Speedwell Infant School

Progression and

Termly Age Related Expectations

Reception – Year 2

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 created using both the End of Key Stage 1 standards, the interim Pre-key stage 1 standards, the EYFS Profile, The National Curriculum and Target Tracker. 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 achieve the expected standards should be levelled in the Green Bands as Low expected or High Expected. The levels in this band align to the levels we should use on Target Tracker.

It 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.

Progress over time

5 (Reception) or 6 steps progress over the year - expected progress

More than 5 (Reception) or 6 steps progress - accelerated progress

Less than 5 (Reception) or 6 steps progress – 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					
	Low emerging	High emerging / working towards the expected standard	Low expected / at risk of working below ARE	High expected / working at ARE	Low exceeding / greater depth	High exceeding / greater depth
Nursery	22-36W+ or lower	22-36S	22-36S+	30-50B	30-50B+	30-50W
Reception	30-50W+ or lower	30-50S	30-50S+	40-60B	40-60B+	40-60W

	End of Autumn term assessment					
	Low emerging	High emerging / working towards the expected standard	Low expected / at risk of working below ARE	High expected / working at ARE	Low exceeding / greater depth	High exceeding / greater depth
Nursery	22-36S+ or lower	30-50B	30-50B+	30-50W	30-50W+	30-50S
Reception	30-50S or lower	30-50S+	40-60B	40-60B+	40-60W	40-60W+
Year 1	40-60W+ or lower	40-60S	40-60S+	1B	1B+	1W
Year 2	1W+ or lower	1S	1S+	2B	2B+	2W

	End of Spring term assessment					
	Low emerging	High emerging / working towards the expected standard	Low expected / at risk of working below ARE	High expected / working at ARE	Low exceeding / greater depth	High exceeding / greater depth
Nursery	30-50B+ or lower	30-50W	30-50W+	30-50S	30-50S+	40-60B
Reception	40-60B or lower	40-60B+	40-60W	40-60W+	40-60S	40-60S+
Year 1	40-60S or lower	1B	1B+	1W	1W+	1S
Year 2	1S+ or lower	2B	2B+	2W	2W+	2S

	End of Summer term assessment					
	Low emerging	High emerging / working towards the expected standard	Low expected / at risk of working below ARE	High expected / working at ARE	Low exceeding / greater depth	High exceeding / greater depth
Nursery	30-50W+ or lower	30-50S	30-50S+	40-60B	40-60B+	40-60W
Reception	40-60W or lower Emerging	40-60W+ Emerging	40-60S Expected	40-60S+ Expected	Exceeding (1B)	Exceeding (1B+)
Year 1	1B+ or lower	1W	1W+	1S	1S+	2B
Year 2	2B+ or lower Below	2W Working Towards	2W+ Expected	2S Expected	2S+ Greater Depth	3B Greater Depth

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.

In the EYFS, Development Matters will be followed as the progression document, this document captures end of Reception year expectations from Development Matters to support transition into KS1.

The following key is used throughout the document

KEY for KS1 statements:
Red statements – Taken from pre – key stage 1 expectations and end of Key stage 1 expectations
Black statements – From the curriculum
Bold Italic statements – Working at greater depth statements

Speedwell Infant School Termly Expectations – Early Years

By the end of the Summer Term in Reception children will be achieving most of the following objectives in order to be Y1 ready

Children will be at the expected standard if they are working at the Early Learning Goal level below and at the exceeding standard if they are working at the exceeding level below, based on a best fit assessment approach.

Reading	Writing	Numbers
Hears and says all sounds in simple words Continues a rhyming string Can blend sounds in simple words Can name all letters of the alphabet and tell you the sound they make Know that information can be retrieved from books Working within Phase 3 Can decode regular words using their phonic knowledge Read and understand simple sentences Know that capital letters and full stops demarcate a sentence	Can write name Holds pencil correctly and forms recognisable letters, most of which are formed correctly. Link sounds to letters as they write simple cvc words Write independently during play Write labels and captions Begin to use capital letters for the beginning of a sentence, the pronoun I and their name. Use phonic knowledge to write words in ways that match their spoken sound Write simple sentences which can be read by themselves and others Write some irregular common words Use capital letters, finger spaces and full stops with support.	Record using marks In practical activities use language involved in adding and subtracting Write the numbers 0 – 10 Count back from 20 – 0 Count reliably to 20 Order numbers from 0 – 20 Recognise which number is one more and one less Add and subtract two single digit numbers and count on and back to find the answer, using objects and quantities Solve problems by doubling, halving and sharing using quantities and objects

Early Learning Goal	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	<u>Number</u> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. <u>Shape Space and Measure</u> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Exceeding	Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories that they have read.	Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.	<u>Number</u> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. <u>Shape Space and Measure</u> Children estimate, measure, weigh and compare and order objects and talk about properties, position and time

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.

Word reading
- Respond speedily by saying or communicating the correct sound for all the letters of the alphabet
- Blend the sounds for all the letters of the alphabet into words
- Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)
- Begin to read common words by sight e.g. their, called, asked, could etc.
- Begin to read phonically decodable two and three syllable words
- Begin to read with fluency to support meaning.

Comprehension

- Answer literal questions about a familiar book that is read to them
- Understand and use the correct terms when sharing a text; book, cover, beginning, end, page, word, letter, line.
- Recall the main points in a shared text.
- Use story structure when retelling a story.
- Listen to familiar texts and identify likes and dislikes.
- Read non-fiction texts and identify the differences between fiction and non-fiction with support.

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 red (pre-key stage standard) above and at least half of the following red objectives.

Word reading

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
- Read many common exception words

In a book closely matched to the GPCs as above, the pupil can:

- Read aloud many words quickly and accurately without overt sounding and blending
- Sound out many unfamiliar words accurately
- Read some common words by sight e.g. their, called, asked, could etc
- Begin to read words with simple suffixes such as 's', 'es' and 'ing' e.g. fish, fishes and fishing
- Recognise punctuation when reading. (Capital letters, full stops, question marks, exclamation marks).
- Self-correct inaccurate reading.

Comprehension

In discussion with a teacher, the pupil can:

- Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read for them
- Select a book for personal reading and explain choice.
- Recall information from the text and highlight parts that are of interest.
- Compare stories and make predictions (e.g. What usually happens to the bad characters?).
- Answer basic questions about a text (Who? What? Where? How?).
- Recognise how the text is organised. (Front cover, contents page).

End of Summer term expectations for Reading – Year 1

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

Word reading
- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
- Read many common exception words

In a book closely matched to the GPCs as above, the pupil can:
- Read aloud many words quickly and accurately without overt sounding and blending
- Sound out many unfamiliar words accurately
- Read many common words by sight e.g. their, called, asked, could etc.
- Begin to read words with contractions e.g. I'm or we'll.
- Read some words with simple suffixes such as 's', 'es' and 'ing' e.g. fish, fishes and fishing.
- Read simple texts with confidence and fluency.
- Recognise capital letters, full stops, question marks, exclamation marks.
- Begin to use punctuation cues to aid pace and intonation e.g. pauses at full stops, use voices for speaking characters.
- Re-read if reading does not make sense and self-correct.
- *Read words accurately and fluently without overt sounding and blending, e.g.at over 90 words per minute.*
- *Sound out most unfamiliar words accurately, without undue hesitation.*

Comprehension
In discussion with a teacher, the pupil can:
- Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read for them
- Know the difference between fiction and non-fiction text.
- Discuss poems, stories and non-fiction texts and explain their understanding of them.
- Relate reading to their own experiences.
- Retell familiar stories e.g. fairy tales or a series of events.
- Identify and join in with predictable or repetitive phrases.
- Talk about simple word meanings.
- Predict what might happen on the basis on what has been read.
 e.g. "What might the story be about and what makes you think that?".
- *Make simple inferences on the basis of what has been said or done.*
e.g. 'What does this tell us about the character?".

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 half of the red objectives.

Word reading

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words
- **In age appropriate books, the pupil can:**
- Read words accurately and fluently without overt sounding and blending e.g over 90 words per minute
- Sound out most unfamiliar words accurately, without undue hesitation
- Use phonemes to help read unfamiliar texts (digraphs, trigraphs and split diagraphs).
- Reading is accurate by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes.
- Expression is used when reading.
- A wider range of tricky words can be read.

Comprehension

In a familiar book, that they can already read accurately and fluently, the pupil can:

- Check it makes sense to them
- Answer questions and make some inferences on the basis of what is being said and done
- Comments on plot, setting and characters in familiar and unfamiliar stories are able to be made.
- Events within a book can be understood and sequenced.
- Greater independence is shown when predicting what may happen next within a story.
- Relate content to own experience and knowledge.
- Identify and discuss a range of texts and how texts are organised e.g. non-chronological reports, explanations, recount and instructions.
- Begin to identify a range of punctuation.
- Discuss the meaning of words.

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 securely meet at least half of the following red objective and a few of the other statements.

Word reading
- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words

In age appropriate books, the pupil can:
- Read words accurately and fluently without overt sounding and blending e.g over 90 words per minute
- Sound out most unfamiliar words accurately, without undue hesitation
- Read with phrasing and fluency, taking note of punctuation to keep track of longer sentences.
- Apply knowledge of graphemes with alternative pronunciations when reading texts.
- Self-correct when reading does not make sense.

Comprehension

In a familiar book, that they can already read accurately and fluently, the pupil can:
- Check it makes sense to them
- Answer questions and make some inferences on the basis of what is being said and done
- Show an understanding of text by commenting on main events and characters.
- Locate key vocabulary and specific information in the text to answer questions.
- Use contents and index to help retrieve information.
- Make predictions by using experience of reading a range of texts.
- Use a range of clues from the text to express simple opinions.
- Discuss the meaning of words.

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 statements.

Word reading
- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words

In age appropriate books, the pupil can:
- Read words accurately and fluently without overt sounding and blending e.g over 90 words per minute
- Sound out most unfamiliar words accurately, without undue hesitation
- Read at a fluent pace, taking note of punctuation.
- Use expression when reading.
- Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)
- Read a wider range of exception words.
- Read words containing common suffixes and prefixes.
- Check the text makes sense and self-correct inaccurate reading.

Comprehension

In a familiar book, that they can already read accurately and fluently, the pupil can:
- Check it makes sense to them
- Answer questions and make some inferences on the basis of what is being said and done
- Comment on plot, setting and characters in familiar and unfamiliar stories.
- Discuss the meanings of words
- Look through a variety of books with growing independence to predict story development
- Identify words and phrases chosen for effect on the reader
- Discuss their favourite words and phrases
- Locate key vocabulary and information in fiction texts to find answers to simple questions
- Find information in non-fiction, making full use of non-fiction layout
- **Make inferences on the basis of what is being said and done**
- **Predict what might happen on the basis of what has been read so far**
- **Make links between the book they are reading and other books they have read**

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)
- Use spacing between words with support from the teacher.
- 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
- Compose short sentences orally before writing them to convey meaning with support from the teacher.
- Use a sentence structure by chaining clauses together using 'and'

Transcription (Spelling and Handwriting)
- Write the correct letter in response to hearing each sound of the alphabet.
- Segment spoken words into sounds and write the letters corresponding to those sounds
- Forms most lower case letters in the correct direction, starting and finishing in the right place.
- 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 correct 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
- 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 diagraphs, trigraphs and split diagraphs 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 below 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 correct 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

- 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
- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- 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 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
- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- 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 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)

Composition

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- 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.*
- *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 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*

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 objectives.

Number	Measurement
Number and place value	• Directly compare length, height and use language such as long, longer, longest etc.
• Demonstrate an understanding of place value of 10s and 1s in a two digit numbers, using resources to support them if necessary (e.g. representing a two-digit number using resources for tens and one, comparing two numbers up to 20 to identify the larger and smaller number without apparatus	• Measure and begin to record lengths and heights using non-standard units

Number

Number and place value
- Demonstrate an understanding of place value of 10s and 1s in a two digit numbers, using resources to support them if necessary (e.g. representing a two-digit number using resources for tens and one, comparing two numbers up to 20 to identify the larger and smaller number without apparatus
- Count forwards and backwards from 0 to 20, understanding that numbers increase and decrease in size
- Identify one more and one less than a given number
- Identify missing numbers on a number scale
- Read and write numerals from 0 to 9
- Represent numbers up to at least 20 using objects and pictorial aids
- Read and write numbers in words from 0 to 5
- Count in multiples of 2s up to 20
- Understand the language of equal to, more than, less than, fewer, most and least
- Begin to add and subtract numbers to 20.

Addition and subtraction
- Demonstrate and understanding of mathematical symbols +, - and =
- Be able to derive bonds and subtraction facts to at least 5
- Solve problems involving the addition and subtraction of single digit numbers up to 10
- Solve simple addition and subtraction using objects or pictorial aids

Multiplication and division
- Put up to 20 items into groups of two or five or into two or five equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between hoops)

Fractions
- Identify, name and find a half of an object or shape

Measurement

- Directly compare length, height and use language such as long, longer, longest etc.
- Measure and begin to record lengths and heights using non-standard units
- Sequence events in chronological order using appropriate language (e.g. morning, afternoon, evening)
- Recognise and use language relating to days of the week and years
- Tell o'clock time
- Know the values of coins less up to at least 10 pence

Geometry

Properties of Shape
- Recognise and name common 2d and 3d shapes

Position and Direction
- Follow and give instructions involving position, direction and movement
- Distinguish between left and right

End of Spring term expectations for Maths – 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.

Number

Number and place value
- Demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between two numbers i.e. 77 and 33 has a difference of 40 for the tens and 4 for the ones; by writing statements such as 35 ≤ 53 and 42 ≥ 36
- Count in 2s, 5s and 10s from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when they are organised in 7 rows of 5, by counting in 5s)
- Read and write numbers correctly in numerals up to 100.
- Say a number 1 more or less for numbers up to at least 50
- Represent numbers up to at least 50 using objects and pictorial aids such as a number line
- Read and write numbers in words from 0 to 12
- Begin to use the language of equal to, more than, less than, fewer, most and least

Addition and subtraction
- Use number bonds and related subtraction facts within 20
- Add and subtract a two-digit number and ones and a two digit number and tens, demonstrate their method using concrete apparatus or pictorial representations
- Recall doubles and halves to 20
- Read and begin to write number sentences that use +, - and =
- Solve simple addition, subtraction and missing number problems (e.g. 11 = □ - 9) using objects or pictorial aids
- Add and subtract numbers to 20.

Multiplication and division
- Represent multiplication and division using objects, pictorial aids and arrays

  5 + 5 + 5 = 15
  3 x 5 = 15
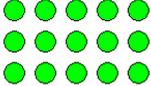
Fractions
- Identify, name and find a half of an object shape or quantity
- Identify, name and find a quarter of an object or shape

Measurement

- Compare mass/weight and capacity using language such as heavy, light, full, empty etc.
- Measure and begin to record mass/weight, capacity and volume
- Begin to read scales
- Sequence events in chronological order using appropriate language (e.g. first, next, then)
- Recognise and use language relating to months
- Tell o'clock and half past times
- Know the value of coins up to at least £2.00
- Begin to make the same amount with different coins

Geometry

Properties of Shape
- Recognise and name triangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures.
- Recognise and name common 2d and 3d shapes
- Begin to describe the properties of 2D and 3D shapes

Position and Direction
- Describe position, direction and movement
  e.g. left, right, forwards, backwards

End of Summer term expectations for Maths– Year 1

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

Number	Measurement

Number

Number and place value
- Demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the different in the tens and ones between two numbers ie 77 and 33 has a difference of 40 for the tens and 4 for the ones; by writing statements such as 35 ≤ 53 and 42 ≥ 36
- Count in 2s, 5s and 10s from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when they are organised in 7 rows of 5, by counting in 5s)
- Read and write numbers correctly in numerals up to 100.
- Say a number 1 more or less and 10 more or less
- Represent numbers using objects and pictorial aids such as a number line
- Read and write numbers in words from 0 to 20
- Count in multiples of 2s, 5s and 10s
- Understand and use the language of equal to, more than, less than, fewer, most and least

Addition and subtraction
- Use number bonds and related subtraction facts within 20
- Add and subtract a two digit number and ones and a two digit number and tens, demonstrate their method using concrete apparatus or pictorial representations
- Recall doubles and halves to 20
- Read and write number sentences that use +, - and =
- Use bonds and subtraction facts to 20
  e.g. 20 + 0 = 20, 19 + 1 = 20, 18 + 2 = 20 or 20 – 7 = 13, 20 – 6 = 14
- Solve simple addition, subtraction and missing number problems (e.g. 11 = ☐ - 9) using objects or pictorial aids

Multiplication and division
- Solve simple multiplication and division problems using objects, pictorial aids and arrays
  e.g. There were 2 elephants, they both ate 6 bananas. How many bananas were eaten altogether?

Fractions
- Identify, name and find a half or quarter of an object, shape or quantity
- **Identify ¼ ½ ¾ and know that all parts must be equal parts of the whole**

Measurement
- Compare length, height, mass/weight and capacity using language such as long, longer, longest, heavy, light, full, empty etc.
- Measure and begin to record lengths, heights, mass/weight, time, capacity and volume
- Sequence events in chronological order using appropriate language (e.g. first, next, then or morning, afternoon, evening or yesterday, tomorrow)
- Recognise and use language relating to days of the week, months and years
- Tell o'clock and half past times

Know the value of coins and notes
- *Use different coins to make the same amount*
- *Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers are given*
-

Geometry

Properties of Shape
- Recognise and name triangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures.
- Recognise and name common 2d and 3d shapes
  2d shapes such as rectangles and circles
  3d shapes such as cuboids, pyramids and spheres
- *Describe the properties of a 2D and 3D shapes*

Position and Direction
- Describe position, direction and movement
 e.g. whole, half and 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 half of the following red objectives.

Number	Measurement

Number

Number and place value
- Partition 2 digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones.
- Begin to understand the place value of each digit, use this to order numbers to at least 100
- Recognise sequences of number including odd and even numbers and continue a number sequence that increases or decreases in regular steps
- Count sets of objects reliably including grouping objects in 10s, 2s and 5s
- Begin to explain what each digit represents in any 2 digit number

Addition and subtraction
- Add 2 two digit numbers within 100 (e.g. 48+35) and can demonstrate their method using concrete apparatus or pictorial representations
- Use estimation to check that their answers to a calculation are reasonable (e.g. knowing the 48+35 will be less than 100)
- Subtract mentally a two-digit number from another two digit number when there is no regrouping required (e.g.74-33)
- Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (eg ?-14=28).
- Recognise subtraction is the inverse of addition
- Begin to understand subtraction as 'difference' and use a number line to record
- Know by heart all addition and subtraction facts for each number to 10
- Use mental calculation strategies to solve simple problems using addition and subtraction involving money and measures
- Identify doubles and halves of numbers up to 20
- Recognise coins to 50p and choose coins to make amounts up to 50p
- Use the symbols + - and = to record number sentences

Multiplication and division
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35÷5 =

Measurement
- Use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on the thermometer or measure capacities using a measuring jug)
- Read time on a clock to the nearest 15 minutes
- Begin to use standard units to measure and compare quantities and objects
- Tell the time using hours, half-hour and quarter-hours
- Use different coins to make the same amount
- *Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers are given*

Geometry

Properties of Shape
- Describe properties of 2D and 3D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square.
- Identify 2D and 3D shapes from pictures
- Make and talk about shapes referring to features and properties, such as edges, faces etc.
- Sort 2D and 3D shapes according to a single criterion
- Describe the properties of a 2D and 3D shapes

Position and Direction
- Follow and give instructions involving position, direction and movement
- Distinguish between left and right

7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins)

- Begin to understand the operation of multiplication as repeated addition
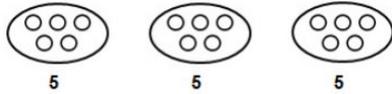
- Begin to understand division as repeated subtraction or sharing

<u>Fractions</u>
- Identify ¼ ½ ¾ and know that all parts must be equal parts of the whole
- Begin to use halves and quarters in practical situations e.g. sharing sweets between four and getting a quarter each
- Relate the concept of half of a small quantity to the concept of half of a shape e.g. shade one half or one quarter of a given shape

Statistics

- Understand vocabulary relating to handling data, such as sort, group, set, list, table, most common, most popular
- Organise and classify data using simple lists and tables
- Enter data on to a simple computer database
- Communicate their findings, using simple lists, tables, pictograms and block graphs
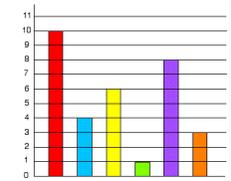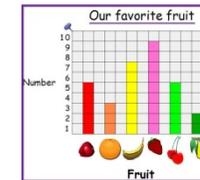
Respond to questions about the data they have presented

End of Spring term expectations for Maths– 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.

Number

Number and place value
- Partition 2 digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones.
- Count, read, write and order accurately to at least 100
- Describe and extend simple number sequences (including odd and even numbers)

Addition and subtraction
- Add 2 two digit numbers within 100 (e.g. 48+35) and can demonstrate their method using concrete apparatus or pictorial representations
- Use estimation to check that their answers to a calculation are reasonable (e.g. knowing the 48+35 will be less than 100)
- Subtract mentally a two-digit number from another two digit number when there is no regrouping required (e.g.74-33)
- Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (eg ?-14=28)
- Use place value to derive facts such as 30 + 70 = 100
- Use mental strategies to solve simple problems using +/-, doubling and halving, explaining methods and reasoning orally
- Choose the appropriate operation when solving addition and subtraction problems
- Record mental calculations as number sentences using + - x ÷ and = symbols

Multiplication and division
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35÷5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins)
- Understand the operation of multiplication as repeated addition
- Begin to see multiplication as an array and represent on a number line

Measurement

- Use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on the thermometer or measure capacities using a measuring jug)
- Read time on a clock to the nearest 15 minutes
- Begin to make sensible estimates in relation to familiar units

Geometry

Properties of Shape
- Describe properties of 2D and 3D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square.
- Recognise right angles in 2D shapes
- Understand that the properties of shapes remain the same regardless of size and orientation
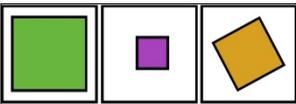
Position and Direction
- Recognise and explain that a shape stays the same even when it is held up in different orientations

5 + 5 + 5 =

3 x 5 = 15
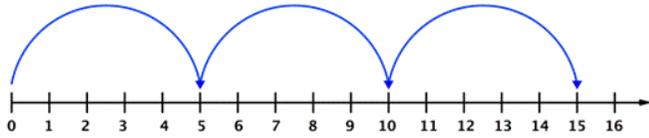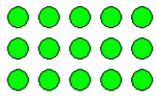
15

- Understand division as repeated subtraction or sharing
- Understand halving as a way of 'undoing' doubling

Fractions
- Identify 1/3, ¼, 1/2, 2/4, ¾ and knows that all parts must be equal parts of the whole.
- Begin to understand and use unit fractions such as ½ ¼ 1/3 of shapes

Statistics

- Collect and sort data to test a simple hypothesis
- Sort objects and classify them using more than one criterion
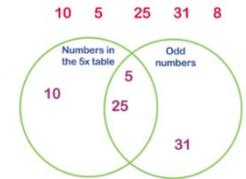
|	Shapes with curved lines	Shapes with straight lines
Pink shapes		
Blue shapes		

- Interpret data presented in simple lists, tables, pictograms or block graphs
- Pose questions for others about their data

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 all of the red statements

Number	Measurement

Number

Number and place value
- Partition 2 digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones.
- Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and backward
- Compare and order numbers from 0 to 100; use <, > and = signs
- Read and write numbers to 100 in numerals and words
- Use place value and number facts to solve problems

Addition and subtraction
- Add 2 two digit numbers within 100 (e.g. 48+35) and can demonstrate their method using concrete apparatus or pictorial representations
- Use estimation to check that their answers to a calculation are reasonable (e.g. knowing the 48+35 will be less than 100)
- Subtract mentally a two-digit number from another two digit number when there is no regrouping required (e.g.74-33)
- Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (eg ?-14=28)
- Apply mental and written methods
- Recall addition and subtraction number facts to 20 and use related facts to 100
- Know that addition can be done in any order and that subtraction cannot
- *Reason about addition (e.g. that the sum of 3 odd numbers will always be odd)*
- *Work out mental calculations where regrouping is required (e.g. 52-27 91-73)*
- *Solve word problems that involve more than one step (e.g. "which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?)*

Multiplication and division
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35÷5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins)
- Recognise odd/even numbers

Measurement

- Use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on the thermometer or measure capacities using a measuring jug)
- Read time on a clock to the nearest 15 minutes
- Choose and use appropriate standard units; m/cm, kg/g, l/ml and °C
- Compare and order length, mass, volume/capacity and record results >, < and =
- Recognise and use symbols pounds (£) and pence (p) and combine amounts to make a particular value
- Find different combinations of coins to make the same amount
- Solve simple problems involving adding and subtracting money in a practical context, including giving change
- Compare and sequence intervals of time
- Tell the time to five minutes, including quarter past/to and draw hands on a clock to show these
Know the number of minutes in an hour and hours in a day

Geometry

Properties of Shape
- Describe properties of 2D and 3D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square.
- Identify and describe the properties of 2-D and 3-D shapes, including number of sides, vertices (corners) and faces
- Find a line of symmetry on a 2-D shape
- Compare and sort 2-D and 3-D shapes and everyday objects

Position and Direction
- Order and arrange objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including in a straight line and rotation as turn in term of right angles for quarter,

- Recall multiplication and division facts for the 2, 5 and 10 times tables
- Record using x, ÷ and = signs
- Know that multiplication can be done in any order but that division cannot
- Solve problems using materials, repeated addition, arrays and mental methods, including in problems in contexts
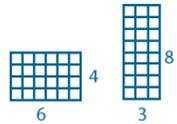
Fractions

- Identify 1/3, ¼, 1/2, 2/4, ¾ and knows that all parts must be equal parts of the whole.
- Recognise, find, name and write fractions ¼ , 2/4, ¾ and ⅓ of a length, shape or number

¼ of 8 is 2

- Write simple fractions, e.g. ½ of 6 = 3 and to recognise equivalence of ½ and 2/4

half and three-quarter turns (clockwise and anti-clockwise)

Statistics

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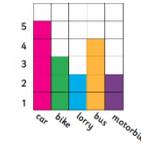
- Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity
Ask and answer questions about totalling and comparing data