

Learning in The Woodpeckers

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 recognise their worth as an individual and know areas where they would like to improve. They understand that mistakes can help them learn. They give their best efforts to preferred activities and try hard with those they prefer less. They try not to give up. They resource themselves and carry out unfamiliar tasks with some support. They are starting to set appropriate targets for themselves and can recognise when they have been successful.

MANAGING FEELINGS & BEHAVIOUR

Children reflect on their own and new experiences and how these made them feel. They know how their actions can cause others to feel and understand what helps or hinders friendship. They show an understanding of why certain things are held to be right and wrong. They do as they are asked straight away and willingly, and always follow agreed routines. They accept any agreed sanctions as part of the school and class routines and expectations.

RELATIONSHIPS

Children can take turns and share fairly. They can accept the time given that they may need to wait for their turn. They can accept, in a team activity, that there will be different people who may take a lead role to speak, use resources etc at different times. They understand different relationships and changes within them. They can use the skills needed for relationships; to put themselves in others' shoes and deal with friendship issues.

Maths

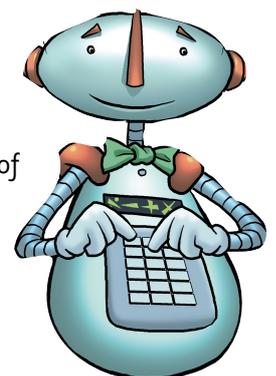
In Maths, learning is further divided into areas related to number & calculations as well as shape, measurement and statistics (graphs and charts etc). Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through zero to include negative numbers.	Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000.	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Recall multiplication and division facts for multiplication tables up to 12×12 .	Recognise and show, using diagrams, families of common equivalent fractions.	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
Round decimals with one decimal place to the nearest whole number.	Solve simple measure and money problems involving fractions and decimals to two decimal places.	Convert between different units of measure [for example, kilometre to metre; hour to minute].
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Plot specified points and draw sides to complete a given polygon	Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

You could support your child at home with these by playing games to help learn multiplication facts in any order, and their associated division facts.

In addition to these KPIs, children will also:

- ~ Become more familiar with place value in four-digit numbers; learn how to read Roman numerals
- ~ Solve problems involving increasingly large positive numbers
- ~ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- ~ Recognise and use factor pairs and commutativity in mental calculations.
- ~ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- ~ Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- ~ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- ~ Add and subtract fractions with the same denominator.
- ~ Recognise and write decimal equivalents of any number of tenths or hundredths.
- ~ Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- ~ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- ~ Compare numbers with the same number of decimal places up to two decimal places.
- ~ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- ~ Find the area of rectilinear shapes by counting squares.
- ~ Estimate, compare and calculate different measures, including money in pounds and pence



- ~ Read, write and convert time between analogue and digital 12- and 24-hour clocks; Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- ~ Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- ~ Describe positions on a 2-D grid as coordinates in the first quadrant; Describe movements between positions as translations of a given unit to the left/right and up/down.
- ~ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

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:

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
Predict what might happen from details stated and implied;	identifying main ideas drawn from more than one paragraph and summarising these;	Retrieve and record information from non-fiction.

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. Sharing a story or non-fiction book together is a great way to help develop a love of books as well as creating a quiet space so that your child can enjoy reading by themselves. Don't forget to ask them about what they have been reading



In addition to these KPIs, children will also:

- ~ Ask questions to improve their understanding of a text;
- ~ Identify how language, structure, and presentation contribute to meaning
- ~ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Handwriting and Composition

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:

Organising paragraphs around a theme;	Proof-read for spelling and punctuation errors.
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In addition to these KPIs, children will also:

- ~ Increase the legibility, consistency and quality of their handwriting;
- ~ Progressively building a varied and rich vocabulary and an increasing range of sentence structures
- ~ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Spelling

- ~ Use further prefixes and suffixes and understand how to add them.
- ~ Spell words that are often misspelt (Year3/4 100 words 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:

Standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done).	Use of inverted commas and other punctuation to indicate direct speech eg, a comma after the reporting clause; end punctuation within inverted commas (eg, The conductor shouted, "Sit down!").	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Fronted adverbials (eg, Later that day, I heard the bad news.)
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In addition to these KPIs, children will also:

- ~ The grammatical difference between plural and possessive -s.
- ~ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg, the teacher expanded to: the strict maths teacher with curly hair).
- ~ Use of paragraphs to organise ideas around a theme.
- ~ Apostrophes to mark singular and plural possession (eg, the girl's name, the girls' names).
- ~ Use of commas after fronted adverbials.
- ~ Understand and use the terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

