

# Learning in The Wrens

## 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 feel confident about themselves and can express their strengths and needs. They are happy to try an unfamiliar task or activity when the setting is familiar and when adult support is nearby. They can find their own resources from those provided in the classroom. They try hard with activities they enjoy and will have a go at others. They work towards any targets that might have been agreed with them.

### MANAGING FEELINGS & BEHAVIOUR

Children respond to significant experiences and show a range of feelings when appropriate. They can recognise and name feelings and emotions and can identify what makes people happy or sad. They can say, "No!" when it feels wrong. They clearly understand good/bad, right/wrong and recognise what is fair or unfair. They recognise ways that they and others can contribute to self control. They need few reminders to do as they have been asked and generally remember to follow the routines of our school and class family.

### RELATIONSHIPS

Children can share resources, adults, time and space. They can wait for their turn if they know when it may happen. They can make a relevant contribution to team activities or events. They listen to others and play and work cooperatively. They understand how to be a friend and that friendships may change. They can make new relationships and know how to be a good friend.

## 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 steps of 2, 3, and 5 from 0 and in tens from any number	Compare and order numbers from 0 to 100, using $<$ , $>$ and $=$ signs	Use place value and number facts to solve problems.
Applying their increasing knowledge of mental and written methods of calculation. Solve problems using pictorial representations and concrete objects, including using quantities and measures.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	Recall and use addition and subtraction facts for any numbers up to 20.
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
Use mathematical vocabulary to describe position, direction and movement, including movement 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).	Ask and answer questions about totalling and comparing data in pictograms, tally charts, block diagrams and simple tables.	Compare and sort common 2-D and 3-D shapes and everyday objects.

You could support your child at home with these by playing games to help learn multiplication tables; use number tiles or magnetic numbers to make different numbers - which is the biggest, smallest etc; learn to tell the time using an analogue clock or watch.

In addition to these KPIs, children will also:

- ~ become more confident with two-digit numbers and understand place value in these
- ~ write numbers in words as well as digits
- ~ Understand that when we add or multiply numbers, we can do this in any order, but not for subtraction or division
- ~ See the connection between addition and subtraction, and multiplication and division and use this to check calculations
- ~ Estimate, measure and solves problems using different measures, including money
- ~ Tell and write the time to the nearest 5 minutes; know the number of minutes in an hour and hours in a day
- ~ Use mathematical vocabulary to describe position, direction and movement
- ~ Identify and describe the properties of shapes including the number of sides and lines of symmetry in 2D shapes
- ~ Identify and describe the properties of shapes including the number of edges, faces and vertices in 3D shapes. Identify 2D shapes on the surface of 3D shapes
- ~ Order and arrange combinations of mathematical shapes in patterns and sequences
- ~ Construct simple charts, diagrams and tables and answer simple questions about this data.



## Reading and Comprehension

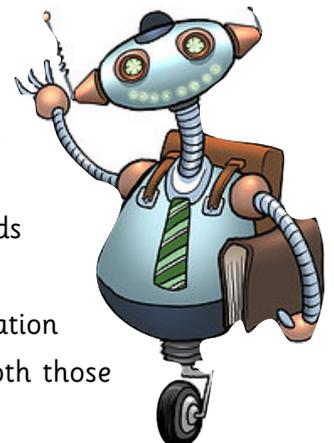
Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read accurately words of two or more syllables that contain the same graphemes as above	Read most words [approx 93-95% of current book band] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Re-read these books to build up their fluency and confidence in word reading.	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales	Develop pleasure in reading, motivation to read, vocabulary and understanding by retell a range of stories, fairy stories and traditional tales
Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways;	Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading	Understand both the books they can already read accurately and fluently and those they listen to by answering questions and predicting what might happen on the basis of what has been read so far

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:

- ~ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- ~ Continue to use their phonics and knowledge about words to work out new words
- ~ Discuss favourite words and phrases
- ~ Build up poems they have learnt by heart, reacting some with appropriate intonation
- ~ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



## 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 suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.	Subordination conjunctions (using: when, if, that, because) and co-ordination conjunctions (using: or, and, but).	Correct choice and consistent use of present tense and past tense throughout writing.
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Commas to separate items in a list.	Understand and use the vocabulary: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma.

You could support your child at home with these by trying to use the same vocabulary (please see the school website for a glossary); encouraging your child to check their own writing.

In addition to these KPIs, children will also:

- ~ Formation of nouns using suffixes such as -ness, -er and by compounding (eg, whiteboard, superman)
- ~ Formation of adjectives using suffixes such as -ful, -less.
- ~ Expanded noun phrases for description and specification (eg, the blue butterfly, plain flour, the man in the moon)
- ~ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- ~ Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg, she is drumming, he was shouting)
- ~ Apostrophes to mark where letters are missing in spelling.

## 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:

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Write for different purposes and proof-read to check for mistakes in spelling grammar and punctuation.	Describing what they are going to write about before beginning.
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You can help your child by practising letter patterns and shapes. Please see further information on our website about this. Find different things to write about - a holiday postcard, a shopping list, a story, a factual 'book', a poem (doesn't need to rhyme!) etc.

In addition to these KPIs, children will also:

- ~ Start to learn how to join some letters together when writing (when they are ready for this!)
- ~ Make sure that their letters and spaces between letters are of an appropriate size relative to one another.
- ~ Write as part of their English lessons and as part of Learning Journeys and other curriculum areas.
- ~ Planning and saying out loud what they will write about - sharing with a Learning Partner and jotting down key words and new vocabulary
- ~ Talk about what they like about their own or others' writing saying what they like about it and what might be improved.

## Spelling

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:

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
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In addition to these KPIs, children will also:

- ~ Spell the Year Two 'tricky words'.
- ~ Spell more words with contracted forms (can't don't etc)
- ~ Learning the possessive apostrophe (singular) [for example, the girl's book]
- ~ Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- ~ Write from memory simple sentences dictated by the teacher that include words using phonics, 'tricky' words and punctuation taught so far.

