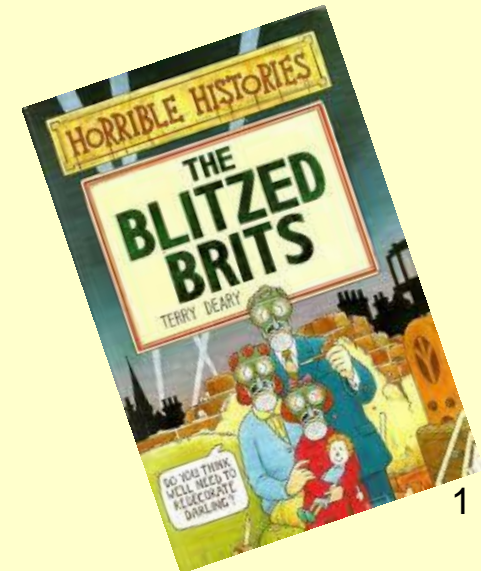
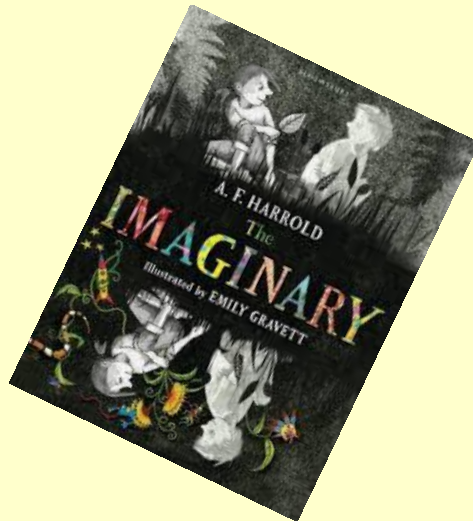




# KS2 reading



## **In years 3, 4 and 5 children are expected to:**

- Read daily at home.
- Bring library books back to school every week.
- If the library book is unfinished, children will be asked to continue reading it during library time.
- Do accelerated reading tests on-line during library time, or at home when each library book has been read.



# KS2 writing

**Writing expectations increase from  
year to year.**

**Grammar, punctuation, spelling and  
handwriting are all important.**

# Year 3 objectives:

Can I create a setting in a story?

Can I use pronouns in my writing and identify them?

Can I start to use 'a' and 'an' correctly in my writing?

Can I always use capital letters correctly?

Can I separate my ideas into different paragraphs?

Can I develop characterisation through a story?

Can I create a plot for a story?

Can I check my writing back for spelling errors?

Can I check my writing back for punctuation errors?

Can I check my writing back for grammatical errors?

Can I add a subordinate clause before and after main clauses?

Can I use conjunction of time, place and cause? (when, wherever, because)

Can I use inverted commas to punctuate speech?

Can I use exclamation marks in my writing?

Can I use apostrophes correctly in my writing?

In non-fiction writing, can I use headings and sub-headings?

Can I use consistently joined up handwriting?

# Year 4 objectives:

Can I separate my ideas into different paragraphs?

Can I check my writing back for spelling errors?

Can I check my writing back for punctuation errors?

Can I create fronted adverbials in my writing?

Can I create a setting in a story?

Can I develop characterisation through a story?

Can I create a plot for a story?

Can I write a dictated sentence, including punctuation?

Can I improve a text by removing repetition of pronouns or nouns and replacing them appropriately?

Can I apply the 'new speaker, new line' rule accurately when using speech in my writing?

Can I separate between using formal and in-formal language in my writing?

Can I insert both singular and plural possessive apostrophes correctly into sentences?

Can I use inverted commas and punctuation around direct speech?

Can I sometimes use commas in my writing?

Can I use consistently sized and legible joined handwriting throughout my independent writing?

# Year 5 objectives:

Can I vary the construction of my sentences including use of complex sentences and short sentences In order to improve the impact of my writing?

Can I use a variety of tenses correctly in my writing?

Can I usually use commas correctly in my writing?

Can I vary the size of paragraphs to have an impact on the pace of the writing?

Can I use a thesaurus to find alternative words in my writing?

Can I create atmosphere in my writing through effective use of vocabulary?

Can I vary the tense in my writing for impact in my narrative writing?

Can I make clear the difference in my writing between formal and informal language?

Can I check my writing for errors with spelling and punctuation?

Can I use adverb for degrees of possibility?

Can I create fronted adverbials in my writing and use commas correctly with them?

Can I use a relative clause in my writing using 'who', 'which', 'whose', 'where', 'why' or 'that' to open the relative clause?

Can I use questions in my writing for a range of reasons such as rhetorical questions?

# **KS2 maths**



## **By the end of Year 2 children should know:**

- All addition and subtraction facts for each number to 20 fluently.
- Facts for the 2, 5 and 10 multiplication tables and related division facts.

# By the end of Year 3 children should know:

- Multiplication facts for 2, 3, 4, 5, 8, and 10 and corresponding division facts.
- Add and subtract numbers mentally:
  - a three-digit number and ones or tens or hundreds

# By the end of Year 4 children should know:

- Multiplication facts up to  $12 \times 12$  and corresponding division facts.

# **By the end of Year 5 children should:**

- Add and subtract numbers mentally with increasingly large numbers
- Multiply and divide numbers mentally drawing upon known facts

# **Year 3 Maths lesson** (approximately 1 hour):

- **Singapore Maths**
  - Teaching whole class – with resources for children to use
  - Guided practice
  - Independent practice

## **Maths lesson** (approximately 1 hour):

- ~ 10 minutes mental maths
- ~ 15 minutes whole class teaching
- ~ 30 minutes individual / paired / group work
- ~ 5 minutes plenary

# Calculations

- Addition
- Subtraction
- Multiplication
- Division

# Addition

- Add mentally.
- Counting on.
- Partitioning, then adding.
- Compensation (add too much, take off).
- Adding the digits, preparing for carrying.
- Using 'carrying'.



# Subtraction

- Subtract mentally.
- Counting back.
- Counting up from the smaller to the larger number – finding the difference.
- Compensation (take too much, add back).
- Decomposition.
- Carrying.

# Multiplication

- Drawing the multiplication (KS1).
- Understanding multiplication is repeated addition (KS1).
- Multiplying by 10, 100, 1000 using place value
- Simplify by partitioning. Develop written methods for multiplying larger numbers.
- Grid method.
- Compact multiplication.

# Division

- Grouping and sharing (KS1).
- Repeated subtraction (KS1).
- Divide by 10, 100, 1000 using place value
- Chunking on a number line.
- Chunking vertically.
- Semi-compact long division.
- Compact short division.

# Problem solving – Y3 - 4

Relate all the above to word problems.

- I think of a number, double it and add 5. The answer is 35. What was my number?
- You have £5. Some toys are priced at £2.70, £1.80, £1.40, £1.60, £2.20 and £1.20. Investigate which three you could buy.
- There are 4 stacks of plates. 3 stacks have 15 plates each. 1 stack has 5 plates. How many plates altogether?

# Problem solving – Y5 - 6

Relate all the above to word problems.

- I think of a number, then divide it by 15. The answer is 20. What was my number?
- I have read 134 pages of the 512 pages in my book. How many more pages must I read to reach the middle?
- There are 35 rows of chairs. There are 28 chairs in each row. How many chairs are there altogether? How many rows do 420 people need?

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**Statutory information  
Policies  
Calculation policy**

**Any questions?**