

Learning in The Starlings

A Summary of the End of Year Goals



This booklet explains some of the key skills in Personal Development, English and Maths which your child will be developing over the course of this year. Please remember that these are goals for the END of the year.

Personal and Social Development is an important part of the curriculum for our children. Although it is not strictly speaking a 'subject', children's social and emotional wellbeing can be an influencing factor for all areas of learning. This area of development is split under further headings:

SELF CONFIDENCE & SELF AWARENESS

Children know their own strengths and needs and can make choices about how to meet their needs. They can resource themselves in order to try an unfamiliar task or activity without support in a familiar setting and can identify what went well and what may need changing or improving. They make a contribution towards setting their own targets and are starting to identify when they have been successful.

MANAGING FEELINGS & BEHAVIOUR

Children respond to experiences and show an extended range of feelings when appropriate. They can recognise, name and deal with their feelings in a positive way. They can identify the cause of their feelings and ask for help when it is needed. They appreciate the need for agreed rules and routines and recognise choices they can make can impact on themselves and others. They know the difference between right and wrong. They do as they have been asked and remember to follow the routines of our school and class family.

RELATIONSHIPS

Children can share resources, adults, time and space in a variety and familiar and unfamiliar settings. They are developing the confidence to contribute to any group or class situation and work together with others on a joint challenge. They understand how relationships work and that others have needs. They consider the value of having and being a friend. They can make new friends and cope with losing them.

Maths

In Maths, learning is further divided into areas related to number & calculations as well as shape, measurement and statistics (graphs and charts etc). Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

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| Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | Solve number problems and practical problems involving these ideas. |
| Add and subtract numbers mentally, including: a three-digit number and ones; (KPI); a three-digit number and tens; (KPI) a three-digit number and hundreds. | Recall and use multiplication and division facts for the 3x tables. | Recall and use multiplication and division facts for the 4x tables. |
| Recall and use multiplication and division facts for the 8x tables. | Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. | Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. |
| Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. | Recognise and show, using diagrams, equivalent fractions with small denominators. | Measure, compare, add and subtract lengths (m/cm/mm), mass (g/kg), & volume/capacity (l/ml) Interpret and present data using bar charts, pictograms and tables. |
| Add and subtract amounts of money to give change, using both £ and p in practical contexts. | Tell and write the time from an analogue clock and 12-hour and 24-hour clocks; | Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. |

You could support your child at home with these by playing games to help learn multiplication facts in any order; telling the time on an analogue clock; counting money and playing at 'shops' going practical problems to solve.

In addition to these KPIs, children will also:

- ~ compare and order numbers to 1000 and write numbers in words and digits/numerals
- ~ Add and subtract using a formal written method in columns
- ~ Estimate answers and use the inverse operation to check calculations
- ~ Solve problems (including missing number problems) involving all four calculation operations, numbers facts and place value
- ~ Add and subtract, compare and order fractions with the same denominator; solve problems involving fractions
- ~ Tell and write the time from an analogue clock, including using Roman numerals from I to XII.
- ~ Measure the perimeter of simple 2-D shapes.
- ~ Estimate and read time with increasing accuracy to the nearest minute.
- ~ Record and compare time in terms of seconds, minutes and hours



- ~ Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- ~ Know the number of seconds in a minute and the number of days in each month, year and leap year
- ~ Compare durations of events [for example to calculate the time taken by particular events or tasks]
- ~ Draw 2-D shapes and make 3-D shapes using modelling materials.
- ~ Recognise 3-D shapes in different orientations and describe them
- ~ Recognise angles as a property of shape or a description of a turn.
- ~ Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

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Reading and Comprehension

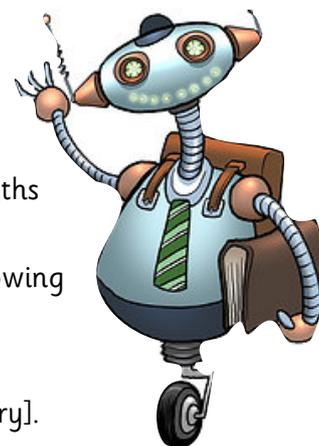
Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

| | | |
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| <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Use dictionaries to check the meaning of words that they have read</p> | <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> | <p>Identifying themes and conventions in a wide range of books;</p> |
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You can support your child by reading together every night and talking about the stories you share. You can also practise reading any 'tricky words' that come home from school. Snuggling up together and sharing a story or non-fiction book together is a great way to help develop a love of books and reading with your child.

In addition to these KPIs, children will also:

- ~ Read books that are structured in different ways and reading for a range of purposes;
- ~ Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;
- ~ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;
- ~ Discuss words and phrases that capture the reader's interest and imagination;
- ~ Recognise some different forms of poetry [for example, free verse, narrative poetry].



Handwriting and Composition

Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found below:

- ~ Plan their writing by discussing and recording ideas
- ~ Draft & write by, in narratives, creating settings, characters and plot
- ~ Proof-read for spelling and punctuation errors.

In addition to these KPIs, children will also:

- ~ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- ~ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ~ Compose and rehearse sentences orally (including dialogue)
- ~ In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ~ Assess the effectiveness of their own and others' writing and suggesting improvements

Spelling

- ~ Use further prefixes and suffixes and understand how to add them.
- ~ Spell further homophones.
- ~ Spell words that are often misspelt (Approx 50% of the Year 3/4 spelling list).
- ~ Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- ~ Use the first two or three letters of a word to check its spelling in a dictionary.
- ~ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Vocabulary, Grammar and Punctuation

Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

| | | |
|--|--|--|
| Use of the forms a or an according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box) | Expressing time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of). | Introduction to inverted commas to punctuate direct speech. |
| Headings and sub-headings to aid presentation. | Use of the present perfect form of verbs instead of the simple past (eg, He has gone out to play contrasted with He went out to play). | Understand and use the vocabulary: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') |

In addition to these KPIs, children will also:

- ~ Formation of nouns using a range of prefixes, such as super-, anti-, auto- ;
- ~ Word families based on common words, showing how words are related in form and meaning (eg, solve, solution, solver, dissolve, insoluble).
- ~ Introduction to paragraphs as a way to group related material.

