

Curriculum updates

English and mathematics

**Autumn
2014**

National curriculum test timetable

Day 2015	Levels 3-5 test(s)	Level 6 test(s)
Monday 11 May	English reading	English reading
Tuesday 12 May	English grammar, punctuation and spelling test	English grammar, punctuation and spelling test
Wednesday 13 May	Mental mathematics test; Paper 1	No level 6 tests timetabled
Thursday 14 May	Paper 2	Paper 1; Paper 2

Draft test frameworks for the new curriculum tests.

Key stage 1

English grammar, punctuation and spelling test framework

English reading test framework

Mathematics test framework

Key stage 2

English grammar, punctuation and spelling test framework

English reading test framework

Mathematics test framework

Science test framework

Curriculum and assessment

Academic year 2014 to 2015				
Key stage and year		Core subjects (English, maths and science)	Foundation subjects	National curriculum tests
Key stage 1	Year 1	New national curriculum	New national curriculum	No change – national tests and reporting arrangements will reflect current national curriculum
	Year 2	Current national curriculum	New national curriculum	
Key stage 2	Year 3	New national curriculum	New national curriculum	
	Year 4	New national curriculum	New national curriculum	
	Year 5	New national curriculum	New national curriculum	
	Year 6	Current national curriculum	New national curriculum	

LA support

- New to Y2, New to Y6
- NQT CPD programme
- GlosEd Leaders
- Eng and Maths SLNM
- KS1 Moderation and Y6/7 Cross phase moderation

Assessment 2015

Statutory guidance now only online

The Standards and Testing Agency is no longer producing printed copies of the 'Assessment and reporting arrangements' or 'Test administrators' guide'.

From 2016, the DfE will not count results from previous years' tests in performance tables.

Optional tests discontinued

The new national curriculum is being introduced this year. Optional tests will not be integrated with the new curriculum and have been discontinued.

Assessment 2015

External moderation of infant schools

Local authorities must externally moderate 50% of their infant schools during the 2014 to 2015 academic year.

Test orders for the key stage 1 tasks and tests

This is the final year that schools will use the 2007 and 2009 versions of the key stage 1 tasks and tests.



Department
for Education

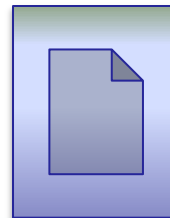
Assessment Principles

As part of the 2013 Primary Assessment and Accountability consultation, we consulted on a set of core principles to underpin effective assessment systems within schools. Following feedback from the consultation responses, these principles were further developed by an independent Expert Panel.

The principles are designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment.

Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

Effective assessment systems:



Gloucestershire
COUNTY COUNCIL

Schools win funds to develop and share new ways of assessing pupils

From: Department for Education
First published: 1 May 2014
Last updated: 13 August 2014 , [see all updates](#)
Part of: [Reforming qualifications and the curriculum to better prepare pupils for life after school](#) and [Schools](#)

Schools design new assessment packages to replace the complicated levels system.



A new package of pupil assessment methods, developed by teachers for teachers, was today (1 May 2014) unveiled by the government.

The new methods, one of which will use in-class apps, will help schools easily and accurately chart pupils' attainment and progress so they can provide effective, targeted support where it is needed, and will give parents clearer information about their child's performance and progress.

The 8 packages were chosen by an independent panel after the Department for Education launched a competition in December encouraging schools to develop and share innovative new assessment methods for other schools to use.

English updates

- Reading responses
- Phonics
- SLNM agendas

Planning the Learning - What skills are you developing?

Reading

Speaking



Listening

Writing

Planning the Learning

Knowledge

Skills



Learning

Enjoyment

Responding to reading

AFs  **2014 curriculum**

1. Decode
2. Retrieve
3. Interpret
4. Organise
5. Choice
6. Viewpoint
7. Culture

- a. Decode
- b. Retrieve
- c. Interpret
- d. Choice
- e. Viewpoint
- f. Perform
- g. Review



BOOKTALK

LIKES	DISLIKES	PUZZLES	PATTERNS
Enthusiasms about the elements in the story that have pleased, attracted, surprised and impressed you and made you want to go on reading.	Aversions to elements of the story that displeased you or put you off reading for one reason or another.	Were there parts of the story that you found difficult to understand? What did it mean when...? Are there characters who aren't convincing?	Significant connections between elements of the text: events, people, language between the text and our lives/ outside world which another text we know.



Basic Questions

Was there anything you liked about this book?
What especially caught your attention?
What would you have liked more of?

Was there anything you disliked?
Were there parts that bored you?
Did you skip parts? Which ones?
If you gave up, where did you stop and what stopped you?

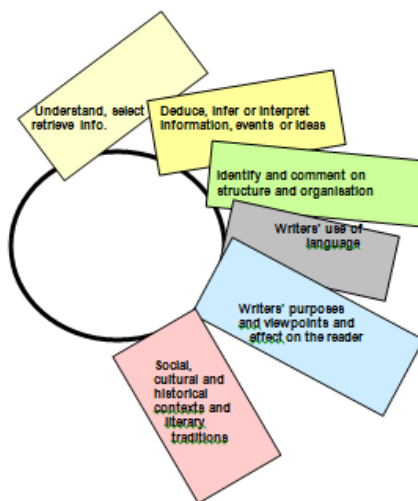
Was there anything that puzzled you?
Was there anything you thought strange?
Was there anything that you'd never found in a book before?
Was there anything that took you completely by surprise?
Did you notice any apparent inconsistencies?

Were there any patterns - any connections - that you noticed?

Responding to reading	
Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<ul style="list-style-type: none"> Where does the story take place? When did the story take place? What did he/she look like? Where did he/she live? Who are the key characters in the book? What happened in the story? What kinds of people are in the story? What is happening at this point in the story? Read the part that tells me..... Where did you find the information about...?
Deduce, infer or interpret information, events or ideas from text.	<ul style="list-style-type: none"> What makes you think that? What words give you that impression? Why? How do you feel about...? Why? Can you explain why...? If you were going to interview this character/author, what sort of person do you think would use this? Which parts of the book could help you find the information you need? Do you agree with this opinion? Explain your own opinion using the texts to help you? At the end of the story the main character is feeling.... Does this surprise you? Explain as fully as you can using parts of the story to help you? What does this tell you about what... was thinking? Through whose eyes is the story told? Who was the storyteller? How do you know? Do you think this is true setting? Why do you think this? What do you think the... is thinking? If it were you what would you be thinking? Which is your favourite part? Why? Which bit of the text shows this? Predict what you think is going to happen next. Why do you think this? Using all the evidence available, can you tell me what you feel about...? Who would you like to meet most in the story? Why? Can you support your view with evidence? What is your opinion? What evidence do you have to support your view? Is this a place you could visit? Why/why not? How did one of the characters change during the story? Draw a timeline that shows the changes.

Responding to reading

Responding to reading Focus Key Rings



Updated August 2014 E Mirano

Responding to Reading Questions & Discussion Prompts to Develop Reading



Updated August 2014 E Mirano

Responding to reading overview

KEY PHRASE
Decode accurately. Read with understanding.
Seek, find and understand. Literal responses to text. Text reference.
Inference and deduction. Between the lines. Interpret. Put yourself in their shoes. Text reference.
Structure. Commenting on presentational features. Why is the text presented and organised as it is?
Language. Why did the writer use that word / phrase / image / sentence etc. Literary awareness. Impact on reader.
The Writer. Writer's purpose. Writer's attitudes and values. Big messages about life.
The Text and the World. How the text fits into its social, historical, cultural, literary heritage context.

Guided Reading

Oxford School Improvement

Organising guided reading

One of the advantages of guided reading is flexibility. A good system of continuous assessment means that a teacher should be able to make confident decisions about grouping children according to where they will learn best.

In Reading by six, Ofsted said:

There will always be the need to consider whether some children are making faster or slower progress than the rest of the group. It will not remain a homogeneous group in terms of their learning. Schools and teachers must exercise professional judgements about organising teaching groups to provide optimum conditions for learning.

MYTH-BUSTER

Children should be organised into five small, equal-sized groups

Just because there are 30 children in a class and five days in the week, it doesn't automatically follow that each guided reading group should be the same size. Although six chairs often fit neatly around a classroom table, teachers should decide on groups for educational reasons, not practical ones.

Children who would benefit from more attention should be in smaller groups, but it is perfectly valid to have larger groups, so that more children can contribute to discussion.

“Decide on groups for educational reasons, not practical ones.”

The key question is simply this: are children learning to read as effectively as they can? Improved teaching and organisation should be making a demonstrable difference to children's word reading and comprehension, which should be seen through assessment.

MYTH-BUSTER

Each child should work with the teacher at least once a week.

This comes down to the needs of individual children. When children are first setting out as readers in the Foundation Stage and Year 1, it's good practice for each group to have a weekly session with the teacher.

As the children get older, those who are struggling with reading will still benefit from as much time with the teacher as possible. For others, another well-trained adult can provide suitable support. The most effective systems for guided reading ensure that teachers are able to work regularly with each of the guided reading groups. This makes them well-placed both to assess children's progress and to check assessments that others have made. This can support planning across the whole curriculum.

TOP TIP

Invest time in teaching the children the routines you expect when they move to their groups. It is time that will easily be paid back once the class can organise itself smoothly. Remember that every minute that children spend procrastinating is a minute lost when they could be learning.



Oxford School Improvement

Guided reading in Year 2

Year 2 is an important year in ensuring that all children become confident and competent readers who enjoy reading.

All children should achieve well in reading by the end of the key stage, so that they can move confidently into Year 3.

More than ever, guided reading has a key role to play. Guided reading groups, led by well-trained adults, should have specific objectives that focus sharply on whatever it is that those children need to learn. There is no time to be wasted. Assessments from the end of Year 1 and the start of Year 2 should provide essential information.

TOP TIP

Invite a stronger reader to join a group

Just occasionally, try inviting one of your stronger readers to join a guided reading session with a group of developing readers. If you manage this sensitively, the presence of the stronger reader allows the rest of the group to see what is possible and to learn from their language and reading behaviour.

But it works the other way around, too. Allow one or two children to read with a group studying a more demanding text. It gives those one or two children the opportunity to absorb some of the language used in the group and – you never know – they might surprise you by how much they can do.



READING OBJECTIVES FROM THE NATIONAL CURRICULUM

Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently

Answering and asking questions

Participate in discussion about books, poems and other works that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material

Checking that the text makes sense to them as they read and correcting inaccurate reading

HOW MIGHT GUIDED READING SUPPORT THESE?

Through reading a wide range of texts across the year, children can learn about the features of different texts and begin to express their views on them. Non-fiction texts can be used for the direct teaching of knowledge and skills.

Through planning opportunities for discussion and careful questioning, the teacher can offer children the opportunity to take part in quality discussion about texts, assessing children's understanding and using this to plan further learning.

Listening to children read aloud in a group context and using questions to ascertain understanding offers an opportunity for children to learn to correct their reading.

Through reading texts that are matched to children's increasing phonic knowledge, the teacher can ensure all pupils are reading accurately, without undue hesitation, and without needing to blend the sounds out loud first by the end of Year 2.

Five Part Guided Reading Session

1. Text Introduction
2. Strategy Check
3. Independent reading
4. Return/respond to text
5. Plenary



The requirements in KS1

- Literal retrieval
- Application of phonics
- Reading common exception words
- Simple interpretation
- Simple inference and prediction
- Organisational and presentational features
- Quoting directly from the text
- Participation in discussion about books, poems and other texts



Reading silently

The requirements in KS2

Retrieval

Reading at speed – focus on understanding

Identifying and understanding themes and conventions

Overview of text, summarising main ideas

Recognising features of a text

Understanding organisational features of a text

Interpretation of figurative language

Inference (simple & complex)

Identification of structure and sequences

Authorial techniques

Recognition and understanding of effective language choices

Summarising main ideas – providing reasoned justifications

Subject specific guidance

	Inadequate	Requires improvement	Good	Outstanding
Achievement of pupils in English	<ul style="list-style-type: none"> Pupils make insufficient progress in acquiring a secure knowledge of letters and sounds or in learning to read and to write legibly and fluently. 	<ul style="list-style-type: none"> Pupils' progress in acquiring a secure knowledge of letters and sounds, or in learning to read and to write legibly and fluently, is inconsistent. 	<ul style="list-style-type: none"> Pupils acquire secure knowledge of letters and sounds and make good progress in learning to read and to write. 	<ul style="list-style-type: none"> Pupils rapidly acquire secure knowledge of letters and sounds and make sustained progress in learning to read and to write legibly and fluently.



Full programmes

Floppy's Phonics Sounds and Letters

Jolly Phonics

Letterland Phonics (revised edition)

Letters and Sounds

Phonics Bug

Phonics International

Read Write Inc

Sound Discovery

Sounds-Write

Tap Bat System

Supplementary resources

Adaptaboard Advanced

Autopress Education

Bug Club

Dandelion Books

Jolly Readers

Letterland Phonics Readers Sets 1to 4

**Letterland 'My Alphabet'
storybooks**

Monster Phonics

Project X Phonics

Read Write Inc - Fresh Start

Reading Corner Phonics

Songbirds Phonics

Sound Phonics

TTS Group

Teach Your Monster to Read

LCP Phonics resources

The third edition is updated for the new National Curriculum and gives guidance on:

- Daily and weekly planning from Reception to Year 2
- Planning the revised order in which sounds are taught
- Guidance on new rules for spelling
- New games and activities
- Four part lessons: Review, Teach, Practise, Apply



A sample plan

Phase 2 Week 1: (See accompanying CD for week 1 resources)

Objectives and criteria for success:

Learn that we read words in English from left to right. (Appendix 1).

Learn and practise letters/sounds **s a t p** (set 1) and start to practise oral blending and segmenting (p55).

Blend and read the high frequency words **a, at, as** (p64) making sure they understand that words are read from left to right.

Identify the name of each new letter learned. (Appendix 3).

	Revisit and review	Teach	Practise	Apply	Assessment
Mon	NA	Teach s using phonics scheme (see p51 for ideas). Tell children the name of the letter but focus on the sound.	Practise oral blending of words by showing objects/pictures. Sort between those that start with the s sound and those which don't.	Draw s in a variety of sizes and media for example, paint snakes and draw in chalks on the wall.	Give the sound when shown any Phase 2 letter learnt so far, from a display, when given the sound. Be able to blend and segment in order to read and spell (using magnetic letters) VC words at, a, as , CVC words sat, pat, tap , and silly words ap, sa .
Tue	Recall s using flashcards. Play I Spy with s objects.	Teach a using phonics scheme (see p51 for ideas). Teach high frequency words a, at, as (p64). Tell children the name of the letter but focus on the sound.	Practise oral blending of words by showing objects/pictures. Sort between those which start with a and s and distinguish between the two.	Play Musical Statues. (Appendix 2).	
Wed	Recall s and a using letter fans (p54)*. Say words starting with a or s phoneme and ask children to show the right letter.	Teach t using phonics scheme (see p51 for ideas). Tell children the name of the letter but focus on the sound.	Teach children how to do Sound buttons (p58) at, sat, as, a making it very clear that we read from left to right through a word.	Play Georgie's Gym (p55). Read high frequency words a, at, as (p64).	
Thu	Recall s a t by playing letter fan game as yesterday.	Teach p using phonics scheme (see p51 for ideas). Tell children the name of the letter but focus on the sound.	Sound buttons (p58) pat, at, tap, sap, as, a . Show children how we read from left to right through a word.	Play Quick write game (p55) ensuring children are forming letters correctly. Remind children that we write from left to right through a word. Read high frequency words a, at, as (p64).	
Fri	Recall s a t p using flashcards. Go through the letter names using Name Stories (Phase 2 Appendix 3). Point out the letters on the alphabet frieze or cards (Appendix 4).	Teach segmenting sat, tap, pat using a Phoneme frame (p62). Children can use letters or write the letters themselves. Show children how we write from left to right through a word.	Practise blending the following words: tap, pat, sat . Demonstrate on the board and ask the children to repeat back.	Choose one of the words tap, pat, sat . Show the children your word but don't say it. Ask them to put their letter cards in the same order on their boards and blend them to read. Read high frequency words a, at, as (p64).	

Phase 5 aligned with the 2014 Curriculum

Babcock have written two different pathways:

- Phase 5 only (for year 1 classes)
- Phase 5/6 for mixed Y1/2 classes, and Y2 classes

The Phase 5 pathway is pretty straightforward if you are teaching only Y1.
There are two different ways of using the Phase 5/6 pathway.

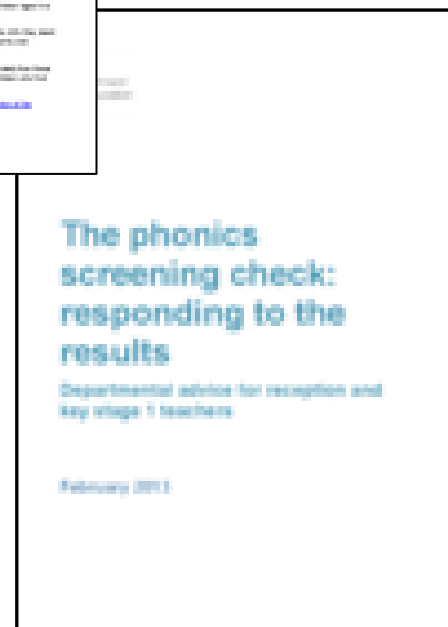
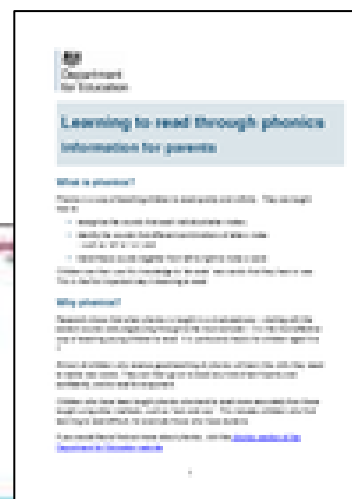
1. Mixed age classes

The basis for daily phonics session should be teaching Phase 5. The Phase 6 related areas can be taught as extension and differentiation, or could be used in guided group teaching to support the Y2 pupils.

2. Y2

The basis for teaching should be the Phase 6 detail, with the Phase 5 plan used to structure revision as most children working within Phase 6 in Y2 still need to revise and consolidate the Phase 5 grapheme choices and alternative pronunciations. The amount of time and detail paid to revising the Phase 5 elements will depend on the needs of the children, but the weekly progression will ensure that all elements of Phase 5 are consolidated.

Useful documents



Communicating Phonics

A guide to support teachers delivering and interpreting the phonics screening check for children with speech, language and communication needs



SLNM November 2014

Agenda

- Data – LA, National
- OFSTED changes and national updates
- Reading – non fiction, more able readers
- Phonics
- Moderation
- Resources for the new curriculum

Mathematics updates

Caroline Coates

- **Assessment and sample questions**
- **NCETM to support the development of Teaching and learning in mathematics**
- **MESH and GLOWmaths**
- **Kangaroo maths**
- **Subject Leader Network meetings**

KEY STAGE
1

July
2014



Standards
& Testing
Agency

assessments

Key stage 1 mathematics

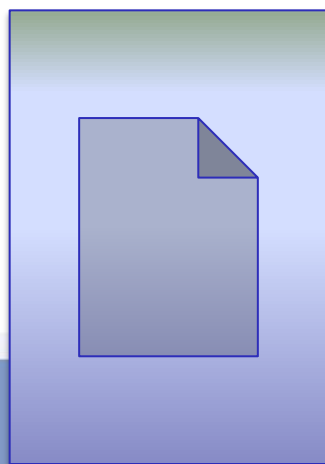
Sample questions, mark schemes and commentary for 2016 assessments

KEY STAGE
2

July
2014



Standards
& Testing
Agency



assessments

Key stage 2 mathematics

Sample questions, mark schemes and commentary for 2016 assessments

[Introduction to sample materials](#)

National Centre for Excellence in the Teaching of Mathematics

National Curriculum



Resource Tool

Teaching Fractions



New Curriculum Videos



Developing a Scheme of Work



The Bar Model



Progression in Reasoning



Microsites



High Attaining Pupils in Primary Schools

High Attaining Pupils in Primary Schools is for subject leaders, senior leaders and teachers, that will help to identify and support pupils who are attaining higher than expected standards in mathematics.



The NCETM Primary Mathematics Host Schools Project

The **NCETM Primary Mathematics Host Schools Project**, involving over 500 teachers from 29 local networks of schools, explored ways of raising the arithmetic skills of pupils in Years 3 and 4.

Departmental Workshops

Structured professional
development activities

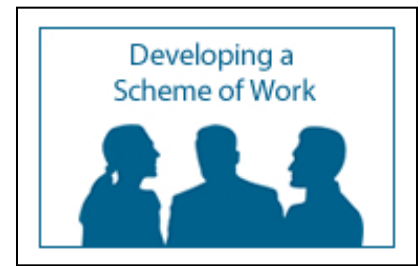
Departmental Workshops

These have been written to provide your mathematics team with structured professional development you can deliver in-house utilising members' expertise and knowledge.



Gloucestershire
COUNTY COUNCIL

NCETM – Developing a school curriculum for mathematics



Overview

These Professional Development Meeting (PDM) materials enable subject leaders to consider how to develop their school curriculum for mathematics in preparation for the new curriculum in 2014. It will:

- support **evaluation** of current policies and procedures;
- establish the **vision** for mathematics and offer advice on designing a new scheme of work;
- explore ways to support teachers in strengthening their **subject knowledge**;
- provide guidance for a **scheme of work** and calculation policies.

For this reason, the guidance for every activity concludes with a 'Take it further' section which provides elements for further study and reflection.

Developing a school curriculum for mathematics

A vision for mathematics in your school

This provides a structure for reflection on the vision and aims for mathematics in your school, and the influence that your own pupils and school context have on an approach to designing a new curriculum.

Knowing the requirements

This provides a structured approach to exploring the aims, structure, terminology and expectations of the new programmes of study for mathematics.

Strengthening subject knowledge

This is an opportunity to introduce and explain support provided by the NCETM to strengthen subject knowledge, and therefore access to the internet will be required.

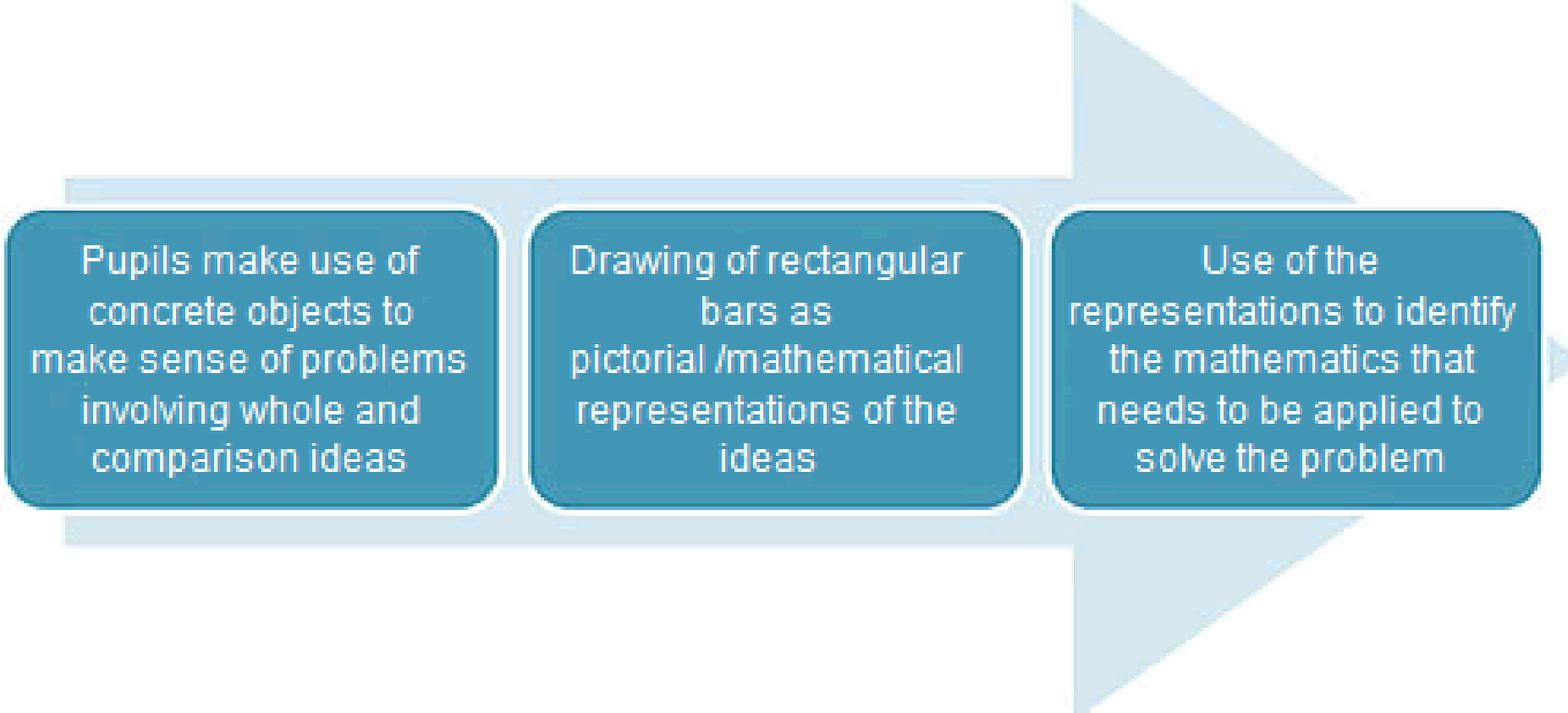
Designing a scheme of work

This is intended to encourage a debate about the design of a scheme of work and result in a personalised template that can be used in your school.

Designing a calculation policy

This provides an opportunity to focus on the greater emphasis placed on this aspect of mathematics and reflect on the effectiveness of a schools' current calculation policy.

Bar modelling



Pupils make use of concrete objects to make sense of problems involving whole and comparison ideas

Drawing of rectangular bars as pictorial /mathematical representations of the ideas

Use of the representations to identify the mathematics that needs to be applied to solve the problem

Bar Model <https://www.ncetm.org.uk/resources/44565>

The bar model is used in Singapore and other countries, such as Japan and the USA, to support children in problem solving.

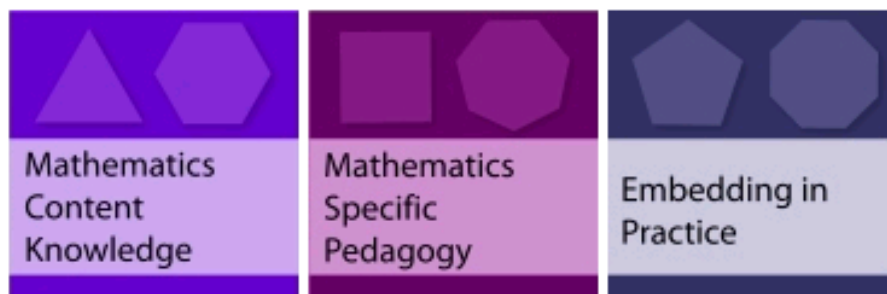
It is not a method for solving problems, but a way of revealing the mathematical structure within a problem and gaining insight and clarity as to how to solve it.

It supports the transformation of real life problems into a mathematical form and can bridge the gap between concrete mathematical experiences and abstract representations.

It should be preceded by, and used in conjunction with, a variety of representations, both concrete and pictorial, all of which contribute to pupils' developing number sense.

It can be used to represent problems involving the **four operations, ratio and proportion**.

It is also useful for representing unknowns in a problem and as such can be a pre-cursor to more symbolic algebra.



Self-evaluation Tools

Use these self-evaluation tools to check your understanding of the mathematics you are teaching and to explore ideas on how to develop your practice.

Complete a range of **Mathematics content knowledge** activities for all stages from Early Years learning to Adult Education (spanning Key Stages 1-5) and **Mathematics-specific pedagogy** activities from Early Years learning, to Key Stage 4, with Key Stage 5 and Adult Education coming soon.



Browse the self-evaluation topics

- ▶ **Find out more** about the benefits in evaluating your understanding of mathematics.
- ▶ Find out how others have been using the Mathematics content knowledge Self-evaluation Tools in a set of **case studies**.

What is Self-evaluation?

Self-evaluation is a powerful and productive way of supporting your own professional development. At one level it can be done in the privacy of your own home, when you make time to think and reflect on what a piece of mathematics might mean so you can teach it more effectively, or about how you may wish to progress your teaching career. Alternatively, or in addition, it can be used as part of a collaborative professional development activity with other colleagues in your school or department.

School to school
support (onsite)

CPD for the
Alliance

The Mathematics Specialist Leader of Education (SLE) Toolkit

The Role of the SLE
Find out more

Identifying
Priorities
Self Evaluation

Recording
before, during
and after

Setting up
networks

Promoting
Teacher
research

Running
T&L Workshops
subject
knowledge &
pedagogy

Supporting
Initial
Teacher
Education

Improving
T&L subject
knowledge
& pedagogy

Strengthening
approaches
to assessment

Developing
coaching and
mentoring

Improving
Planning

Analysing
data

Developing
Leadership
skills

Mastery approaches to mathematics and the new national curriculum October 2014

- 'Mastery' in high performing countries
- Curriculum changes
- Key features of the mastery approach

Curriculum design

Teaching resources

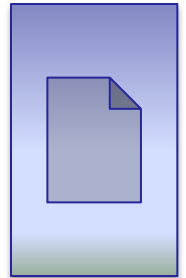
Lesson design

Teaching methods

Pupil support and differentiation

Productivity and practice

- Implications for professional development and training of teachers



Network of 32 maths hubs across England aims to raise standards

From: [Department for Education and The Rt Hon Elizabeth Truss MP](#)
First published: 1 July 2014
Part of: [Reforming qualifications and the curriculum to better prepare pupils for life after school and Schools](#)

Minister Truss states there's no reason why children in England cannot reach same level as those in Japan, Singapore and China.



A national network of maths hubs that will seek to match the standards achieved in top-performing east Asian countries - including Japan, Singapore and China - was launched today by Education Minister Elizabeth Truss.

She revealed the names of the 32 schools and academy trusts which will lead the hubs across England and provide a model for schools in their area. The scheme is backed by £11 million funding from the Department for Education and will be accessible to all schools.

These 'pace-setters' will implement the Asian-style mastery approach to maths which has achieved world-leading success - with children in these jurisdictions often around 2 years ahead of English children by age 15.

Hubs will develop this programme with academics from Shanghai Normal University and England's National Centre for Excellence in the Teaching of Maths (NCETM). Later this year, 50 teachers from Shanghai will be embedded in the hubs to teach pupils and run masterclasses for other

Support • Research • Innovate

Breaking down barriers

GLOW

Enjoying mathematics, Creating Mathematicians

Enjoy • Participate • Achieve

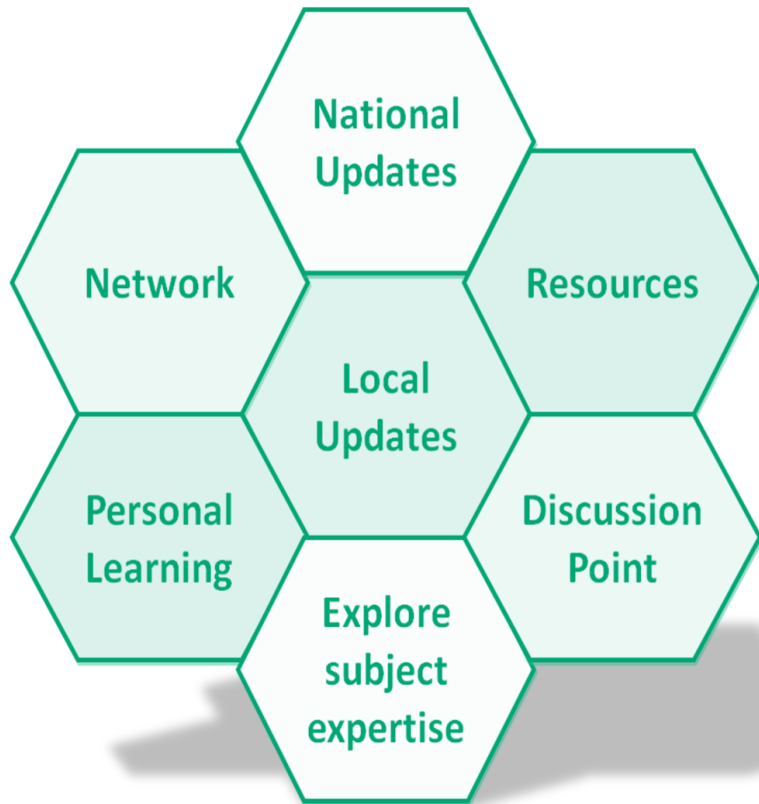
- long, medium and short term planning
- progression overviews
- “mastery indicators” and essential knowledge
- potential learning intentions and success criteria
- prior learning
- mathematical language
- pedagogical notes and common approaches
- suggested activities with links to nrich and ncetm
- possible misconceptions
- reasoning opportunities and probing questions

<i>Mastery indicators</i>	<i>Essential knowledge</i>
<ul style="list-style-type: none"> • Read and write numbers from 1 to 20 in numerals and in words • Count to and across 100, forwards and backwards from any given number • Count from zero in multiples of 2, 5 and 10 • Add and subtract a two-digit number and a one-digit number up to 20 • Solve one-step multiplication and division problems by using concrete objects and pictorial representations • Write addition and subtraction statements using the symbols '+', '-' and '=' • Recognise and name the fractions $\frac{1}{2}$ and $\frac{1}{4}$ • Tell the time to the hour, and half past the hour, using an analogue clock • Sequence events in chronological order • Use the comparative vocabulary of length, mass, capacity and time • Recognise and name rectangles (including squares), circles and triangles • Recognise and name cuboids (including cubes), pyramids and spheres • Describe position and movement 	<ul style="list-style-type: none"> • Know the symbols =, +, - • Know doubles and halves up to 10 • Know number bonds to 10 • Know the value of different denominations of coins and notes • Know the days of the week • Know the meaning of 'weeks', 'months' and 'years'



SLNM programme

18th, 26th and 27th November 2014



- Standards and achievement
- New National Curriculum
- Assessment without levels
- Steve Lomax - developing expertise through exploring opportunities and challenges of the new National Curriculum