Bilton Grange Primary School

Together we can achieve anything.

The new national curriculum.

A guide for parents.

Introduction

For generations, parents have found themselves visiting primary schools with their children only to hear themselves saying, "It's not like when I was at school." Things change quickly in education, and at no time in the past 25 years has that been truer than September 2014 when the whole school curriculum changed for maintained schools throughout England.

It would be impossible to set out in detail everything your child would learn during their seven years of education at Bilton Grange, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help parents support their children in making the most of their education.

High Achievers.

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

What's Changed?

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art, Computing, Design and Technology, French (age 7+), Geography, History, Music and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

Much of the publicity about the changes to the curriculum has focused on 'higher expectation' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past.

Maths: There is a greater focus on number facts (number bonds/times tables); calculation methods; reasoning and problem solving across different areas in maths.

English: There is a greater focus on spelling , grammar and punctuation, as well as speaking and listening.

YCAT
Yorkshire Collaborative Academy Trust

Tests your child will take

Lots of schools use tests at all stages of their work. For the most part, these are a part of normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as SATs, the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics and Grammar, Punctuation and Spelling. The tests will be sent away for marking and results will be reported to schools and parents at the end of the year. Where previously these tests– and other teacher assessments– were graded in levels (normally numbered between Level 1 and Level 6 in primary school), from 2016 the tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group. Regular assessments and end of term assessments are used to measure achievement and progress in all year groups. Termly reports, parents evenings, and information events explain how children are progressing throughout the year. Attending these events is very important to understand your child's progress and achievement within the new curriculum.

The new National Curriculum Tests for children in Year 2 and Year 6 will take place each summer term from 2016. The results from the tests are used to form judgments on school performance. The results for Year 6 pupils are often used to set GCSE pathways at secondary school.

Year 1 and Year 2 Mathematics

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school.

Here are some of the main things your child will be taught in Year 1:

-Count to and across 100 forwards and backwards from any number

-Recognise odd and even numbers

-Count in different multiples including 2's, 5's and 10's

-Say 1 more or 1 less than any number up to 100

-Identify and represent numbers using objects and pictures

-Mathematical language: equal, more, less, fewer, most, least

-Read and write numbers 0-20 in numerals and words

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about. Encouraging your child to help with the purchasing of small items at the newsagent, or measuring themselves and others, is a great way to start exploring number relationships.

-Count read and write numbers to 100

-Read, write and interpret + - and =

-1digiti and 2digit numbers up to 20

-Number bonds to 20

-Double any number to 20

-Solve one-step problems using addition, subtraction and multiplication.

-Multiply by 2, 5 or 10 using objects and pictures

-Recognise, find and name ½ and ¼ of a shape or quantity

-Compare, describe and solve problems for length, height, mass, weight, capacity, volume and time

-Measure and record non standards measures for length, height, mass, weight, capacity, volume and time (hours and minutes)

-Recognise and know the value of coins and notes

-Use language such as: next, first, today, yesterday, tomorrow, morning, afternoon, evening

-Tell the time to hour, half past and draw these times on a clock face.

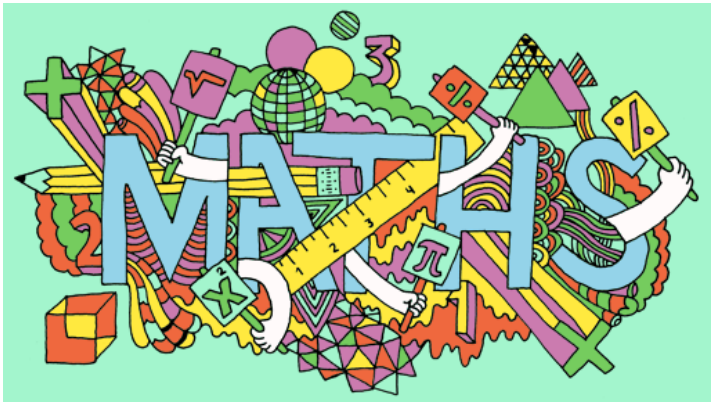
-Recognise and use days, weeks and months and years.

-Recognise and name 2D shapes – rectangles (including squares), circles, triangles

-Recognise and name 3D shapes – cuboids (including cubes), pyramids and spheres

-Understand ½ turn, ¼ turn and ¾ turn

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.



Number bonds are essential to the understanding of mathematics. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g. 5 + 9 = 14, rather than having to count on to find the answer.

Here are some of the main things your child will be taught in Year 2:

-Count read and write numbers to 100

-Count in steps of 2, 3, & 5 from 0 and count in tens from any number, forward & backward.

-Say 10 more or 10 less than any number up to 100

-Recognise the value of any digit in a 2 digit number

-Identify, represent and estimate numbers using different representations including the number line.

-Use < > and = confidently

-Read and write numbers 0-100 in numerals and words

-Use place value and number facts to solve problems

-Use place value and number facts to solve problems.

-Use inverse strategies applying + - and =

-Add and subtract using concrete objects, pictorial representations, mentally.

-Recall and use bonds to 20 confidently applying this to bonds to 100

-Understand that addition can be in any order, subtraction cannot be reversed

-Solve problems with addition, subtraction, multiplication and division

-Know multiplication and division facts by 2, 5 and 10

-Apply X and ÷ to word problems

-Understand that multiplication can be in any order and that division of one number by another cannot

-Solve multiplication problems using objects and mentally

-Recognise, find and name ½ ¼ 1/3 2/4 and ¾ of a shape or quantity

-Write simple fraction sentences e.g. ½ of 6 = 3 and recognise the equivalence.

-Compare and order length, height, mass, weight, capacity, volume and time and record results

-Choose and use appropriate standard units to estimate length, height, mass, weight, capacity, volume and time .

-Recognise and use £ and p

-Find different combinations of coins that equal the same amounts of money

-Solve simple problems in a practical context involving addition, subtraction of money of the same unit, including giving change

-Compare and sequence intervals of time

-Tell, write and draw the time to the nearest 5 minutes including quarter to and past, drawing hands on a clock face

-Identify and describe properties of 2D shapes

-Identify and describe properties of 3D shapes

-Identify 2D shapes on the face of 3D shapes

-Compare and sort common 2D and 3D shapes including everyday objects

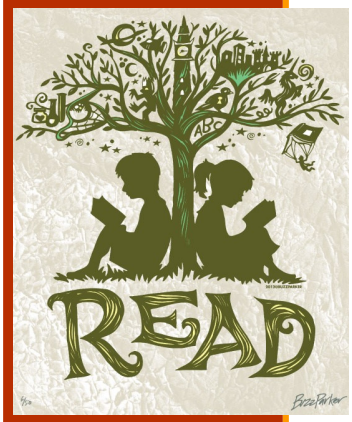
-Describe movement using technical vocabulary e.g. clockwise/ anticlockwise/angle turns and movement in a straight line.

-Order and arrange patterns

-Interpret and construct pictograms, tally charts, block diagrams and tables

-Ask and answer simple questions about charts

Year 1 and Year 2 English



During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. We follow a programme of phonics teaching. Please go to our website where you will find more details. As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down. At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. Further details can be found on the school website.

Speaking and Listening: in Year 1 and Year 2

-Listen and respond appropriately to adults and peers.

-Ask relevant questions to extend their understanding build vocabulary and knowledge.

-Articulate and justify answers, arguments and opinions.

-Give well-structured descriptions and explanations.

-Maintain attention and particulate actively in collaborative conversations, staying on topic and initiating and responding to comments.

-Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.

-Speak audibly and fluently with an increasing command of Standard English.

Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

Here are some of the main things your child will be taught in Year 1:

Reading:

-Apply knowledge and skills as the route to decode words.

-Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sound for graphemes.

-Read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.

-Read words containing –s, -es, -ing, -ed, -er and –est endings.

-Read other words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the missing letter(s).

-Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

-Re-read these books to build up their fluency and confidence in word reading.

-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

-Being encouraged to link what they read or heard read to their own experiences.

-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

-Recognising and joining in with predictable phrases.

-Learning to appreciate rhymes and poems, and to recite some by heart.

-Participate in discussion about what is read to them, taking turns and listening to what others say.

-Explain clearly their understanding of what is read to them.

Children will be expected to read aloud books which are appropriate for their reading ability. During Year 1 and Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

Spelling

-Days of week

-Name the letters of the alphabet in order.

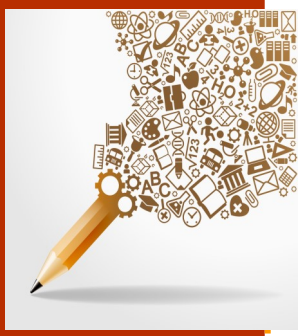
-use letter names to distinguish between alternative spellings of same sound.

Add prefixes and suffixes:

-s or –es un- -ing, -ed, -er and –est.

-Write from memory simple dictated sentences.

Year 1 and Year 2 English continued...



Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Handwriting:

-Understand which letters belong to which handwriting 'families' and practice these.

-Form capital letters.

-Form digits 0-9.

Grammar and Punctuation:

-How words can combine to make sentences.

-Joining words and joining sentences using 'and'.

-Sequencing sentences to form short narratives.

-Separation of words with spaces.

-Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.

-Capital letters for names and the personal pronoun I.

TERMINOLOGY:

Word, sentence, letter, capital letter, full stop, singular, plural, question mark, exclamation mark.

Writing:

-Say out loud what they are going to write about with a teacher or a partner.

-Sequence sentences to form short narrative.

-Compose a sentence orally before writing.

-Write simple sentences to describe a character.

-Include a setting in their story.

-Write a story with a basic structure.

-Discuss what they have written with the teacher or other pupils, making direct references to specific parts of their writing.

-Re-read what they have written to check that it makes sense.

-Read aloud their writing clearly enough to be heard by their peers and the teacher.

Here are some of the main things your child will be taught in Year 2:

Reading:

-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

-Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.

-Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.

-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

-Listening to, discussing and expressing views about a wide range of poetry (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.

-Discussing the sequence of events in books and how items of information are related.

-Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

-Recognising simple recurring literary language in stories and poems.

-Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

-Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.

-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 1 and Year 2 English continued...

Spelling

-Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.

-Learn new ways of spelling phonemes for which one or more spelling are already known.

-Common exception words.

-Words with contracted forms.

-Distinguish between homophones and near homophones.

-Add suffixes to spell longer words:

-ment/-ness/-ful/-less

-Write from memory simple dictated-sentences including taught words and punctuation.

-The sound spelt –ge and –dge at the end of words and sometimes spelt as –g elsewhere in words before e, I and y.

Handwriting

-Form lower-case letters of the correct size relative to one another.

-Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

-Write capitals of the correct size and orientation and relationship to one another and to lower case letters.

-Use spacing between words that reflects the size of the letters.

Praise children's efforts at writing. Forget what happened to you in school and resist the tendency to focus on errors of spelling, punctuation, and other mechanical aspects of writing. Emphasise the child's successes. For every error children make, there are dozens of things they have done well.

Grammar and Punctuation:

-Subordination (using when, if, that, because) and co-ordination (using or, and, or, but)

-Expanded noun phrases for description and specification (e.g. the blue butterfly).

-How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

-Correct choice and consistent use of the present tense and past tense throughout writing.

-Use of the progressive form of verbs in the present and past tense to mark actions in progress.

-Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

-Commas to separate items in a list.

-Apostrophes to marks where letters are missing in spelling.

TERMINOLOGY:

Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase, statement, question, exclamation, command, compound.

Build a climate of words at home. Go places and see things with your child, then talk about what has been seen, heard, smelled, tasted, touched. The basis of good writing is good talk, and younger children especially grow into stronger control of language when parents -- share experiences and rich talk about those experiences.

Writing:

-Plan or say out loud what they are going to write about with a partner.

-Write idea and/or key words including new vocabulary.

-Encapsulate what they want to say, sentence by sentence.

-Begin to use simple adjectives to describe a character's appearance.

-Describe the setting using adjectives.

-Write a story with a clear beginning, middle and end.

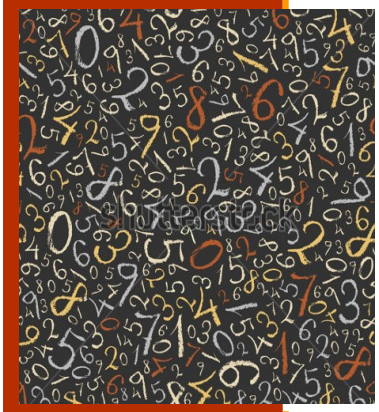
-Make additions, revision and corrections:

-Evaluate their writing with the teacher or others, explaining their language choices.

-Proof read to check for missing full stops and capital letters.

-Re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Year 3 and Year 4 Maths



During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods.

In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.

By the end of Year 4, children will be expected to know all of their times tables up to 12 x 12 by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that 6 x 8 = 48, children can also know the related facts that 8 x 6 = 48 and that 48 ÷ 6 = 8 and 48 ÷ 8 = 6. This expertise will be particularly useful when solving larger problems and working with fractions.

Mathematics has many links with other subjects. Art can often support learning about shape and space like this piece by Kandinsky.

Here are some of the main things your child will be taught in Year 3:

-Compare and order numbers 0-1000

-Count in multiples of 3, 4, 8, 50 and 100

-Say 100 more or 100 less than any number

-Recognise the value of any digit in a 3 digit number

-Identify, represent and estimate numbers using different representations

-Read and write numbers 0-1000 in numerals and words

-Solve practical problems applying place value knowledge and number problems.

-Check answers using inverse strategies

-Apply the column method using carrying and borrowing to complex problems involving 3 digits

-Add and subtract mentally:

-3 digits and 1digit

-3digits and multiple of tens

-3digits and multiple of 100

-Estimate answers to addition and subtraction problems and use the inverse to check answers

-Solve problems including missing number problems, number facts, place value and more complex addition and subtraction.

-Know multiplication and division facts for 3, 4 and 8

-Write X and ÷ as clear statements

-Begin to use formal written methods for multiplication and division.

-Solve multiplication problems, including missing number problems and scaling problems

-Recognise, find and write fractions of sets of objects

-Show fractions using shapes

-Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1d number or quantities by 10.

-Know pairs of fractions which make 1 whole

-Add and subtract fractions with the same denominator within one whole

-Compare and order fractions with the same denominator

-Measure, compare, add and subtract length, height, mass, weight, capacity, volume and time and record results

-Add and subtract money confidently to give change using both £ and p in practical contexts.

-Compare durations of events using language such as: secs, mins, hrs, o'clock, am, pm, morning, afternoon, noon and midnight.

-Estimate and read time with increasing accuracy to the nearest minute.

-Tell all analogue times including Roman Numerals in 12 or 24 hour clocks

-Know seconds in a minute, days in a month, year and leap year

-Measure perimeter of simple 2D shapes

Year 3 and Year 4 Maths continued...

-Draw 2D shapes

-Identify horizontal/vertical/ perpendicular/parallel lines

-Make 3D shapes in different orientations

-Recognise that angles can be properties of a shape

-Identify right angles. Recognise 2 right angles are ½ turn and 3 right angles are ¾ turn

-Identify greater/smaller then a right angle

-Interpret and present data pictograms, bar charts and tables

-Solve one and two step problems based on bar charts, pictograms and tables.

Here are some of the main things your child will be taught in Year 4:

-Compare and order numbers beyond 1000

-Count in multiples of 6, 7, 9, 25 and 1000

-Say 1000 more or 1000 less than any number

-Recognise the value of any digit in a 4 digit number

-Identify, represent and estimate numbers using different representations

-Read and write numbers 0-10 000 in numerals and words

-Count back through to negative numbers

-Round any number to nearest 10, 100 and 1000

-Read Roman numerals to 100 and understand how they have changed through time

-Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

-Apply inverse strategies with confidence

-Apply the column method using carrying and borrowing to complex problems involving 4 digits

-Estimate answers to addition and subtraction problems and use the inverse to check answers

-Solve addition and subtraction two step problems in contexts.

-Recall multiplication and division facts up to 12 X 12

-Recognise and use factor pairs and commutativity in mental calculations.

-Begin to multiply a 2d and 3d number by a 1d using formal methods

- Solve problems using distributive law e.g. 39 X 7 = 30 X 7 + 9 X 7

-Use place value, know and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying three numbers together.

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about. Encouraging your child to help with the purchasing of small items at the newsagent, or measuring themselves and others, is a great way to start exploring number relationships.

-Recognise and show equivalent fractions

-Recognise and show decimal equivalents (tenths and hundredths)

-Recognise and write decimal equivalents to 1/4, 1/2, 3/4.

-Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by 10.

-Add and subtract fractions with the same denominator

- Find the effect of dividing a 1digit or 2 digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths.

-Solve fractional problems involving complex fractions and decimals to 2 decimal place.

Year 3 and Year 4 Maths continued...

-Solve problems involving increasingly harder fraction to calculate quantities and fraction to divide quantities including non-unit fractions where the answer is a whole number.

-Solve simple measure and money problems involving fraction and decimals to two decimal places.

-Convert units of measurements e.g. km to m or hours to minutes

- Estimate, compare and calculate different measures

-Estimate, compare and calculate different measures including money in pounds and pence.

-Read, write and convert analogue and digital time (both 12hr and 24hr)

-Solve problems involving conversions e.g. years to months

-Measure and calculate the perimeter of any shape in cm and m

-Measure and calculate the area of any rectilinear shape by counting squares

-Identify lines of symmetry in 2D shapes in different orientations

-Complete a simple symmetrical figure using a specific line of symmetry

-Identify lines of symmetry in 2D shapes presented in different orientations

Most craft and DIY activities involve maths skills. Activities such as model making, sewing and decorating can involve a range of skills such as adding, subtracting, multiplying, dividing, measuring length, perimeter, area and volume, using decimals, fractions and percentages and understanding shapes and angles.

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

With the expectation to learn all times tables up to 12x12 by the end of Year 4, practising at home is even more important. There are lots of ways of learning times tables: learning by rote or trial and error with rhymes, apps, playing lots of numerical games together so that maths seems fun.

-Compare and classify shapes based on properties

-Compare and order angles up to a straight line

-Identify acute and obtuse angles

-Describe positions on a 2D grid as coordinates in the first quadrant

-Describe movements between positions e.g. left/right/up/down

-Plot specified points and join them to draw a polygon

-Interpret and present discrete and continuous data using appropriate graphical methods- bar charts and time graphs

-Solve comparisons, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Year 3 and Year 4 English

In lower Key Stage 2, your child will build on their work from Key Stage 1 to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects.

They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking and Listening: in Year 3 and Year 4:

Listen and respond appropriately to adults and peers.

Ask relevant questions to extend their understanding build vocabulary and knowledge.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions and explanations.

Maintain attention and particulate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances and debates.

Gain, maintain and monitor the interest of the listener (s). Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Here are some of the main things your child will be taught in Year 3 and Year 4:

Reading:

-Read further exception words noting the unusual correspondence between spelling and sound and where these occur in the word.

-Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.

-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.

-Reading books that are structured in different ways and reading for a range of purposes.

-Using dictionaries to check the meaning of words that they have read.

-Increasingly their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally.

-Discussing words and phrases that capture the reader's interest and imagination.

-Identifying themes and conventions in a wider range of books.

-Recognising some different forms of poetry, (e.g. free verse, narrative poetry).

-Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.

-Understand that they read in books they can read independently by:

-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.

-Drawing inferences such as inferring characters' feelings, thoughts and motives from their action and justifying inferences with evidence.

-Predicting what might happen from details stated and implied.

-Asking questions to improve their understanding of the text.

-Identifying main ideas drawn from more than one paragraph and summarise these.

-Identifying how language, structures and presentation contribute to meaning.

-Retrieve and record information from non-fiction.

-Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Spelling:

-Continue phonics teaching from Year 2.

-Spell further homophones.

-Use the first two or three letters of a word to check its spelling in a dictionary.

-Use a thesaurus.

-Use further prefixes and suffixes.

-Write from memory simple dictated sentences including taught words and punctuation.

-Revise adding suffixes.

In Year 3 and Year 4 children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too.

Year 3 and Year 4 English

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

Handwriting:

-Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

-Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Grammar and Punctuation:

-Expressing time, place and cause using conjunction (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).

-Fronted adverbials (e.g. Later that day, I heard bad news). Introduction to paragraphs as a way to group related material.

-Headings and sub-headings to aid presentations.

-Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play).

-Use paragraphs to organise ideas around a theme.

-Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.

-Introduction to inverted commas to punctuate direct speech. Use of inverted commas and other punctuation to indicate direct speech.

-Apostrophes to mark singular and plural possession.

-Use of commas after fronted adverbials.

-Punctuation of bullet points to list information.

TERMINOLOGY.

Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause., determiner pronoun, possessive pronoun, adverbial.

Writing:

-Discuss 'good' models of writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

-Develop success criteria based upon 'good' models of writing.

-Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing a range of sentence structures.

-Organise paragraphs around a theme.

-Link ideas in paragraphs like structures e.g. using the appropriate choice of pronoun/ noun to avoid repetition.

-Use connectives at the beginning of a sentence and begin new paragraphs using adverbials (time, place, number)

-Develop characters using increasing detail.

-Maintain the sense of the character throughout the story using description, including similes and what the character says.

-Describe the setting using adjectives and similes.

-Develop the plot using story planning aids starting a new paragraph for each section.

-Non-fiction writing in a variety of genres and to include logical organisation of ideas and link information within paragraphs with a range of connectives.

-Peer assess using a given 'writing assessment framework.'

-Can proof-read for spelling and punctuation errors.

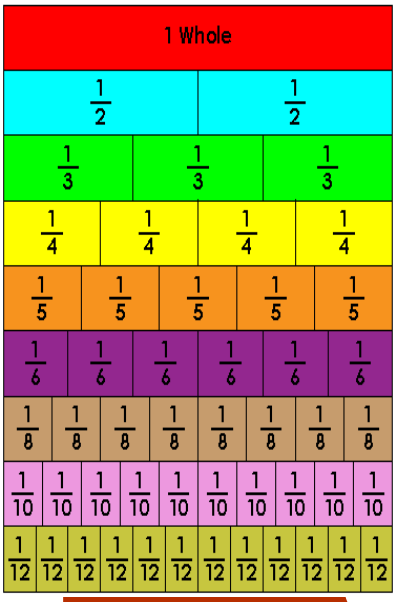
-Read aloud their own writing to a group / whole class and make the meaning clear.

-Peer-assess using key success criteria based upon 'good' writing models.

-Self-assess using key success criteria based upon 'good' writing models.

To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences.

Year 5 and Year 6 Maths



During the years of upper Key Stage 2 (Year 5 and Year 6), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In Year 5, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.

By the end of Year 6, children are expected to be confident with the use of all four standard methods for written calculations, and to have secured their knowledge of the key number facts for the four operations. Their work will focus more on fractions, ratio, proportion and the introduction of algebra.

In May of Year 6, children will take an arithmetic test of thirty minutes, and two broader mathematics tests of forty minutes each. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Much of the knowledge in Year 5 and Year 6 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential. Any practice at home to keep these skills sharp will certainly be appreciated

Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18.

Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.

Here are some of the things your child will be taught in Year 5:

-Compare and order numbers to at least 1 000 000

-Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.

-Interpret negative numbers and count forwards and backwards through zero

-Round any number to nearest 10, 100, 1000, 10 000 and 100 000

-Read Roman numerals to 1000 and recognise years in Roman Numerals

-Solve number and practical problems that involve all of the above

-Apply the column method using carrying and borrowing to numbers over 4 digits and with decimals.

- Add and subtract numbers mentally with larger numbers and decimals.

-Use rounding to check answers to calculations in the context of a problem.

-Solve addition and subtraction multi step problems deciding which operations to use and why

-Use multiples and factors including factor pairs and common factors of two numbers

- Multiply and divide numbers mentally drawing upon known facts.

-Multiply a 4 digit number by a 1 or 2 digit number using long multiplication, including long multiplication for 2-digit numbers.

-Divide a 4 digit number by a 1 digit number using short division methods using remainders

-Solve multi step multiplication and division word problems using factors and scaling by simple fractions

-Know and use the vocabulary of prime numbers, prime factors and composite numbers

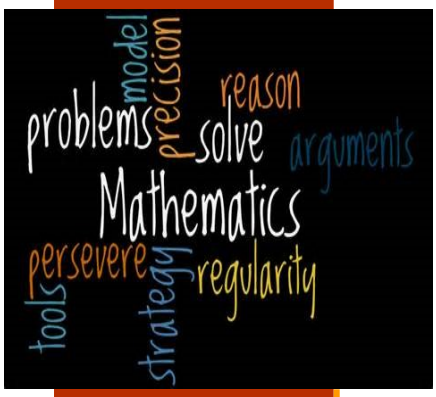
-Establish where a number up to 100 is prime and recall prime numbers up to 19.

-Multiply or Divide a whole number by 10, 100 or 1000 to make a decimal

-Recognise squared (^{2}), cubed (^{3}) and square root ($\sqrt{}$) signs

The mathematical order of operations requires that where calculations are written out in long statements, first calculations in brackets are completed, then any multiplication or division calculations, and finally any addition or subtraction. So, for example, the calculation $4 + 3 \times (6 + 1)$ has a solution of 25, not 43 or 49.

Year 5 and Year 6 Maths continued...



-Identify, name and write equivalent fractions

-Read and write decimal numbers as fractions

-Recognise and use thousandths and relate then to tenths, hundredths and decimal equivalents.

-Add and subtract fractions with the same denominator or a denominator of a multiple of the same number

-Compare and order fractions when denominators are multiples of the same number

-Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

-Solve problems involving decimal and percentage equivalents of ½ ¼ 1/5 2/5 4/5

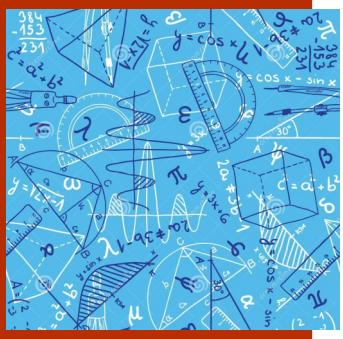
-Read and write decimals as fractions

-Round decimals with 1 decimal places to nearest whole number and to 1 decimal place

-Read, write, order and compare numbers with up to 3 decimal places

-Recognise the percent symbol (%) and understand that percent relates to 'number' or 'parts per hundred' and write percentages as a fraction with denominator hundred and as a decimal fraction.

In a fraction, the numerator is the number on top; the denominator is the number on the bottom.



Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

-Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.

-Solve problems involving number up to three decimal places

-Convert between different units of metric measurements

-Understand and use the difference between metric and imperial units

-Solve problems using all four operations involving measures including scaling

-Solve problems converting between units of time

-Measure and calculate the perimeter of composite rectilinear shapes in cm and m

-Measure and calculate the area of any rectilinear shape using standard measurement and estimate the area of irregular shapes

-Identify 3D shapes from 2D representation

-Distinguish between regular and irregular polygons.

-Use properties of rectangles to deduce facts e.g. missing lengths and angles

-Identify 360° as a full turn and 180° as a straight line. Know other multiples of 90°

-Know angles are measured in degrees and draw given angles and measure them in degrees

-Identify, describe and represent the position of a shape following a reflection or translation. know that the shape has not changed

-Complete, read and interpret information on tables including timetables

-Solve comparisons, sum and difference problems using information presented on a line graph

Mean average is calculated by adding up all the values and dividing by the number of items. For example, the mean average of 3, 5, 8, 9 and 10 is 7 (3 + 5 + 8 + 9 + 10 = 35, then 35 ÷ 5 = 7)

Here are some of the things your child will be taught in Year 6:

-Compare and order numbers to at least 10 000 000

-Read, write, order and compare number up to 10,000,000 and determine the value of each digit.

-Use negative numbers in context and calculates intervals across zero

-Round any whole number to a required degree of accuracy

-Solve number and practical problems that involve all of the above

-Use knowledge of the order of operation to carry out calculations involving four operations with decimals.

-Perform mental calculations with mixed operations and larger numbers and decimals.

-Use estimation to check answer to calculations in the context of a problem.

-Solve addition and subtraction multi step problems in context deciding which operation to use and why

Year 5 and Year 6 Maths continued...

-Identify common factors, common multiples and prime numbers

-Perform mental calculation including mixed operations and large numbers

-Multiply multi-digit numbers up to 4 digit by a 2digit whole number.

-Multiply a decimal by a decimal

-Divide number up to 4 digit by a 2 digit whole number.

-Interpret remainders as whole numbers, fractions or by rounding.

-Use knowledge of the order of operations to carry out calculations involving four operations.

- Recall and use equivalences between simple fractions, decimals and percentages, including different contexts.

-Add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions

-Compare and order fractions including fractions >1

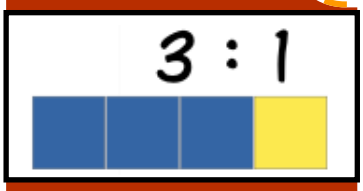
-Use common facts to simplify fractions; use common multiples to express fractions in the same denomination.

-Multiply simple pairs of proper fractions, writing the answer in its simplest form

-Multiply 1digit numbers with up to two decimal places by whole numbers.

-Divide proper fractions by whole numbers

-Use written division methods in cases where the answer has up to two decimal places.



Ratio is represented using the colon symbol. For example, if £100 is shared in a ratio of 1:3 between two people, then the first person receives £25 (one part), with the other receiving £75 (three parts).

-Round decimals with 2 decimals places to the nearest whole number and to 1 decimal place.

-Solve problems involving the calculation of percentage of whole number or measures such as 15% of 360 and the use of percentages for comparison.

-Solve problems which require answers to be rounded to specified degrees of accuracy.

-Use, read, write and convert between standard units (including miles and kilometres), using decimal notation up to 3 decimal places

-Solve problems involving the calculation and conversion of units of measure

-Calculate, estimate and compare volume of cubes and cuboids using standard units

-Recognise that shapes with the same area can have different perimeters

-Recognise when it is necessary to use formulae for area an d volume of shapes

-Calculate the area of parallelograms and triangles

-Recognise when it is possible to use formulae to find area and volume

-Interpret and construct pie charts and line graphs, using them to solve problems

-Calculate and interpret the mean, mode, range and median

-Solve problems involving the relative sizes of 2 quantities where missing values can be found using integer multiplication and division facts

-Solve problems involving the calculation of percentages such as 15% of 360 and the use of percentages for comparison.

-Solve problems involving similar shapes where the scale factor is known or can be found

-Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

-Express missing number problems algebraically

-Use simple formulae expressed in words

-Generate and describe linear number sequences

-Find pairs of numbers that satisfy number sentences involving two unknowns

-Enumerate all possibilities of combinations of two variables

Year 5 and Year 6 English

In upper Key Stage 2, your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts. Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6.

Year 6 children will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Here are some of the main things your child will be taught in Year 5 and Year 6:

Reading:

-Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.

-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.

-Reading books that are structured in different ways and reading for a range of purposes.

-Increasingly their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

-Recommending books that they have read to their peers, giving reasons for their choices.

-Identifying and discussing themes and conventions in and across a wide range of writing.

-Making comparisons within and across books.

-Learning a wider range of poetry by heart.

-Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

-Check and correct text to ensure that it makes sense.

-Show understanding of a range of texts, considering setting, plot, and characterisation, and the effects of these.

-Show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate.

-Predict what might happen next from reading the text so far.

-Identify key features, themes and characters and select sentences, phrases and relevant information to support viewpoints.

-Retrieve and collate information from a range of sources.

Speaking and Listening in Year 5 and Year 6:

Listen and respond appropriately to adults and peers.

Ask relevant questions to extend their understanding build vocabulary and knowledge.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions and explanations.

Maintain attention and particulate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances and debates.

Gain, maintain and monitor the interest of the listener (s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate register for effective communication.

As children get older, they will increasingly take responsibility for their own work and homework tasks. That's not to say that parents can't help though. Encourage your child to work independently on their homework, but also take the opportunity to discuss it with them and to have them explain their understanding to you.

Year 5 and Year 6 English continued...

Reading continued:

-Drawing inferences such as inferring characters' feelings, thoughts and motives from their action and justifying inferences with evidence.

-Asking questions to improve their understanding of the text.

-Provide reasoned justifications for their views.

-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

-Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.

-Identifying how language, structures and presentation contribute to meaning.

-Retrieve, record and present information from non-fiction.

-Distinguish between statements, fact and opinion.

-Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.

-Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

Spelling:

-Continue to distinguish between homophones and words that are often confused.

-Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

-Use dictionaries to check the spelling and meaning of words.

-Use further prefixes and suffixes and understand the guidelines for adding them.

-Spell words with silent letters.

-Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically.

-Endings which sound like –cious or -tious

Handwriting:

-Write legibly, fluently, with increasing speed and personal style by:

-choosing which shape of letter to use when given choices and deciding, as part of their personal, where or not to join specific letters.

-choosing the writing implement that is best suited for the task.

Grammar and Punctuation:

-Relative clauses beginning with who, which, where, why, whose, that or an omitted relative pronoun.

-Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).

-Use of the passive voice to affect the presentation of information in a sentence.

-The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags. E.g. He's your firend, isn't he? Or the use of subjunctive forms such as I were or Were they to come in some very formal writing and speech)

-Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).

-Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).

-Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connectives (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.

-Layout devices, such as heading, sub-heading, columns, bullets, tables, to structure text.

-Brackets, dashes or commas to indicate parenthesis.

-Use of commas to clarify meaning or avoid ambiguity.

-Use of the colon to introduce a list.

-Use of semi-colon, colon and dash to mark the boundary between independent clauses.

-How hyphens can be used to avoid ambiguity.

Terminology

Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity. Active and passive voice, subject and object, hyphen, ellipsis, colon, semi-colon, bullet points, synonym and antonym.

Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.

Year 5 and Year 6 English continued...

Figurative language includes metaphorical phrases such as 'raining cats and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the Sun as 'gazing down' upon a scene.

Writing:

-Identify audience and purpose.

-Select appropriate form and use other similar writing as model.

-Note and develop initial ideas, drawing on reading and research.

-In writing narratives, consider how authors have developed characters and settings in what they have read, listened to and seen performed.

-Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.

-Use paragraphing consistently.

-Develop ideas within and across paragraphs e.g. using adverbials or tense choices (time, place, number)- Consistently demonstrate cohesion within and between paragraphs. E.g. using repetition of a word/phrase and grammatical connections e.g. adverbials and connectives.

-Maintain the sense of the character throughout the story using description, including metaphor and personification and how the character responds to others.

-Write implicitly to develop inferred characterisation.

-Reveal the character through dialogue and metaphors.

-Describe the setting using appropriate similes, metaphors and personification.

-Develop the plot drawing upon prior knowledge of structure and using at least 1 paragraph for each section.

-Develop the plot consistently maintaining pace and the theme throughout.

-Use appropriate formal and informal styles of writing.

-Peer-assess drawing upon prior knowledge of key success criteria.

-Self-assess drawing upon prior knowledge of key success criteria.

-Perform own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

-Peer-assess using prior knowledge of key success criteria, proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

-Ensure the consistent and correct use of tense throughout a piece of writing.

-Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

-Précis longer passages maintaining the meaning.

-Non-fiction writing should include:

-Use a variety of layouts appropriate to purpose.

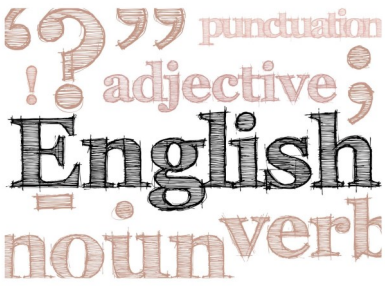
-Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions.

-Express balanced opinions.

-Use different techniques to conclude texts.

-Use appropriate formal and informal styles of writing.

-Link ideas across paragraphs.



For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

• Noun phrase: a group of words which takes the place of a single noun. Example: The big brown dog with the fluffy ears.

• Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.

• Relative clause: a clause which adds extra information or detail. Example: The boy who was holding the golden ticket won the prize.

• Passive verb: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.

• Perfect form: a form of verb that implies that an action is completed. Example: The boy has walked home.

Bilton Grange Primary School

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Thank you for your continued support!

We hope you have found the curriculum guide for parents useful. We continue to work in partnership with parents and appreciate your constructive feedback . If there is anything arising from this guide that requires further clarification or areas that you would like further support with, please contact the school. We are happy to help.

E&OE

How my family help me learn

My brother helps me go on Sundog.com to help me with my maths.

My Grandma helps me learn my spellings.

When I go out to play it helps me relax and think about home work

I like it when my mum plays sport with me.

I enjoy playing music with my dad and learning the notes.

Dad and I learn about Science in my books.

My mum encourages me to help improve my swimming skills.

Grandpa listens to me read.

It's nice when my auntie takes me out for a walk so we can discuss how to complete my homework challenges.

I find It hard to concentrate, so my sister helps me!

Alice and Martha Y6