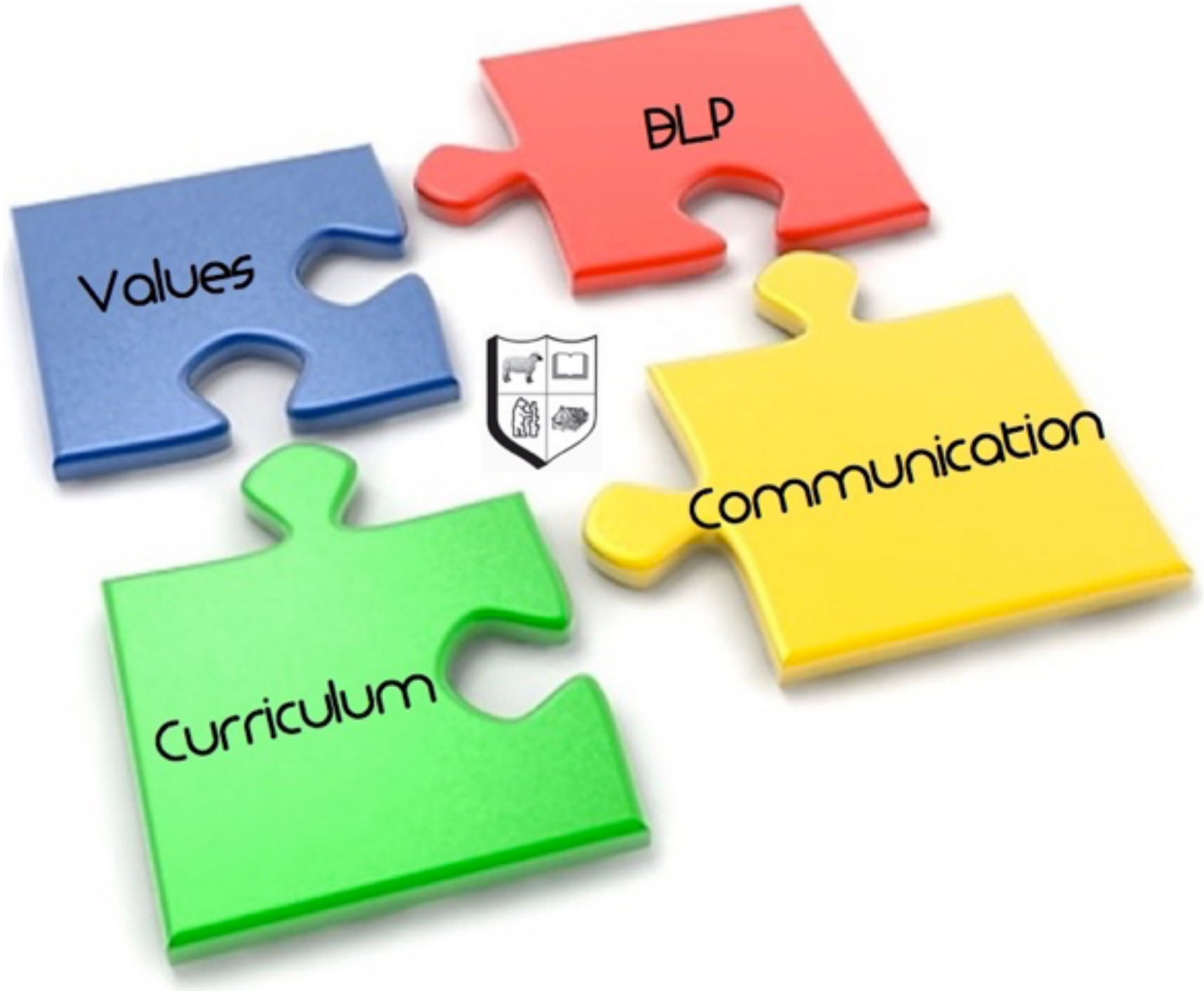
Changes to assessment and reporting of children's attainment

The Stour Federation

April 2015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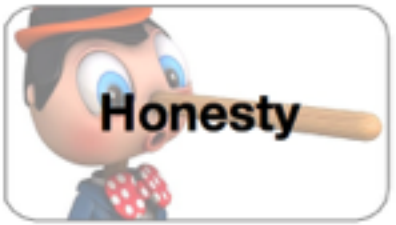
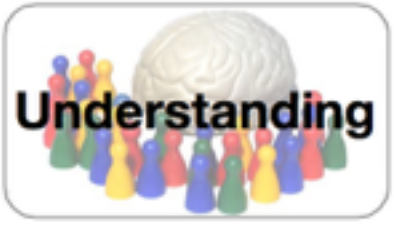
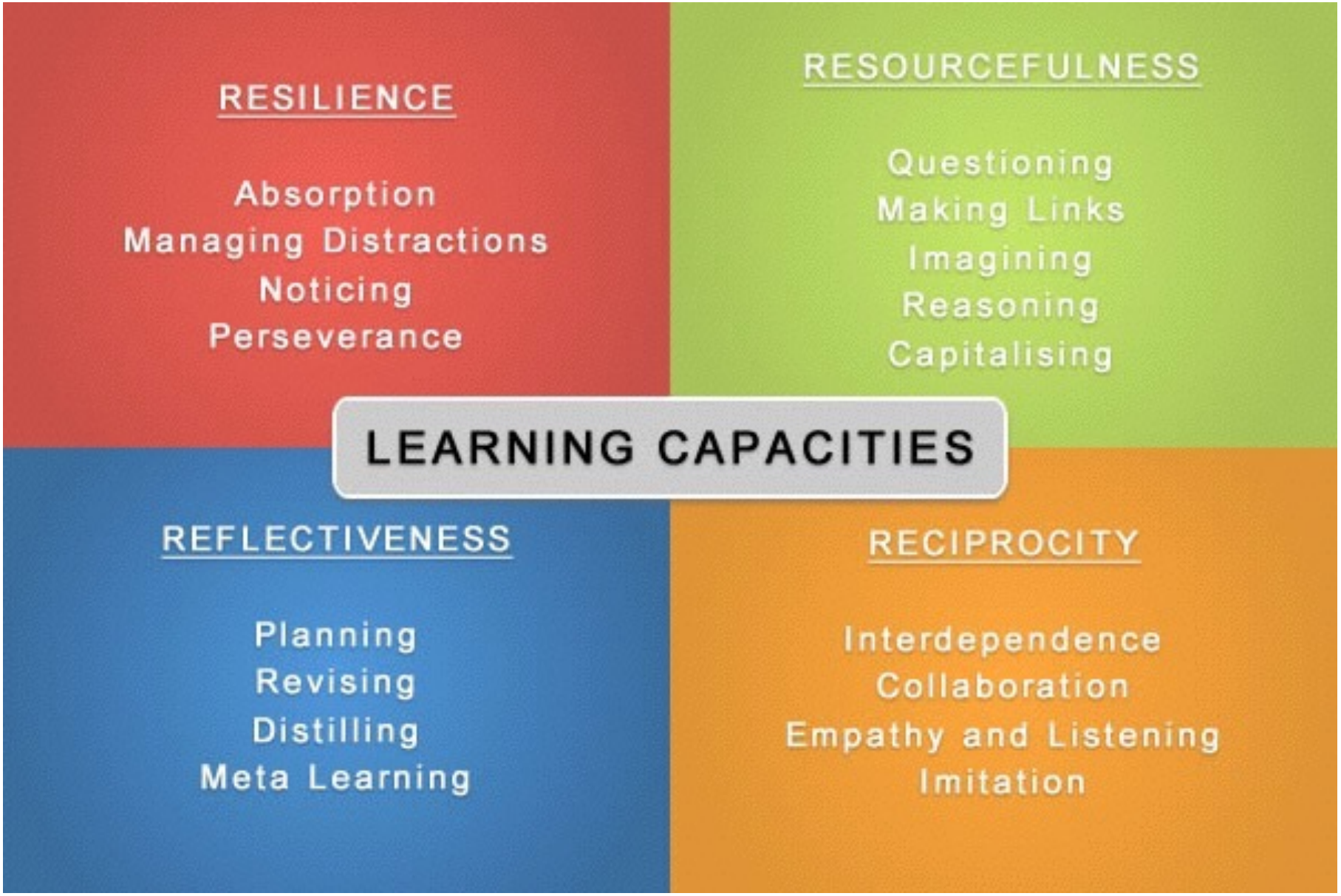




Building Learning Power



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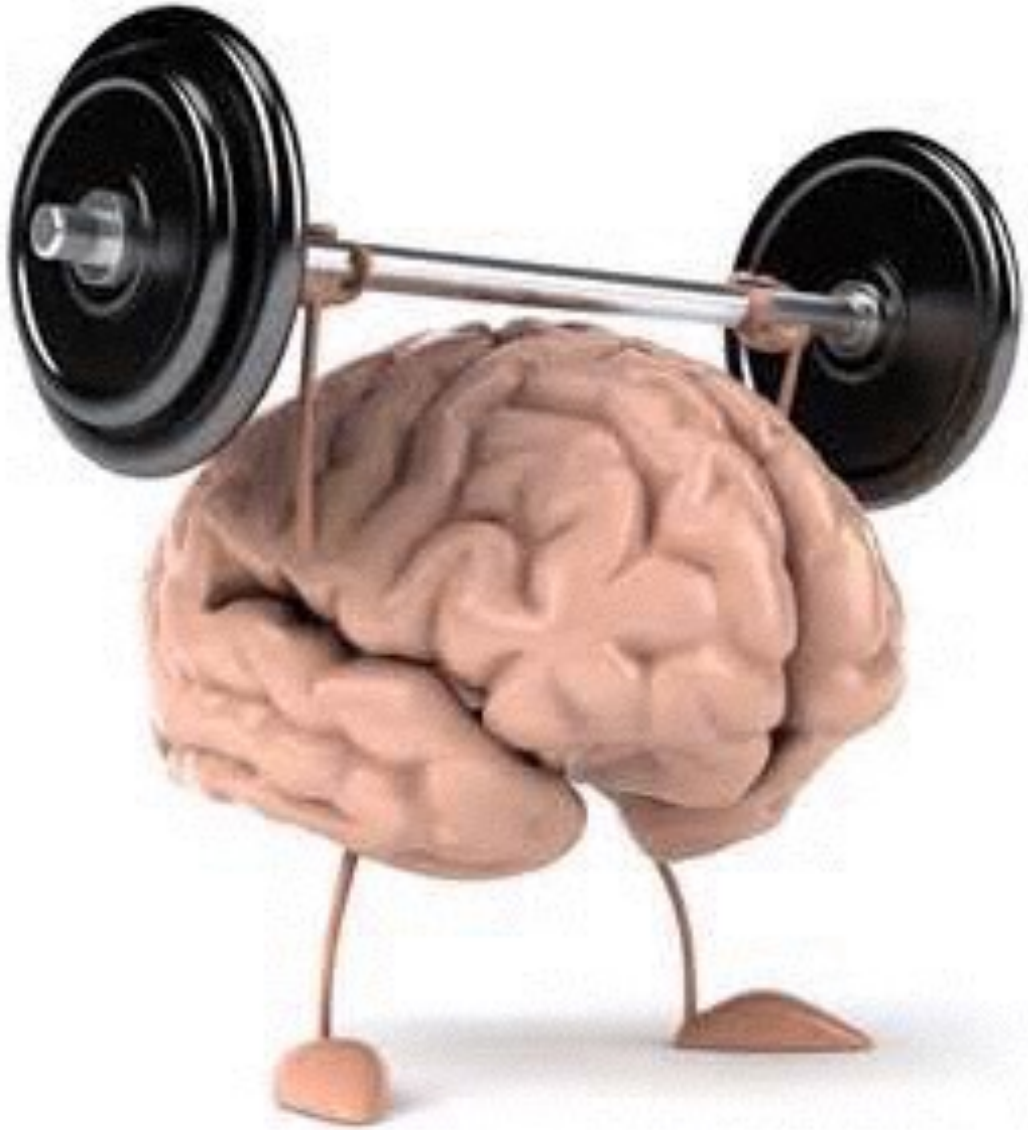
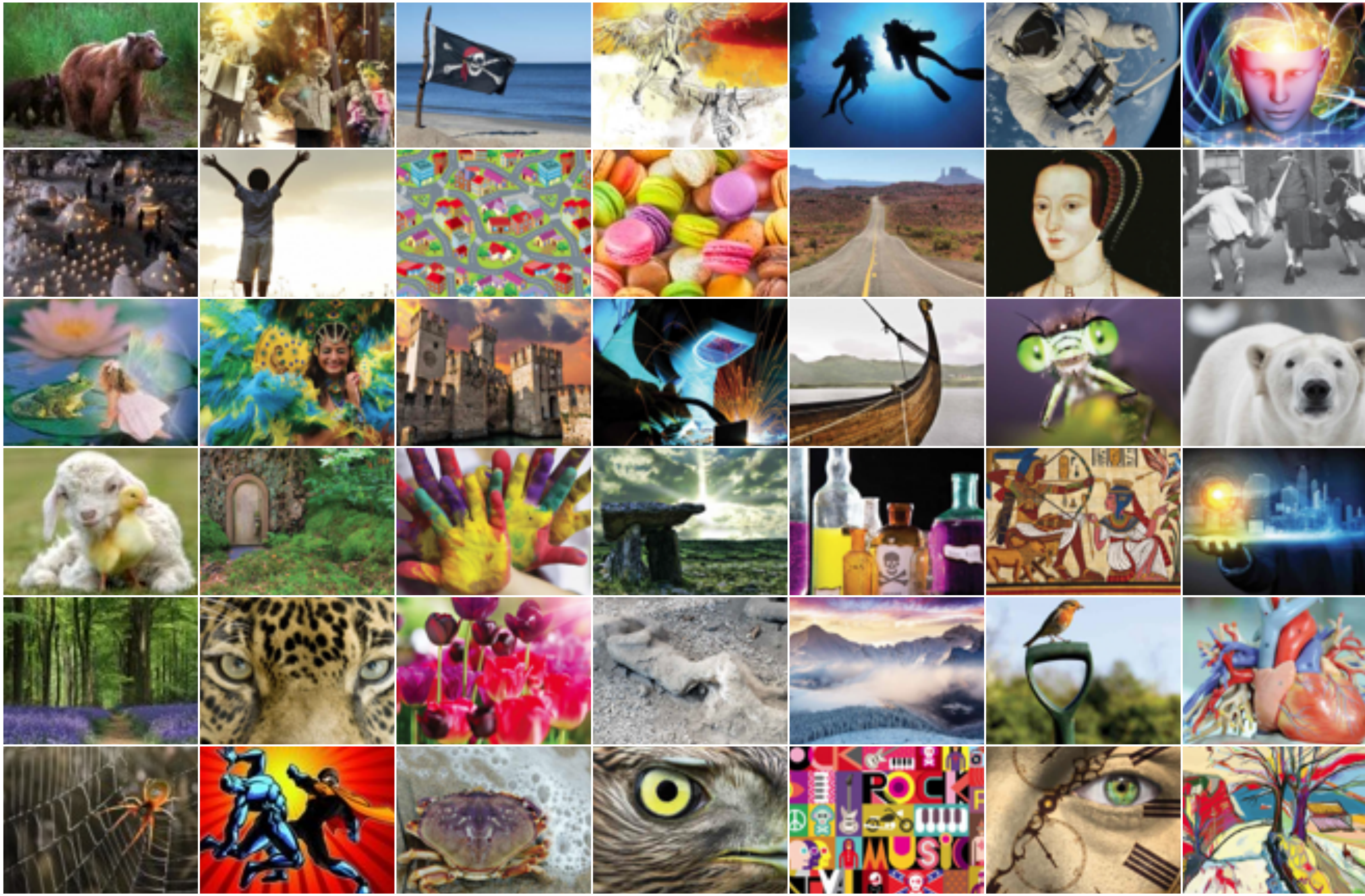


Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Growth Mindset

What Kind of Mindset Do You Have?

I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.


A GROWTH MINDSET
Means that you believe INTELLIGENCE can be DEVELOPED
And you have a PASSION to LEARN which means you
Embrace challenge
LEARN from criticism
KEEP GOING WHEN THINGS GET TOUGH
Are INSPIRED by the GREATNESS in others
AND
SEE effort AS THE PATH TO mastery

PLAY

IS NOT A SPECIFIC GAME OR ACTIVITY. IT IS A STATE OF MIND THAT BRINGS NEW ENERGY TO THE TASKS AT HAND AND SPARKS CREATIVE SOLUTIONS.

FISH!

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MAKE THEIR DAY

IF YOU FIND YOUR ENERGY LAPSING, FIND SOMEONE WHO NEEDS A HELPING HAND, A WORD OF SUPPORT, OR A GOOD EAR – AND MAKE THEIR DAY.

FISH!

BE THERE

BECOME ENGAGED WITH ALL YOUR HEART IN WHATEVER YOU DO – AND THRIVE!

FISH!

CHOOSE YOUR ATTITUDE

FISH!

YOUR ATTITUDE IS YOUR REACTION TO WHAT LIFE HANDS YOU, AND ONLY YOU CAN CHOOSE THAT REACTION.

Before we start, if your child is currently in Year 2 or Year 6 during the 2014-2015 academic year:

- They will continue to be assessed against National Curriculum levels from the old curriculum.
- Your child will complete the end of Key Stage assessments (SATs) in the same format as previous years.
- At parental consultations, and for your end of year report, you will receive a 'level' of your child's attainment.
- This is the last year that SATs and 'levels' will be in this format.

Changes from the Department for Education (DfE)

- "As part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed from September 2014 and will not be replaced. By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning.
- The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools will be free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents."

National curriculum and assessment from September 2014: information for schools

Moving assessment on at Shipston Primary

- With levels now gone, all schools have been given the freedom to select an assessment procedure that supports learning in their setting.

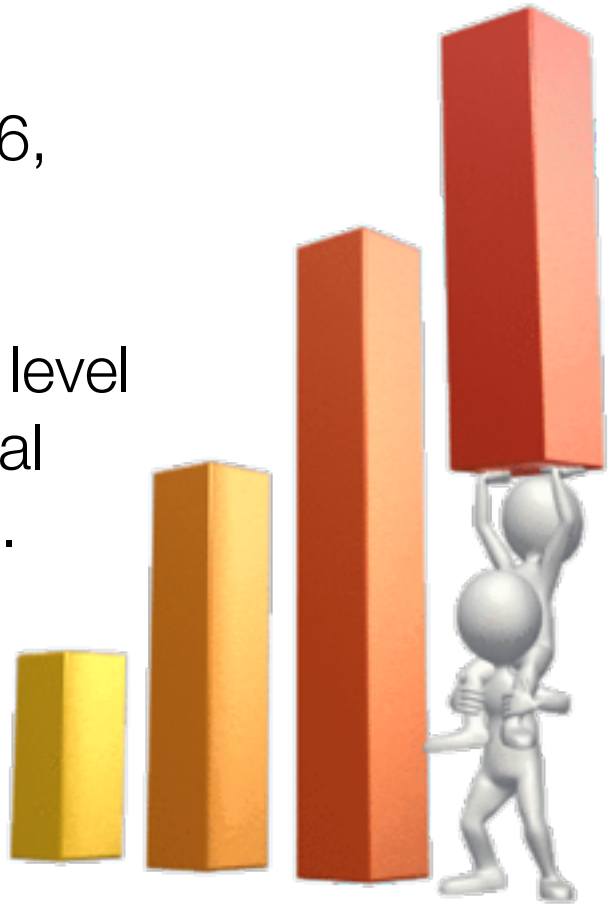
- As a school we must report back to the government on whether a pupil is achieving the expectations for the end of each key stage.

- At Shipston and Acorns, we use termly assessment milestones to closely track pupils progress towards end of year expectations in Reading, Writing and Maths. These are based on end of year expectations as outlined in the new National Curriculum.

It is important to note that…

- The new curriculum is very challenging. The bar has been raised for every year group.

- To achieve an 'Expected' grade in Year 6, researchers and educationalists have compared it to an old level 4A/5C. Previously, a child only had to reach the level 4C threshold to have met the old national expectations for the end of Key Stage 2.



Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

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Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year 4

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

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Year 1

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity

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  - learning the grammar for English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity

Year 5

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12 × 12
- 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
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

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Year 4

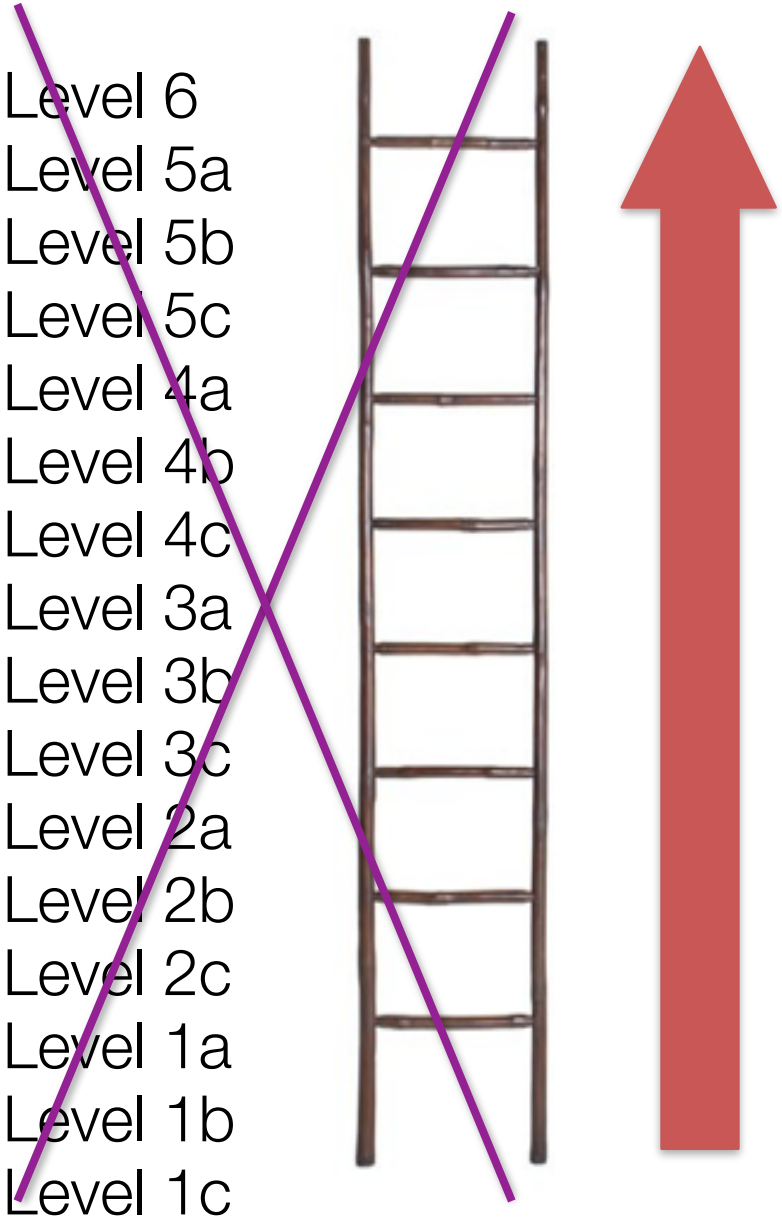
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	

appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	

Year 3/4

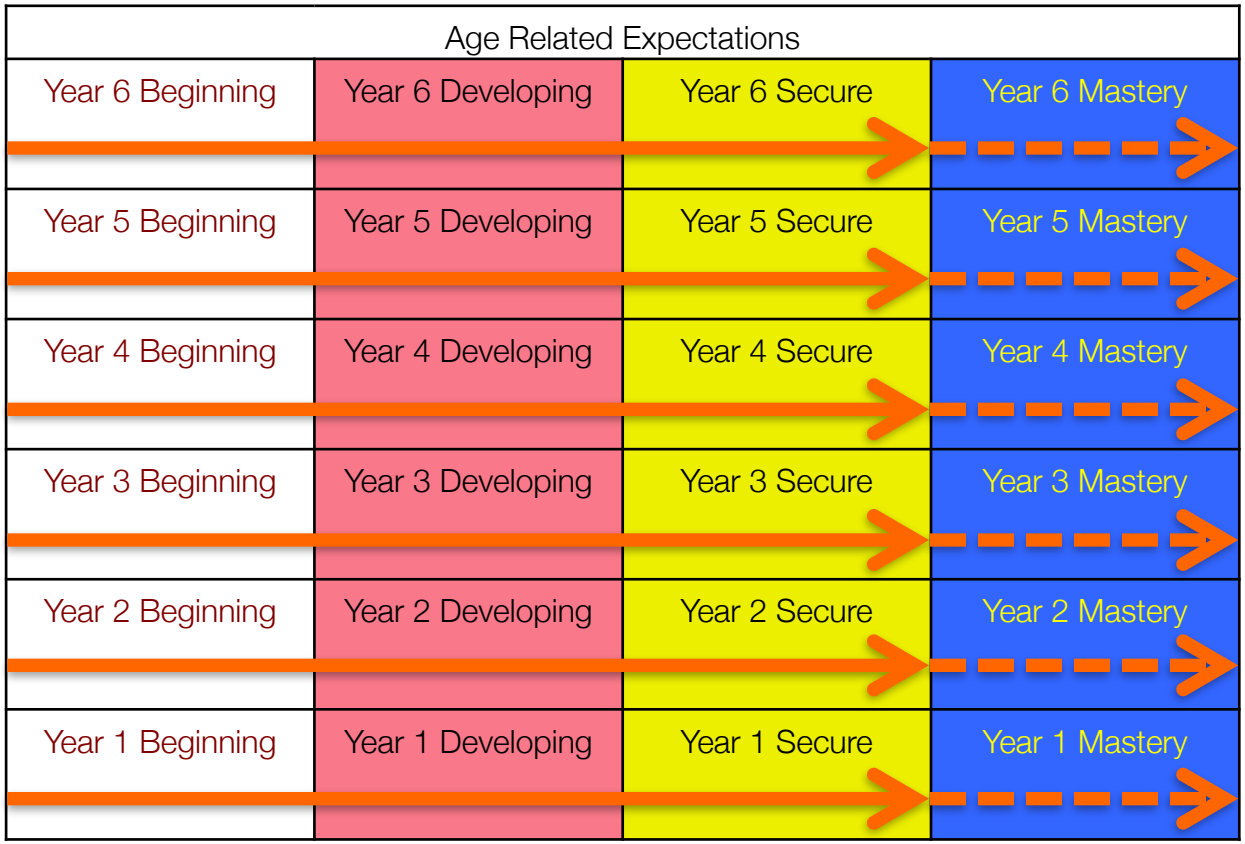
What did the old system look like?

We move away from an assessment system that runs throughout the School and across Year Groups where children are encouraged to accelerate through the levels.



B D S

What does the new system look like?



We move to a system where pupils are assessed against a key set of expectations per Year Group. The children are to learn in greater depth and apply their learning to a wide variety of situations. They are not accelerated through levels, instead they develop a deeper understanding and an ability to apply this understanding across other subjects and in a variety of situations. At the beginning of each year they face the challenge of a new set of age related expectations.

How will teachers know which stage my child is at?

- Teachers keep a running record of children's understanding of these expectations
- Teachers make a best-fit judgment at least termly of how your child is achieving against the expectations for their year group.
- An overall judgement is made on best fit whether a child is beginning, developing or secure at a year group's expectations.
- If a child completes all the end of year expectations before the end of the year, they begin to work on mastering that learning by:
  - working at a more rapid pace, making fewer mistakes
  - consistently applying that objective in a range of situations
  - applying what they know to other subjects

BACKWARDS

Year 2

Aspect	Developmental Skills		Essential Skills
	End of Term 1 Expectations Average Age 6 yrs 10 mths	**End of Term 2 Expectations** Average Age 7 yrs 2 mths	**End of Year 2 Expectations** Average Age 7 yrs 6 mths
Plurals	Use, with support, some irregular plural noun suffixes (e.g. baby, babies).	Apply their knowledge of irregular plural noun phrases when writing.	Use irregular plural noun suffixes (e.g. baby, babies; knife, knives; foot, feet; mouse, mice; tooth, teeth).
Prefixes	Use, with prompts, simple prefixes to assist spelling (e.g. happy and unhappy).	Use, more independently, simple prefixes to assist spelling (e.g. subway, unlock, unload).	Independently use simple prefixes to assist spelling (e.g. happy, unhappy; like, dislike; tidy, untidy).
Suffixes	Form nouns, with prompts, using suffixes such as -ness, -er and by compounding (e.g. whiteboard and superman).	Begin to form adjectives using suffixes such as -ful, -less and recognise the term suffix. Begin to use other suffixes (e.g. -er, -est, and -ly) with support.	Form nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard and superman). Form adjectives using suffixes such as -ful and -less. Use suffixes -er and -est in adjectives and -ly to turn adjectives into adverbs, recognising the term 'suffix'.
Words	Begin, with support, to recognise word families based on common words (e.g. cry, fly and try).	Recognise an increasing range of word families based on common words (e.g. badge, bridge, edge and fudge/key, donkey, monkey, chimney, valley).	Begin to use word families based on common words.
Sentence construction	Compose simple and compound sentences, beginning to use correct grammatical patterns for statements and questions, with guidance/prompts.	Construct both simple and compound sentences, increasingly using correct grammatical patterns for statements, questions and commands, more independently.	Independently compose and write sentences using correct grammatical patterns for statements, questions, exclamations and commands.
Sentence development	Begin to notice, with some prompts, expanded nouns phrases to describe and specify (e.g. the hairy caterpillar). Use, with prompts, simple adjectives to describe nouns in their sentences.	Use expanded noun phrases, more instinctively, to describe and specify, beginning to use in independent writing.	Use expanded noun phrases to describe, specify and interest the reader in independent writing.
Grammatical components	Begin to use co-ordination (using 'or', 'and', 'but') to join sentences where each clause is of equal value (e.g. Hurry up or we will miss the bus).	Use co-ordination (using 'or', 'and', 'but') and with some support begin to use subordination (using 'when', 'if', 'that', 'because').	Use subordination (e.g. when, if, that, because) and co-ordination (e.g. or, and, but).

Tense	Make the correct choice of tense (past/present) in speech and increasingly in writing.	Make the correct choice of tense, more consistently, when writing. Begin to use the progressive form of verbs in the present and past tense, to mark actions in progress.	Make the correct choice of tense consistently throughout writing, using the progressive form of verbs in the present and past tense, to mark actions in progress (e.g. she is drumming/he was shouting).
Layout	Recognise, with support, headings within a text. Begin, with support, to group ideas into sections using headings.	Group ideas into sections, beginning to use headings more instinctively and with developing independence.	Use headings to group ideas into sections and to structure text.
Capital letters	Use, with some reminders, a capital letter at the beginning of sentences.	Use, more instinctively, a capital letter at the beginning of sentencies.	Use a capital letter at the beginning of most sentences.
Punctuation marks	Recognise and consolidate their knowledge of punctuation marks (e.g. full stops, exclamation marks and questions marks).	On most occasions, use full stops, question marks or exclamation marks appropriately at the end of sentences, beginning to use commas to separate items in a list and apostrophes for contracted forms.	Use full stops, question marks or exclamation marks appropriately at the end of sentences; commas to separate items in a list and apostrophes for contracted forms and the possessive (singular).
Proper nouns and personal pronouns	Use, with guidance, the possessive apostrophe for singular nouns (e.g. the girl's and Sam's).	Sometimes use, in the correct instance, the possessive apostrophe for singular nouns (e.g. The cat's fur is soft/It is Sam's birthday today/I picked up a bird's feather).	Use the possessive apostrophe for singular nouns (e.g. the girl's and Sam's).
Technical terms	Use, with prompts, some Year 2 terminology.	Use an increasing amount of the taught Year 2 terminology.	Use the terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe and comma.
Standard English	Begin, with prompts, to use some simple conventions for the punctuation, spelling and sentence structure of written standard English.	Use, with developing independence, some known conventions and some terminology for the punctuation, spelling and sentence structure of written Standard English.	Use some conventions and terminology for the punctuation, word structure/spelling and sentence structure of written Standard English.
Vocabulary range	Use simple speech-like vocabulary to convey relevant meaning.	Use simple speech-like vocabulary to convey relevant meaning, and with prompts, include some adventurous word choices.	Use simple speech-like vocabulary to convey relevant meaning with some adventurous word choices and opportune use of new vocabulary.

Year 6

Aspect	Developmental Skills		Essential Skills
	End of Term 1 Expectations Average Age 10 yrs 10 mths	**End of Term 2 Expectations** Average Age 11 yrs 2 mths	**End of Year 6 Expectations** Average Age 11 yrs 6 mths
Plurals	Continue to use pluralisation and apostrophe -s accurately on most occasions.	Explain their understanding of pluralisation and apostrophe -s to others. Apply their knowledge of pluralisation and apostrophe -s across all writing.	Apply pluralisation and apostrophes consistently across all writing.
Prefixes	Apply all known prefixes to form new words.	Use a wide range of prefixes appropriately when speaking and writing.	Use a wide range of prefixes, consistently and appropriately, to extend both spoken and written vocabulary.
Suffixes	Use further suffixes (e.g. -ant, -ance, -ancy in science words such as 'buoyant' and 'buoyancy').	Increase the range of suffixes used (e.g. -ent, -ence and -ency in maths words such as 'frequent', 'frequence' and 'frequency').	Use further suffixes appropriately to extend vocabulary (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious, -tious and -fer).
Words	Begin to investigate, with peers and independently, how words are related as synonyms and antonyms.	Competently use a dictionary and thesaurus to find examples of synonyms and antonyms. Demonstrate a larger repertoire of known synonyms and antonyms.	Explain how words are related by meaning as synonyms and antonyms. Use vocabulary typical of informal speech and vocabulary appropriate for formal speech/writing (e.g. find out –discover; ask for – request; go in – enter). Use subjunctive forms (e.g. 'if I were' or 'Were they to come') in some very formal writing and speech.
Sentence construction	Recognise, with guidance, an active or passive sentence (e.g. active; the boy was washing the dog/passive; the dog was being washed by the boy).	Change active sentences to passive and vice versa.	Use the passive form to affect the presentation of information in a sentence (e.g. 'I broke the window' versus 'The window was broken').
Sentence development	Use expanded noun phrases to convey more complicated information and, with some prompts, begin to notice adverbials (e.g. 'in contrast' or 'as a consequence').	Begin to use adverbials as a device to aid cohesion (e.g. 'in contrast' or 'as a consequence').	Use expanded noun phrases to convey complicated information concisely. Use adverbials (e.g. 'in contrast to' or 'as a consequence of').
Grammatical components	Recognise and find examples of the perfect form of verbs to mark relationships of time and cause.	Use, with guidance, the perfect form of verbs to mark relationships of time and cause.	Use the perfect form of verbs to mark relationships of time and cause.

Tense	Recognise, with support, deliberate variation of tense within a piece of writing.	Recognise when to vary tense within a piece of writing and start to apply on occasions.	Vary tense within a piece of writing, sometimes accurately.
Layout	Recognise and talk about some devices used in writing to aid cohesion. Begin to use a wider range of cohesive devices to link ideas across paragraphs (e.g. repetition of words and phrases). Begin to make choices about which layout devices to use in own writing.	With growing confidence, use an increasing range of devices to support cohesion within and across paragraphs. Select a combination of layout devices appropriate to the purpose (headings, sub-headings, columns, bullets, underlining and tables).	Use a wider range of cohesive devices to link ideas across paragraphs, such as repetition of words and phrases, grammatical connections (e.g. 'on the other hand' or 'in contrast to') and ellipses. Select layout devices, (e.g. headings, sub-headings, columns, bullets, tables and labelled diagrams) appropriate to the text type, in order to structure text and guide the reader.
Capital letters	Use capital letters for lead words in titles (e.g. Charlie and the Chocolate Factory).	Begin to use capital letters for effect when writing fact or fiction (e.g. to emphasise words or phrases).	Use capital letters in titles and for effect when writing fact or fiction (e.g. to emphasize words or phrases).
Punctuation marks	Develop their knowledge of punctuation further (e.g. semi-colons, colons, dashes and hyphens).	Attempt to use a wider range of punctuation, with support.	Apply commas accurately to separate clauses in some sentences. Notice how hyphens can be used to avoid ambiguity (e.g. recover/re-cover) and use in context. Accurately use ellipsis to indicate missing information. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and use semi-colons within lists. Punctuate bullet points to list information.
Proper nouns and personal pronouns	Show awareness of pronouns to make links between paragraphs.	Use pronouns to make links between paragraphs.	Use pronouns effectively to make secure links between paragraphs (e.g. this, that, these, those), ensuring that what is being referred back to is clear.
Technical terms	Apply Year 5 terminology and, with prompts, use some taught Year 6 terms.	Use an increasing amount of the taught Year 6 terminology.	Use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point.
Standard English	Recognise when to apply Standard or non-Standard English across all text types, with occasional errors.	Apply Standard or non-Standard English across all text types with growing consistency.	Apply Standard or non-Standard English across all text types.
Vocabulary range	Use vocabulary to create a range of effects. Begin to choose appropriate vocabulary for purpose, showing interest in expanding upon choices.	Use word choices which support the purpose with increasing precision. Consciously select vocabulary, reflecting their understanding of the audience.	Choose appropriate vocabulary for purpose and audience which is generally varied and often ambitious.

Year 3

Aspect	Developmental Skills		Essential Skills
	End of Term 1 Expectations Average Age 7 yrs 10 mths	**End of Term 2 Expectations** Average Age 8 yrs 2 mths	**End of Year 3 Expectations** Average Age 8 yrs 6 mths
Adding and subtracting mentally	Recall and use addition and subtraction facts to 50 (e.g. 24 + 26 = 50; 50 - 26 = 24). Derive and use related facts up to 100 (e.g. 27 + 73 = 100; 100 – 27 = 73). Add and subtract, working with three-digit numbers, using structured apparatus to support calculation.	Recall and use addition and subtraction facts to 50 fluently (e.g. 24 + 26 = 50; 50 - 26 = 24, 35 + 15 = 50; 50 - 15 = 35). Derive and use related facts up to 1000 (e.g. 40 + 60 = 100; 400 + 600 = 1000). Add and subtract, working with three-digit numbers, attempting to choose their own equipment and approaches to support calculation.	Recall and use addition and subtraction facts to 100 (e.g. 27 + 73 = 100; 100 – 27 = 73). Derive and use related facts up to 1000, working with more complex combinations (e.g. 27 + 73 = 100; 270 + 730 = 1000). Choose their own equipment appropriate to task, trying different approaches and finding ways of overcoming difficulties. Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds.
Adding and subtracting using written methods	Begin to add numbers with two and three digits, using the formal written methods of columnar addition, progressing gradually from concrete and pictorial representation to abstract representation.	Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction, beginning to carry and exchange occasionally.	Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction, carrying and exchanging when necessary.
Estimating and checking	Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 200.	Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 500 and use inverse operations.	Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 1000 and use inverse operations to check answers. Begin to recognise estimation, rounding and approximation as strategies to check their working out.
Problem solving and applying	Solve simple problems, including missing number problems, using number facts and place value with numbers up to and including 200.	Solve problems, including missing number problems, using number facts and place value with numbers up to and including 500.	Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction with numbers up to 1000.

Year 3

Aspect	Developmental Skills		Essential Skills
	End of Term 1 Expectations Average Age 7 yrs 10 mths	**End of Term 2 Expectations** Average Age 8 yrs 2 mths	**End of Year 3 Expectations** Average Age 8 yrs 6 mths
Adding and subtracting mentally	Recall and use addition and subtraction facts to 50 (e.g. 24 + 26 = 50; 50 - 26 = 24). Derive and use related facts up to 100 (e.g. 27 + 73 = 100; 100 – 27 = 73). Add and subtract, working with three-digit numbers, using structured apparatus to support calculation.	Recall and use addition and subtraction facts to 50 fluently (e.g. 24 + 26 = 50; 50 - 26 = 24, 35 + 15 = 50; 50 - 15 = 35). Derive and use related facts up to 1000 (e.g. 40 + 60 = 100; 400 + 600 = 1000). Add and subtract, working with three-digit numbers, attempting to choose their own equipment and approaches to support calculation.	Recall and use addition and subtraction facts to 100 (e.g. 27 + 73 = 100; 100 – 27 = 73). Derive and use related facts up to 1000, working with more complex combinations (e.g. 27 + 73 = 100; 270 + 730 = 1000). Choose their own equipment appropriate to task, trying different approaches and finding ways of overcoming difficulties. Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds
Adding and subtracting using written methods	Begin to add numbers with two and three digits, using the formal written methods of columnar addition, progressing gradually from concrete and pictorial representation to abstract representation.	Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction, beginning to carry and exchange occasionally.	Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction, carrying and exchanging when necessary.
Estimating and checking	Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 200.	Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 500 and use inverse operations.	Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 1000 and use inverse operations to check answers. Begin to recognise estimation, rounding and approximation as strategies to check their working out.
Problem solving and applying	Solve simple problems, including missing number problems, using number facts and place value with numbers up to and including 200.	Solve problems, including missing number problems, using number facts and place value with numbers up to and including 500.	Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction with numbers up to 1000.

Year 3

Aspect	Developmental Skills		Essential Skills
	End of Term 1 Expectations Average Age 7 yrs 10 mths	End of Term 2 Expectations Average Age 8 yrs 2 mths	End of Year 3 Expectations Average Age 8 yrs 6 mths
Adding and subtracting mentally	Recall and use addition and subtraction facts to 50 (e.g. 24 + 26 = 50; 50 - 26 = 24). Derive and use related facts up to 100 (e.g. 27 + 73 = 100; 100 – 27 = 73). Add and subtract, working with three-digit numbers, using structured apparatus to support calculation.	Recall and use addition and subtraction facts to 50 fluently (e.g. 24 + 26 = 50; 50 - 26 = 24, 35 + 15 = 50; 50 - 15 = 35). Derive and use related facts up to 1000 (e.g. 40 + 60 = 100; 400 + 600 = 1000). Add and subtract, working with three-digit numbers, attempting to choose their own equipment and approaches to support	Recall and use addition and subtraction facts to 100 (e.g. 27 + 73 = 100; 100 – 27 = 73). Derive and use related facts up to 1000, working with more complex combinations (e.g. 27 + 73 = 100; 270 + 730 = 1000). Choose their own equipment appropriate to task, trying different approaches and finding ways of overcoming difficulties
Adding and subtracting using written methods	Begin to add numbers with two and three digits, using the formal written methods of columnar addition, progressing gradually from concrete and pictorial representation to abstract representation.	Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction, beginning to carry and exchange occasionally.	Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction, carrying and exchanging when necessary.
Estimating and checking	Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 200.	Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 500 and use inverse operations.	Estimate, by rounding to the nearest 10, the answer to addition and subtraction calculations with numbers up to 1000 and use inverse operations to check answers. Begin to recognise estimation, rounding and approximation as strategies to check their working out.
Problem solving and applying	Solve simple problems, including missing number problems, using number facts and place value with numbers up to and including 200.	Solve problems, including missing number problems, using number facts and place value with numbers up to and including 500.	Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction with numbers up to 1000.

Aspect	End of Year 1 Expectations Average Age 6 years 6 months	End of Year 2 Expectations Average Age 7 years 6 months
Human & physical	Use the correct terms for simple geographical features in the local environment.	Describe and compare human and physical features seen in their local environment and other places in the world.
United Kingdom	Name and locate the four countries of the United Kingdom on a map or globe.	Name and locate the capital cities of the United Kingdom and its surrounding seas.
The world	Find and name some continents on a world map.	Name and locate the world's continents and oceans on a world map or globe.
Environmental	Describe how pollution (e.g litter) affects the local environment.	Suggest ways of improving the local environment.
Processes	Describe in simple terms how wind or water has affected the geography of an area.	Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment).
Patterns	Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?).	Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times).
Weather and climate	Name the four seasons and describe typical weather conditions for each of them.	Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas.
Places	Identify the similarities and differences between the local environment and one other place.	Describe and compare the physical similarities/differences between an area in the United Kingdom and one of a contrasting non-European country.
Changes over time	Explain what changes are taking place in the local environment.	Explain how a place has changed over time.
Express views	Ask and respond to questions about places/environments.	Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.

End of Year 3 Expectations Average Age 8 years 6 months	End of Year 4 Expectations Average Age 9 years 6 months
Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.	Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.
Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time.	Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.
Make comparisons of the same geographical feature in different countries.	Locate the countries of Europe (including Russia), North and South America.
Identify how people both damage and improve the environment.	Explain how people try to sustain environments.
Explain how the physical processes of erosion, transportation and deposition affect the environment.	Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.
Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).	Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside).
Sequence and explain the features of a physical weather process, such as the water cycle.	Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.
Compare and contrast areas of vegetation and biomes in two different locations.	Compare and contrast how areas of the world have capitalised on their physical or human features.
Identify changes in the local and global environment.	Describe how changes, in the features of a place, can affect the lives and activities of the people living there.
Provide reasons for their observations, views and judgements regarding places and environments.	Offer reasons for their own views and recognise that other people may hold different views.

End of Year 5 Expectations Average Age 10 years 6 months	End of Year 6 Expectations Average Age 11 years 6 months
Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world.	Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.
Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics.	Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.
Describe and explain similarities and differences (human and physical) of a region of a European country, and a region or area within North or South America.	Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.
Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.	Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment.
Describe how physical and human processes give a continent its unique characteristics.	Describe how climate, ecology and people are effected by cold, and describe the freezing and thawing processes.
Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.	Identify geographical patterns on a range of scales.
Describe how weather and climate effects land use and food production.	Explain how extreme climates affect the lives of people living there and the human and physical geography.
Recognise and describe the physical and human features of places, and appreciating the importance of wider geographical location in understanding places.	Describe how physical and human processes can lead to similarities/ differences in the environments of places and in the lives of people who live there.
Explain how things change by referring to the physical and human features of the landscape.	Explain how physical and human processes lead to diversity and change in places.
Discuss and comment on a range of views people hold about environmental interaction and change.	Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.

What's already in place… ?

- Since Easter 2014, with this expected change in mind, we have been researching and training teachers in our new assessment system.
- Since the start of this academic year, lessons have been taught to begin achieving these expectations in line with the new National Curriculum requirements.
- We are updating our end of year reports in response to the curriculum and assessment changes and have held parent forums input regarding the best ways to report to parents.
- Year Group expectations have been sent home, along with Maths objectives for each half term on curriculum newsletters.

Total Recall, Spellings, Writing aligned

alan peat ltd ideasthatwork

Exciting Sentences

alan peat ltd ideasthatwork

Pocket Punctuation

NATIONAL CURRICULUM

SpellFix

QUICK VIEW

Y3-Y6 WORD LISTS

Calculation Policy

Partitioning and Expanded Addition

35 + 23 =

30 + 20 = 50

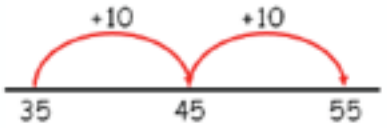
5 + 3 = 8

50 + 8 = 58

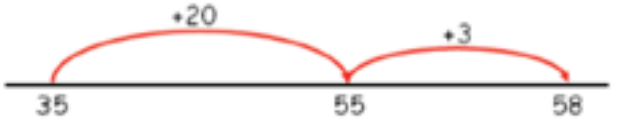
```
  7 5
+ 5 9
-----
  1 4
-----
1 2 0
-----
1 3 4
-----
```

Counting on - number line

35 + 20 =



35 + 23 =



Column Addition

Add the least significant digits first

```
  36
+ 42
----
  78
----
```

```
  76
+ 48
-----
 124
-----
  1
```

```
 636
+242
-----
 878
-----
```

```
 686
+549
-----
1235
-----
1 1
```

```
 8.689
+ 6.54
-------
 15.229
-------
 1 1
```

```
  8.686
+  6.549
---------
 15.235
---------
 1 1 1
```

Curriculum Newsletters

MISTY MOUNTAIN SIERRA

Year 4 Curriculum Topic (Geography Focus)

Key Text

Apps and Links

Squeebles Times Tables app

Barefoot Atlas

Mr. Thorne's Grammar School app

Google Earth

Independent Learning Project Focus: **Geography**

Mighty mountains peak above the morning mists, imposing and eternal, rocky outcrops at their feet.

Discover how these giants are formed, as a fold or a block, a dome or a plateau.

Follow the water cycle's course from peak to valley and meet the exceptional tribes of the hostile Himalayas.

Then plan a mountain expedition from the BMC that is eco-friendly and safe as can be.

But beware, look out! What's that by that tree? It's footprints are huge! Have we found the…Yeti!!

Year 4 Maths

Number and place value
- Count in multiples of 1000.
- Find 1000 more or less than a given number.
- Count backwards through zero to include negative numbers.
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- Order and compare numbers beyond 1000.
- Identify, represent and estimate numbers using different representations.
- Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Measurement
- Convert between different units of measure [e.g. hour to minute, kilometre to metre].
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- Estimate, compare and calculate different measures, including money in pounds and pence.

Statistics
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Addition and subtraction
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Fractions (including decimals)
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Add and subtract fractions with the same denominator.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to ¼, ½, ¾.
- 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.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.

English: Recounts and Non-chronological Reports; Poetry; Explanations; Leaflets; Narrative.

Geography: Using Maps; Human and Physical Geography.

Art & Design: Watercolour; Colour Mixing; Weaving.

Applying Mathematics: Presenting Data; Converting Between Units of Measure.

Music: Writing Song Lyrics.

Applying Mathematics: Presenting Data; Converting Between Units of Measure

PE: Rounders.

PSHE: Facing New Challenges; Mountain Safety.

Science: Working Scientifically.

Switched On Computing: "We are meteorologists" - children will create their own spreadsheet of a range of weather data, make charts and graphs of weather data collected and film a TV-style weather presentation; Lego WeDo.

Did you know…?

★ Olympus Mons on Mars is the tallest mountain in the known universe. It is 22km high - that's almost three times the height of the massive Mount Everest!

★ People taking part in the 'Three Peaks Challenge' climb to the top of Ben Nevis (Scotland), Scafell Pike (England) and Snowdon (Wales) - all within 24 hours.

★ The Himalayan mountain range passes through six countries - India, Pakistan, Afghanistan, China, Bhutan and Nepal.

★ The Himalayas have the third highest amount of snow and ice on Earth after Antarctica and the Arctic.

★ The Andes are the longest mountain range in the world, stretching along the entire west coast of South America.

Useful Information

★ Outdoor Games with Onside Coaching is on Wednesdays. Children will be playing rounders.

★ Spelling tests are on Monday. Homework is given every Friday, to be handed in the following Thursday.

★ Sharing Afternoon for parents and carers to look at children's work is on Thursday 21st May, from 3.15pm.

How will this be reported to parents in July 2015?

- For Reading, Writing and Maths the teachers will report a fine grade explicitly showing the level of attainment reached.
  - e.g. **B2** = beginning to work within the Year 2 expectations
  - e.g. **D4** = developing within the Year 4 expectations
  - e.g. **S5** = securely meeting the Year 5 expectations
- **As there is a big increase in the year group expectation in the new National Curriculum, some children will appear to be working lower than their year group expectation, due to teachers having to fill in the gaps between old curriculum and new curriculum.**
- For non-core subjects, teachers will assess whether pupils are working **below**, **at** or **above** age-related expectations.

How will this be reported to parents in July 2015?

- Teachers will comment on attainment and progress for Reading, Writing and Maths, giving next steps.
- Teachers will comment on attainment and progress in non-core subjects through topic work.
- Teachers will grade effort and attitude to learning for all subjects and make a general comment.
- Attendance percentage will be reported. The school target is 97%
- Children will comment on their own learning.

How will this be reported to parents in 2015-16 and beyond?

Format	Timing
Parents Progress Meeting	October
Autumn Term Written Report	January
Parents Progress Meeting	After February Half-Term
Spring Term Written Report	April
Meet the New Teacher Evening	July, to include year group curriculum expectations for next class
Summer Term Written Report	July
Optional Parents Evening	July

How will this be reported to parents in July 2016?

Key Stage and Subject	Subject Performance Descriptor	National Curriculum Test
KS1 Reading	•Mastery standard •National standard •Working towards national standard •Below national standard	Externally set, internally marked test to inform teacher assessment.
KS1 Writing	•Mastery standard •National standard •Working towards national standard •Below national standard	No writing test. The English grammar, punctuation and spelling test will inform the teacher assessment of writing.
KS1 Mathematics	•Mastery standard •National standard •Working towards national standard •Below national standard	Externally set, internally marked test to inform teacher assessment.
KS1 Science	•Working at the national standard	No Science test.

How will this be reported to parents in July 2016?

Key Stage and Subject	Subject Performance Descriptor	National Curriculum Test
KS2 Reading	•Working at the national standard	Externally set, externally marked test.
KS2 Writing	•Mastery standard •Above national standard •National standard •Working towards national standard •Below national standard	No writing test. There is a separate English grammar, punctuation and spelling test.
KS2 Mathematics	•Working at the national standard	Externally set, externally marked test.
KS2 Science	•Working at the national standard	Biennial sample tests.

What is mastery?

If your child is achieving well, rather than moving on to the following year group's work many schools will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.