

Collingwood Primary School/ North Shields Collaborative

- Assessment update
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What are we doing about assessment?

- N Tyneside working parties in Maths, Reading and Writing.
- North Shields Collaborative/New York Teaching School has set up a group to share good practice with a view to seeing if we can work to a common standard – at least locally.
- Considered all possible avenues: see handout. Colleagues asked to read widely so we don't charge off in a less than fruitful direction.
- Beginning to look at approaches taken by individual schools including Target Tracker, types of summative assessment, types of formative assessment.
- Trialling North Tyneside system.



Primary Assessment Materials

NTAG's

North Tyneside Assessment Grids



North Tyneside working groups

3 clear principles –

- broad and balanced
- clear progression
- creative approach to engage and inspire



Speaking & Listening



<p>POS p.13/4</p>	<p>AF1 Presentations & Performance Speak fluently & confidently. Are competent in the arts of speaking & listening, making formal presentations, demonstrating to others & participating in debate</p>	<p>AF2 Discussion Use discussion in order to learn; they should be able to elaborate & explain clearly their understanding & ideas. Continual development of confidence & competence in spoken language & listening skills. communicate their ideas and emotions to others</p>	<p>AF3 Role-play & drama Participate in & gain knowledge, skill & understanding of drama. Pupils should be able to adopt, create & sustain a range of roles. Respond to others in role. They should have opportunities to improvise, develop & script drama for a range of audiences. Rehearse, refine share & respond thoughtfully to drama & theatre performances.</p>	<p>AF4 Talking about language Acquire a wide vocabulary, an understanding of grammar & knowledge of linguistic conventions for spoken language. They should be taught to use the elements of spelling, grammar, punctuation & “language about language” listed.</p>
<p>Level 1</p>	<p>Recite some rhymes & poems by heart p.21R Retell key stories, fairy stories & traditional tales p.21R Read aloud their writing clearly enough to be heard by their peers & the teacher p.24W PIVATs <i>* Demonstrates understanding of a familiar story by recalling main points in sequence and using gesture and tone of voice to convey meaning</i> <i>* Conveys meaning to listeners in a range of settings, speaking audibly and providing some detail</i></p>	<p>Discuss a wide range of poems, stories & non-fiction p.21R Participate in discussion about what is read to them, taking turns & listening to what others say. p.21R Explain clearly their understanding of what is read to them p.21R Consider the opinions of others with help (NSG p.22R) Talk about their own experiences p.21R PIVATs <i>* Follows simple instructions, and appropriately indicates to speaker if they don't understand</i> <i>* Includes some additional detail in answers to questions</i> <i>* Listens to others and usually responds appropriately in a range of situations</i> <i>* Listens to other's contributions and gives additional detail to sustain the listeners interest</i> <i>* Takes turns in conversation, listening to others to enter on cue</i></p>	<p>Take part in role-play (NSG p.22R) Try out the language they have listened to in role play (NSG p22R)</p>	<p>Discuss word meanings p.21R Use vocabulary provided by the teacher p.21R Say out loud what they are going to write about p.24W Compose a sentence orally before writing it p.24 W Recognise & join in with predictable phrases p.21R Use statutory Y1 grammar in their own speech p.74/5 VGaP PIVATs <i>Talks in simple grammatical form about matters of immediate interest</i></p>

Reading



	Word	Comprehension
Year 1	<p>In some reading, usually with support, the child is able to:</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills to decode words Respond speedily to all GPC's including, where applicable, alternative sounds for graphemes Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word e.g. <i>said, come</i> (NC pg. 54) Read words with varied endings e.g. <i>-s, -es, -ing, -ed, -er and -est</i> (NC pg. 51) Read words of more than one syllable e.g. <i>pocket, thunder</i> (NC pg. 50) Read words with contractions e.g. <i>I'm, I'll, we'll</i>, and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that require them to use their developing phonic knowledge and their knowledge of common exception words Re-read these books to build up their fluency and confidence in reading 	<p>In discussing texts they've read and listened to at a level beyond they can read independently, the child, with support, is able to:</p> <ul style="list-style-type: none"> Discuss a wide range of poems, stories and non-fiction, Retell key stories, fairy stories and traditional tales and consider their particular characteristics Check that the text makes sense to them as they read and correcting inaccurate reading Link what they read or hear read to their own experience <ul style="list-style-type: none"> Use prior knowledge to make inferences based on what is being said and done Predict what might happen on the basis of what has been read so far Discuss the significance of the title and events Recite rhymes and poems Recognise and join in with predictable phrases Discuss word meanings, linking new meanings to those already known
Year 2	<ul style="list-style-type: none"> Apply phonic knowledge and skills until automatic decoding is embedded and reading is fluent Recognise alternative sounds for graphemes that contain taught graphemes Read words of 2 or more syllables accurately Read words containing common suffixes e.g. <i>-ing, -ed, er</i> (NC pg. 56) Read further common exception words e.g. <i>could, again</i> (NC, pg. 58) Read most words quickly and accurately, without overt sounding and blending e.g. <i>when they have been frequently encountered</i> Read aloud books closely matched to their improving phonic knowledge e.g. automatically and without undue hesitation Re-read books to build fluency and confidence in word reading 	<ul style="list-style-type: none"> Express views about a wide range of contemporary and classic poetry, stories and non-fiction Discuss sequence of events in stories and how items of information are related Retelling a wider range of stories, fairy stories and traditional tales Make inferences from what is said and done Make simple plausible predictions on the basis of what has been read so far Recite some poems learnt by heart with appropriate intonation Understand that non-fiction texts are structured in different ways Comment on favourite / effective language choices Recognise patterns of literary language Discuss and clarify meanings of some new vocabulary e.g. <i>squashed and squeezed are the same and knowledge of e.g. prefixes, unhappy</i>

Word	Comprehension	Inference	Text structure and organisation	Language for Effect	Themes and Conventions
AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6/7 – identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader. Relate texts to their social, cultural and historical traditions
<p>In most reading, the child is able to:</p> <p>Apply phonic knowledge and skills until automatic decoding is embedded and reading is fluent</p> <p>Recognise alternative sounds for graphemes that contain taught graphemes</p> <p>Read words of 2 or more syllables accurately</p> <p>Read words containing common suffixes e.g. <i>-ing, -ed, er</i> (NC pg. 56)</p> <p>Read further common exception words e.g. <i>could, again</i> (NC, pg. 58)</p> <p>Read most words quickly and accurately, without overt sounding and blending e.g. <i>when they have been frequently encountered</i></p> <p>Read aloud books closely matched to their improving phonic knowledge e.g. automatically and without undue hesitation</p> <p>Re-read books to build fluency and confidence in word reading</p> <p>Range of keyword read on sight</p> <p>Read unfamiliar vocabulary and common exception words using a range of strategies e.g. <i>semantic syntactic and phonic knowledge in a range of contexts (EXC)</i></p>	<p>In discussing texts they've read and listened to at a level beyond they can read independently, the child is able to:</p> <p>Express views about a wide range of contemporary and classic poetry, stories and non-fiction e.g. <i>Jabberwocky, Michal Rosen</i></p> <p>Express personal responses, including likes, dislikes with reasons e.g. <i>'she was just horrible like my sister is sometimes'</i></p> <p>Monitor their reading and check that the text makes sense as they read</p> <p>Answer and ask questions by locating straightforward information in texts, e.g. <i>about characters, topics</i></p> <p>Discuss sequence of events in stories and how items of information are related</p> <p>Retelling a wider range of stories, fairy stories and traditional tales</p>	<p>In discussing texts they've read and listened to at a level beyond they can read independently, the child is able to:</p> <p>Make inferences from what is said and done, e.g. <i>'he was upset because it says "he was crying"</i></p> <p>Make inferences based on cause and effect e.g. <i>what has prompted characters behaviour... 'She started to behave because she knew her Mum had sweets in her bag' or 'the children were cold and tired because they had to work in the mine all day'</i></p> <p>Use personal experience to respond to texts e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i></p> <p>Make simple plausible predictions on the basis of what has been read so far e.g. <i>'He's going to run away' or 'I think it will tell us how the fire started'</i></p>	<p>In discussing texts they've read and listened to at a level beyond they can read independently, the child is able to:</p> <p>Show awareness of basic features of organisation at text level e.g. <i>beginning and ending of story or 'each bit tells about different things you can do at the zoo'</i></p> <p>Show some awareness of types of punctuation when reading</p> <p>Recite some poems learnt by heart with appropriate intonation</p> <p>Understand that non-fiction texts are structured in different ways e.g. <i>'it tells about all the different things you can do at the zoo,'</i></p>	<p>In discussing texts they've read and listened to at a level beyond they can read independently, the child is able to:</p> <p>Comment on favourite / effective language choices e.g. <i>"slimy" is a good word to describe a slug</i></p> <p>Recognise patterns of literary language e.g. <i>once upon a time, first, next, last</i></p> <p>Discuss and clarify meanings of some new vocabulary e.g. <i>squashed and squeezed are the same and knowledge of e.g. prefixes, unhappy</i></p>	<p>In discussing texts they've read and listened to at a level beyond they can read independently, the child is able to:</p> <p>Express personal opinion about texts with some additional comment e.g. <i>'I like books about animals because I have pets' or 'I don't like...'</i></p> <p>Show some awareness of the purpose of text e.g. <i>'it tells you how to...'</i> <i>'it tells you where animals live'</i></p> <p>Show some awareness that writers have viewpoints and purposes, e.g. <i>'it tells you how to do something' or 'she thinks it's not fair'</i></p> <p>Make some simple connections between texts identified, e.g. <i>similarities in plot, topic, or books by same author, about same characters</i></p> <p>Some awareness that books are set in different times and places</p>

	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Link what they read or hear read to their own experience</p> <p>Use prior knowledge to make inferences based on what is being said and done e.g. 'she must be going on holiday because she is packing her case' or 'he must be embarrassed because his face went red'</p>	<p>Make inferences from what is said and done, e.g. <i>what has prompted characters behaviour...</i> 'he was upset because it says "he was crying" or 'she started to behave because she knew her Mum had sweets in her bag' or 'the children were cold and tired because they had to work in the mine all day'</p>	<p>Infer characters' feelings, thoughts and motives from their actions, and begin to justify with evidence e.g. 'he wasn't happy there – that's why he ran away'</p>	<p>Make inferences such as inferring characters' feelings, thoughts and motives from their actions, based on evidence across the text and justifying inferences with evidence e.g. 'It's all about suffering and how difficult it was for the explorers: the food, weather, communications etc.'</p>	<p>Explain inferred meanings drawing on evidence across the text/s e.g. 'Sara's dad told lies to cover up what he had done; Sam's dad always told the truth even though he'd be in trouble'</p>
	<p>Predict what might happen on the basis of what has been read so far e.g. Jack will save them because he always does' or 'the next part will tell you about what lions eat'</p>	<p>Make simple plausible predictions on the basis of what has been read so far e.g. 'He's going to run away' or 'I think it will tell us how the fire started'</p>	<p>Predict what might happen from details stated and implied e.g. 'I think he will run away because even though It doesn't say that he doesn't like her brother, there are clues'</p>	<p>Predict what might happen from detail stated and implied using evidence from different parts of the text</p>	<p>Make inferences and deductions based on textual evidence e.g. draw conclusions and find evidence to support their interpretation</p>
	<p>Use role play to identify with characters and make inferences on the basis of what is said e.g. <i>the children were scared of the dragon because they ran away'</i></p>	<p>Use personal experience to respond to texts e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i></p>	<p>Identify main ideas from more than one paragraph e.g. <i>use evidence from across a text to explain events and / or ideas</i></p>		
	<p>Answer 'how?' and 'why?' questions about their experiences in response to stories or events (ELG)</p> <p>Can express views about events or characters in a story and answer questions about why things happened (ELG)</p>				

Writing



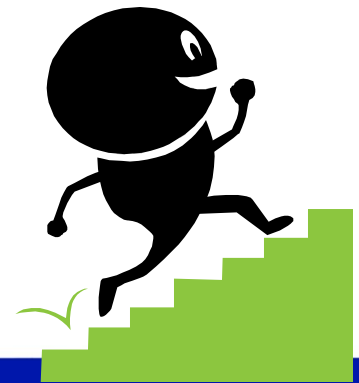
Progression & Assessment

Took Handwriting & Spelling off to assess separately.

Added Drafting & Editing.

Combined AF1 & 2

Use STA moderation materials to clarify



Sentences	Punctuation	Text Structure & Organisation	Composition	Vocabulary	Drafting & Editing
<p>AF5 – vary sentences for clarity, purpose and effect</p>	<p>AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</p>	<p>AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events</p> <p>AF4 – construct paragraphs and use cohesion within and between paragraphs</p>	<p>AF1 – write imaginative, interesting and thoughtful texts</p> <p>AF2 – produce texts which are appropriate to task, reader and purpose</p>	<p>AF7 – select appropriate and effective vocabulary</p>	<p>AF8 - how to plan, revise & evaluate writing</p>
<p>Across a range of independent writing</p> <p>some variation in sentence structure through a range of openings e.g. some time later, our gang or speech.</p> <p>sentences are mostly grammatically sound e.g. security of tense & person using passive verbs</p> <p>using the perfect form of verbs to mark the relationships of time & cause e.g. She had downloaded some songs</p> <p>use noun phrases to convey complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>use and understand the grammatical terminology for Year 5 /6 accurately & appropriately in discussing their writing & reading</p>	<p>Across a range of independent writing</p> <p>sentences generally demarcated accurately throughout text.</p> <p>inverted commas to denote speech generally accurate, with some other speech punctuation e.g. The conductor shouted, “Sit down!”</p> <p>punctuate bullets consistently</p> <p>use a colon to introduce a list</p> <p>use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>Use hyphens to avoid ambiguity use commas to clarify meaning or avoid ambiguity.</p>	<p>Across a range of independent writing</p> <p>Use paragraphs/sections help to organise content e.g. <i>main idea usually supported or elaborated by following sentences</i></p> <p>ideas or material generally in logical sequence but overall direction of writing not always clearly signalled</p> <p>ideas are organised simply with a fitting opening and closing, sometimes linked</p> <p>Use a wide range of devices to build cohesion with in & across paragraphs e.g. <i>the next day, in conclusion.although transitions may be awkward or abrupt.</i></p> <p>appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Using further organisational & presentational devices to structure text & guide the reader e.g. headings, bullet point, underlining.</p>	<p>Across a range of independent writing</p> <p>main purpose of writing is clear & incorporates relevant content to inform or engage reader.</p> <p>Can write independently at length in the following text types/genres using features that are appropriate to the task e.g. formality:</p> <p>Description</p> <p>Recounts</p> <p>Poetry</p> <p>Information</p> <p>Non-chronological reports</p> <p>Explanation</p> <p>Persuasion</p> <p>some ideas and material developed in detail e.g. <i>descriptions elaborated by adverbial & noun phrases. Ideas may be adapted beyond task prompt</i></p> <p>straightforward viewpoint generally established and maintained.</p> <p>Contrasting opinions may be presented & some use of expert comment may be used to suggest credibility e.g. <i>writing in role as a scientist.</i></p> <p>some use of stylistic features support purpose e.g. <i>use of similes.</i></p> <p>in writing narratives, consider how authors have developed characters & setting in what pupils have read, listened to or seen performed e.g. flashbacks.</p> <p>in narratives, describe settings, characters & atmosphere, integrating dialogue to convey character & advance the action.</p>	<p>Across a range of independent writing</p> <p>some deliberate selection of phrases & vocabulary choices (e.g. technical terminology or vivid language such as poisonous or nobly - see spelling & word list)</p> <p>progressively build a varied and rich vocabulary e.g. crescent, spontaneous</p> <p>Be aware of the difference between structures typical of informal speech & structures appropriate for formal speech & writing e.g. <i>question tags - He’s your friend, isn’t he?</i> Or the use of subjunctive forms in very formal writing & speech e.g. <i>The school rules demean that pupils not enter the gym at lunchtime</i></p>	<p>Note & develop initial ideas. Plan their writing by identifying the audience for & purpose of writing, selecting form & using other similar writing as models. Draft & write by selecting appropriate grammar & vocabulary, understanding how such choices change & enhance meaning. Précis longer passages Assess the effectiveness of their own & others’ writing Propose changes to vocabulary, grammar & punctuation to enhance effects & clarify meaning. Ensure consistent & correct use of tense throughout writing. Ensure correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing & choosing the appropriate register. Perform their own compositions using appropriate intonation, volume & movements so that meaning is clear Proof-read for spelling & punctuation errors at Y5/6 level</p>

Mathematics




Mastering Mathematics – Assessment Grid

Year 2


Number and Place Value

Mastering Mathematics – Key Indicators:

	Visualising	Estimating	Communicating	Reasoning	Problem Solving								
<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward 	Write the missing numbers in the following sequence 53, 48, 43, ..., 33,		Count up / down in a sequence of steps. Stop! Ask "What number comes next?" 45, 40, 35,										
<ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) 		Display images of different values e.g. 46 crayons, 39 straws and 81 marbles Which image has a value greater than 50?	Display 37 "What is the value of the digit in the tens column?"		There are 10 pencils in each box and 3 more pencils. How many pencils altogether? 								
<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations, including the number line 	Use dienes/numicon etc to represent given amounts up to 100.			0 _____ 100 Plot 27 and 72 on the number line. Explain how you know where they would lie.									
<ul style="list-style-type: none"> compare and order numbers from 0 up to 100; use <, > and = signs 	Order the following numbers from smallest to biggest 21, 17, 12 71		Which two statements are correct? 13 < 19, 24 > 16 84 < 9, 14 > 36	<input type="checkbox"/> > 12 > <input type="checkbox"/> How many ways can you complete this statement? What do you notice?									
<ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words 	Fill in the missing squares on part of a 100 square <table border="1" data-bbox="511 949 724 1021"> <tr> <td>23</td> <td>24</td> <td></td> <td>26</td> </tr> <tr> <td>33</td> <td></td> <td>35</td> <td></td> </tr> </table>	23	24		26	33		35		How many marbles are in the jar? How do we know we have made a sensible estimation?		63 is between <input type="checkbox"/> and <input type="checkbox"/> Can you think of 3 other sets of numbers?	
23	24		26										
33		35											
<ul style="list-style-type: none"> use place value and numberfacts to solve problems. 	Make three towers which are each greater than 27 but all less than 72. What would happen if you added 10 more to each tower?			6, 36, 630, 63, 306, 603 What is the same/difference using numbers above. What if the 3 was a 4?	There are 5 coins in the money box, 3 of which are 10p coins the other two coins have values less than 10p. What could the total be in the money box?								

Addition and Subtraction

Mastering Mathematics – Key Indicators:

	Visualising	Estimating	Communicating	Reasoning	Problem Solving
Solve problems with addition and subtraction:					
<ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, 				When you roll three dice there are always less than 15	

Level 2

Number and Place Value	Mastering Mathematics – Key Indicators:				
	Visualising	Estimating	Communicating	Reasoning	Problem Solving
<ul style="list-style-type: none"> count in steps of 2, 5, and 10 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100, use < > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 					
Addition and Subtraction	Mastering Mathematics – Key Indicators:				
	Visualising	Estimating	Communicating	Reasoning	Problem Solving
<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 					
Multiplication and Division	Mastering Mathematics – Key Indicators:				
	Visualising	Estimating	Communicating	Reasoning	Problem Solving
<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs 					
Fractions	Mastering Mathematics – Key Indicators:				
	Visualising	Estimating	Communicating	Reasoning	Problem Solving
<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{2}{3}$ of a length, shape, set of objects or quantity 					

Level 3

Addition and Subtraction	Mastering Mathematics – Key Indicators:				
	Visualising	Estimating	Communicating	Reasoning	Problem Solving
<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> two two-digit numbers 					
Multiplication and Division	Mastering Mathematics – Key Indicators:				
	Visualising	Estimating	Communicating	Reasoning	Problem Solving
<ul style="list-style-type: none"> show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 					
Fractions	Mastering Mathematics – Key Indicators:				
	Visualising	Estimating	Communicating	Reasoning	Problem Solving
<ul style="list-style-type: none"> write simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. 					

Counting

Calculating

Visualising

Estimating

Communicating

Reasoning

Problem Solving

Thinking Mathematically
Daily Routines :

Number and Place Value

- count in steps of 2, 5, and 10 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100, use $<$, $=$ and $>$ signs
- read and write numbers to at least 100 in numerals and in words

Addition and Subtraction

- solve problems with addition and subtraction
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Measures

- choose and use appropriate standard units to estimate and measure length/height, in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $=$ and $<$

Geometry (properties of shapes)

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid)
- compare and sort common 2-D and 3-D shapes and everyday objects.

Cross curricular and creative enrichment opportunities:

Half Term

Counting

Calculating

Visualising

Estimating

Communicating

Thinking Mathematically
Daily Routines :

Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

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

Geometry (position and direction)

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

Measures (continued)

- recognise and use symbols for pounds (\pounds) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money

Cross curricular and creative enrichment of