



# Year 2 Information Meeting

Thursday 7<sup>th</sup> December 2017

# The Year 2 Team



- **Mrs Hicham** (Trainee Headteacher & Phase Leader)
- **Miss Brackett-Thomas** (Year Group Leader & 2E Class teacher)
  - **Mrs Murphy** (2F Class teacher)
- **Miss Bunting/Miss Stockwell** (2H Class teacher)
  - **Mr Judge** (2G Class teacher)

# Purpose for Meeting



Share information about:

- the Year 2 curriculum and what the children are learning about
- the Assessment arrangements for children at the end of Key Stage 1 (SATs).
- the strategies in order to help you support your child.

# Year 2 Curriculum

	Autumn Term		Spring Term		Summer Term	
Themed Weeks	Launch all 5Rs	Relationships	Resourceful	Resilience	Risk Taking	Reflective
Themes	There's no place like home	World Wanderers	Kung Hei Fat Choi	London's Burning	Fantasy World	Light it up!
Literacy	Stories with familiar settings <b>Mr Gumpy's Outing, On the Way Home, Not Now Bernard and Jamaica's Find</b> and a variety of short stories set in familiar settings. Diary entries, letters, poetry.  <b>British Value- Individual liberty- sense of belonging Rights and responsibilities</b>  <b>Rule of law- Class rules, how rules help us.</b>	<b>Around the World in 80 Days</b> core text and film <b>Journey by Aaron Becker</b>  Diary entries, setting descriptions, information booklets. Grammar- vocabulary.	Narrative: <b>Chinese Myths</b> <b>The Great Race- Chinese Zodiac</b> Dawn Casey <b>Wheels by Shirley Hughes</b> <b>Grace and Family by Mary Hoffman</b>	<b>The Story of the Great Fire of London</b> by Jill Atkins	Narrative: Different Stories by the same author <b>Julia Donaldson</b> <b>Room on the Broom</b> <b>The Smartest Giant in Town</b> <b>The Whale and the Snail</b> <b>The Gruffalo</b> <b>The Gruffalo's Child</b>	Narrative: Lighthouse keepers lunch
			<b>Non-narrative: Information books</b>	Non-narrative: Explanations	Non-narrative: Non chronological reports	Non-narrative: Briefly look at Grace Darling- Real life hero rescued sailors
			Poetry:	Poetry:	Poetry:	Poetry: Silly Stuff
Maths	Number Addition Subtraction Multiplication Division Fractions Time		Number Addition Subtraction Multiplication Division		Number sequences Multiplication Fractions Time Coordinates Reasoning problems including addition Data handling	
Science	Everyday Materials	Habitats/ Living things	Animals including humans	Plants	Use of everyday materials	Caterpillars- Life cycle of a butterfly- growing caterpillars Science week- investigations
Humanities	History: people who made a difference Remembering the Life of <b>Mary Seacole</b> , <b>Florence Nightingale</b> , and <b>Black History Month</b>	Geography: Our World. Continents, countries and oceans.	Geography: China- Chinese culture, climate and location on the map of the World	History: How do we know about the Great Fire of London?	Geography- Coasts- Great Britain St. Lucia/Caribbean Islands	History/Geography: What were seaside holidays like in the past? Going to the seaside- Seaside workshop.
ICT	Internet & E-Safety	Word Processing Skills	???		Animation in computing	Data-handling- 2Simple program
Expressive Arts Drama Art DT	Mother Nature sculpture Andy Goldsworthy	Continuation of Mother Nature sculpture Andy Goldsworthy	Art: Chinese New Year- Dragons, clay models and Chinese New Year lanterns and symbols.	Fire pictures mixing colours	Claude Monet	Group collage of seaside picture Still life drawings of shells, 3D ice-cream cones, sewing seaside puppets, year 2 and Y5 buddy art week- creating lighthouse structures

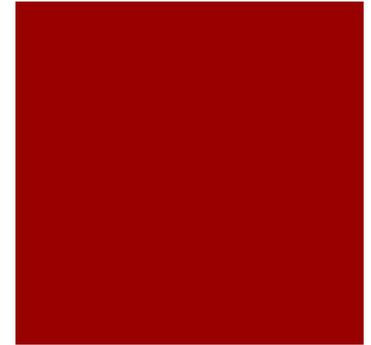
# Topic Web



**Year Two-Autumn Term 2017**  
**Themes: Autumn 1 - 'There's No Place like Home'**  
**Autumn 2 - 'World Wanderers'**

	<b>Planned work:</b>	<b>Home learning:</b>
<b>Literacy</b>	<p><b>Autumn 1:</b> The children will read a range of stories with familiar settings <b>On the Way Home</b>. They will spend the half term retelling familiar stories, writing diary entries and letters linked closely to the books we have read.</p> <p><b>Autumn 2:</b> We will read a children's version of <b>Around the World in 80 days</b>. The children will write diary entries, setting descriptions and information booklets using their knowledge of the world which will be supported by the Geography topic during this term.</p>	<ul style="list-style-type: none"> <li>• Reading daily with your child. Talk to your child about the news and current affairs.</li> <li>• Keep a diary of a week in the <b>Summer</b> holidays. Use a range of <b>conjunctions</b> including 'when, if, that, or, because, but, and, so' to join their sentences together.</li> <li>• Practise their cursive writing and try to use cursive writing whenever completing writing tasks.</li> <li>• Join/visit the local library and read a range of books, both fiction and non-fiction. Discuss their opinions of the texts and learn some poems off by heart.</li> <li>• Read every day and try to take part in the <b>Summer Reading Challenge</b> at the library.</li> </ul>
<b>Numeracy</b>	<p>Four number operations. Children will be learning to add and subtract and then move onto multiplication and division. We will also be learning how to solve word problems. We will be learning to collect data and make block graphs with the information. Children need to understand how to interpret graphs and tables. Also, we will be measuring using different equipment and children need to know the appropriate unit of measurement. This term we will also practise learning number facts off by heart such as number bonds to ten and the 2, 5 and 10 times tables.</p>	<ul style="list-style-type: none"> <li>• Measure practically at home e.g. using rulers and weighing scales (involve your child in cooking). Look at the unit of measurements for mass, length and capacity.</li> <li>• <b>Learn their number bonds</b> e.g. <math>9+1=10</math>, <math>8+2=10</math>...</li> <li>• <b>Learn their times tables off by heart - 2, 3, 5 and 10 times tables ready for Year 2.</b></li> <li>• Practise written methods for addition and subtraction.</li> </ul>
<b>Science</b>	<p><b>Everyday Materials</b> - Children will build on their knowledge and understanding of the different uses of specific materials such as metal, wood, plastic, glass etc. They will help to design tests and experiments to show some of the basic properties of different materials and how they can be used. They may also find out about scientists and inventors of new materials, and why their discoveries were so useful.</p> <p><b>Habitats</b> - Children will begin to understand what is meant by 'habitat' and 'micro-habitat', and will study a range of different plants and animals in their local area. They will also be encouraged to compare animals in a range of habitats to see how living things depend on each other, learning about simple food chains as part of this work.</p>	<ul style="list-style-type: none"> <li>• Visit the library and look at information books to find out facts about materials. Visit the Science museum.</li> <li>• Look at the materials that everyday objects are made from. Why are they made of these materials? Which materials are suitable for making different objects and why? E.G. We can use glass to make a window because it's transparent, we can use a wooden spoon because...</li> </ul>

# Targets



- Targets are kept at the front of children's books and shared on a daily basis.
- Children know what they must work on in order to make progress.
- Once the teacher has seen evidence of meeting a target, the teacher dates it. After seeing it 3 times, the teacher highlights it. This means that the learning is secure.

<http://www.barhamprimary.co.uk/page/?title=Pupil+Targets&pid=110>

# Reading



## Word Reading

- I can use the sounds I know to decode words automatically and my reading is fluent.
- I can read and blend all sounds I have been taught.*
- I can recognise alternative sounds for letters or groups of letters.*
- I can read words of two or more syllables that contain sounds I have been taught.
- I can read words containing common suffixes.
- I can read further common exception words and see where the sounds do not match.
- I can read most words quickly and accurately without needing to sound and blend words I have seen before.*
- I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.*
- I can re-read books, sounding out new words correctly to improve my speed and confidence.*

## Comprehension

- I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.*
- I can enjoy reading and discussing the order of events in books and how items of information are related.*
- I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.*
- I can enjoy reading by recognising repeated themes and ideas in stories and poems.
- I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.
- I can talk about my favourite words and phrases.
- I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.
- I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.
- I can spot if a word has been read wrongly by following the sense of the text.*
- I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.
- I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.
- I can ask and answer questions about the books or stories I am reading and make links.*
- I can say what might happen next in a story based on what has happened so far.*
- I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.*
- I can explain what I think about books, poems and other material that I have read or heard.

## Spoken Language

- I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.
- I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.
- I can discuss my favourite words and phrases.
- I can answer and ask questions.



# Writing



## Spelling

- I can break down spoken words into their sounds and write them mostly correctly.
- I can learn new spellings by using words I already know how to spell.
- I can spell many common exception words.
- I can spell most common exception words.
- I can spell some words which have been shortened.
- I can spell most words which have been shortened.
- I can spell words which use an apostrophe to show possession e.g. the girl's book.
- I can spell words that sound the same but are spelt differently e.g. buy, bye, by.
- I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.
- I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.
- I can use simple spelling rules.
- I can write the correct spellings and punctuation in simple sentences I hear my teacher say.

## Handwriting

- I can write lower-case letters that are all the same size in some of my writing.
- I can write lower-case letters that are all the same size in most of my writing.
- I can use the diagonal and horizontal strokes I need to join letters in some of my writing.
- I can use the diagonal and horizontal strokes I need to join letters in most of my writing.
- I know which letters, when they are next to one another, are best left unjoined.
- I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.
- I can use spacing between words that fits with the size of the letters.

## Composition

- I can write about things I have done and things that others have done.
- I can write a long piece of text about a real event in one go.
- I can write poetry.
- I can write for different purposes, writing long and short pieces of work.
- I can plan my writing by writing down my ideas or talking about them.
- I can plan my writing by writing down ideas and/or key words and new vocabulary.
- I can plan my writing by writing down my ideas or talking about them for each sentence.
- I can change my writing and make corrections after I have spoken to a teacher or another child about it.
- I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.
- I can proof-read my work and check for spelling, punctuation and grammar errors.
- I can read my work aloud with confidence using the tone of my voice to make the meaning clear.



## Vocabulary, Grammar & Punctuation

- I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.
- I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.
- I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.
- I can use these words in my writing: when, if, that, because, and, or, but.
- I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.
- I can tell if a sentence is a question, command, exclamation or a statement.
- I can use the correct tense in my writing.
- I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.
- I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks.
- I can use commas when I am writing a list.
- I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.
- I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.

# Maths- Number



## Addition & Subtraction

I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.

I can answer simple addition and subtraction questions in my head as well as by writing them down.

I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.

I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures.

I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures.

I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures.

I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures.

I can show that adding 2 numbers can be done in any order but subtraction cannot.

I can show that subtraction is the opposite of addition and use this to check my work.

I can remember doubles and halves up to 20.

I can use estimation to check that my answers to a calculation make sense.

I can solve missing number problems using addition and subtraction.

## Number & Place Value

I can say how much numbers are worth in a bigger number with support.

I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.

I can find the place value of each digit of a number with tens and units.

I can find and show numbers using different equipment such as number lines and number squares.

I can compare and order numbers from 0 to 100 using  $<$ ,  $>$  and  $=$ .

I can read and write numbers to 100 in numbers.

I can read and write numbers to 100 in words.

I can use place value and number facts to answer questions.

I can partition two-digit numbers into different combinations of tens and ones using apparatus.

I can use reasoning within addition.

I can recall the multiples of 10 below and above any 2 digit number.

I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.

I can answer multiplication and division problems within the tables using  $\times$ ,  $\div$  and  $=$ .

I can show that multiplying 2 numbers can be done in any order but division cannot.

I can answer questions involving multiplication and division mentally and with objects.

I can answer questions involving multiplication and division using arrays and repeated addition.

## Fractions

I can find, name and write fractions of a length, shape, set of objects or amount, including  $1/3$ ,  $1/4$ ,  $2/4$ , and  $3/4$ .

I can write simple fractions facts such as  $1/2$  of 6 = 3 and  $2/4 = 1/2$ .



# Maths – Geometry & Other



## Measurement

I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales.

I can compare amounts using these signs:  $>$ ,  $<$  or  $=$ .

I can use the £ sign and p sign. I can use notes and coins to make a particular amount.

I can find different ways for coins to add up to an amount.

***I can add and subtract money and give change.***

I can put different events in order and compare them.

I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock.

I can tell you how many minutes are in an hour and how many hours are in a day.

I can read scales in divisions of ones, twos, fives and tens.

I can read scales in divisions of ones, twos, fives and tens when some numbers are missing.

I can read the time on a clock to the nearest quarter of an hour.

## Properties of Shape

I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry.

I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces.

I can spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid.

***I can compare and sort common 2-D and 3-D shapes and everyday objects.***

## Position & Direction

I can order mathematical objects in patterns and sequences.

***I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.***

## Statistics

I can read and draw simple pictograms, tally charts, block diagrams and simple tables.

I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

***I can ask and answer questions about totalling and comparing grouped data.***



# Science



## Working Scientifically

I can ask questions and know they can be answered in different ways.

I can watch closely using equipment.

I can do tests.

I can name and group.

I can use my observations and ideas to suggest answers to questions.

I can collect and record data to help answer questions.

## Animals Including Humans

I can explain that animals, including humans, have babies which grow into adults.

I can explain the needs of animals, including humans, for survival.

I can explain the importance of exercise, eating healthily and keeping clean.

## Materials

I can say why I would choose a material for a particular job.

I can explain how objects made from some materials can be changed.

## Plants

I can explain how seeds and bulbs grow into plants.

I can describe how plants need water, light and a suitable temperature to grow and stay healthy.

## Living Things & Their Habitats

I can explain the differences between things that are living, dead, and things that have never been alive.

I can explain that most living things live in habitats which suit them and depend on each other.

I can name some plants and animals in their habitats including micro-habitats.

I can explain how animals get their food from plants and other animals using a simple food chain.



# Assessment Framework

## English

Interim teacher assessment framework at the end of key stage 1 - reading
<b>Working towards the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</li> <li>• read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*</li> <li>• read many common exception words*.</li> </ul> <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> <li>• read aloud many words quickly and accurately without overt sounding and blending</li> <li>• sound out many unfamiliar words accurately.</li> </ul> <p>In discussion with the teacher, the pupil can:</p> <ul style="list-style-type: none"> <li>• answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.</li> </ul>
<b>Working at the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables</li> <li>• read most words containing common suffixes*</li> <li>• read most common exception words*.</li> </ul> <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> <li>• read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute</li> <li>• sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p>In a familiar book that they can already read accurately and fluently, the pupil can:</p> <ul style="list-style-type: none"> <li>• check it makes sense to them</li> <li>• answer questions and make some inferences on the basis of what is being said and done.</li> </ul>
<b>Working at greater depth within the expected standard</b>
<p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> <li>• make inferences on the basis of what is said and done</li> <li>• predict what might happen on the basis of what has been read so far</li> <li>• make links between the book they are reading and other books they have read.</li> </ul>

Interim teacher assessment framework at the end of key stage 1 - writing
<b>Working towards the expected standard</b>
<p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• demarcating some sentences with capital letters and full stops</li> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly</li> <li>• spelling some common exception words*</li> <li>• forming lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• forming lower-case letters of the correct size relative to one another in some of the writing</li> <li>• using spacing between words.</li> </ul>
<b>Working at the expected standard</b>
<p>The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</li> <li>• using sentences with different forms in their writing (statements, questions, exclamations and commands)</li> <li>• using some expanded noun phrases to describe and specify</li> <li>• using present and past tense mostly correctly and consistently</li> <li>• using co-ordination (or / and / but) and some subordination (when / if / that / because)</li> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• spelling many common exception words*</li> <li>• spelling some words with contracted forms*</li> <li>• adding suffixes to spell some words correctly in their writing e.g. <i>-ment, -ness, -ful, -less, -ly*</i></li> <li>• using the diagonal and horizontal strokes needed to join letters in some of their writing</li> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• using spacing between words that reflects the size of the letters.</li> </ul>
<b>Working at greater depth within the expected standard</b>
<p>The pupil can write for different purposes, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• using the full range of punctuation taught at key stage 1 mostly correctly</li> <li>• spelling most common exception words*</li> <li>• spelling most words with contracted forms*</li> <li>• adding suffixes to spell most words correctly in their writing, e.g. <i>-ment, -ness, -ful, -less, -ly*</i></li> <li>• using the diagonal and horizontal strokes needed to join letters in most of their writing.</li> </ul>

# Assessment Framework Maths

## Interim teacher assessment framework at the end of key stage 1 - mathematics

### Working towards the expected standard

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as  $35 < 53$  and  $42 > 36$ ).
- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).
- The pupil can use number bonds and related subtraction facts within 20 (e.g.  $18 = 9 + ?$ ;  $15 = 6 + ?$ ).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g.  $23 + 5$ ;  $46 + 20$ ), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

### Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that  $48 + 35$  will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g.  $74 - 33$ ).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g.  $\Delta - 14 = 28$ ).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing  $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing  $40 \div 10 = 4$ ; stating the total value of six 5p coins).
- The pupil can identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and knows that all parts must be equal parts of the whole.

Continued on the next page

- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

### Working at greater depth within the expected standard

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required (e.g.  $52 - 27$ ;  $91 - 73$ ).
- The pupil can solve more complex missing number problems (e.g.  $14 + \square - 3 = 17$ ;  $14 + \Delta = 15 + 27$ ).
- The pupil can determine remainders given known facts (e.g. given  $15 \div 5 = 3$  and has a remainder of 0, pupil recognises that  $16 \div 5$  will have a remainder of 1; knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ ).
- The pupil can find and compare fractions of amounts (e.g.  $\frac{1}{4}$  of £20 = £5 and  $\frac{1}{2}$  of £8 = £4 so  $\frac{1}{4}$  of £20 is greater than  $\frac{1}{2}$  of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

# Assessment framework

# Science

## Interim teacher assessment framework at the end of key stage 1 - science

### Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
  - observing changes over time
  - noticing similarities, differences and patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

# Assessment

- Teacher assessment is shared through bespoke targets given to children on a daily basis and to parents during Parent/Teacher meetings or conversations at the end of the day. End of year assessment will be shared in the report.
- Assessment is based on the framework criteria (alongside bands/targets)
- Writing and Science are assessed separately from SATs.
- SATs cover Reading, Maths and Spelling/Grammar/Punctuation. The assessment papers are embedded in the curriculum and are part of normal teaching.
- We would appreciate your support in not over focussing on the tests aspect so children don't become anxious or stressed.
- The scores are not shared as they are only used by the teacher alongside the assessment framework. Teachers will identify the gaps in children's learning and use these to plan accordingly to fill the gaps so children leave Year 2 academically ready for KS2.

# What are SATs?



- Standard Assessment Tasks (SATs)
- Children will be taking part nationally
- This will tell whether the children are working at the national standard, above, working at a greater depth (mastery) or below.
- Children who are working well below the national standard **may not take part**.
- Assessment will be spread across the month of May.

# What is tested?



**At the end of Year 2, children will take SATs in:**

- Reading
- English grammar, punctuation and spelling
- Mathematics

**SATs have to be carried out during May but there are no set dates nationally – this will be a school decision.**



# MATHEMATICS

## Paper 2: (355 mins)

### Reasoning

16 Look at these coins:



What is the largest amount you can make using **three** of these coins?

1 mark

17 Ben ate half a pizza.

Which fraction shows the amount he ate?



Circle it.

$$\frac{1}{4}$$

$$\frac{1}{3}$$

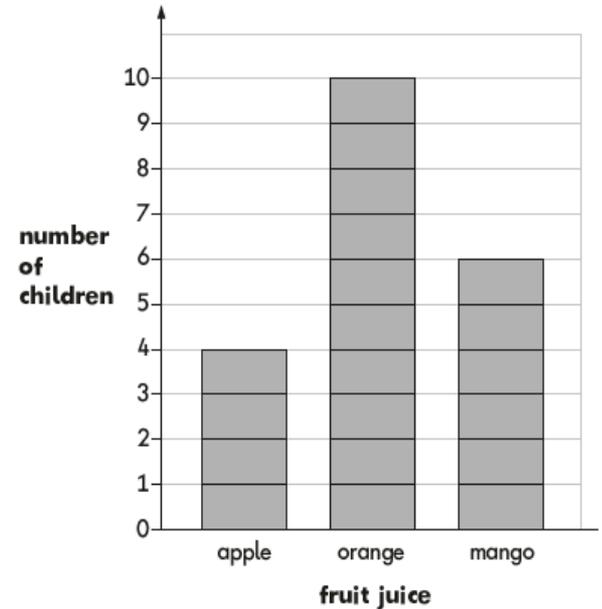
$$\frac{2}{4}$$

$$\frac{3}{4}$$

1 mark

10 20 children choose their favourite fruit juice.

The chart shows the results.



(a) How many **more** children choose orange than apple?

(b) Another boy joins the group.

He chooses **mango** juice.

**Add this information to the chart.**

# READING

## Paper 1: Selection of text, with scattered comprehension questions (15 mins)



### World of Water

Water is important to life. Plants and animals need it to grow. We use water to drink, cook and clean. A large part of the Earth is covered in water.



A lake

A river

An ocean

### Where can you find water?

We can see water fall from the sky as rain, or frozen into ice and snow. You can find water in the sea, in lakes and in rivers. Let's find out more about water in nature...

15 Why is water so important?

\_\_\_\_\_



1 mark

16 Give **two** places where you could find water in nature.

1. \_\_\_\_\_

2. \_\_\_\_\_



1 mark

When she came back, the palace had gone. Her bedroom was tidy. Molly didn't understand. "It's magic," thought Molly.



1 Molly didn't understand.

This means Molly was...

Tick **one**.

angry.

sad.

happy.

confused.



1 mark

2 What did Molly think was magic?

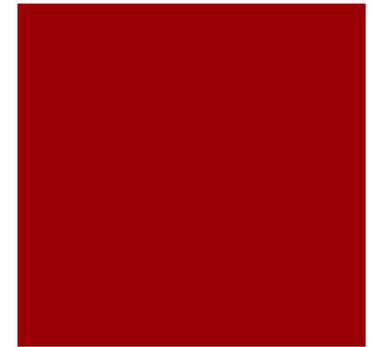
\_\_\_\_\_



1 mark

# Reading

Paper 2: Reading booklet of a selection of passages, question booklet (15 mins)



Questions 7–15 are about *The Fox and the Boastful Brave* (pages 6–8)

(page 6)

7 *Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.*

Find and copy one word that shows that Fox moved quickly.

\_\_\_\_\_



1 mark

(page 6)

8 What did Fox think was coming over the hill?

Tick one.

a horse

a man

a bird

a fish



1 mark

9 Explain why Fox became interested in Heron Feather when he heard his song.

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2 marks

(page 7)

10 What was Heron Feather on his way to do?

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1 mark

# English: Grammar, Spelling and Punctuation



- Paper 1: Grammar and punctuation written task (20 mins)
- Paper 2: Grammar, Punctuation and Vocabulary Test (20 mins)
- Paper 3: 20 Word Spelling Test (15 mins)

12 Tick the **noun phrase** below.

Tick **one**.

- the tiny insect
- so quickly
- had been eating
- very colourful

1 mark

## Spelling

P. The \_\_\_\_\_ covered the branches.

1. Remember to \_\_\_\_\_ your hands before cooking.

2. I ride my \_\_\_\_\_ to school.

3. The Moon looks \_\_\_\_\_ as it is so far away.

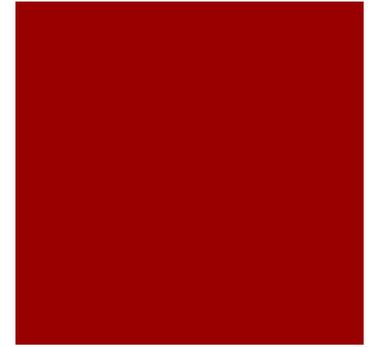
4. My sister is learning to \_\_\_\_\_.

5. Jo is playing in the \_\_\_\_\_.

6. The dentist told me to open my \_\_\_\_\_.

# How to support your child

- Ensure your child gets plenty of sleep and has a good breakfast in the morning to help them concentrate during the day
- Try to give your child the chance to get some exercise and fresh air after the school day has finished.
- Whenever possible, dedicate a quiet, comfortable place for children to study and practise strategies needed for the tests
- Support with Home Learning whenever possible and remind the children to ask the teacher if they are struggling.
- Practise handwriting and letter/number formation (Letterjoin application)
- Read every day in English AND in your home language. (reading record books with reading behaviours and newsletter)
- Go to the library to borrow books about the topics children are learning about
- Watch documentaries
- Ask your child what is the most interesting thing they learned during the day.



**Any Questions?**



**Thank You**