Learning Milestones

Year 1

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Literacy/ Writing

3. Read back own emergent writing and give simple opinion. 3. Choose to use topic key words in writing. Brainstorm more vivid or specific vocabulary orally for vague or overused words (eg fun, good, etc). 3. Orally expand sentences (when, where, why, who) and use basic conjunctions (because, but). Distinguish between upper- and lower-case letters. 3. Use spaces between words. 3.Aware that capital letters and full stops start and end sentences; starting to use them correctly.	4.Use different types of writing to suit the purpose and reader. 4. Use SPO to plan paragraphs. Talk out plans to write, using writing vocabulary. 4.Sequence and structure processes, event or reports in a logical order, including an introduction, main body and a conclusion. 4.Spell words with complex regular patterns. 4. Use capital letters and full stops accurately. 4. Expand sentences in writing, use basic conjunctions. Usually use verbs correctly. 4. Choose words and phrases from topics to suit the purpose and know what kind of words they are. 4. Use simple success criteria to support writing; self and peer assess to ensure that it makes sense; and suggest ways to improve overall quality. Use feedback to improve work	5. Accurately use expressive punctuation, exclamation and question marks . 5. Use connectives 5. Use accurate standard forms of verbs, eg see/saw, go/went, past tenses eg stop – stopped, and subject-verb agreement, eg I was/we were, and negatives. 5. Use vocabulary related to the topic or context, and language appropriate to writing, including standard forms of English. Start sentences in a variety of ways. 5. Explain where and why improvements or corrections have been made. 5. Experiment with, adapt and extend different forms, modelled by an adult in a range of contexts and for different readers. 5. Discuss or explain planning, including details of the beginning, middle and end, and for different readers. Use strategies to spell correctly complex, irregular and subject specific words. 5. Include relevant details, information or observations.

Literacy/ Oracy

3.Be curious, enjoy or be interested in exploring stimuli. 3. Speak clearly with growing confidence and clarity; most words correctly pronounced. 3. Use an appropriate and increasing range of vocabulary, including more adjectives and adverbs, in phrases and simple complete sentences to share more detailed information. Start conversations with adults and friends to share ideas, information and thoughts about things from own experience. 3. Usually respond appropriately to people and stimuli. Understand 'why' questions. Demonstrate listening, eg by drawing a picture. Ask appropriate follow-up questions. Follow basic three step instructions and basic concepts. 3. Join in, repeat or memorise and perform rhymes, songs and stories with support. Recognise rhythm, spoken alliteration and rhyme with support. Play with sounds in words including isolating and identifying initial sounds, blending and segmenting combinations of known letters in words.	4 Engage well in tasks and use success criteria and feedback from others to improve oracy. Identify and reflect on successes and areas to develop. 4 Gaining confidence; speak clearly and audibly to listeners beyond friends, with good speed and volume. Face person speaking with or listening to. Gestures and expression support the points being made. 4.Use longer sentences with a range of everyday vocabulary. Begin to use simple connectives. Talk about things they have made or done. 4. Usually respond appropriately to detailed information. Retell narratives or information heard using simple connectives. 4. Join in, repeat, memorise and perform poems, songs and stories. 4. Use talk to organise themselves and others. 4. Perform specific real or imaginative roles. 4. Contribute to conversations; respond to others; ask questions to find out information. Encourage others to take part. Take turns.	5. Recall and perform an expanding repertoire of rhymes, songs, and poems. 5. Use talk purposefully to plan, complete and review a task in a group. 5. Perform specific, sustained roles, including presentations to an audience, to share a narrative. 5. Take turns to speak; listening and building on or responding to what is said. Use talk purposefully to plan, complete and review a task in a group. 5. Retell narratives or information heard, using connectives and sequencing events correctly. Make relevant comments about information heard during whole class and small group discussions.

Literacy/ Reading

3.Show awareness of capital letters and full stops when reading aloud, pausing and tracking print appropriately. 3.Read all single sounds speedily. Understand that we read left to right, top to bottom, in English. 3.Aware of the difference between stories and information texts. Show understanding of the difference between fiction and real life, and talk about 'what might happen next'. 3.Identify information from texts using words and text features, making links to personal experiences. 3. Listen for and repeat the initial sounds in spoken words. With support, use phonic strategies to decode and read simple words. 3. Choose reading materials including books. Retell familiar stories in simple ways. Recall repetitive phrases from a story. Developing confidence with unfamiliar texts by recognising or decoding words.	4.Accurately use punctuation to read aloud expressively .Explore language, information and events in texts. 4. Listen for and repeat the sounds in spoken words. Use strategies to read unfamiliar words. 4. Choose reading materials including books. Retell events from narratives in the right order.	5. Read aloud most unfamiliar words accurately and fluently. Express views about information and ideas and communicate opinions about language, information and events in texts. 5. Use a range of strategies when reading suitable unfamiliar texts to establish meaning. 5. Choose reading materials independently and explain choice in own words. Ask questions & make predictions.

Conceptual Understanding	Logical Reasoning	Fluency	Strategic Competence	Communicating with Symbols
I can make connections in maths e.g. with numbers and measuring, shape and patterns. I can play with amounts, breaking them apart and putting them back together. I can talk about, draw and use objects to explain what I see in my head. I ask if I don't understand.	I can use everyday and mathematical language to talk about my own ideas and choices. I can prove what I am thinking and use objects to show what I mean. I can learn from my mistakes. I can describe patterns I see in number, shape etc.	I am beginning to apply relevant facts and techniques. I have a number sense so I can say how many, how long, how heavy ish. I use what I know to help me work through my maths.	I can select the appropriate equipment and resources to help me. I can explore appropriate mathematics and techniques to use. I like problem solving so I stick at it, even when it is tricky. I enjoy problems and then searching for solutions.	I can make marks, draw and make pictures to show how I see maths. I can link these with symbols.

Numeracy/ Number

3. I can count forwards and backwards, to beyond 10. 3.I can read and write numbers to 10. I can compare and order numbers beyond 10. 3. I can subitise numbers up to 12, noticing groups of 2,3,4,5, and 7. I can reason with numbers using 5 and 10 frames. 3. I can use my visual sense of number to make estimates and comparisons. I can combine two groups of objects to find 'how many altogether?'. 3. I can take away objects to find 'how many are left?'. 3. I can find and use number facts to compose a number (up to 10) in different ways. 3. I can reason about amounts using 5 and 10 grids. 3. I can exchange money for items and use the language of money. 3. I can demonstrate an awareness of the purpose of money through role play and in real-life situations.	4. I can read, write and notice numbers up to 20. I can recognise and understand odd and even numbers up to 20. 4. I can mentally recall one more and one less within 20. 4.I can add and subtract numbers within 20. 4. I can recall doubles and halves with numbers up to 10. I can count on in 2s, 5s and 10s. 4. I can find half practically. 4.I understand the value of coins and notes and use it in my play.	5. I can read, write and notice numbers up to 100. 5. I can use mental strategies to recall number facts within 20. 5. I can compare and order 2-digit numbers. 5. I can recognise and understand odd and even numbers up to 100. 5. I can use written and mental strategies to add and subtract 2-digit numbers. 5. I can recall doubles and halves with numbers up to 20. I can recall my 2,5, and 10 times tables and the related division facts.. 5. I can group objects into equal amounts. 5. I can find halves and quarters of amounts practically. 5. I can use different combinations of money to pay for items up to at least £2 and calculate the change.

Numeracy/ Algebra

3. I can use objects to demonstrate the concept of equal and not equal.	4. I can use my knowledge of patterns to generate my own patterns.	

Numeracy/ Geometry & Measurement

3. I can use nonstandard units of measure-to-measure objects. 3. I can estimate which objects will be taller than/shorter than/lighter than/heavier than/less than/more than. 3.I can talk about annual events. 3. I can chant the days of the week. I can order routines. 3. I can name simple 2D shapes within my environment. 3. I can sort simple 2D shapes based on their properties. 3. I can create repeated patterns. 3. I can describe a variety of different positions, for me, others or objects as I play.	4. I can name simple 2D and 3D shapes. 4. I can use non-standard units to measure the wight and length of an object. 4. I can read, write and draw half past, quarter past and quarter to on an analogue and digital clock. 4. I can recognise half turns	5. I can use a ruler to measure to the nearest cm. 5. I can tell the time to the nearest 5 minutes using analogue and digital 12 hour clocks. 5. I can recognise quarter turns.

Numeracy/ Statistics

3. can collect information from my environment. 3. I can sort objects e.g. books using one attribute, but realise they can be sorted in a different ways using different attributes and communicate my choices. 3. I can use a variety of ways to present my information such as talking about it, creating physical graphs and pictograms using pictures or objects. 3. I can use mark-making to begin to record collections. 3. I can interpret data collected by recognising the most and least.	4. I can collect information by voting or sorting. 4. I can read and show simple data using pictograms, Venn and Carroll diagrams. 4. I can show 5 using a tally.	5. I can interpret and compare information presented in tables, tally charts, bar charts and pictograms with with half pictures. 5. I can find the total of and the difference between different groups.