



Garden Suburb Infant School

Be Kind Be Fair Be Honest Be Safe



Year Two Curriculum 2025 –2026

WELCOME TO YEAR TWO

AIMS AND PRINCIPLES OF THE CURRICULUM AT GARDEN SUBURB INFANT SCHOOL

We aim for our curriculum to develop skilled, life-long learners who are active and responsible future citizens. To support this, we place a very high priority on the development of the following:

- core learning behaviours
- vocabulary, speaking and listening skills
- personal, social and emotional learning
- physical skills and well-being
- key knowledge and skills developed through meaningful and engaging contexts

Our key principles for the curriculum are:

- high expectations and challenge for all children
- consistent and effective use of assessment to ensure good progress
- well planned and appropriate learning experiences that are revisited with increasing complexity and depth, supporting children to remember key knowledge and skills, and build on previous learning
- literacy rich, topic based, cross-curricular experiences that enable children to make connections with learning across different subjects

[Click here to see information about our school curriculum on our website.](#)

We follow Key Stage One of the National Curriculum 2014, which consists of 12 subjects. The specific details of the content for Year 2 are set out later in this booklet.

[Click here to see this year's annual curriculum map for Year Two](#)

[You can also see the plans for each half term on our website, by clicking here.](#)

GENERAL EXPECTATIONS FOR CHILDREN IN YEAR TWO

Children are usually excited about moving to Year 2 as they gain the status of being the oldest children in our school. Apart from changing classrooms and teachers, most other routines remain similar to those the children experienced in Year One.

They will build upon their learning in Reception and Year One and continue to acquire and extend, in all aspects of their work and play, the knowledge, skills and attitudes which are vital to their development as life-long learners. However, in keeping with their growing maturity and their improved range of skills, the expectations of Year Two children do increase significantly.

In Year Two, children are expected to:

- work with **sustained focus and independence**
- **maintain** their focus for **longer periods**.
- **increase the pace at which they work, starting and completing tasks in the allocated time**
- be **aware of their learning behaviour** and know **what they need to do to make progress**
- act as **appropriate role models** for the younger children in our school.

LEARNING BEHAVIOURS

Children will not learn effectively and deeply if they do not have the appropriate attitudes and behaviour towards their learning. For this reason, we give a high priority to developing these learning behaviours across all aspects of the curriculum. To help with this we have six learning behaviour mascots who represent these behaviours and engage the children. **Appendix 1** gives more details about what this means for children.

PERSONAL SOCIAL HEALTH AND ECONOMIC LEARNING

Personal, Social, Health and Economic Learning supports all aspects of school life and experience. The PSHE curriculum is taught through three strands: Health and Wellbeing, Relationships and Living in the Wider World.

Year Two Learning Outcomes for PSHE:

- describe the components of a healthy day
- recognise that they share a responsibility for keeping themselves and others safe, know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
- understand what 'privacy' means
- name the main parts of the body (including external genitalia)
- understand that some people have fixed ideas about what boys and girls can do
- describe the difference between feelings that feel 'small' and 'big' to them, and know some strategies for managing these
- understand why bullying is wrong and how to get help
- recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- understand the feelings associated when friendships break up, or people move away
- understand that families are important for children growing up because they can give love, security and stability
- understand how to recognise and report feelings of being unsafe or feeling bad about any adult
- role-play simple financial transactions

- choose the correct value of coins and notes to use and calculate change
- make a simple plan for their spending and saving choices and stick to it
- demonstrate their knowledge of festivals through an assembly or display
- talk about where food comes from and some of the ethical questions around food supply

BRITISH VALUES

Garden Suburb Infant School, like all schools, is required to develop an understanding of the fundamental British values of Democracy; The Rule of Law; Individual Liberty; Tolerance; and Mutual Respect. These Values are not taught in isolation from the whole curriculum but are embedded in our day to day teaching and high expectations of children's behaviour towards one another. We have a school code, which we believe addresses the British values and supports children's learning. These are set out in **Appendix 2**.

SPEAKING AND LISTENING

This area of learning affects all aspects of children's learning of the curriculum and children need to be active speakers and listeners to be able to fully access all that is available to them. Children will have opportunities to speak and to listen in a wide range of contexts, both formal and informal.

The National Curriculum objectives for Speaking and Listening are to:

- listen to and respond appropriately to adults and their peers
- speak audibly and fluently with an increasing command of Standard English
- maintain attention and participate actively in conversations
- recognise and consider the viewpoints of other people.
- ask relevant questions to extend their understanding, vocabulary and knowledge
- explain their thinking and justify their answers
- give well-structured descriptions and explanations
- stay on topic and initiate and respond to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances and debates
- gain and maintain the interest of the listener

We particularly aim to develop the range and use of the children's vocabulary in all contexts.

READING

During Year Two children will continue to be taught specific reading skills and will have daily experience of reading, for pleasure and for other purposes. Children will continue to have access to a wide range of reading material and as they become increasingly fluent and confident they will focus more on their comprehension skills and answering questions about the texts they read.

Your child will read with their teacher, choose one book to take home and change the book once a week. They will also be assigned a 'Collins e book' to read at home and practise for fluency. This will be a book they have already practised in school. As in Year One, they will bring home a reading diary, which will give you the opportunity to make a comment on their reading with you at home.

[Please see the page about Reading on our school website](#)

The National Curriculum objectives for Reading in Year Two are to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words
- read accurately words of two or more syllables
- read common exception words (appendix 4)
- read words containing common suffixes
- read most words quickly and accurately, without overt sounding out and blending, when they have been frequently encountered
- further develop their phonic knowledge using more complex spelling patterns.
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and with undue hesitation
- discuss the meanings of words, and discuss favourite words and phrases
- re-read these books to build up their fluency and confidence in word reading
- listen to and discuss a wide range of poetry, stories and non-fiction at a level beyond which they can read independently
- be introduced to non-fiction books that are structured in different ways
- recognise sequences of events and how items of information are related
- retell a wider range of stories and recognise simple recurring literary language
- use what they already know or information/vocabulary provided by the teacher to support their understanding
- ask and answer simple questions about the text
- make inferences from what has been said/done in a text and predict what might happen on the basis of what has been read so far
- join in discussions about what they have read or has been read to them, explaining and discussing their understanding

READING: PHONICS

We will continue to teach phonics using the 'Little Wandle Letters and Sounds' systematic synthetic phonics programme. Please follow this link to find out more information about Little Wandle: www.littlewandlelettersandsounds.org.uk/resources/for-parents/ and see our website, for [information about phonics at school](#). The children will continue to have daily whole class phonics lessons in Year Two and the children are taught to apply their phonic knowledge in their writing.

Nationally, all year two children who did not meet the expected standard in phonics at the end of Year One, will be re-tested in June 2026. We will keep you informed of their progress through the year and let you know if we have concerns about their reading or phonic knowledge. You will be informed in the annual report if your child has met expectations.

How you can help with reading at home

Please read with your child as often as possible. Regular practise of about 15 -20 minutes every day is the most effective. It is still important to read with your child even if they are independent readers as you can talk about the story and the meaning of more difficult vocabulary.



WRITING

Writing is a very complex process and requires a range of skills. These include a good vocabulary and imagination; the ability to listen to and to hear the range of sounds in words for spelling; the ability to form letters correctly; an understanding of correct grammar and punctuation. There is much for children to learn and to practise. Children will be taught these skills, but they will also regularly apply them in an imaginative and creative way. [You can see more on our website.](#)

The National Curriculum objectives for Writing in Year Two are to:

- write for a variety of purposes, using their imagination to write stories/ poems
- organise and edit their writing
- write about more than one idea, grouping related information, using extended phrases and using paragraphs
- develop their writing through the use of nouns/pronouns/ adjectives/adverbs
- vary the way sentences begin, joining sentences with conjunctions and connectives
- use the present and past tenses correctly
- use different types of sentences – statement, command, questions, exclamations
- segment words into phonemes and represent with correct grapheme
- spell common exception words, and contraction words
- add suffixes to spell longer words (- ment -ness - ful - less)
- use the possessive apostrophe. (i.e. the cat's milk.
- know/ spell homophones or near homophones (i.e. there/their; to/too/two etc.)
- use apostrophes for contracted forms (don't, I'm etc.)
- use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists
- use expanded noun phrases to describe and specify
- use subordination (when, if, that, because)
- use and understand grammatical terminology i.e. verb, tense (past, present) adjective, noun, suffix, apostrophe, comma.
- form lower-case letters of the correct size and orientation
- start using some of the diagonal and horizontal strokes needed to join letters
- understand which letters when adjacent to one another are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

A list of the common exception words for Year Two can be found in **Appendix 4**

MATHEMATICS

During Year Two, the expectations of children's mathematical learning and understanding increases significantly and there is a great deal for them to learn during the year. Children will have daily whole class maths lessons, although children will be doing activities adapted to their understanding and skills. Children will also have opportunities to apply their mathematical skills in real life contexts. We continue to plan and teach using White Rose Maths Mastery. We also have daily 'Mastering Number' lessons to develop the children's number sense and subitizing skills. Please see the [maths page on our website](#), which also includes a link to our [Calculation Policy](#).

We will be holding an evening session in the Autumn term specifically to help you understand how your child will learn maths and how you can help them at home. Please look out for the date and time in the weekly newsletter.

The National Curriculum objectives for Mathematics in Year Two are to:

Number and Place Value

- identify, represent and estimate numbers using different representations including using the number line
- read and write numbers to at least 100 in numerals and in words
- compare and order numbers from 0 to 100
- use < > and = signs
- understand the value of each digit in a two-digit number
- use place value and number facts to solve problems

Counting

- count in steps of 2, 3, 5 and 10 from 0 or 1 in tens, from any number, forward and back

Addition and Subtraction

- recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100
- understand that addition can be done in any order but subtraction cannot
- recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
add and subtract numbers using a range of strategies including concrete objects, pictorial representations and mentally
- solve addition/subtraction problems using an increasing range of methods

Multiplication and division

- recall and use multiplication and division facts for 2, 5, and 10 multiplication tables
- recognise that multiplication can be done in any order but division cannot
- calculate mathematical statements within the multiplication and division tables and record using \times \div and =
- solve problems involving multiplication and division using a range of methods

Fractions

- recognise, find, name and write fractions ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$) of lengths, shapes, sets of objects and quantities
- write simple fractions for example $\frac{1}{2}$ of 6 = 3
- recognise equivalence i.e. $\frac{2}{4}$ and $\frac{1}{2}$

Measure

- compare and order lengths, weight volume/capacity using appropriate vocabulary
- record lengths weight and volume using the symbols >, < and =
- choose and use the appropriate standard unit of measurements for length and height (cm/m); mass (gm/kg.); temperature (degree); capacity (ml/litre)
- use rulers, scales, thermometers and measuring vessels, reading the standard units of measurement to the nearest unit
- know the number of minutes in an hour and hours in a day
- tell and write the time to five minutes, including quarter to/quarter past
- recognise and use symbols for (£) and pence (p)
- combine amounts to make a particular value
- find different combinations of coins that equal the same amount of money

Geometry

- identify and describe the properties of 2D shapes including the number of sides and the line symmetry in a vertical line
- order and arrange objects in patterns and sequences
- identify and describe the properties of 3D shapes including number of edges, vertices and faces
- identify 2D shapes on surface of 3D shapes (i.e. triangle on a pyramid)
- compare and sort common 2-D and 3-D shapes and everyday objects
- distinguish a rotation as a turn
- recognise a quarter half and $\frac{3}{4}$ turn
- recognise a right angle as a quarter turn
- use mathematical vocabulary to describe position, direction and movement including in a straight line

Statistics

- interpret and construct simple pictographs, tally charts, block diagrams and simple tables
- ask and answer questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing data

SCIENCE

Children's learning in science continues to be very practical and often provides the context to practise and apply the literacy and mathematical skills which the children are working on.

The Science curriculum has two aspects; the acquisition of subject specific knowledge and the development of scientific skills.

The **scientific skills** which are to be developed and extended throughout the year are:

- **Observation** - what can we see, hear, taste, smell, feel; what do we already know about the issue we are thinking about?
- **Questioning** - what would we like to find out, why does that happen?
- **Investigation** - deciding what we would like to know
- **Planning** - how we will find out what we want to know?
- **Prediction** - what do we think will happen?
- **Estimation, measurement and classification.**

The **subject knowledge** that children are expected to acquire is as follows:

Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water light and a suitable temperature

Animals, Living things and their habitats

- recognise that animals (including humans) have offspring which grow into adults
- investigate and describe what animals (including humans) need for survival - water food and air
- recognise and describe the importance, for humans, of exercise, eating the right amounts of different food types, and hygiene
- explore the difference between things that are living, dead, and things which have never been alive
- understand that living things live in habitats to which they are suited
- describe how different habitats provide for basic needs of different animals and plants and how they depend on each other
- identify and name a variety of plants and animals in their habitats including micro habitats
- describe how animals obtain food from plants and other animals, using the idea of a simple food chain, and identify different sources of food



Materials

- identify and compare the uses of a variety of everyday materials
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

COMPUTING

In Year Two the children will continue to broaden and develop their knowledge and skills in computing systems and networks, programming, creating media, data handling and online safety.

Children will be taught to:

- explore what a computer is and how computers are used in the wider world
- develop an understanding of; what algorithms are, and how to program them
- follow and create algorithms
- use a code to create and follow an algorithm
- use code to create an animation
- learning how data is collected, used and displayed
- learn how to keep information safe and private online, who we should ask before sharing things online and how to give, or deny permission online

ART AND DESIGN

Practice in Art and Design is highly valued in our school, as you will see on the [Art page on our website](#). We want the children to experience a broad range of processes, develop their drawing skills, learn about different artists from different times and cultures and develop their understanding of why art and design is important and valued.



In Year Two Children will be taught to:

- choose and use a variety of drawing tools and surfaces for mark making
- explore tone, pattern and texture through drawing
- record groups of objects effectively from first hand observation
- begin to draw from different view points
- begin to explore 'near and far' when drawing
- draw from imagination and experience and explore ideas
- mix a range of secondary and tertiary colours, tints and shades
- explore texture through painting
- explore printing with blocks and stencils

- represent ideas and feelings by painting/printing
- modify and improve their work as it develops
- use simple tools, shapes and materials to create a 3D form
- create collages independently and collaboratively using a variety of materials
- use a range of drawing tools on 2Simple to create and modify images
- respond to and use the work of artists as a starting point for their own work
- discuss the work of an artist /designer and compare with their own, sharing similarities and differences
- recall some artist and describe their artwork
- review what they have done, describe what they like about it and what they would change
- begin to understand why art is important to different people

DESIGN AND TECHNOLOGY

This area of the curriculum is very practical and enables children to be creative, solve problems and develop their motor skills. They will need to design and plan what they want to make, modifying it to ensure that it is suitable for what it is intended for. Children develop a wide range of skills in this area of the curriculum. The children will explore the four areas of mechanisms, textiles, structures, and cooking and nutrition. In each unit they will explore, design, make and evaluate.

Children will be taught to:

- design, make and evaluate a healthy wrap
- name food groups and sort food into those groups
- design, make and evaluate a stable structure
- design, make and evaluate a pouch
- use running stitch to join fabric

PHYSICAL EDUCATION (PE)

We place a great deal of emphasis on children's physical development and health. Children who develop an interest in physical activity are laying good foundations for their future health and well-being. During Year Two the children will continue to build on the skills acquired in Reception and Year One, and they will have dedicated PE lessons twice a week. We are continuing to use Get Set 4 P.E.'s online platform for our planning. Children will be taught units on Fundamentals and Fitness, Gymnastics, Games, Athletics and Yoga. They will also be taught team building skills and how to develop social and emotional behaviour in the context of P.E. lessons.

Children will be taught to:

Dance

- copy, remember and repeat a series of actions
- select from a wider range of actions in relation to a stimulus
- use pathways, levels, shapes, directions, speeds and timing with guidance
- use mirroring and unison when completing actions with a partner
- show a character through actions, dynamics and expression
- use counts with help to stay in time with the music

Yoga and Gymnastics

- perform balances on different body parts with some control and balance

- take body weight on different body parts, with and without apparatus
- show increased awareness of extension and flexibility in actions
- copy, remember, repeat and plan linking simple actions with some control and technique

Athletics:

- show balance and co-ordination when running at different speeds
- link running and jumping movements with some control and balance
- show hopping and jumping movements with some balance and control
- change technique to throw for distance
- show control and balance when travelling at different speeds
- demonstrates balance and co-ordination when changing direction
- perform actions with increased control when co-ordinating their body with and without equipment



Games:

- dribble a ball with two hands on the move
- dribble a ball with some success, stopping it when required
- throw and roll towards a target using varying techniques with some success
- show balance when kicking towards a target
- catch an object passed to them, with and without a bounce
- move to track a ball and stop it using feet with limited success
- strike a ball using a racket
- run, stop and change direction with balance and control
- move to space to help score goals or limit others scoring
- use simple tactics

Social Emotional Thinking:

- continue to build resilience, independence and ability to co-operate
- talk to a partner about their ideas and take turns to listen to each other
- work with a partner and small group to play games and solve challenges

HUMANITIES

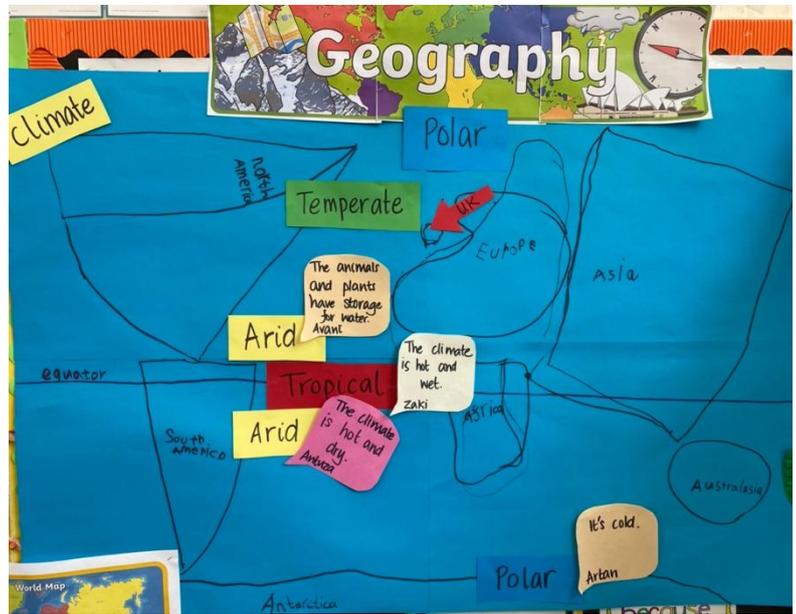
GEOGRAPHY and HISTORY

Geography and History are taught as distinct subjects within a topic, with both subjects driven by enquiry questions. We recognise that learning in geography supports and develops learning in history, and vice versa.

IN GEOGRAPHY, the children will be taught to:

- ask and answer geographical questions
- use geographical vocabulary for physical and human features
- use simple fieldwork and observational skills to study the geography of our school and its grounds
- identify similarities and differences in land use in the local area

- use compass directions and locational/directional language to describe features and routes
- use aerial images and plans
- compare the physical and human geography of an area of the UK and a contrasting non- European country
- use atlases, globes and maps
- draw simple maps using symbols/keys
- name and locate the world's continents and oceans in relation to the Equator and North and South Poles
- identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles
- recognise daily and seasonal weather patterns in the UK



In **HISTORY**, the children will be taught to:

- investigate the past using a range of sources
- ask and answer appropriate historical questions & use appropriate historical vocabulary
- use dates appropriately
- label a time line of events using appropriate vocabulary
- identify some of the ways that the past was represented
- compare aspects of life during different periods
- know about the lives of significant people from the past, locally, nationally and internationally
- find out about events beyond living memory which are significant nationally or globally
- identify changes within living memory, used where appropriate, to reveal changes in national life

RELIGIOUS EDUCATION (RE)

From September 2025 we will begin to follow the statutory Barnet Agreed Syllabus for Religious Education. Through weekly lessons, the children will explore religions and other worldwide views through six, sequential big questions, one question being introduced each half term:

1. What is real?
2. Where do we come from?
3. How do we know?
4. What is our situation?
5. What is our goal?
6. How do we get there?

The children will explore Christianity, Judaism, Islam, and other religions/worldviews within the context of the six big questions. Please see the half termly overview for Autumn One, for detailed information about what the children will be learning.

HOMEWORK

Starting this half term, we will send out homework every three weeks (twice per half term). The homework will be posted on Tapestry and sent out via Arbor, and will consist of spellings, handwriting, maths and topic homework for children to complete. Home Learning Books with Purple Mash Login details, a 100 square grid, common exception and phoneme word mats will be provided and kept at home for children to record their activities. At the end of the three-week period, we will ask parents/carers to send in their homework books so we can review and celebrate the children's homework in class.

EDUCATIONAL VISITS OUT OF SCHOOL AND VISITING WORKSHOPS

This year we aim to take as many opportunities as possible to get 'out and about' to support and enrich the implementation of our year two curriculum. Visits may be local but we aim to have at least one visit a year which is further afield. Last year the children went on a boat trip along the River Thames and visited the RAF museum. The children also enjoyed a highly practical workshop based on their topic, The Great Fire of London 1666.

These visits and workshops are very important in making learning in the classroom relevant and memorable. As we notify dates in advance, we really hope that **all** children are able to participate.

We usually need parents to help us with these events but we cannot take everyone on each trip so please do not make promises to your child about coming as it may not always be possible!

ASSESSMENT

Assessment is the process by which teachers determine the knowledge and skills children have acquired and what they need to do next. It is a very important part of the teaching and learning process.

Assessment methods will vary but will include observations of the child working alone or in groups, questions and answers, marking of children's work, talking to a child about their learning and sometimes setting pieces of work.

Children are continually assessed throughout the year and we discuss with them the things that they are doing well and what they need to do to improve. We also encourage children to assess themselves so that they understand what they need to do.

In November and February, we hold parent drop-ins, when the children have the opportunity to talk about their learning journeys and show their work books.

When teachers meet with you at parent consultations, they will talk to you about your child's attainment and progress and, based on their assessment, give you some advice about what they need to develop and how you can support them.

END OF YEAR TWO/KEY STAGE ONE ASSESSMENT

In July, you will receive your child's written annual report which will summarise your child's progress and attainment against the Year Two curriculum objectives, and will inform you if your child has met the expectations for their age. (Non-statutory teacher assessment standards for English, Maths and Science are set out in Appendix 3).

TIMETABLE INFORMATION

Certificate Assemblies - every Friday we will hold a certificate assembly to celebrate achievements of children in Key Stage One (Years One and Two). Parents of children who have received a certificate will be invited by their child's class teacher to attend this assembly.

Birthday Assemblies - on Tuesday mornings, parents of children who have a birthday in that current week are invited to attend.

PE Timetables - Pink Class and Orange Class will have P.E. lessons on Wednesdays and Fridays.

Teachers non-contact time for Assessment, Planning and Preparation (APP) - Teachers are entitled to assessment, planning and preparation time (APP) every week. During this time classes will be taught by Miss Jowsey (Art and Design), and Miss Cucu (Music) This year APP takes place every Tuesday afternoon.

Appendix 1

Learning behaviours – what does it mean for a child?

<p style="text-align: center;">Independent Iris</p> <ul style="list-style-type: none"> • I listen to instructions. • I know what I need to do. • I take care of my environment and myself. • I try for myself before I ask for help. • I notice things around me. • I think for myself. • I enjoy doing things for myself. • I can find ways to solve problems for myself. 	<p style="text-align: center;">Co-operative Colin</p> <ul style="list-style-type: none"> • I like to work with others. • I listen to the ideas of others. • I can manage my feelings. • I help others to learn. • I take turns and share. • I learn from others. • I treat others fairly. 
<p style="text-align: center;">Inventive Ivy</p> <ul style="list-style-type: none"> • I use my imagination. • I wonder what if....? • I use what I have learned in many different ways. • I can solve problems. • I ask many questions. • I use my initiative. • I can use a range of equipment. 	<p style="text-align: center;">Resilient Rupert</p> <ul style="list-style-type: none"> • I have confidence in myself. • I am brave and will try new things. • I find ways to help myself. • I concentrate and ignore distractions. • I accept a challenge. • I keep on trying and don't give up. • I know that making mistakes is part of learning. 
<p style="text-align: center;">Reflective Rowan</p> <ul style="list-style-type: none"> • I listen to advice and feedback. • I think about what I am doing and learning. • I know that I can learn from my mistakes. • I can talk to other people about my learning. • I know how to make my work even better. • I am proud of what I can do. 	<p style="text-align: center;">Talkative Tavi</p> <ul style="list-style-type: none"> • I use my voice to explain what I know and share my ideas. • I use my voice to tell someone how I am feeling. • I speak clearly and in sentences • I learn new vocabulary and practise using it every day. • I think carefully about how loud my voice needs to be, and when I need to listen. 

Appendix 2

How our School Code relates to British Values

The fundamental British values are:

- **Democracy**
- **Rule of law**
- **Individual liberty**
- **Respect**
- **Tolerance**

School code → British value ↓	Be Kind	Be Fair	Be Honest	Be Safe
Democracy	I listen to what others want. I use kind words to others.	I listen to others and take turns in conversations. I know that no one person is more important than anyone else. I can take turns with others when I playing.	I will help by following the agreed class and school rules, and expect other to also.	I can share spaces and equipment safely.
Rule of law	I try to include everyone in my games and help them to join in.	I can accept the majority decision or authority. I know that rules are for everyone's benefit and apply to all of us. I accept the rules in school and elsewhere.	I understand that there are consequences to my behaviour.	I know how to care for and respect the environment so it is pleasant and safe. I know that the school rules are to keep myself and everyone else safe.
Individual liberty	I expect others to treat me kindly. I know that my behaviour affects others	I am able to make good choices, which are fair to others. I know that it is ok if I think differently to others. I know that we are all important but different.	I can accept when I make a mistake or have done something I regret. I know that telling the truth is important. I expect others to be honest with me.	I know how to keep myself safe. I know whom I can talk to if I am frightened or sad. I can take responsibility for my actions.
Respect and Tolerance	I celebrate the success of others. I am patient with people who can't do the same as me. I treat people well even if they are not the same as me.	I know that sometimes I don't get what I want. I expect others to treat my beliefs and customs in a tolerant way.	I know that there are differences between all of us. I respect others by telling the truth.	I know when I should say 'no' and to not tolerate things that upset me.

Appendix 3

Non-Statutory Teacher Assessment Standards at the end of Key Stage One

Reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
- read many common exception words.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Working at the expected standard

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 greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

Writing

Working towards the expected standard

The child can

- Write sentences that are sequenced to form a short narrative (real or fictional)
- Demarcate some sentences with capital letters and full stops.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly.
- Can make phonically plausible attempts at other words
- Spell some common exception words
- Form lower case letters in the correct direction starting and finishing in the right place
- Form lower case letters of the correct size relative to each other in some of their writing.
- Use spacing between words

Working at the expected standard

The child can

- Write simple coherent narratives about person experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences with capital letters and full stops and use question marks correctly when needed.
- Use present and past tense mostly correctly and consistently
- Use co-ordination (and, or, but) and some sub ordination (when, if, that, because) to join clauses.
- Segment spoken words into phonemes and represents these by graphemes, spelling many correctly and makes phonically plausible attempts at others.
- Spell many common exception words
- Form capital letters and digits of the correct size orientation and relationship to one another.
- Use spacing between words which reflects the size of the letters

Working at greater depth within the expected standard

The child can, after discussion with the teacher

- Write effectively and coherently for different purposes drawing on their reading to inform their vocabulary and grammar.
- Make simple additions revisions and proof reading corrections to their own writing
- Use the punctuation taught mostly correctly
- Spell most common exception words
- Add suffixes to spell most words correctly in their writing (- ment - ness - ful -less - ly)
- Use horizontal and diagonal strokes needed to join some letters

Mathematics

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- read scales in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth within the expected standard

The pupil can:

- read scales where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Science

Working at the expected standard

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
- observe changes over time
- notice similarities, differences and patterns
- group and classify things
- carry out simple comparative tests
- find 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 remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses and describe the importance of exercise, a 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 the 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
- distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses

Appendix 4

Year Two Common Exception Words

door	behind	busy	could
floor	cold	old	would
poor	gold	most	should
because	hold	both	who
find	told	only	whole
kind	every	climb	any
mind	everybody	clothes	fast
great	even	father	after
break	beautiful	children	last
steak	improve	child	past
pretty	path	wild	sugar
class	bath	half,	water
grass	move	money	hour
pass	prove	Mr, Mrs	again,
plant	sure	parents	people
	eye	Christmas	many