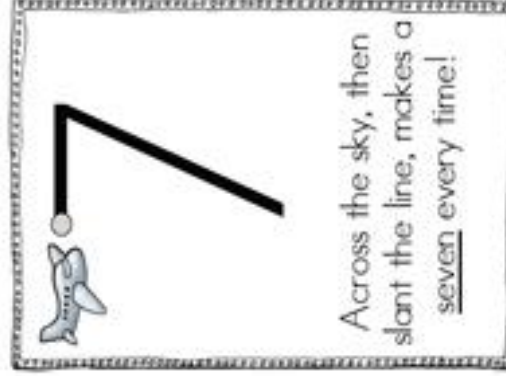
The bee goes down,  
around the hive,  
go back up  
to make a five!

A large black number 5 is shown with a yellow and black bee on the left and a yellow beehive on the right. A small grey dot at the top left indicates the starting point for writing the number.



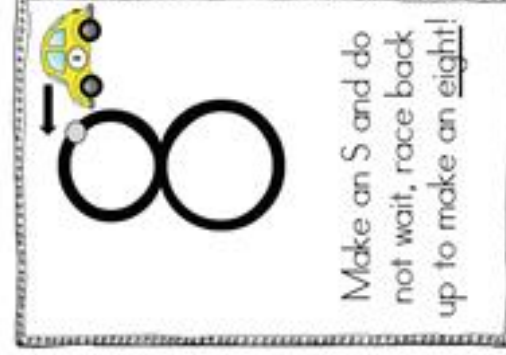
Around the clock  
until it ticks, that's the  
way to make a six!

A large black number 6 is shown with a round clock face to its right. A small grey dot at the top left indicates the starting point for writing the number.



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

A large black number 7 is shown with a grey rocket ship on the left. A small grey dot at the top left indicates the starting point for writing the number.



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

A large black number 8 is shown with a yellow car on the left. A small grey dot at the top left indicates the starting point for writing the number.



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

A large black number 9 is shown with a pizza inside the circle. A small grey dot at the top left indicates the starting point for writing the number.

# 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:**

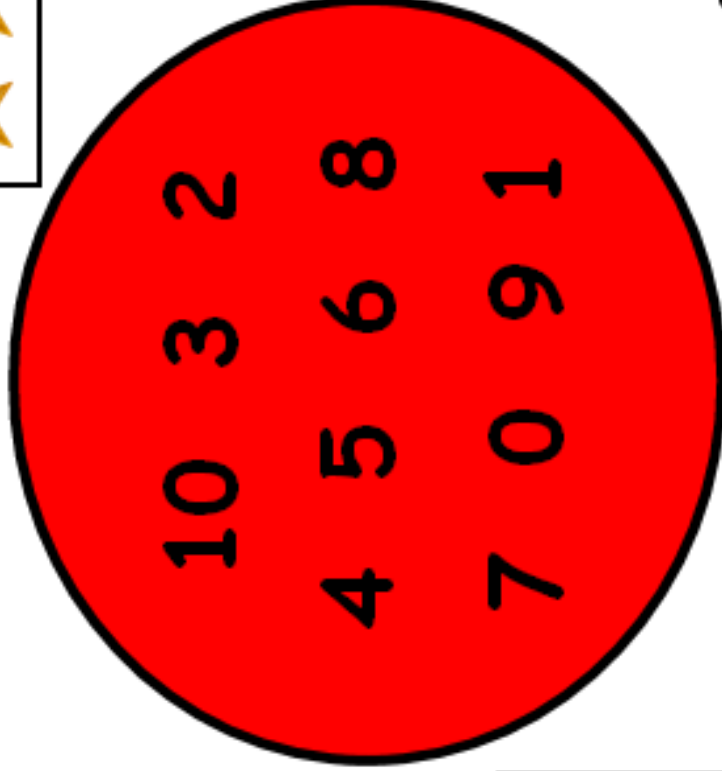
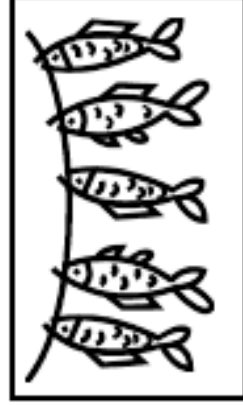
**10 9 8 7 6 5 4 3 2 1 0**

**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"?**



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

# 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 that make 5.  
 $2+3=5$   $1+4=5$   
 $2+3=5$   $4+1=5$   
 $5+0=5$   $0+5=5$

Know groups within 5  
 $1+2=3$   $2+2=4$   $1+1=2$

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:

$4+3=7$

$5+2=7$

$3+6=9$

$9-2=7$

$8-5=3$

$6+2=8$

$1+9=10$

$10-5=5$

$6-5=1$

$8+2=10$

$7+2=9$

$7-5=2$

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...**

Know the

doubles to 10.

$1+1=2$

$2+2=4$

$3+3=6$

$4+4=8$

$5+5=10$

**1 9 2 0 3 8 6 4**

**7 5 11 16 13 19**

**15 17 18 20 12**

**14 10**

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  $\frac{1}{4}$

**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?"**

# 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  $9 - 4 = 5$

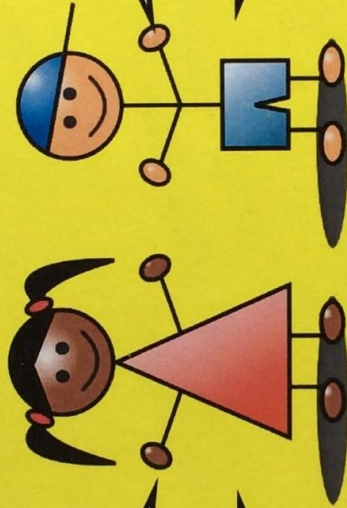
I know groupings within 20.  
E.g.  $12 + 8 =$

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

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



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

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

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

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

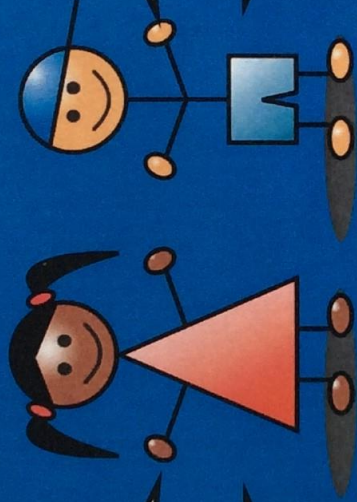
I know addition facts to 20 and subtraction facts to 10.  
Eg.  $15 + 3 = 18$   $9 - 4 = 5$

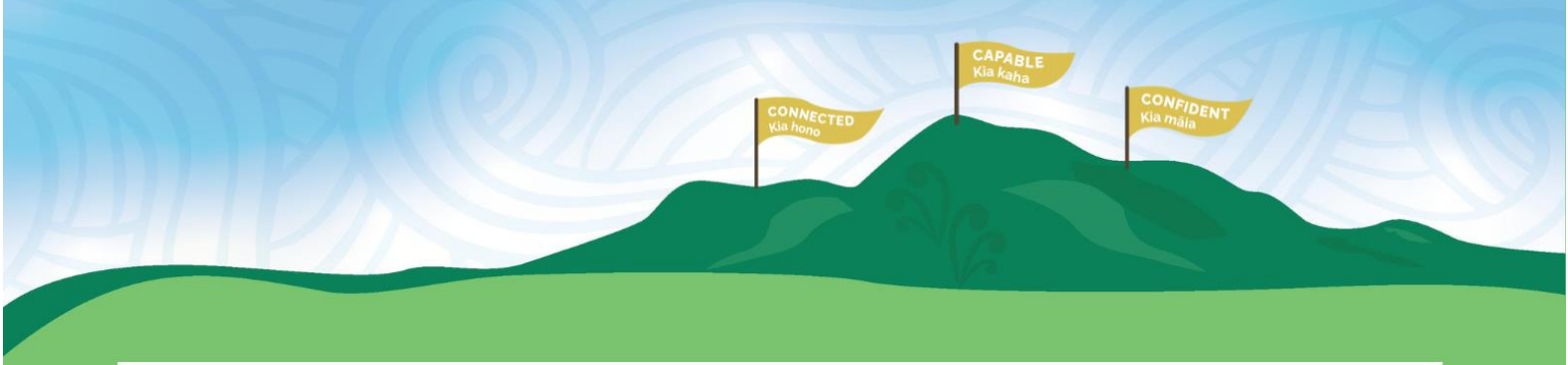
I know symbols and words for  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$  and for fractions greater than 1.

I know 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.  $300 + 700 = 1000$





# NOTES

A large, empty white rectangular area intended for taking notes, framed by a thick green border.