

## **Springfield Curriculum**

Children at Springfield Primary are taught through the creative curriculum, in specific year groups. We have invested in a creative scheme called Cornerstones, this ensures breadth and depth of curriculum areas across the school. Our aim is to nurture confidence and independent learning as well as collaboration. Each class has its own mini-ICT suite so that children can use computers, ipads, and other tablets to support their learning every day. Interactive displays, visits and visitors stimulate the environment and make the learning a permanent memory. We are a values school and we have a value which the children and staff focus on each month.

### **Reception**

Your child will mostly be taught through games and play.

The areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

### **[Link to EYFS](#)**

### **Phonics**

Sounds-write is a quality first phonics programme. It is a comprehensive system to teach reading writing and spelling. It is introduced in Reception and taught rigorously in Key Stage 1.

It is highly structured, multi-sensory, incremental and code orientated programme which is used every day.

You can find out more at <http://www.sounds-write.co.uk/>

## **Mathematics**

The use of AET Maths resources ensures children focus on identified areas of need to make rapid progress in mathematics. Children are taught using practical resources and become confident manipulating numbers.

Please click on the links below to find out the overview for each year group:

### **Mathematics Year 1**

[Link to Mathematics Year 1 Emerging](#)

[Link to Mathematics Year 1 Expected](#)

### **Mathematics Year 2**

[Link to Mathematics Year 2 Emerging](#)

[Link to Mathematics Year 2 Expected](#)

### **Mathematics Year 3**

[Link to Mathematics Year 3 Emerging](#)

[Link to Mathematics Year 3 Expected](#)

### **Mathematics Year 4**

[Link to Mathematics Year 4 Emerging](#)

[Link to Mathematics Year 4 Expected](#)

### **Mathematics Year 5**

[Link to Mathematics Year 5 Emerging](#)

[Link to Mathematics Year 5 Expected](#)

### **Mathematics Year 6**

[Link to Mathematics Year 6 Emerging](#)

[Link to Mathematics Year 6 Expected](#)

## **Reading and Writing**

Sounds-write reading books are initially used to help children practise their phonics learning. A variety of reading schemes are used to give the children choice. Children are encouraged to read at home daily. From Year 2 Accelerated Reading is used to help children develop their comprehension skills. Staff at Springfield Primary teach cursive writing from Reception. The use of Big Write strategies moves writing forward– this is an approach to teaching writing and raising writing standards that focuses on the importance of talk and oral rehearsal. Encouraging accurate basic skills such as punctuation, spelling grammar and handwriting with regular meaningful assessment and target setting.

Please click on the links below for an overview:

### **Reading and Writing Year 1**

[Link to Reading and Writing Year 1 Emerging](#)

[Link to Reading and Writing Year 1 Expected](#)

### **Reading and Writing Year 2**

[Link to Reading and Writing Year 2 Emerging](#)

[Link to Reading and Writing Year 2 Expected](#)

### **Reading and Writing Year 3**

[Link to Reading and Writing Year 3 Emerging](#)

[Link to Reading and Writing Year 3 Expected](#)

### **Reading and Writing Year 4**

[Link to Reading and Writing Year 4 Emerging](#)

[Link to Reading and Writing Year 4 Expected](#)

### **Reading and Writing Year 5**

[Link to Reading and Writing Year 5 Emerging](#)

[Link to Reading and Writing Year 5 Expected](#)

### **Reading and Writing Year 6**

[Link to Reading and Writing Year 6 Emerging](#)

[Link to Reading and Writing Year 6 Expected](#)

## Science

Science lessons, like other subject areas, are an integral part of the half termly topics, so making the subjects relevant and meaningful for the children from a very early age. The pupils learn through discovery and enjoy experimenting.

Please click on the links below for an overview:

[Link to Science Year 1 Expected](#)

[Link to Science Year 2 Expected](#)

[Link to Science Year 3 Expected](#)

[Link to Science Year 4 Expected](#)

[Link to Science Year 5 Expected](#)

[Link to Science Year 6 Expected](#)

Language learning is an important aspect of the Springfield curriculum. The children learn Italian and Mandarin from Reception using songs, stories and games. We have the expertise of a native Italian teacher from the Italian Consulate as well as a number of bilingual Italian staff and a Chinese Language Assistant from the British Council.

Physical Education and Music are also considered very important at Springfield. We offer specialist PE lessons to all children in Key Stage 1 and 2 and sports clubs are provided by a Premier Sport teacher at a small cost. All children have the possibility of learning an instrument in Year 4 and Year 3 participate in Sing On which is where a professional singing teacher works with the children over a term and they then perform with other schools at the Corn Exchange in Bedford to an audience of parents. Year 5 will participate in a music project.

Drama and art are taught through the engaging topics and all children have the opportunity to perform during the year.

We are looking forward to moving forward with the same structure, developing our curriculum further with Year 5. Children are set regular homework to help embed their learning. Year 5 will have opportunities to take part in a variety of projects at Daubeney Academy over this year and next year ensuring a more structured transition process.

[Link to Curriculum plan 2017-18](#)

I can	Maths - Year 1(emerging)	😊	Date
Number and Place Value	Count forwards in 1s, 2s, 5s and 10s up to 50 starting at any number.		
	Count backwards in 1s, 2s, 5s and 10s up to 50 from any number.		
	Read numbers from 1 to 10 in digits and words.		
	Write numbers from 1 to 10 in digits and words.		
	Say a number which is one more than any given number up to 50.		
	Say a number which is one less than any given number up to 50.		
	Make numbers using concrete objects and number lines.		
	Use =, >, <, most and least up to 50 in number sentences.		
+ and -	Understand mathematical statements up to 50 involving +, - and = signs.		
	Understand the words add, total, sum and find the difference.		
	Add 2 single digits up to 20.		
	Add a single digit number to a 2-digit number up to 20.		
	Add 3 single digits up to 20.		
	Subtract a single digit from a 2-digit number up to 20.		
	Answer addition number bonds to 10 very quickly.		
Answer subtraction number bonds to 10 very quickly.			

I can	Maths - Year 1(emerging)	😊	Date
	Solve one-step problems that involve addition up to 50 using apparatus		
	Solve missing number problems that involve addition up to 50 using apparatus.		
	Solve one-step problems that involve subtraction from 50 using apparatus.		
	Solve missing number problems that involve subtraction up to 50 using apparatus.		
Measures	Solve practical problems for lengths and heights such as longest and shortest.		
	Solve practical problems for mass and weights such as lightest and heaviest.		
	Solve practical problems for capacity and volume such as full and half-full.		
	Solve practical problems for time using terms such as fastest and slowest.		
	Understand the value of different denominations of all coins and notes.		
Shape	Put events in the right order using words such as: before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.		
	Identify rectangles, squares, circles and triangles.		

I can	Maths - Year 1(expected)	😊	Date
Number and Place Value	Count forwards in 1s, 2s, 5s and 10s up to 100 starting at any number.		
	Count backwards in 1s, 2s, 5s and 10s up to 100 from any number.		
	Read numbers from 1 to 20 in digits and words.		
	Write numbers from 1 to 20 in digits and words.		
	Say a number which is one more than any given number up to 100.		
	Say a number which is one less than any given number up to 100.		
	Make numbers using objects and number lines.		
	Use =, >, <, most and least up to 100 in number sentences.		
	Understand mathematical statements up to 100 involving +, - and = signs.		
+ and -	Understand the words add, total, sum and find the difference.		
	Add 2 single digits up to 20.		
	Add a single digit number to a 2-digit number up to 20.		
	Add 3 single digits up to 20.		
	Subtract a single digit from a 2-digit number up to 20.		
	Answer addition number bonds to 20 very quickly.		
	Answer subtraction number bonds to 20 very quickly.		
	Solve one-step problems that involve addition up to 100 using apparatus.		
	Solve missing number problems that involve addition up to 100 using apparatus.		

I can	Maths - Year 1(expected)	😊	Date
	Solve one-step problems that involve subtraction from 100 using apparatus.		
	Solve missing number problems that involve subtraction from 100 using apparatus.		
x and ÷	Solve one-step times table and division problems up to 20 using objects, graphs, charts and arrays with my teacher's help.		
	Understand the x and ÷ sign. Tell you what halving and doubling are.		
1/2 and 1/4	Tell you what happens if you add two equal halves of a shape together.		
	Tell you what happens if you add four equal quarters of a shape together.		
Measures	Measure lengths and heights and write my results in centimetres and metres.		
	Measure mass and weights and write my results in grams and kilograms		
	Measure capacity and volume and write my results in millilitres, litres and cubes.		
	Measure how long things take and write my results in minutes, seconds and hours.		
	Tell you the difference between days, months and years in the date.		
	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.		
	Identify cuboids, cubes, pyramids and spheres.		
	Describe things which are either top, bottom, middle, next to and directions.		
	Describe things which have made half, quarter and three-quarter turns.		

I can	Maths - Year 2 (emerging)	😊	Date
Number and Place Value	Count forward in steps of 2, 10 and 5 from any number up to 100.		
	Count backward in steps of 2, 10 and 5 from any number near to 100.		
	Partition two-digit number (tens, ones) in different ways.		
	Say a number which is 10 more than any number up to 100.		
	Say a number which is 10 less than any number up to 100.		
	Read and write numbers to at least 50 in numerals and in words.		
	+ and -	Work out addition facts like 20+70 by using number facts such as 2+7.	
Use subtraction facts like 50-30 by using number facts such as 5-3.			
Add a two-digit number and ones and a two-digit number and tens up to 50 in my head.			
Take away a one digit number from a two-digit number and a two digit number from a two-digit number up to 50 in my head.			
Show that adding up two numbers can be done in any order.			
Show that taking away cannot be done in any order.			
Solve one-step addition problems involving numbers, measures and money (up to £10).			
x and ÷	Solve one-step subtraction problems involving numbers, measures and money (up to £10)		
	Answer quickly times table and division facts for the 2, 5 and 10 multiplication tables.		
	Say which numbers are even and which are odd.		
	Explain that x2 is doubling and ÷ by 2 is halving.		

I can	Maths - Year 2 (emerging)	😊	Date
	Show that multiplication of two numbers can be done in any order.		
	Show that division of two numbers cannot be done in any order.		
	Solve one-step multiplication and division problems up to 50, using apparatus.		
Fractions	Calculate $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of numbers and lengths up to 100.		
	Calculate $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a shape.		
	Calculate simple fractions.		
	Count in halves up to 10.		
Measures	Estimate and measure length and height, mass, temperature and capacity, using rulers, scales, thermometers and measuring vessels.		
	Use symbols for pounds and pence.		
	Add amounts up to £10 and work out the change from £1.		
	Make different amounts of money using the correct coins.		
	Tell the time to quarter past and to.		
Shape	Name and describe 2-D shapes by the number of sides and symmetry in a vertical line.		
	Name and describe 3-D shapes, including the number of edges, corners and faces.		
	Find and name 2-D shapes on the surface of 3-D shapes.		
Statistics	Arrange combinations of mathematical objects in patterns.		
	Make a pictogram and ask and answer questions about it.		
	Make a tally chart and ask and answer questions about it.		

I can	Maths - Year 2 (expected)	😊	Date
Number and Place Value	Count forward in steps of 2, 3, 10 and 5 from any number up to 100.		
	Count backward in steps of 2, 3, 10 and 5 from any number near to 100.		
	Order at least three numbers both increasing and decreasing from 0 up to 100 using $<$ , $>$ and $=$		
	Partition numbers (tens, ones) and use this to solve missing number problems.		
	Read and write numbers to at least 100 in numerals and in words.		
+ and -	Mentally add two that have tens and units up to 100.		
	Mentally add three single digit numbers.		
	Check my answers to missing number problems by using the inverse.		
	Solve simple addition and subtraction word problems up to 100.		
	Add two numbers that have tens and units using column method with no carrying.		
x and ÷	Subtract two numbers that have tens and units using column method and no exchanging.		
	Write multiplication statements for $\times 2$ , $\times 5$ , and $\times 10$ using the multiplication and equals signs.		
	Write division statements for $\times 2$ , $\times 5$ , and $\times 10$ using the division and equals signs.		
	Solve one-step multiplication problems using apparatus if required.		
1/2 and 1/4	Solve one-step division problems using apparatus if required.		
	Explain how two quarters is the same as one half.		
	Calculate one third and one quarter of numbers up to 100.		
	Count in quarters up to 10.		

I can	Maths - Year 2 (expected)	😊	Date
Measures	Estimate and measure length and height, mass, temperature and capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.		
	Read scales to the nearest numbered unit.		
	Understand $0^{\circ}\text{C}$ and $100^{\circ}\text{C}$ and estimate the outside room temperature.		
	Tell and write the time to five minutes, and draw the hands on a clock face to show these times.		
	Compare and sequence intervals of time.		
	Add and subtract amounts up to £50 and work out the change from £5.		
	Make different amounts of money using the correct coins.		
Shape	Name and describe 2-D shapes, by the number of sides, right angles and symmetry.		
	Name and describe 3-D shapes, by the number of edges, corners, faces and right angles.		
	Make different nets for cubes and cuboids.		
	Make my own symmetrical shapes by drawing lines using a ruler.		
	Describe the amount of turn using right angles for quarter, half and three quarter turns (clockwise and anti-clockwise), and movement in a straight line.		
Stats	Make a block diagram and ask and answer questions about it.		
	Ask and answer questions about the information in a simple table.		

I can	Maths - Year 3 (emerging)	✓	Date
Numbers Place Value	Count from 0 in multiples of 4, 50 and 100.		
	Calculate 10 or 100 more or less than a number up to 1000.		
	Calculate the value of each digit in a 3-digit number by partitioning in different ways.		
	Read and write numbers to at least 500 in numerals and words.		
	Order numbers up to 500 using =, >, <.		
Addition Subtraction	Mentally add and subtract a 3-digit number and ones.		
	Mentally add and subtract a 3-digit number and tens.		
	Add two 2 digit numbers using column method with 'carrying' using multibase apparatus.		
	Subtract two 2 digit numbers using column method with exchanging using multibase apparatus.		
	Solve addition and subtraction word problems.		
x and ÷	Answer multiplication and division facts for the 2,3,4,5,10,11 tables very quickly.		
	Multiply a 2-digit number by 2,3,4,5 using a simple grid.		
	Divide a 2-digit number by 2,3,4,5 using short division method.		
	Solve word problems including three times, four times as long etc.		

I can	Maths - Year 3 (emerging)	✓	Date
Fractions	Count up and down in tenths.		
	Make tenths from dividing an object into 10 equal parts.		
	Order unit fractions with the same denominator.		
	Calculate a unit fraction and non-unit fraction with a small denominator of a set of objects.		
Measures	Measure lengths, mass and volume of different objects and find their totals and differences.		
	Measure the perimeter of 2-D shapes.		
	Say the relationship between all units of measurement.		
	Say the number of seconds in a minute, days in each month, year and leap year.		
Shape	Draw and name 2-D shapes.		
	Name 3-D shapes in different orientations.		
	Make 3-D shapes using modelling materials.		
	Identify right angles; recognise that 2 right angles make a half-turn and four make a complete turn.		
	Say whether angles are greater or less than a right angle.		
Statistics	Interpret data using bar charts with simple scales e.g. 2,5,10 units.		
	Interpret data using pictograms with simple scales e.g. 2,5,10 units.		
	Solve one-step and two-step questions using information in scaled bar charts and pictograms.		

I can	Maths - Year 3 (expected)	✓	Date
Number	Read, and write numbers to at least 1000 in numerals and words.		
	Count from 0 - 96 in 8s.		
	Compare and order numbers up to 1000 using =, > and <.		
Addition and Subtraction	Add numbers with up to 3-digits, using the column method with carrying and exchanging.		
	Subtract numbers with up to 3-digits, using the column method with carrying and exchanging.		
	Estimate the answer to a calculation.		
	Use inverse operations to check answers.		
	Solve missing number addition and subtraction problems.		
	Solve more complex addition and subtraction problems.		
	Mentally add and subtract a 3-digit number and a hundreds number.		
x and ÷	Multiply a 2-digit number by a single digit using a simple grid.		
	Answer multiplication and division facts for the 2, 3, 4, 5, 8, 10, 11 times tables very quickly.		
	Solve problems, including missing number problems.		
	Solve maths problems e.g. 3 hats and 4 coats - how many different outfits?		

I can	Maths - Year 3 (expected)	✓	Date
Fractions	Show using diagrams, equivalent fractions with small denominators.		
	Add and subtract fractions with the same denominator up to one whole.		
	Find pairs of fractions that add up to a whole.		
	Solve fraction problems using what I know so far about fractions.		
	Find non unit fractions with small denominators of a set of objects.		
Measures	Add and subtract amounts of money up to £100.		
	Give change from £10.		
	Tell and write the 12-hour and 24-hour time using Roman numerals.		
	Read time to the nearest minute and use a.m./p.m., morning, afternoon, noon and midnight.		
	Calculate how long events or tasks will take.		
Shape	Draw horizontal, vertical, perpendicular and parallel lines.		
	Know a right angle has $90^\circ$ and a straight angle has $180^\circ$ .		
	Use a compass to draw a circle with a radius up to 10c.m.		
Data	Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in tables.		

I can	Maths - Year 4 (emerging)	✓	Date
Number Place Value	Count in multiples of 6, 7, 9, 25 and 1000.		
	Calculate the value of each digit in a 4-digit number by partitioning in different ways.		
	Order numbers up to 5000 using =, > and <.		
	Read Roman numerals to 10.		
	Calculate 1000 more or less than a number.		
+ and -	Add up to 4-digits using the column method.		
	Subtract up to 4-digits using the column method.		
	Mentally add any 2-digit number.		
	Mentally subtract any 2-digit number.		
	Solve 2-step problems.		
x and ÷	Answer multiplication and division facts for the 2, 3, 4, 5, 6, 7, 8, 10 and 11 tables very quickly.		
	Multiply and divide by 0 and 1.		
	Multiply a 3-digit number by a single digit using the grid method.		
	Divide a 2-digit number by 2,3,4,5,6, 7 and 8 using short division method.		
Fractions	Count up and down in hundredths.		
	Make hundredths when dividing an object by a hundred and dividing tenths by ten.		
	Calculate quantities, including non-unit fractions where the answer is a whole number.		
	Calculate the equivalent decimal of any tenths and hundredths number.		
	Find the effect of dividing a one or two digit number by 10 or 100.		

I can	Maths - Year 4 (emerging)	✓	Date
Fractions	Calculate the value of the digits in numbers with units, tenths and hundredths.		
	Order numbers with the same number of decimal places up to one decimal place.		
Measures	Convert km to m.		
	Tell the time using 12 and 24-hour clocks and change one to the other.		
Shape	Solve problems converting hours to minutes; minutes to seconds; years to months; weeks to days.		
	Identify lines of symmetry in 2-D shapes drawn in different orientations.		
	Complete a simple symmetrical figure.		
	Describe positions on a 2-D grid as co-ordinates in the first quadrant.		
Data	Plot specified points and draw sides to complete a given polygon.		
	Describe translations to the left/right and up/down.		
	Solve a problem by collecting data, presenting it in a bar chart and interpreting it.		
	Solve a problem by collecting data, presenting it in a line graph and interpreting it.		

I can	Maths - Year 4 (expected)	✓	Date
Numbers Place Value	Read Roman numerals to 100.		
	Count backwards through zero and understand that -2 is greater than -3.		
	Order numbers up to 10,000 using =, > and <.		
	Count in multiples of 9 and 25.		
	Round any numbers up to 10,000 to the nearest 1000.		
+ and -	Solve 2-step problems by deciding which operation to use and why.		
	Make a sensible estimate and check the answer using the inverse operation.		
x and ÷	Answer multiplication and division facts for multiplication tables up to 12x12 very quickly.		
	Say all the square numbers.		
	Work out the factor pairs and use them in mental calculations.		
	Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written method.		
	Solve more complex problems.		
	Calculate the prime factors and work out the factors within any number up to 144		

I can	Maths - Year 4 (expected)	✓	Date
Fractions	Calculate decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ .		
	Round decimals with one decimal place to the nearest whole number.		
	Order numbers with the same number of decimal places up to one decimal place.		
	Calculate equivalent fractions of a given fraction including tenths and hundredths.		
	Add and subtract fractions with the same denominator.		
Measures	Know the formula for measuring the area of a square or rectangle.		
	Know the formula for measuring the perimeter of a square or rectangle.		
	Solve simple measure and money problems involving fractions and decimals to two decimal places.		
Shape	Compare 2-D shapes, including quadrilaterals and triangles, based on their properties and sizes.		
	Identify acute and obtuse angles and compare and order angles up to two right angles by size.		
	Calculate the perimeter of a rectilinear figure in centimetres and metres.		
	Calculate the area by counting the squares.		
Data	Solve a problem by collecting data, presenting it in a bar chart and interpreting it.		
	Solve a problem by collecting data, presenting it in a line graph and interpreting it.		

I can	Maths - Year 5 (emerging)	✓	Date
Number Place Value	Count forwards and backwards in steps of 100 and 1,000 from any number up to 1,000,000.		
	Calculate the value of each digit up to 1,000,000 by partitioning in different ways.		
	Count forwards and backwards with positive and negative whole numbers through zero.		
	Interpret negative numbers in context such as the temperature.		
+ and -	Add and subtract more than 4-digit numbers using column method.		
	Add and subtract mentally any 2 or 3 digit numbers.		
	Use rounding to check answers to calculations.		
	Solve multi-step problems in contexts, deciding which operations and methods to use and why.		
x and ÷	Use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.		
	Calculate whether a number up to 100 is prime.		
	Multiply and divide numbers mentally.		
	Multiply and divide whole numbers and those involving decimals by 10, 100 or 1000.		
	Multiply 3-digit by 2-digit numbers and divide a 3-digit number by a single digit.		
	Solve problems involving all 4 rules and a combination of these.		
Fractions	Explain that a whole number can be written as fractions.		
	Multiply a proper fraction by 10.		
	Multiply a mixed number by 10.		
	Recognise mixed numbers and improper fractions and convert from one form to the other.		
	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.		

I can	Maths - Year 5 (emerging)	✓	Date
Fractions	Read and write decimal numbers as fractions e.g. $0.7 = \frac{7}{10}$ up to one decimal place.		
	Round decimals with two decimal places to the nearest whole number and to one decimal place.		
	Read, write, order and compare numbers with up to three decimal places.		
	Solve problems involving number up to three decimal places.		
	Recognise and understand the percent symbol (%).		
	Write percentages as a fraction with denominator hundred, and as a decimal.		
Measures	Convert between different units of measure (km/m; m/cm; cm/mm; kg/g; l/ml).		
	Solve problems involving converting between units of time.		
	Solve problems involving addition and subtraction of units of measure using decimal notation.		
	Recognise and estimate volume using cubes and capacity using water.		
Shape	Identify 3-D shapes, including cubes and cuboids, from 2-D representations.		
	Know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees.		
	Describe equilateral, isosceles, right angle and scalene triangles.		
Data	Complete, read and interpret information in tables, including timetables.		
	Construct my own table from given information.		
	Construct a bar chart and decide upon the scale.		

I can	Maths - Year 5 (expected)	✓	Date
Number Place Value	Count forwards and backwards in steps of 1,000 and 100,000 from any number up to 1,000,000.		
	Round any number up to 1,000,000 to the nearest 100,000 10,000, 1000, 100 and 10.		
	Read Roman numerals to 1000(M) and recognise years written in Roman numerals.		
	Solve number problems and practical problems that involve all these aspects.		
+ and -	Mentally add and subtract any 2 and 3-digit numbers.		
	Add and subtract any 1000s number from any 5-digit number.		
x and ÷	Identify multiples and be able to find all factor pairs.		
	Recognise and use squared and cubed numbers and the correct notation.		
	Use the square root sign $\sqrt{\quad}$ .		
	Solve problems where larger numbers are used by decomposing them into their factors.		
	Multiply numbers up to 4-digits by a 1-digit and 2-digit number using an efficient written method.		
	Divide numbers up to 4-digits by a 1-digit number using short division written method.		
Fractions	Solve problems including scaling by simple fractions and problems involving simple rates.		
	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.		
	Mentally add and subtract tenths and mixed numbers with tenths.		
	Add and subtract decimals up to 3 decimal places.		
	Compare and order fractions whose denominators are all multiples of the same number.		

I can	Maths - Year 5 (expected)	✓	Date
Fractions	Add and subtract fractions with the same denominator and related fractions; write mathematical statements $>1$ as a mixed number.		
	Multiply proper fractions and mixed numbers by whole numbers up to 10, supported by materials and diagrams.		
Measures	Convert metric to common imperial units and imperial to metric.		
	Measure and calculate the perimeter of composite rectilinear shapes in cm and m.		
	Calculate and compare the areas of squares and rectangles using square centimetres and square metres and estimate the area of irregular shapes.		
Shape	Draw squares, rectangles and all triangles using given dimensions (to the nearest millimetre) and angles with a protractor.		
	State and use the properties of a rectangle (including squares) to deduce related facts.		
	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.		
	Identify multiples of $90^\circ$ ; angles at a point on a straight line and $\frac{1}{2}$ a turn (total $180^\circ$ ); angles at a point and one whole turn (total $360^\circ$ ); reflex angles and compare different angles.		
	Identify, describe and represent the position of a shape following a reflection or translation in all four quadrants, using the appropriate language, and know that the shape has not changed.		
Data	Solve problems using information presented in line graphs.		
	Interpret information stored in a pie chart.		

I can	Maths - Year 6 (emerging)	✓	Date
Numbers and Place Value	Read, write, order and compare numbers up to 10,000,000.		
	Calculate the value of each digit by partitioning.		
	Round any whole number to a required degree of accuracy.		
+ - x ÷	Multiply numbers up to 4 digits by a 2-digit whole number using an efficient written method.		
	Divide numbers up to 4 digits by a 2-digit whole number up to 20 using the efficient written method and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context.		
	Identify common factors, common multiples and revise prime numbers, square numbers and square roots.		
	Add and subtract 2 positive and negative numbers e.g. $-3-4=-7$ .		
Fractions	Identify the value of each digit to three decimal places.		
	Multiply and divide numbers by 10, 100 and 1000 where the answers are up to 3 decimal places.		
	Convert a fraction to a decimal by dividing.		
	Use common factors to simplify fractions.		
	Use common multiples to express fractions in the same denomination.		
	Compare and order fractions including fractions $>1$ .		
	Calculate percentages of whole numbers or measures such as 15% of 360.		

I can	Maths - Year 6 (emerging)	✓	Date
Frac	Use equivalences between simple fractions, decimals and percentages in different contexts.		
Algebra	Generate and describe linear number sequences.		
	Express missing number problems algebraically.		
	Use simple formulae expressed in words.		
	Recognise when it is necessary to use the formulae for area and volume of shapes.		
Measures	Solve problems by converting measurements of length, mass, volume and time from a smaller unit to a larger unit and vice versa, using decimal notation to three decimal places.		
	Convert between miles and kilometres.		
Shape	Recognise, describe and build simple 3-D shapes including making nets.		
	Recognise parallel and perpendicular planes.		
	Illustrate and name parts of circles, including radius, diameter and circumference.		
	Use a protractor to measure the angle of 2D shapes e.g. quadrilaterals.		
	Describe positions on the full co-ordinates grid (all four quadrants).		
	Create shapes by joining up the co-ordinates.		
Data	Calculate and interpret the mean, median and mode.		
	Understand the terms of probability e.g. certain, impossible.		
	Solve problems using the probability terms.		

I can	Maths - Year 6 (expected)	✓	Date
+ x - ÷	Add and subtract using negative numbers.		
	Perform mental calculations, including with mixed operations and large numbers.		
	Divide numbers up to 4-digits by a 2-digit whole number up to 20 using the efficient written method and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context.		
	Solve multi-step problems involving the 4 rules and use estimations to check answers to calculations.		
	Use my knowledge of the order of operations to carry out calculations involving the 4 operations.		
Fractions, Decimals and %	Add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions.		
	Multiply simple pairs of proper fractions writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2}$ ) Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$ ).		
	Multiply 1-digit numbers with up to 2 decimal places by whole numbers.		
	Use written division methods in cases where the answer has up to 2 decimal places.		
	Solve problems which require answers to be rounded to specified degrees of accuracy.		
	Find a percentage of any given number.		
Ratio and Proportion	Solve problems involving the relative sizes of 2 quantities.		
	Solve problems involving unequal sharing and grouping e.g. $\frac{3}{5}$ of the class are boys etc.		
	Solve problems involving similar shapes where the scale factor is known or can be found.		
	Solve simple ratio and proportion problems.		
	Reduce a given ratio to its lowest terms.		

I can	Maths - Year 6 (expected)	✓	Date
Algebra	Find pairs of numbers that satisfy number sentences involving two unknowns e.g. what is $2a+3b$ if $a=2$ and $b=3$ .		
	Work out all possibilities of combinations of two variables.		
Measures	Recognise that shapes with the same areas can have different perimeters and vice versa.		
	Calculate the area of parallelograms and triangles and be able to use the correct formulae.		
	Calculate the volume of cubes and cuboids using centimetre cubed and cubic metres and extending to other units, such as mm cubed and km cubed.		
Shape	Classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.		
	Find unknown angles where they meet at a point and are on a straight line and are vertically opposite.		
	Find missing angles in a parallelogram, rhombus and trapezium by working out diagonally opposite angles.		
	Draw and translate simple shapes on the co-ordinate plane, reflect them in the axes and rotate around a point.		
Data	Interpret and construct pie charts and use these to solve problems using my knowledge of angles, fractions and percentages.		
	Interpret and construct line graphs and use these to solve problems.		

I can	English - Year 1 (emerging)	😊	Date
Word Reading	Tell you some letters of the alphabet.		
	Sit at the table and hold a pencil.		
	Point out some letters that you have sounded.		
	Read some words ending in: s, es, ed, er.		
	Read words that have one part.		
	Read some words that are shortened.		
Comprehension	Listen quietly to a book being read aloud.		
	Tell you the name of a fairy story.		
	Tell you the name of a traditional tale.		
	Join in with some things that the whole class is saying together.		
	Tell you if simple words are spelled wrong.		
	Tell you what has happened in a story I have read or heard.		

I can	English - Year 1 (emerging)	😊	Date
	Take turns when talking and listen to what other people are saying.		
Handwriting	Write some letters of the alphabet.		
	Write some numbers.		
	Say some of the alphabet in the right order.		
	Tell you some letters that sound the same but are different.		
	Spell some words ending in s and er.		
	Spell some words in the word-bank.		
	Trace upper-case letters.		
	Trace lower-case letters.		
Composition and SpAG	Trace numbers 0-9.		
	Tell you about what I did at the weekend.		
	Write a sentence.		
	Correct my work after my teacher has checked it.		
	Use some capital letters and full stops.		
	Use a capital letter for my names.		
	Tell you about some of the grammar I have learned.		

I can	English - Year 1 (expected)	😊	Date
Word Reading	Tell you the letters of the alphabet.		
	Sit at the table and hold a pencil.		
	Point out letters that you have sounded.		
	Read some words ending in: s, es, ing, ed, er, est.		
	Read words that have one part.		
	Read words that have two parts.		
	Read words that are shortened.		
	Read aloud from some books.		
	Re-read a book that I have read before.		
Comprehension	Listen quietly to a book being read aloud.		
	Link stories to what I have done.		
	Tell you the names of some fairy stories.		
	Tell you the names of some traditional tales.		
	Join in with things that the whole class is saying together.		
	Tell you about the meanings of some words.		
	Tell you when something isn't written in the right way, and why.		
	Tell you what might happen in a book after reading the title.		
	Take turns when talking and listen to what other people are saying.		
Explain what you are reading to me.			
Handwriting	Write words using letters I have already learned.		
	Write the days of the week.		
	Tell you the alphabet in the right order.		

I can	English - Year 1 (expected)	😊	Date
	Tell you some letters that sound the same but are different.		
	Spell some words ending in: s, es, ing, ed, er, est.		
	Spell some words starting with un.		
	Spell the words in the word-bank.		
	Write down what the teacher is telling me.		
	Write some upper-case letters.		
	Write some lower-case letters.		
	Write numbers 1-9.		
	Tell you about handwriting families.		
	Composition and SpAG	Tell you what I am going to write.	
Write a story.			
Check my work.			
Leave spaces between words when I write.			
Use capital letters, full stops, question marks and exclamation marks.			
Use a capital letter for names, places, days of the week and 'I'.			
Tell you about some of the grammar I have learned.			

I can	English - Year 2 (emerging)	😊	Date
Word Reading	Sound out some words.		
	Point out words that you have sounded.		
	Read words that have one part.		
	Read some words that have two parts.		
	Read some words without mistakes.		
	Read aloud from a book.		
	Re-read a book that I have read before.		
Comprehension	Listen quietly to a book being read aloud.		
	Tell you the names of some fairy stories.		
	Tell you the names of some traditional tales.		
	Join in with a phrase that the whole class is saying.		
	Tell you about something that has happened to me.		
	Tell you the meaning of some simple words.		
	Tell you some words that sound the same but are spelled differently.		
	Tell you my favourite word.		
	Read some poetry out loud.		
	Tell you what a story is about after I have read it.		
	Tell you when something isn't written in the right way.		
	Tell you what might happen in a story after I have started reading it.		
	Ask questions about what I am reading.		

I can	English - Year 2 (emerging)	😊	Date
	Join in with the class to talk about what we are reading, taking turns and listening.		
	Talk about stories I have read at school and at home.		
Transcription	Spell some the words in the word-bank.		
	Spell some words that are shortened.		
	Spell some words that end with less and ly.		
Handwriting	Write some letters in the correct size.		
	Tell you some letters that can be joined up.		
	Write capital letters and numbers in the correct size.		
	Leave space between some words.		
Composition	Write about something that has happened to me.		
	Write a poem.		
	Tell you about what I'm going to write.		
	Check my work for spelling mistakes.		
	Read what I have written out loud.		
SpAG	Use a question correctly.		
	Write a sentence that describes something.		
	Tell you about some of the grammar I have learned.		
	Use the present tense.		

I can	English - Year 2 (expected)	😊	Date
Word Reading	Work out how to read some words by sounding them out and join up sounds to make words.		
	Tell you the different sounds a letter can make.		
	Read words that have two parts.		
	Read words that don't follow the normal rules.		
	Read words quickly without mistakes.		
	Read aloud from some books.		
	Re-read a book that I have read before.		
Comprehension	Listen quietly to a book being read aloud.		
	Talk about how stories are built.		
	Tell you the names of lots of fairy stories.		
	Tell you the names of lots of traditional tales.		
	Tell you about phrases and ideas that come up in lots of stories.		
	Tell you about a non-fiction book and why it is different to a fiction book.		
	Tell you the meaning of some words.		
	Tell you how some words have more than one meaning.		
	Tell you about my favourite word and phrase.		
	Recite some poetry I have learnt by heart.		
	Tell you what a story is about after I have read it.		
	Tell you when what I am reading is wrong and why.		
	Tell you what might happen in a story after I have started reading it.		
	Ask questions about what I am reading.		
	Answer questions about what I am reading.		
	Join in with the class to talk about what we are reading, taking turns and listening.		
Talk about books I have read at school and at home.			

I can	English - Year 2 (expected)	😊	Date
Transcription	Spell the words in the word-bank.		
	Spell some words that sound the same, but are spelled differently.		
	Spell more words that are shortened.		
	Use an apostrophe to show that something belongs to somebody.		
	Spell words that end with ment, ness, full, less and ly.		
Handwriting	Write letters in the correct size.		
	Write letters that can be joined with another.		
	Tell you which letters don't join up.		
	Write capital letters and numbers in the correct size.		
	Leave space between words.		
Composition	Write a story.		
	Write about something that has happened to me.		
	Write a poem.		
	Write two different pieces about the same subject.		
	Tell you about what I'm going to write.		
	Plan my work on paper.		
	Check my work for spelling, grammar and punctuation mistakes.		
	Check my work to make sure it makes sense.		
Read my work and make the meaning clear with my voice.			
SpAG	Use a statement, question, exclamation and command.		
	Write a sentence that describes something.		
	Tell you about Standard English.		
	Use the grammar in the I have learned.		
	Use the past and present tense.		

I can	English - Year 3 (emerging)	✓	Date
WordReading	Tell you the meaning of some new words.		
	Read some words that I have never seen before.		
Comprehension	Talk about how different stories are structured.		
	Read different types of stories and non-fiction texts.		
	Use a dictionary to check the meaning of some new words.		
	Tell you about some stories I have read.		
	Retell you a story that I have read before out loud.		
	Tell you about the theme of a book.		
	Read a poem out loud expressing the meaning using my voice.		
	Help to prepare a play for performance.		
	Ask questions to help me understand a text.		
	Explain what I am reading.		
	Infer information about some of the characters from what I am reading.		
	Predict what might happen from stated details.		
	Summarise the main ideas in a text of one paragraph.		
	Tell you how the language and presentation add to the meaning of a text.		
	Join in with classroom discussions.		
Find and record information from non-fiction.			
Talk about stories I have read at school and at home.			

I can	English - Year 3 (emerging)	✓	Date
Transcription	Tell you what a prefix is.		
	Write some words that sound the same but are spelled differently.		
	Spell some commonly misspelled words.		
	Begin to use the possessive apostrophe.		
	Check words in a dictionary.		
Composition	Write short sentences that have been said by the teacher.		
	Plan my writing by discussing my writing before I start.		
	Draft the work I am planning to complete orally and on paper.		
	Create characters and a plot for a story.		
	Use headings.		
	Evaluate my work checking for spelling and errors.		
Handwriting	Read my work out loud in front of the class.		
	Join up some letters and understand which letters should be joined up.		
Spelling, grammar and punctuation	Write in cursive handwriting.		
	Write sentences that have one clause.		
	Use some conjunctions like when and if.		
	Begin to use the present perfect form of verbs.		
	Use some adverbs, conjunctions and prepositions to express time.		
	Use some fronted adverbials.		
	Use some of the grammar I have learned.		
	Begin to punctuate some direct speech.		
Use some of the correct nouns and pronouns.			

I can	English - Year 3 (expected)	✓	Date
<b>WordReading</b>	Tell you the meaning of new words.		
	Read words that I have never seen before.		
<b>Comprehension</b>	Discuss how different stories are structured.		
	Read a range of different types of stories and non-fiction texts.		
	Use a dictionary to check the meaning of new words.		
	Tell you about lots of different stories I have read.		
	Retell you a story that I have read before out loud.		
	Tell you about the theme of some books.		
	Prepare a poem for performance.		
	Prepare a play for performance.		
	Ask questions to help me understand a text.		
	Check that what I am reading makes sense to me and explain what I am reading.		
	Infer information about the feelings, thoughts and motives of characters from what I am reading.		
	Predict what might happen from details stated and implied.		
	Summarise the main ideas in a text of more than one paragraph.		
	Tell you how the language, structure and presentation add to the meaning of a text.		
	Join in with classroom discussions.		
Find and record information from non-fiction.			
Talk about books I have read at school and at home.			

I can	English - Year 3 (expected)	✓	Date
<b>Transcription</b>	Tell you what a prefix and a suffix are.		
	Write lots of words that sound the same but are spelled differently.		
	Spell commonly misspelled words.		
	Use the possessive apostrophe.		
	Check words in a dictionary.		
	Write sentences that have been dictated by the teacher.		
<b>Composition</b>	Plan my writing by discussing it before I start.		
	Draft the work I am planning to complete orally and on paper.		
	Create settings, characters and a plot for a story.		
	Use headings and sub-headings.		
	Evaluate and edit my work, checking for spelling and vocabulary errors.		
	Evaluate other people's work.		
	Read my work out loud in front of the class.		
<b>Handwriting</b>	Join up letters and understand which letters should be joined up.		
	Write in cursive handwriting smoothly and legibly.		
<b>Spelling, grammar and punctuation</b>	Write sentences that have more than one clause.		
	Use lots of conjunctions like when, if, because, although.		
	Use the present perfect form of verbs.		
	Use adverbs, conjunctions and prepositions to express time and cause.		
	Use fronted adverbials.		
	Use the grammar I have learned.		
	Punctuate direct speech.		
	Use the correct nouns and pronouns.		

I can	English - Year 4 (emerging)	✓	Date
WordReading	Explain the meaning of some new words.		
	Read words that I have never seen before.		
Comprehension	Discuss how different stories are structured.		
	Read a range of different types of stories and non-fiction texts.		
	Use a dictionary to check the meaning of some new words.		
	Discuss some stories I have read.		
	Retell you a story that I have read before out loud.		
	Explain the theme of a book.		
	Read a poem out loud expressing the meaning using my voice.		
	Help to prepare a play for performance.		
	Ask questions to help me understand a text.		
	Explain what I am reading.		
	Infer information about some of the characters from what I am reading.		
	Predict what might happen from stated details.		
	Summarise the main ideas in a text of one paragraph.		
	Tell you how the language and presentation add to the meaning of a text.		
	Join in with classroom discussions.		
Find and record information from non-fiction.			
Talk about stories I have read at school and at home.			

I can	English - Year 4 (emerging)	✓	Date
Transcription	Tell you what a prefix is.		
	Write some words that sound the same but are spelled differently.		
	Spell some commonly misspelled words.		
	Begin to use the possessive apostrophe.		
	Check words in a dictionary.		
Composition	Write short sentences that have been said by the teacher.		
	Plan my writing by discussing my writing before I start.		
	Draft the work I am planning to complete orally and on paper.		
	Create characters and a plot for a story.		
	Use headings.		
	Evaluate my work, checking for spelling and errors.		
Handwriting	Read my work out loud in front of the class.		
	Join up some letters and understand which letters should be joined up.		
Spelling, grammar and punctuation	Write in cursive handwriting.		
	Write sentences that have one clause.		
	Use some conjunctions like when and if.		
	Begin to use the present perfect form of verbs.		
	Use some adverbs, conjunctions and prepositions to express time.		
	Use some fronted adverbials.		
	Use some of the grammar I have learned.		
	Begin to punctuate some direct speech.		
Use some of the correct nouns and pronouns.			

I can	English - Year 4 (expected)	✓	Date
<b>Word Reading</b>	Explain the meaning of new words.		
	Read words that I have never seen before.		
<b>Comprehension</b>	Discuss how different stories are structured.		
	Read a wide range of different types of fiction and non-fiction texts.		
	Use a dictionary to check the meaning of new words.		
	Discuss lots of different stories I have previously read.		
	Retell a story that I have read before out loud.		
	Describe the theme of some books.		
	Prepare a poem for performance.		
	Prepare a play for performance.		
	Ask questions to help me understand a text.		
	Check that what I am reading makes sense to me and explain what I am reading.		
	Infer information about the feelings, thoughts and motives of characters from what I am reading.		
	Predict what might happen from details stated and implied.		
	Summarise the main ideas in a text of more than one paragraph.		
	Tell you how the language, structure and presentation add to the meaning of a text.		
	Join in with classroom discussions.		
Find and record information from non-fiction.			
Talk about books I have read at school and at home.			

I can	English - Year 4 (expected)	✓	Date
<b>Transcription</b>	Explain what a prefix and a suffix are.		
	Spell many homophones.		
	Correctly spell commonly misspelled words.		
	Use the possessive apostrophe.		
	Check words in a dictionary.		
<b>Composition</b>	Write sentences that have been dictated to me.		
	Discuss what I plan to write before I begin writing.		
	Draft the work I am planning to complete orally and on paper.		
	Create settings, characters and a plot for a story.		
	Use headings and sub-headings.		
	Evaluate and edit my work checking for spelling and vocabulary errors.		
<b>Handwriting</b>	Evaluate other people's work.		
	Read my work out loud in front of the class.		
	Join up letters and understand which letters should be joined up.		
<b>Spelling, grammar and punctuation</b>	Write in cursive handwriting smoothly and legibly.		
	Write sentences that have more than one clause.		
	Use lots of conjunctions like when, if, because, although.		
	Use the present perfect form of verbs.		
	Use adverbs, conjunctions and prepositions to express time and cause.		
	Use fronted adverbials.		
	Use the grammar I have learned..		
	Punctuate direct speech.		
	Use the correct nouns and pronouns.		

I can	English - Year 5 (emerging)	✓	Date
<b>Word Reading</b>	Tell you the meaning of new words.		
	Read words that I have never seen before.		
<b>Comprehension</b>	Discuss a wide range of fiction, poetry, plays, non-fiction and reference/text books.		
	Explain how structure is used in the stories I read.		
	Understand that books are written for different purposes.		
	Enjoy a variety of different genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.		
	Explain why I like the books I read.		
	Discuss themes and conventions in stories.		
	Recite some poetry from memory.		
	Prepare a play for performance.		
	Sense check texts for meaning.		
	Ask questions to improve my understanding.		
	Infer information about the feelings of characters from what I am reading.		
	Predict what might happen from details stated and implied.		
	Summarise the main ideas in a text of more than one paragraph.		
	Tell you how the language, structure and presentation add to the meaning of a text.		
	Discuss how authors use language to impact the reader.		
	Record and present information from non-fiction.		
Participate in discussions with my classmates about books that I have read.			
Explain what I have read through formal presentation.			
Provide an argument to support my views.			

I can	English - Year 5 (emerging)	✓	Date
<b>Transcription</b>	Use prefixes and suffixes.		
	Spell some words with 'silent' letters.		
	Distinguish between some homophones by their spelling.		
	Learn the spelling in the Year 5 and 6 Spelling Appendix.		
	Use a dictionary to check the spelling and meaning of words.		
<b>Composition and handwriting</b>	Use a thesaurus.		
	Identify my audience and write with them in mind.		
	Draft my work, researching where necessary.		
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.		
	Select and use the correct grammar and explain how my choices can change and enhance meaning.		
	Write a short summary of a longer passage.		
	Use organisational and presentational devices to structure texts.		
	Assess the effectiveness of my writing and other people's writing.		
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.		
	Check that I am using the correct tense.		
	Check my work to ensure that the correct subject and verb agreement is used.		
	Check my work for spelling and punctuation errors.		
<b>Vocabulary, grammar and punctuation</b>	Write cursive text legibly and with increasing speed.		
	Punctuate direct speech.		
	Use some passive verbs.		
	Use the perfect form of verbs.		
	Use some expanded noun phrases.		
	Use some modal verbs or adverbs.		
	Use some relative clauses.		
	Use commas; hyphens; brackets for parenthesis.		
	Use semi-colons, colons and dashes as boundaries between independent clauses.		
	Use a colon to introduce a list.		
Punctuate bullet points.			
Use the grammar I have learned.			

I can	English - Year 5 (expected)	✓	Date
<b>WordReading</b>	Explain the meaning of new words.		
	Read words that I have never seen before.		
<b>Comprehension</b>	Discuss a wide range of fiction, poetry, plays, non-fiction and reference/text books.		
	Read and understand differently structured books.		
	Read and understand books written for different purposes.		
	Enjoy a variety of different genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.		
	Recommend books to my friends and explain why I like them.		
	Identify and discuss themes and conventions in stories.		
	Recite poetry from memory.		
	Prepare a play for performance.		
	Sense check texts for meaning.		
	Ask questions to improve my understanding.		
	Infer information about the feelings, thoughts and motives of characters from what I am reading.		
	Predict what might happen from details stated and implied.		
	Summarise the main ideas in a text of more than one paragraph.		
	Tell you how the language, structure and presentation add to the meaning of a text.		
	Discuss and evaluate how authors use language to impact the reader.		
	Retrieve, record and present information from non-fiction.		
	Participate in discussions with my classmates about books that I have read, or that somebody has read to me.		
	Explain and discuss what I have read through formal presentation.		
	Provide a reasoned argument to support my views.		

I can	English - Year 5 (expected)	✓	Date
<b>Transcription</b>	Use prefixes and suffixes.		
	Spell some words with 'silent' letters.		
	Distinguish between homophones by their spelling.		
	Learn the spelling in the Year 5 and 6 Spelling Appendix.		
	Use a dictionary to check the spelling and meaning of words.		
	Use a thesaurus.		
<b>Composition and handwriting</b>	Identify my audience and write with them in mind.		
	Draft my work developing initial ideas and researching where necessary.		
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.		
	Select and use the correct grammar and explain how my choices can change and enhance meaning.		
	Write a short précis of a longer passage.		
	Use organisational and presentational devices to structure text.		
	Assess the effectiveness of my writing and other people's writing.		
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.		
	Check my work to ensure that the correct tense is used.		
	Check my work to ensure that the correct subject and verb agreement is used.		
	Check my work for spelling and punctuation errors.		
	Write cursive text legibly, fluently and with increasing speed.		
<b>Vocabulary, grammar and punctuation</b>	Punctuate direct and indirect speech.		
	Use passive verbs.		
	Use the perfect form of verbs.		
	Use expanded noun phrases.		
	Use modal verbs or adverbs.		
	Use relative clauses.		
	Use commas; hyphens; brackets, dashes and commas for parenthesis.		
	Use semi-colons, colons and dashes as boundaries between independent clauses.		
	Use a colon to introduce a list.		
	Punctuate bullet points.		
	Use the grammar I have learned.		

I can	English - Year 6 (Emerging)	✓	Date
<b>Word Reading</b>	Tell you the meaning of new words.		
	Read words that I have never seen before.		
<b>Comprehension</b>	Discuss a wide range of fiction, poetry, plays, non-fiction and reference/text books.		
	Read and understand differently structured books.		
	Read and understand books written for different purposes.		
	Enjoy a variety of different genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.		
	Recommend books to my friends and explain why I like them.		
	Identify and discuss themes and conventions in stories.		
	Recite poetry from memory.		
	Prepare a play for performance.		
	Sense-check texts for meaning.		
	Ask questions to improve my understanding.		
	Infer information about the feelings, thoughts and motives of characters from what I am reading.		
	Predict what might happen from details stated and implied.		
	Summarising the main ideas in a text of more than one paragraph.		
	Tell you how the language, structure and presentation add to the meaning of a text.		
	Discuss and evaluate how authors use language to impact the reader.		
	Retrieve, record and present information from non-fiction.		
	Participate in discussions with my classmates about books that I have read, or that somebody has read to me.		
Explain and discuss what I have read through formal presentation.			
Provide a reasoned argument to support my views.			

I can	English - Year 6 (Emerging)	✓	Date
<b>Transcription</b>	Use prefixes and suffixes.		
	Spell some words with 'silent' letters.		
	Distinguish between homophones by their spelling.		
	Learn the spelling in the Year 5 and 6 Spelling Appendix.		
	Use a dictionary to check the spelling and meaning of words.		
	Use a thesaurus.		
<b>Composition and handwriting</b>	Identify my audience and write with them in mind.		
	Draft my work developing initial ideas and researching where necessary.		
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.		
	Select and use the correct grammar and explain how my choices can change and enhance meaning.		
	Write a short précis of a longer passage.		
	Use organisational and presentational devices to structure text.		
	Assess the effectiveness of my writing and other people's writing.		
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.		
	Check my work to ensure that the correct tense is used.		
	Check my work to ensure that the correct subject and verb agreement is used.		
	Check my work for spelling and punctuation errors.		
Write cursive text legibly, fluently and with increasing speed.			
<b>Vocabulary, grammar and punctuation</b>	Punctuate direct and indirect speech.		
	Use passive verbs.		
	Use the perfect form of verbs.		
	Use expanded noun phrases.		
	Use modal verbs or adverbs.		
	Use relative clauses.		
	Use commas; hyphens; brackets for parenthesis.		
	Use semi-colons, colons and dashes as boundaries between independent clauses.		
	Use a colon to introduce a list.		
	Punctuate bullet points.		
Use the grammar I have learned.			

I can	English - Year 6 (expected)	✓	Date
<b>Word Reading</b>	Tell you the meaning of many new words.		
	Read many words that I have not encountered before.		
<b>Comprehension</b>	Discuss with confidence a wide range of fiction, poetry, plays, non-fiction and reference/text books.		
	Read and understand a variety of different literary structures.		
	Read and understand books written for a wide range of different purposes.		
	Enjoy a wide variety of different fiction genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.		
	Recommend books to my friends and discuss why I like them and what could be better about them.		
	Identify and discuss the themes and conventions of many stories.		
	Recite many poems from memory.		
	Prepare and direct a play for performance.		
	Sense-check texts for meaning.		
	Ask questions to improve my understanding.		
	Infer information about the feelings, thoughts and motives of characters from what I am reading.		
	Predict what might happen from details stated and implied.		
	Summarise the main ideas in a text of several paragraphs.		
	Tell you how the language, structure and presentation add to the meaning of a text, giving examples.		
	Discuss and evaluate how authors use language to impact the reader.		
	Retrieve, record and present information from a variety of non-fiction sources.		
	Participate in classroom discussions with my peers about books that I have read, or that somebody has read to me or summarised for me.		
Explain and discuss what I have read through formal presentation.			
Provide a reasoned argument to support my views.			

I can	English - Year 6 (expected)	✓	Date
<b>Transcription</b>	Use a variety of prefixes and suffixes.		
	Spell some words with 'silent' letters.		
	Distinguish between homophones by their spelling.		
	Spell the words I have been taught.		
	Use a dictionary to check the spelling and meaning of words.		
	Use a thesaurus to find alternative words with the same meaning.		
<b>Composition and handwriting</b>	Identify my audience and write with them in mind.		
	Draft my work developing initial ideas and researching where necessary.		
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.		
	Select and use the correct grammar and explain how my choices can change and enhance meaning.		
	Write a short précis of a longer passage.		
	Use organisational and presentational devices to structure stories.		
	Assess the effectiveness of my writing and other people's writing.		
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.		
	Check my work to ensure that the correct tense is used.		
	Check my work to ensure that the correct subject and verb agreement is used.		
	Check my work for spelling and punctuation errors.		
	Write cursive text legibly, fluently and with increasing speed.		
<b>Vocabulary, grammar and punctuation</b>	Punctuate direct and indirect speech.		
	Use passive verbs.		
	Use the perfect form of verbs.		
	Use expanded noun phrases.		
	Use modal verbs or adverbs.		
	Use relative clauses.		
	Use commas; hyphens; brackets for parenthesis.		
	Use semi-colons, colons and dashes as boundaries between independent clauses.		
	Use a colon to introduce a list.		
	Punctuate bullet points.		
	Use the grammar I have learned.		

I can	Science - Year 1	😊	Date
Working scientifically	Ask you questions.		
	Use a microscope/magnifying glass.		
	Perform experiments.		
	Group things together by their features.		
	Find the answer to questions by looking carefully at things.		
	Collect my results and write them down.		
	Plants	Tell you the names of some:	
Annual plants.			
Evergreen plants.			
Animals including humans	Tell you the names of some common:		
	Fish.		
	Amphibians.		
	Reptiles.		
	Birds.		
	Mammals.		
	Tell you the names of some common:		
	Meat eating animals (carnivores).		
	Plant eating animals (herbivores).		
	Animals that eat both plants and meat (omnivores).		

I can	Science - Year 1	😊	Date
Animals including humans	Tell you the differences between some common:		
	Fish.		
	Amphibians.		
	Reptiles.		
	Birds.		
	Mammals.		
	Tell you what kinds of animals are kept as pets.		
	Label the human body using the right words.		
Everyday Materials	Tell you the difference between an object and what it is made from.		
	Tell you the names of some materials.		
	Tell you some about the properties of some everyday materials.		
	Group together materials by their features.		
Seasonal change	Tell you about what is different about each season.		
	Tell you about the kind of weather we get in each season.		
	Tell you about how the length of the day changes in each season.		

I can	Science - Year 2	😊	Date
Working scientifically	Ask you questions and understand that they can be answered in different ways.		
	Use a <b>microscope/magnifying glass</b> .		
	Perform experiments.		
	Group things together by their features.		
	Suggest the answer to a question by making observations.		
	Collect my results and write them down to help me answer questions.		
Living things and their habitats	Tell you the differences between something that is living, things that are no longer alive and things that have never been alive.		
	Tell you how different habitats provide for different animals and plants.		
	Tell you how different animals and plants depend on each other.		
	Tell you about micro-habitats.		
	Tell you about different plants in their habitats.		
	Tell you about different animals in their habitats.		
	Tell you how a food chain works.		
	Name different food sources of different animals.		

I can	Science - Year 2	😊	Date
Plants	Tell you how seeds and bulbs grow into plants.		
	Tell you why plants need water, light and heat to grow and stay healthy.		
Animals, including humans	Tell you what happens to animals over time.		
	Tell you the names of different animals' young.		
	Tell you what animals and humans need to survive.		
	Tell you why exercise is important.		
	Tell you why a healthy diet is important.		
Everyday Materials	Tell you why it is important to make sure you are clean.		
	Tell you what different materials are used for.		
	Tell you why some objects cannot be made from other materials.		
	Tell you how I can change the shape of solid objects.		

I can	Science - Year 3	Tick	Date
Working scientifically	Ask questions and conduct experiments to answer them.		
	Set up a fair practical experiment.		
	Take accurate measurements using:		
	Thermometers.		
	Data loggers.		
	Rulers.		
	Record what I have found out using scientific vocabulary.		
	Write what I have found out in a report.		
	Present what I have found to the class.		
	Use the results I have found to draw conclusions.		
	Tell you what is different, what has stayed the same and what has changed in an experiment.		
	Use the evidence from my own and other people's experiments to support what I have found.		
	Plants	Tell you what the roots of a plant do.	
Tell you what the stem or trunk of a plant does.			
Tell you what the leaves of a plant do.			
Tell you what the flowers of a plant do.			
Tell you why different plants need different amounts of water, light and heat to grow and stay healthy.			
Tell you how water is transported inside plants.			
Tell you about the lifecycle of a flowering plant.			

I can	Science - Year 3	Tick	Date
Rocks	Compare and group different kinds of rocks based on their:		
	Appearance.		
	Physical properties.		
	Describe how fossils are formed.		
	Explain what soil is made from.		
Light	Explain why we need light to see things.		
	Explain that dark is the absence of light.		
	Tell you why the sun is dangerous to the eyes.		
	Tell you how shadows are formed.		
	Tell you about reflected light.		
Forces and magnets	Tell you why shadows are sometimes long and sometimes short.		
	Tell you how things move on different surfaces.		
	Describe magnetic force.		
	Describe how magnets attract and repel each other.		
	Tell you some materials that are magnetic.		
	Tell you some materials that are not magnetic.		
	Group together materials based on if they are magnetic or not.		
Tell you about the poles of a magnet.			
Predict whether two magnets will attract or repel each other just by looking at which way the poles are facing.			

I can	Science - Year 4	Tick	Date
Working scientifically	Ask relevant questions.		
	Use different types of experiments to answer questions.		
	Make careful observations and take accurate measurements using:		
	Thermometers.		
	Data loggers.		
	Rulers.		
	Add your own		
	Classify my results and present the data.		
	Record my in a report using:		
	Charts.		
	Graphs.		
	Diagrams.		
	Deliver an oral report on my findings.		
	Use the evidence from my results to give you a conclusion.		
	Evaluate the experiment and suggest improvements.		
Living things and their habitats	Tell you about how different living things can be grouped together.		
	Tell you about how environmental changes can affect living things.		
	Show you how to use a classification key.		
	Tell you about the lifecycle of a flowering plant.		
	Tell you about the different parts of the human digestive system.		

I can	Science - Year 4	Tick	Date
	Tell you about the different types of teeth I have in my mouth.		
	Draw a food chain.		
States of matter	Group materials by state (solid, liquid, gas).		
	Describe what happens to water as it is heated and cooled.		
	Measure temperature in degrees Celsius.		
	Tell you about the water cycle.		
Forces/ magnets	Tell you how sounds are made.		
	Tell you how sound travels to your ear.		
	Tell you how the pitch of a sound depends on the object that produced it.		
	Describe volume in terms of vibrations.		
	Tell you what happens to a sound when you get further away from it.		
Electricity	Tell you some appliances that run on electricity.		
	Build a series electrical circuit and identify each element.		
	Tell you, by looking, whether a light will switch on in a circuit.		
	Tell you about how switches work in a circuit.		
	Tell you a list of common conductors.		
	Tell you a list of common insulators.		
Tell you why metal is a good conductor.			

I can	Science - Year 5	Tick	Date
Working scientifically	Plan different kinds of fair experiments.		
	Tell you how I control variables in my experiments.		
	Take accurate measurements using lots of different scientific equipment.		
	Tell you why it's important to take repeated measurements.		
	Record data using:		
	Labelled scientific diagrams.		
	Classification keys.		
	Tables.		
	Bar charts.		
	Line charts.		
	Make predictions about how other tests will work using my results.		
	Present my findings in a written report with an introduction, conclusion and results.		
	Present my findings in an oral presentation with an introduction, conclusion and results.		
	Tell you about other experiments that have been done to support or disprove ideas.		
	Living things and their habitats	Describe the differences between the life cycles of:	
A mammal.			
A bird.			
An insect.			
An amphibian.			
Describe the reproductive cycle of a plant.			
Describe the reproductive cycle of an animal.			

I can	Science - Year 5	Tick	Date
Animals including humans	Describe how humans change as they age.		
States of matter Forces and magnets	Classify materials by:		
	Transparency.		
	Hardness.		
	Solubility.		
	Electrical conductivity.		
	Thermal conductivity.		
	Response to magnets.		
	Tell you about how some materials dissolve to form a solution.		
	Tell you how to separate materials in a solution.		
	Decide how best to separate mixtures.		
	Tell you using evidence why some materials are best suited to different uses.		
	Tell you why some state changes are reversible, and some state changes aren't.		
Earth and Space	Tell you about how the planets in our solar system move in relation to the Sun.		
	Tell you about how the Moon moves relative to the Earth.		
	Tell you the shape of the Moon, Sun and Earth.		
	Explain how day turns into night.		
Forces	Explain why objects fall to Earth.		
	Tell you about the effects of air resistance, water resistance and friction.		
	Tell you how mechanisms allow a smaller force to have a greater effect.		

I can	Science - Year 6	Tick	Date
Working scientifically	Plan different kinds of fair experiments.		
	Recognise why controlling variables is important and explain how I do this in my experiments.		
	Take accurate measurements using scientific equipment.		
	Take repeated measurements when appropriate.		
	Record data using:		
	Labelled scientific diagrams.		
	Classification keys.		
	Tables.		
	Bar charts.		
	Line charts.		
	Draw conclusions from my results and describe causal relationships in results.		
	Present my findings in a written report with an introduction, conclusion and results.		
	Present my findings in an oral presentation.		
Identify scientific evidence that has been used to support or refute ideas or arguments.			
Living things and their habitats	Describe how living things are classified into broad groups according to common observable characteristics.		
	Classify plants and animals into groups.		
	Tell you why I have classified them into those groups.		
Animals including humans	Identify and name the main parts of the human circulatory system.		
	Describe the functions of the heart, blood vessels and blood.		

I can	Science - Year 6	Tick	Date
Animals including humans	Tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body.		
	Describe the ways in which nutrients and water are transported within animals.		
	Describe the ways in which nutrients and water are transported within humans.		
Evolution and inheritance	Tell you about how fossils provide information about living things that lived on Earth millions of years ago.		
	Tell you about why the offspring of living things are similar but not identical to their parents.		
	Tell you how animals and plants adapt to suit their environment.		
	Explain how evolution is caused by the ability to adapt to environment.		
Light	Tell you about how light appears to travel.		
	Tell you about how objects need to reflect light to be visible.		
	Explain how we are able to see things because of light travelling.		
	Explain why shadows are the same shape as the objects that cast them.		
Electricity	Explain how the brightness of a lamp, or volume of a buzzer, is associated with the number and voltage of cells used in a circuit.		
	Compare and give reasons for variations in how components function in circuits.		
	Use recognised symbols to represent a simple circuit in a diagram.		

Topics 2017 - 2018

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b><u>Autumn 1</u></b>	<b>Do you want to be friend?</b>	<b>Superheroes</b>	<b>Muck, Mess and Mixtures</b>	<b>Gods &amp; Mortals</b>	<b>Blue Abyss</b>	<b>Time Traveller</b>
<b><u>Autumn 2</u></b>	<b>Celebrations</b>	<b>Celebrations</b>	<b>Celebrations</b>	<b>Celebrations</b>	<b>Celebrations</b>	<b>Celebrations</b>
<b><u>Spring 1</u></b>	<b>Will you read me a story?</b>	<b>Moon Zoom</b>	<b>Land Ahoy</b>	<b>Heroes and Villains</b>	<b>Traders and raiders</b>	<b>Stargazers</b>
<b><u>Spring 2</u></b>	<b>Do cows drink milk?</b>	<b>Splendid skies</b>	<b>Towers, Tunnels &amp; Turrets</b>	<b>Predators</b>	<b>Potions</b>	<b>Allotment</b>
<b><u>Summer</u></b>	<b>Are we there yet?</b>	<b>Dinosaur planet</b>	<b>Wriggle &amp; Crawl</b>	<b>Tremors</b>	<b>Misty Mountains</b>	<b>Off with her head</b>



## Springfield Primary School

### EYFS Policy

Date Agreed by Governors: Spring 2017

Date for renewal: Autumn 2018

## Springfield Primary School

### Early Years Foundation Stage Policy 2017

#### **Introduction**

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Springfield children are admitted to Reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Springfield we value the importance the EYFS plays in laying secure foundations for future learning. This is a time when friendship groups are made and routines established.

#### **Aims and Objectives**

At Springfield we will:

Provide a happy, safe environment with a stimulating and challenging programme of learning and development;  
Provide a broad and balanced curriculum setting in place firm foundations for Key Stage 1 and beyond including a modern foreign language.

Use and value everything each child can do, assessing their individual needs and helping each child to learn and progress;

Develop relationships with parents and carers to build a strong partnership for the benefit of each child;

Provide a caring and inclusive learning environment where staff are sensitive to each child's needs building strong, confident individuals.

The Early Years Education we offer is based on the following principles:

Learning builds on what the children already know and can do;

No child is excluded or disadvantaged;

Structure for learning and activities provide opportunities both indoors and outdoors;

A rich stimulating environment is created around the topics;

The positive working relationship with parents enhances the achievements of the child.

The Four themes of Early Years Foundation Stage:

- **A Unique Child**

Every child is nurtured to give the best start to their learning journey.

- **Positive Relationships**

At Springfield we are aware that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

- **Enabling Environments**

At Springfield Lower School we know that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision and activities based on our current topic. We monitor the environment through Early Childhood Environmental Rating scales (ECERs).

- **Learning and Development**

Teachers and teaching assistants provide the curriculum in the reception classes of up to a class size of 30 children. Through carefully planned activities both adult led and child initiated, children's development is monitored. All

children access activities at the level appropriate for their own personal development, ensuring all children are making rapid and continued progress throughout the year. If there are any needs, intervention activities will be put into place to support progress in weaker areas. If there are further concerns we will talk to parents and our SENCO to discuss an individual education plan (IEP) which gives specific targets for staff to work on with the children and parents can help at home.

### **The Characteristics of Effective Learning are:**

- **Playing and Exploring** - children investigate and experience things, and 'have a go'.
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties. They also are encouraged to value praise.
- **Creative and Thinking Critically** - children have and develop their own ideas, make links between thoughts, and develop strategies for tackling activities.

The aim of the EYFS is to ensure the whole child develops through fostering and supporting children's learning, development and welfare.

### **EYFS AREAS OF LEARNING**

The Learning and Development theme of the EYFS is made up of seven areas. All areas are inter connected and are of equal importance. The areas of Learning and Development are; Prime areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

All seven areas are equally important and depend upon each other. The 'Prime Areas' of learning are fundamental to the children's successful learning within the 'Specific Areas'.

We observe and respond to the children during child initiated play, drawing upon their current interests and fascinations to impact our future planning. All areas of the curriculum are delivered through a balance of adult led and child initiated activities. Through play and practical experiences, children learn about the world and their place within it. Children learn through first hand experiences, communication, literature and explorative resources. We set realistic yet challenging expectations that meet the needs of all our children; boys, girls, children with special educational needs, children who are more able, children with disabilities, children from varying social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Planning opportunities to talk to parents about their child before starting at Springfield ;

- During Transfer sessions, giving children the opportunity to spend time with their teacher before starting school during transfer sessions;
- Regular visits to the pre-school settings by the school Nursery Liaison Support Worker.
- Attending part time for one week. This is also to support staff and parents developing a working relationship as well as increasing the child's confidence.
- Inviting all parents to an Information Evening during the Autumn term before their child starts school and again a Parent Information in June. Once the child has started we have an introductory Parents' Evening during the Autumn Term in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Planning a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year. Parents are encouraged to connect to our class Dojo app. This allows parents to see when their child is receiving Dojo's for any positive work or behaviour. Parents can also privately send their class teacher messages. This helps to build strong relationships between parents and class teachers;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, coffee afternoons, school visits, Grandparent Days, WOW days;
- Written contact through home school diary as well as the acknowledgement that parents can ring school to contact teachers.

## **Transitions**

### **Nursery to Reception**

At Springfield, it is important to us that we provide the children with a smooth transition from their preschool setting. We are aware that all children will respond in different ways, some with confidence and others with more apprehension. Springfield has a Nursery Liaison Assistant who has well established relationships with all feeder Early Years settings. All children will be visited prior to them starting school; this ensures children have begun to build a relationship with a member of staff already. The Nursery Liaison begins visiting children in all settings in the spring term and these visits become more frequent throughout the summer term. These visits allow for any additional needs to be accommodated for in preparation for September.

### **Reception to KS1**

During the summer term at Springfield Primary School it is important that the transition between Reception and Year One runs smoothly and is as stress free for children as possible. Children spend time in the main school playground so that they can get to know the older children and experience this area. The children that are exceeding in phonics will move to a year one phonics group, as well as this weekly spellings are introduced for all children. All children will begin to spend time with their new teacher by visiting Year 1 classrooms as well as the teachers visiting them in the reception unit. Teacher communication is fundamental to ensure that new teachers are well informed of every child's individual needs.

## **Assessment**

- We make regular formative and summative assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form

of observations of child led and adult initiated activities, and this involves the teacher and other adults as appropriate.

- During the children's first half-term in the Reception class, the teacher assesses the ability of each child using baseline assessments. We use this information to modify the teaching programme for individual children and groups of children.
- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.
- Each teacher keeps progress books and uses these to record examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting.
- Parents receive an annual report that indicates whether their child is meeting the expected levels of development, how they learn and offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July.

### **Inclusion/ Special Educational Needs (SEN)**

All children and their families are valued at Springfield. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SEN coordinator is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

## Equal Opportunities

- All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

We are a healthy school so encourage children to bring a healthy packed lunch and provide fruit snacks for break as well as milk until the child is 5. We can continue to provide milk after this, with a small charge.

Signed.....

Date.....