



Speedwell Infant School

Progression and Termly Age Related Expectations

KS1



At Speedwell Infant School we recognise the importance of ensuring that we have a shared understanding of progress over time and age related expectations for each year group at different points throughout the year, thus ensuring that children are 'ready' for the following year group.

This document has been developed using the National Curriculum Key Stage 1 Statutory Requirements for Y1 and Y2, the KS1 maths ready to progress criteria and the EYFS Profile Early Learning Goal statements. These are linked to summative assessments at the end of each term and how these should be recorded on Insight. We have identified the statements children should be achieving to be working at age related expectations at different stages throughout the year. We have aligned the expectations to our termly assessments to ensure that we use the same bands when assessing our children at different points throughout the year. This will ensure that we can also measure progress over time.

Children who are working securely at age related expectations should be levelled in the Green Band as Expected, those who are just about working at age related expectations, but not yet consistently, should be levelled in the Orange Band, as Just Below.

This document will be used as a tool to inform planning and assessment alongside the curriculum and other guidance. It will be reviewed regularly in order to keep it up to date with the latest assessment information.

Statements are either in black or red font. Red statements are the main focus for assessment in that term and the children would be expected to achieve these by the end of the term to be working at age related expectations. Black statements inform the wider teaching programme for the term beyond that which is assessed.

Progress over time

6 steps progress over the year - expected progress

More than 6 steps progress over the year - accelerated progress

Less than 6 steps progress over the year – poor progress

Children will have an on entry assessment when they join school either in Nursery or Reception. After this, throughout school the end of summer term assessment will be the start of autumn term assessment.

A baseline assessment will be made in KS1 within the first 3 weeks of Autumn term in order to quickly identify any children who may have regressed over the summer holidays. This will not result in any changes to end of summer term assessments or expectations in progress over the coming year, but will enable teachers to quickly revisit any learning to get children back on track and achieve at least expected progress over the year.

	Entry to school baseline assessment					
	Significantly below	Below	Just below	Expected	Just above	Above
Nursery 2	Pre 3 B+ or lower	Pre 3 W	Pre 3 W+	Pre 3 S	Nursery B	Nursery B+ or higher
Reception	Nursery B+ or lower	Nursery W	Nursery W+	Nursery S	Nursery S+	Reception B or higher

	End of Autumn term assessment					
	Significantly below	Below	Just below	Expected	Just above	Above
Nursery 2	Pre 3 W+ or lower	Pre 3 S	Pre 3 S+	Nursery B	Nursery B+	Nursery W or higher
Reception	Nursery W+ or lower	Nursery S	Nursery S+	Reception B	Reception B+	Reception W or higher
Year 1	Reception W+ or lower	Reception S	Reception S+	1B	1B+	1W or higher
Year 2	1W+ or lower	1S	1S+	2B	2B+	2W or higher

	End of Spring term assessment					
	Significantly below	Below	Just below	Expected	Just above	Above
Nursery	Pre3 S+ or lower	Nursery B	Nursery B+	Nursery W	Nursery W+	Nursery S or higher
Reception	Nursery S+ or lower	Reception B	Reception B+	Reception W	Reception W+	Reception S or higher
Year 1	Reception S+ or lower	1B	1B+	1W	1W+	1S or higher
Year 2	1S+ or lower	2B	2B+	2W	2W+	2S or higher

	End of Summer term assessment					
	Significantly below	Below	Just below	Expected	Just above	Above
Nursery	Nursery B+ or lower	Nursery W	Nursery W+	Nursery S	Nursery S+	Reception B or higher
Reception EYFSP	Reception B+ or lower Emerging	Reception W Emerging	Reception W+ Expected	Reception S Expected	Reception S+ Expected	Y1 B or higher Expected
Year 1	1B+ or lower	1W	1W+	1S	1S+	2B
Year 2	2B+ or lower	2W	2W+	2S	2S+	3B

Termly Age Related Expectations Statements

Children should be achieving the following statements at different stages throughout the year in order to meet the expected levels for that term for their year group.

Speedwell Infant School Termly Expectations – Early Years

By the end of the Summer Term in Reception children will be achieving most of the following ELGs, plus the additional identified criteria in order to be Y1 ready.

Comprehension ELG	Word reading ELG	Writing ELG	Number ELG	Numerical patterns ELG
• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	• Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	• Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others	• Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	• Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Word reading additional criteria			
	• Score 16+ in the end of year phonics screen check of the first 20 words.			

End of Autumn term expectations for Reading– Year 1

By the end of Autumn Term, Year 1 pupils will be at ARE if they can meet the following red objectives, plus:

- ***Be reading at least red (low) or yellow (high) / ORT stage 2 (low) or 3 (high)***
- ***For high to have scored at least 21 in the phonics screen check***

Word reading

- Recognise quickly the correct sound to grapheme for all 40+ phonemes
- Read some of the common exception words (HRSW) taught through ELS to date
- Read accurately by blending sounds in unfamiliar words containing the GPCs they have been taught
- Read aloud accurately books that are consistent with their phonic knowledge
- Read some words with simple suffixes such as 's', 'es'
- Read and re-read simple texts with confidence and fluency, supported by:
 - Recognising capital letters, full stops
 - Beginning to use punctuation cues to aid pace and intonation e.g. pauses at full stops
 - Self-correct inaccurate reading

Comprehension

Develop pleasure in reading and motivation to read by:

- Listening to poems, stories and non-fiction texts
- Relating reading to their own experiences
- Becoming familiar with key stories shared (including fairy stories and traditional tales), retell parts of the story
- Identifying and join in with predictable or repetitive phrases
- Learning some simple rhymes and poems, and be able to recite some by heart
- Talking about simple word meanings

Understand books they read and listen to by:

- Using information they already know and new vocabulary already introduced to them by the teacher
- Checking the text makes sense as they read
- Predicting what might happen, using the title
- Answering questions about a text

End of Spring term expectations for Reading – Year 1

By the end of Spring Term Y1 Pupils will be at ARE if they can meet the following red objectives, plus:

- ***Be reading at least blue (low) or green (high) / ORT stage 4 (low) or 5 (high)***
- ***For high to have scored at least 28 in the phonics screen check***

Word reading

- Recognise quickly the correct sound to grapheme for all 40+ phonemes
- Read at least half of the common exception words (HRSW) taught through ELS to date
- Read accurately by blending sounds in unfamiliar words containing the GPCs they have been taught
- Read aloud accurately books that are consistent with their phonic knowledge
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
- Read some words with simple suffixes such as 's', 'es', 'ing', ed
- Read and re-read simple texts with confidence and fluency, supported by:
 - Recognising capital letters, full stops, question marks
 - Beginning to use punctuation cues to aid pace and intonation e.g. pauses at full stops, use voices for speaking characters
 - Self-correct inaccurate reading

Comprehension

Develop pleasure in reading and motivation to read by:

- Listening to poems, stories and non-fiction texts and recall key information from these texts
- Relating reading to their own experiences
- Becoming familiar with key stories shared (including fairy stories and traditional tales), retell these stories
- Identifying and join in with predictable or repetitive phrases
- Learning some simple rhymes and poems, and be able to recite some by heart
- Talking about simple word meanings

Understand books they read and listen to by:

- Using information they already know and new vocabulary already introduced to them by the teacher
- Checking the text makes sense as they read
- Predicting what might happen, using the title and on the basis on what has been read
- Answering questions about a text

End of Summer term expectations for Reading – Year 1

By the end of Summer Term Y1 Pupils will be at ARE if they can meet the following red objectives, plus:

- ***Be reading orange (low) or turquoise (high) / ORT stage 6 (low) or 7 (high)***
- ***For high to have scored at least 32 in the phonics screen check***

Word reading

- Recognise quickly the correct sound to grapheme for all 40+ phonemes
- Read at least two thirds of the common exception words (HRSW) taught through ELS to date
- Read accurately by blending sounds in unfamiliar words containing the GPCs they have been taught
- Read aloud accurately books that are consistent with their phonic knowledge
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
- Read some simple words with contractions e.g. I'm or we'll
- Read some words with simple suffixes such as 's', 'es', 'ing', ed, er and est
- Read and re-read simple texts with confidence and fluency, supported by:
 - Recognising capital letters, full stops, question marks, exclamation marks
 - Beginning to use punctuation cues to aid pace and intonation e.g. pauses at full stops, use voices for speaking characters
 - Re-reading if reading does not make sense and self-correct.

Comprehension

Develop pleasure in reading and motivation to read by:

- Listening to and discuss poems, stories and non-fiction texts and explain their understanding of them
- Relating reading to their own experiences
- Becoming familiar with key stories shared (including fairy stories and traditional tales), retell these stories and be familiar with their characteristics
- Identifying and join in with predictable or repetitive phrases
- Learning some rhymes and poems, and be able to recite some by heart
- Talking about simple word meanings

Understand books they read and listen to by:

- Using information they already know and new vocabulary already introduced to them by the teacher
- Checking the text makes sense as they read
- Predicting what might happen, using the title and on the basis on what has been read
- Answering questions about a text
- Making simple inferences on the basis of what has been said or done

End of Autumn term expectations for Reading– Year 2

By the end of Autumn Term, Year 2 pupils will be at ARE if they can meet the following red objectives, plus:

- *Be reading at least turquoise (low) or purple (high) / ORT stage 7 (low) or 8 (high)*
- *To have scored at least 32 in the phonics screen check, if completed as did not pass in Y1*

Word reading

- Read accurately by blending the sounds in words, including some alternative sounds for graphemes
- Read accurately some words of two or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est)
- Read some common exception words
- Read some words accurately without overt sounding and blending
- Read aloud books matched to phonics knowledge automatically and with less hesitation
- Read and re-read books at a fluent pace, taking note of punctuation
- Begin to use expression when reading
- Self-correct when reading does not make sense

Comprehension

Develop pleasure in reading by:

- Listening to and discuss a variety of poems , stories and non-fiction books
- Checking it makes sense to them
- Answering questions about texts
- Explaining what has happened so far in what they have read
- Commenting on setting and characters in familiar stories
- Discussing the meanings of words
- Retelling a wider range of stories
- Identifying words and phrases chosen for effect on the reader
- Locating key vocabulary and information in fiction texts to find answers to simple questions
- Beginning to find information in non-fiction using the contents and index
- Exploring poetry and reciting poems with expression

Understand books they read and listen to by:

- Using information they already know and new vocabulary already introduced to them by the teacher
- Checking the text makes sense as they read and correct inaccuracies as they read
- Making a plausible prediction about what might happen on the basis of what has been read so far

End of Spring term expectations for Reading– Year 2

By the end of the Spring Term, Year 2 pupils will be at ARE if they can meet the following red objective below, plus:

- *Be reading at least purple (low) or gold (high)*

Word reading

- Read accurately by blending the sounds in words, including alternative sounds for graphemes
- Read accurately many words of two or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ly)
- Read many common exception words
- Read many words accurately without overt sounding and blending
- Read aloud books matched to phonics knowledge automatically and without undue hesitation
- Read and re-read books at a fluent pace, taking note of punctuation
- Begin to use expression when reading
- Self-correct when reading does not make sense

Comprehension

Develop pleasure in reading by:

- Listening to and discuss a variety of poems , stories and non-fiction books
- Checking it makes sense to them
- Answering questions about texts
- Explaining what has happened so far in what they have read
- Commenting on plot, setting and characters in familiar stories
- Discussing the meanings of words
- Retelling a wider range of stories
- Identifying words and phrases chosen for effect on the reader and discuss their favourite words and phrases
- Locating key vocabulary and information in fiction texts to find answers to simple questions
- Beginning to find information in non-fiction, making full use of non-fiction layout
- Exploring poetry and reciting poems with expression

Understand books they read and listen to by:

- Using information they already know and new vocabulary already introduced to them by the teacher
- Checking the text makes sense as they read and begin to correct inaccuracies as they read
- Making a plausible prediction about what might happen on the basis of what has been read so far.

End of Summer term expectations for Reading– Year 2

By the end of Year 2 pupils are expected to be a confident independent reader, who are able to securely meet all red objectives, plus:

- *Be reading at least purple/gold (low) or gold/white (high) / ORT stage 8/9 (low) or 9/10 (high)*

Word reading

- Read accurately by blending the sounds in words, including alternative sounds for graphemes
- Read accurately most words of two or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)
- Read most common exception words
- Read most words accurately without overt sounding and blending
- Read aloud books matched to phonics knowledge automatically and without undue hesitation
- Read and re-read books at a fluent pace, taking note of punctuation
- Use expression when reading
- Check the text makes sense and self-correct inaccurate reading

Comprehension

Develop pleasure in reading by:

- Listening to and discuss a variety of poems , stories and non-fiction books
- Checking it makes sense to them
- Answering questions and make some inferences
- Explaining what has happened so far in what they have read
- Commenting on plot, setting and characters in familiar and unfamiliar stories
- Discussing the meanings of words and recognise simple recurring literacy language
- Retelling a wider range of stories
- Looking through a variety of books with growing independence to predict story development
- Identifying words and phrases chosen for effect on the reader and discuss their favourite words and phrases
- Locating key vocabulary and information in fiction texts to find answers to simple questions
- Finding information in non-fiction, making full use of non-fiction layout
- Exploring poetry and reciting poems with expression

Understand books they read and listen to by:

- Using information they already know and new vocabulary already introduced to them by the teacher
- Checking the text makes sense as they read and correct inaccuracies as they read
- Making inferences
- Making a plausible prediction about what might happen on the basis of what has been read so far

End of Autumn term expectations for Writing– Year 1

By the end of Autumn Term, Year 1 pupils will be at ARE if they can meet the following red objectives.

Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Recognise full stops and capital letters.
- Use full stops and capital letters in writing.
- Use topic related words.
- Begin to use adjectives to make work more interesting (Blue sky, sparkly diamond).

Composition

- Can make up their own sentences and say them aloud, after discussion with the teacher
- Can write down one of the sentences that they have rehearsed.
- Use a sentence structure by chaining clauses together using 'and'

Transcription (Spelling and Handwriting)

- Identify or write the 40+ graphemes on hearing the corresponding phonemes.
- Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
- Spell a few common exception words.
- Form most lower case letters correctly.
- Begin to correctly spell high frequency words.
- Use the prefix un-
- Begin to add the suffix -ing

End of Spring term expectations for Writing – Year 1

By the end of Spring Term Y1 Pupils will be at ARE if they can meet the red (pre-key stage standard) above and at least half of the following red objectives.

Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Demarcate some sentences with capital letters and full stops.
- Use spacing between words.
- Use adjectives to make work more interesting (Blue sky, sparkly diamond).
- Use question marks.
- Use 'and' to link ideas.
- Choose appropriate vocabulary linked to subject matter.
- Use capital letters for common nouns.

Composition

The pupil can, after discussion with the teacher;

- Write sentences that are sequenced to form a short narrative (real or fictional)
- Write meaningful words and phrases expressing ideas.
- Start to use story openers (Once upon a time, one sunny day).
- Have some indication of purpose e.g. message, story, label.
- Story writing follows a simple structure. (3 part beginning, middle and end).

Transcription (Spelling and Handwriting)

- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing.
- Spell some common exception words.
- Begin to use digraphs, trigraphs and split digraphs when spelling new words. (ai, igh, a-e)
- Begin to add -ed, -er, - est .

End of Summer term expectations for Writing – Year 1

By the end of Summer Term Y1 Pupils will be at ARE if they can securely meet the red objectives and are ready to access learning at the expected standard (red) objectives in Y2 Autumn term below.

Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Demarcate some sentences with capital letters and full stops.
- Use spacing between words.
- Choose appropriate vocabulary linked to subject matter.
- Read what they have written and check that it makes sense.
- Use capital letters for common nouns, names and
- Join ideas together using words such as and, but, because etc.
- Begin to punctuate sentences using:
 - Capital letters
 - Full stops
 - Questions marks
 - Exclamation marks

Composition

The pupil can, after discussion with the teacher;

- Write sentences that are sequenced to form a short narrative (real or fictional)
- Write simple, coherent narratives about personal experience and those of others (real or fictional)
- Story writing has some structure. (3 part beginning, middle and end).
- Use adjectives to make work more interesting (Blue sky, sparkly diamond).

Transcription (Spelling and Handwriting)

- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing.
- Spell some common exception words.
- Use diagraphs, trigraphs and split diagraphs when spelling new words. (ai, igh, a-e)
- Use simple suffixes including 'ing', 'ed' and 'er'
- Use regular plural such as 's' and 'es.'
- Use the prefix 'un' securely
- ***Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.***

End of Autumn term expectations for Writing– Year 2

By the end of Autumn Term, Year 2 pupils will be at ARE if they can meet half of the following red objectives.

Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Various types of sentence can be written e.g. statement, question and command.
- Writing will use expanded noun phrases to add description (e.g. the dark spooky woods)
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use coordination (e.g. or/and/but) and some subordination (e.g. when/ if/ that/ because) to join clauses.

Composition

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events recording these simply and clearly.
- Use present and past tense mostly correctly and consistently.
- Simple additions and corrections are able to be made to a narrative to make it even better.

Transcription (Spelling and Handwriting)

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell many common exception words
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters
- Handwriting shows that upper and lower case letters not mixed within words.
- Use simple suffixes including 'ing', 'ed' and 'er'
- Use regular plural such as 's' and 'es.'

End of Spring term expectations for Writing– Year 2

By the end of the Spring Term, Year 2 pupils will be at ARE if they can securely meet at least half of the following red objective and a few of the other statements.

Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use coordination (e.g. or/and/but) and some subordination (e.g. when/ if/ that/ because) to join clauses.
- Use past and present tense.
- Various types of sentence can be written e.g. statement, question and command.
- Writing will use expanded noun phrases to add description (e.g. the dark spooky woods)
- Use a range of sentence openings e.g. fronted adverbials

Composition

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events recording these simply and clearly.
- Use present and past tense mostly correctly and consistently.
- Simple additions and corrections are able to be made to a narrative to make it even better.

Transcription (Spelling and Handwriting)

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell many common exception words
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letter
- Add suffixes to nouns (e.g. add –er, -est; plurals – es, - changing y to ies)
- Apostrophe for contraction and omission

End of Summer term expectations for Writing– Year 2

By the end of Year 2 pupils are expected to be a confident independent writer, who is able to securely meet all red statements below

Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Demarcate most sentences in their writing with capital letters and full stops, and use question marks, exclamation marks and commas in lists
- Use coordination (e.g. or/and/but) and some subordination (e.g. when/ if/ that/ because) to join clauses.
- Use past and present tense correctly and consistently
- Use a wider range of sentence openings (e.g. adverbs)
- Various types of sentence can be written e.g. statement, question and command.
- Writing will use expanded noun phrases to add description (e.g. the dark spooky woods)
- ***Use punctuation taught at Key Stage 1 mostly correctly***
- ***Add suffixes to spell most words correctly in their writing (e.g. –ment, -ness, -ful, -less, -ly)***

Composition

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events recording these simply and clearly.
- Use present and past tense mostly correctly and consistently.
- ***Make simple additions, revisions and proof reading corrections to their own writing.***
- ***After discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing***

Transcription (Spelling and Handwriting)

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell most common exception words
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letter
- Correctly use an apostrophe for omission of letters (wasn't didn't it's).
- Add suffixes to nouns (e.g. add –er, -est; plurals – es, - changing y to ies)
- ***Use the diagonal and horizontal strokes needed to join some letters***
- ***Spell most common exception words.***

Note: Maths red assessment objectives are based on the KS1 maths ready to progress criteria, whilst the black statements are based on the teaching programme for Power Maths aligned to the KS1 maths National Curriculum statutory requirements.

End of Autumn term expectations for Maths– Year 1

By the end of Autumn Term, Year 1 pupils will be at ARE if they can meet the following red objectives.

Number	Measurement
<u>Number and place value</u> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - given a number, identify one more and one less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - Count within 10, forwards and backwards, starting with any number - Reason about the location of numbers to 10 within the linear number system, including comparing using < > and = <u>Addition and subtraction</u> - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. - Develop fluency in addition and subtraction facts within 10 - Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts - Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real life contexts.	Geometry
	<u>Properties of Shape</u> - recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. - Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. - Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

End of Spring term expectations for Maths– Year 1

By the end of Spring Term, Year 1 pupils will be at ARE if they can meet the following red objectives.

Number	Measurement
<u>Number and place value</u> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - given a number, identify one more and one less - read and write numbers from 1 to 20 in numerals and words. - recognise the place value of each digit in a two-digit number (tens, ones) - Count within 50, forwards and backwards, starting with any number - Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = <u>Addition and subtraction</u> - represent and use number bonds and related subtraction facts within 20 (within 10) - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. - Develop fluency in addition and subtraction facts within 10 - Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. - Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real life contexts.	- compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume
	Geometry <u>Properties of Shape</u> - Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. - Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

End of Summer term expectations for Maths– Year 1

By the end of Summer Term, Year 1 pupils will be at ARE if they can meet the following red objectives.

Number	Measurement
<u>Number and place value</u> - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - given a number, identify one more and one less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - recognise the place value of each digit in a two-digit number (tens, ones) - Count within 100, forwards and backwards, starting with any number - Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ <u>Addition and subtraction</u> - Develop fluency in addition and subtraction facts within 10 - Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. - Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. - Read, write and interpret equations containing addition ($+$), subtraction ($-$) and equals ($=$) symbols, and relate additive expressions and equations to real life contexts. <u>Multiplication and division</u> - 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. <u>Fractions</u> - recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	- recognise and know the value of different denominations of coins and notes - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	Geometry <u>Properties of Shape</u> - Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. - Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. <u>Position and Direction</u> - describe position, direction and movement, including whole, half, quarter and three-quarter turns.

End of Autumn term expectations for Maths– Year 2

By the end of Autumn Term, Year 2 pupils will be at ARE if they can meet the following red objectives.

Number	Measurement
<u>Number and place value</u> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - read and write numbers from 1 to 20 in numerals and words - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - recognise the place value of each digit in a two-digit number (tens, ones) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use <, > and = signs - read and write numbers to at least 100 in numerals and in words - Recognise the place value of each digit in two-digit numbers - Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10 <u>Addition and subtraction</u> - solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - Add and subtract across 10. - Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more?" - Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract only ones and only tens to/ from a two-digit number without crossing the tens or re-grouping. - Add and subtract within 100 by applying related one-digit addition and subtraction facts	Geometry
	<u>Properties of Shape</u> - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - compare and sort common 2-D and 3-D shapes and everyday objects. - order and arrange combinations of mathematical objects in patterns and sequences - Use precise language to describe the properties of some 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.

End of Spring term expectations for Maths– Year 2

By the end of Spring Term, Year 2 pupils will be at ARE if they can meet the following red objectives.

Number

Number and place value

- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning
- Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.

Addition and subtraction

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Add and subtract across 10.
- Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more?"
- Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract only ones and only tens to/ from a two-digit number without re-grouping.
- Add and subtract within 100 by applying related one-digit addition and subtraction facts

Multiplication and division

- **(Year 1)** 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.
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division)

Measurement

- **(Year 1)** recognise and know the value of different denominations of coins and notes
 - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
 - find different combinations of coins that equal the same amounts of money
 - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
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- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
 - compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Geometry

Properties of Shape

- Use precise language to describe the properties of 2D and 3D shapes, and compare many shapes by reasoning about similarities and differences in properties.

End of Summer term expectations for Maths– Year 2

By the end of Summer Term, Year 2 pupils will be at ARE if they can meet the following red objectives.

Number

Number and place value

- use place value and number facts to solve problems.
- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning
- Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.

Addition and subtraction

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Secure fluency in addition and subtraction facts within 10, through continued practice.
- Add and subtract across 10.
- Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more?"
- Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract only ones and only tens to/ from a two-digit number.
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any two-digit numbers.

Multiplication and division

- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)

Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry

Properties of Shape

- Use precise language to describe the properties of 2D and 3D shapes, and compare most common shapes by reasoning about similarities and differences in properties.

Position and Direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.