

END OF KEY STAGE 1

Working at the expected standard – READING

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at the expected standard – WRITING

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words
- spelling some words with contracted forms
- adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at the expected standard – MATHEMATICS

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).

- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Working at the expected standard - SCIENCE

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats

- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

Physical Education Targets - A Year 2 Sports Person

Games

- I can use hitting, kicking and/or rolling in a game.
- I can decide the best space to be in during a game.
- I can use one tactic in a game.
- I can follow rules.

Gymnastics

- I can plan and perform a sequence of movements.
- I can improve my sequence based on feedback.
- I can think of more than one way to create a sequence which follows some 'rules'.
- I can work on my own and with a partner.

Dance

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and coordination.
- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.

General

- I can copy and remember actions.
- I can talk about what is different from what I did and what someone else did.

A Year 1 and 2 Safe Computer User

Knowledge and understanding

- I understand the different methods of communication (e.g. email, online forums etc).
- I know you should only open email from a known source.
- I know the difference between email and communication systems such as blogs and wikis.
- I know that websites sometimes include pop-ups that take me away from the main site.
- I know that bookmarking is a way to find safe sites again quickly.
- I have begun to evaluate websites and know that everything on the internet is not true.
- I know that it is not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.
- I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

Skills

- I follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can send and receive email as a class.
- I can recognise advertising on websites and learn to ignore it.
- I can use a password to access the secure network.

Computing Targets - A Year 2 Computer User

Algorithms and programming

I can use a range of instructions (e.g. direction, angles, turns).

I can test and amend a set of instructions.

I can find errors and amend. (debug)

I can write a simple program and test it.

I can predict what the outcome of a simple program will be (logical reasoning).

I understand that algorithms are used on digital devices.

I understand that programs require precise instructions.

Information technology

I can organise digital content.

I can retrieve and manipulate digital content.

I can navigate the web to complete simple searches.

Digital literacy

I use technology respectfully.

I know where to go for help if I am concerned.

I know how technology is used in school and outside of school.

History Targets - A Year 2 Historian

I can use words and phrases like: before, after, past, present, then and now.

I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.

I can give examples of things that were different when my grandparents were children.

I can find out things about the past by talking to an older person.

I can answer questions using books and the internet.

I can research the life of a famous person from the past using different sources of evidence.

Geography Targets - A Year 2 Geographer

I can say what I like and do not like about the place I live in.

I can say what I like and do not like about a different place.

I can describe a place outside Europe using geographical words.

I can describe some of the features of an island.

I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.

I can explain how jobs may be different in other locations.

I can explain how an area has been spoilt or improved and give my reasons.

I can explain the facilities that a village, town and city may need and give reasons.

I can name the continents of the world and locate them on a map.

I can name the world oceans and locate them on a map.

I can name the capital cities of England, Wales, Scotland and Ireland.

I can find where I live on a map of the United Kingdom.

Music Targets - A Year 2 Musician

I can sing and follow a melody.

I can perform simple patterns and accompaniments keeping a steady pulse.

I can play simple rhythmic patterns on an instrument.

I can sing or clap increasing and decreasing tempo.

I can order sounds to create a beginning, middle and an end.

I can create music in response to different starting points.
I can choose sounds which create an effect.
I can use symbols to represent sounds.
I can make connections between notations and musical sounds.
I can listen out for particular things when listening to music.
I can improve my own work.

Art & Design Targets - A Year 2 Artist

I can choose and use three different grades of pencil when drawing.
I can use charcoal, pencil and pastel to create art.
I can use a viewfinder to focus on a specific part of an artefact before drawing it.
I can mix paint to create all the secondary colours.
I can create brown with paint.
I can create tints with paint by adding white.
I can create tones with paint by adding black.
I can create a printed piece of art by pressing, rolling, rubbing and stamping.
I can make a clay pot.
I can join two clay finger pots together.
I can use different effects within an IT paint package.
I can suggest how artists have used colour, pattern and shape.
I can create a piece of art in response to the work of another artist.

Design & Technology Targets - A Year 2 Designer

I can think of an idea and plan what to do next.
I can choose tools and materials and explain why I have chosen them.
I can join materials and components in different ways.
I can explain what went well with my work.
I can explain why I have chosen specific textiles.
I can measure materials to use in a model or structure.
I can describe the ingredients I am using.