

The Curriculum and Assessment



Maths Example – Year 4

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Properties of Shape	Position and Direction	Statistics
<p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations including measures.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all \pm of the above and with increasingly large positive numbers.</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two-step problems in contexts deciding which operations and methods to use and why.</p>	<p>Recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutatively in mental calculations.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths, recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.</p> <p>Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Convert between different units of measure e.g. kilometre to metre, hour to minute.</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Begin to recognise where angles are greater than two right angles. Know the term straight angle referring to two right angles together.</p> <p>Begin exploring line symmetry with two lines of symmetry.</p>	<p>Describe positions on a 2-D grid coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p>	<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>

Writing Example – Year 2

Spelling	Handwriting	Composition	Vocabulary, grammar, punctuation
<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Spell by learning to spell common exception words</p> <p>Spell by learning to spell more words with contracted forms</p> <p>Spell by learning the possessive apostrophe (singular) eg. the girl's book</p> <p>Spell by distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance as listed in English Appendix 1</p> <p>Write from memory single sentences dictated by the teacher that include words, using the GPCs, common exception words and punctuation targets so far</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are the best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events to develop positive attitudes and stamina for writing</p> <p>Write for different purposes to develop positive attitudes and stamina for writing</p> <p>Consider what he / she is going to write before beginning by planning or saying out loud what he / she is going to write about</p> <p>Consider what he / she is going to write about before beginning by writing down ideas and / or key words, including new vocabulary</p> <p>Consider what he / she is going to write before beginning by encapsulating what he / she wants to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to his / he own writing by evaluate their writing with the teacher and other pupils</p> <p>Make simple additions, revisions and corrections to his / her own writing by re-reading to check that his / her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Make simple additions, revisions and corrections to his / her own writing by proof-reading to check it is punctuated correctly</p> <p>Read aloud what he / she has written with appropriate intonation to make the meaning clear</p>	<p>Form nouns using suffixes such as –ness, -er and by compounding eg. whiteboard, superman</p> <p>Form adjectives using suffixes such as –ful, -less</p> <p>Use suffixes –er, -est in adjectives and use –ly to turn adjectives into adverbs, eg. smoothly, softly, bigger, biggest</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Use expanded noun phrases for description and specification, eg. the blue butterfly, plain flour, the man in the moon</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Make the correct choice and make consistent use of present tense and past tense throughout writing</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress, eg. she is drumming, he is shouting</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his / her writing</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, eg. the girl's name</p> <p>Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present) apostrophe, comma</p>

Reading Example – Year 6

Word Reading	Comprehension
<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.</p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for his/her views.</p>



Assessment

Emerging beginning to show progress in year skills – may be some fully achieved

Developing – more confident with a wider range of year skills, a number of skills fully achieved.

Secure – all year skills achieved confidently

Greater Depth – all skills achieved confidently and applied consistently and in different contexts.



Progress

Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
E	D	S	A	E	D	S	A	E	D	S	A	E	D	S	A	E	D	S	A	E	D	S	A

- Year 3 Secure to Year 4 Secure is good progress
- Year 3 Secure to Year 4 developing- doesn't mean they have gone backwards
- **Report Format**

Reports

Name:	Date: July		Class: Beech	
Age Related Attainment	Reading	Writing	Maths	Science
Emerging Your child is working below the expected standard for their year group.				
Developing Your child is working towards the expected standard for their year group.			√	
Secure Your child is working at the expected standard for their year group.	√	√		√
Above Your child is working above the expected standard for their year group.				
Effort Grade for class work	U	U	S	U
Effort Grade for homework	A	U	U	n/a

Reports

Attendance	Percentage	RAG rating
	97.5	

Behaviour	U
Contribution to Class and School	U
Chronological Age	8 years 5 months
Reading Age	9 years 9 months

R.E.	S	PSHE	D
D.T. & Art	S	Music	S
P.E.	D	Topic	S
French	D	Computing	G



Tests

- Results will be reported as a standardised score between 70-130 – 100 being the expected score for the age group